



Women's
Entrepreneurship
Development



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Building Women Entrepreneurs' Associations:

A Participants Guide



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Acknowledgements



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The development and production of the Women Entrepreneurs Association Building Guide is a collective action involving many people and spans over four years. It is truly a collective piece of work based in the ILO's experience in working directly with women entrepreneur associations and mainstream small business associations.

Multiple reference sources were consulted in development of this material. These are acknowledged in the Bibliography section of this Guide.

Special mention should go to the people who had active roles in the development, realization and finalization of this training guide - Grania Mackie, the Chief Technical Adviser for the ILO's Women's Entrepreneurship Development and Gender Equality-Southern Africa project, has consistently been testing and developing the guide; Gerry Finnegan former LO Director, Lusaka, Zambia, Joni Simpson the current Senior Specialist in WED and Youth Entrepreneurship and Ned Lawton, an ILO Associate Expert in WED all contributed to the realization of the guide.

Thanks should also go to the National Project Coordinators in the ILO's Women's Entrepreneurship Development and Gender Equality projects in Eastern and Sothern Africa who have been using this tool in their work for several years. Without the time and feedback given by women entrepreneur associations themselves this guide would not be as rich and practical, specific thanks is due to them.

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A last vote of thanks goes to Dr. Cephas Chikanda and associates (South Africa) who worked with Grania Mackie to finalize the guide in 2010.



Introduction

In many economies, the small size of formal employment sector has driven people to form small and micro-business entities, the majority of which operate informally and are excluded from the services that are ordinarily available to formal sector organisations. As a way of collectively addressing some of these challenges, small business enterprises come together to form what is broadly referred to as Small Business Associations (SBAs).

Women Entrepreneurs' Associations (WEAs) are a special type of SBA formed specifically to address the challenges peculiar to women entrepreneurs. WEAs are normally voluntary, member-based non-profit organizations of small business people that encourage entrepreneurship through leadership and mentorship, networking, training and advocacy. In WEAs, business owners cooperate to pursue common interests such as accessing finance for their members or negotiating with governments to improve policies, strategies and administrative procedures.

Although all small business associations struggle for sustainability, WEAs have gender based barriers that prevent them from being as effective as other business associations. ILO research from East Africa demonstrates that WEAs are inclined to have low out-reach, limited membership and low capacity to deliver limited services to their members. Consequently, WEAs can have precarious survival prospects and may suffer from a vicious circle of limited service provision resulting in low membership, which in turn leads to limited income and so the unsustainable cycle continues. (Richardson, P. et. al. (2004) *The Challenges of Growing Small Businesses: Insights from Women Entrepreneurs in Africa*, ILO, Geneva, p.23)

One of the four pillars of the International Labour Organizations' Decent Work Agenda is employment creation. Within this context the development problem is of interest as small enterprises are an important driver for job creation in developing countries. Strong, representative Women Entrepreneurs' Associations (WEAs) and SBAs that are inclusive are an important component of a supportive enabling environment for enterprise development with specific focus on women as a key driving force to economic development.



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The Women Entrepreneurs' Association (WEA) Capacity Building Guide

The Women Entrepreneurs' Association Capacity Building Guide (WEA Capacity Building Guide) has been developed by the International Labour Organization's Women Entrepreneurs' Development and Gender Equality (ILO-WEDGE) teams. It is a training package designed to assist Women Entrepreneurs' Associations (WEAs) to manage and improve their associations. It can also be used to help 'mainstream' small business associations reach out to women entrepreneurs as potential members.

The WEA Capacity Building Guide covers different topics on creating a successful WEA and uses practical activities and discussions to create awareness on gender inequality and gender specific issues. It comprises 16 training core Modules and 2 supplementary modules, from which the trainers can select modules most appropriate to the needs of the trainees. This approach enables some flexibility in the contents and duration of the training. The emphasis is on building the management and service capacities of association leaders and staff, and on strengthening their ability to serve their women members.

Therefore, the modules do not address individual business problems, but rather, are focused on collective needs of the association.

Objectives of the WEA Capacity Building Guide



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- To create awareness regarding gender inequalities faced by the diversity of women entrepreneurs, including women entrepreneurs with disabilities, and suggest ways of addressing these challenges through the creation of gender sensitive services in WEAs.
- To ensure that women entrepreneurs have greater access to representation and voice in their business affairs and in influencing the policies and decisions that affect them.
- To guide women in the formation and management of a member-based business association.
- To build the administrative, organisational, technical and financial capacities of new and existing associations to enable women entrepreneurs to better serve their diverse memberships.
- To promote linkages between WEAs regionally and internationally, and foster linkages with other key private sector actors (e.g. employers' organisations).

The target Group for the guide:

The guide has been developed for people who are/will be involved with WEAs, with an expressed interest in improving and developing the associations, including Private Trainers, NGOs and SBA leaders.

The training enables association leaders and staff to make informed and strategic decisions that will strengthen the association and its members' businesses.

By improving WEAs and SBAs, participants will in turn assist other women entrepreneurs by providing better services, more training and further support in their business endeavours. The ultimate beneficiaries of this guide are, therefore, members of WEAs and SBAs.

Guide Components



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The Women Entrepreneurs' Association Capacity Building Guide (WEA Capacity Building Guide) has been developed by the International Labour Organization's Women Entrepreneurs' Development and Gender Equality (ILO-WEDGE) team. It is a training package designed to assist Women Entrepreneurs' Associations (WEAs) to manage and improve their associations.

The modules are in PowerPoint format, with slides supported by facilitators' notes. Trainers of WEAs and other SBAs can use these facilitators notes to guide them but only show the power point slides to trainees. The guide is participatory; each module contains at least one discussion and/or activity. References are made to appropriate tools to be used in exercises or as hand-outs. The modules form the basis for a training programme that would ordinarily be delivered over four and a half days.

The gender implications of each topic are given prominence throughout the guide. Each session takes specific gender considerations into account, and seeks to find ways of addressing these. In line with the participatory nature of the guide, participants will have ample opportunity to elaborate on the gender aspects of each individual topic.

The guide is divided into six sections. The first section has introductory materials. The second section consists of the core training modules. There 14 Core modules and two supplementary modules in Section C of the manual. The additional modules are for use at the discretion of the trainer depending on the needs of the participants. The following section D consists annexes which are materials for reference during the training. These include further notes and tables that may be used to facilitate activities during the training. Annex N has a list of further reading materials and references.

Guide Components continued



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The core training modules have been broadly categorised follows:
Gender and Organising of WEAs

Discusses gender in the business context and focuses on the fundamentals of WEAs, and thus sets the stage for the rest of the training. Modules included in this section are Sex and Gender, Gender and Diversity in Small Business Associations, and Situational Analysis & Roadmaps.

Governance and Leadership in WEAs

Focuses on strengthening WEA governance and contains the building blocks for effective and strategic WEA functioning, growth and outreach. Modules comprising this section include Governance of a Women Entrepreneurs' Association, Organizing a Women Entrepreneurs' Association, Membership Strategies, Leadership Strategies, Stakeholder Analysis & Management, Communication Strategies and Advocacy Strategies.

Services and Training for WEAs

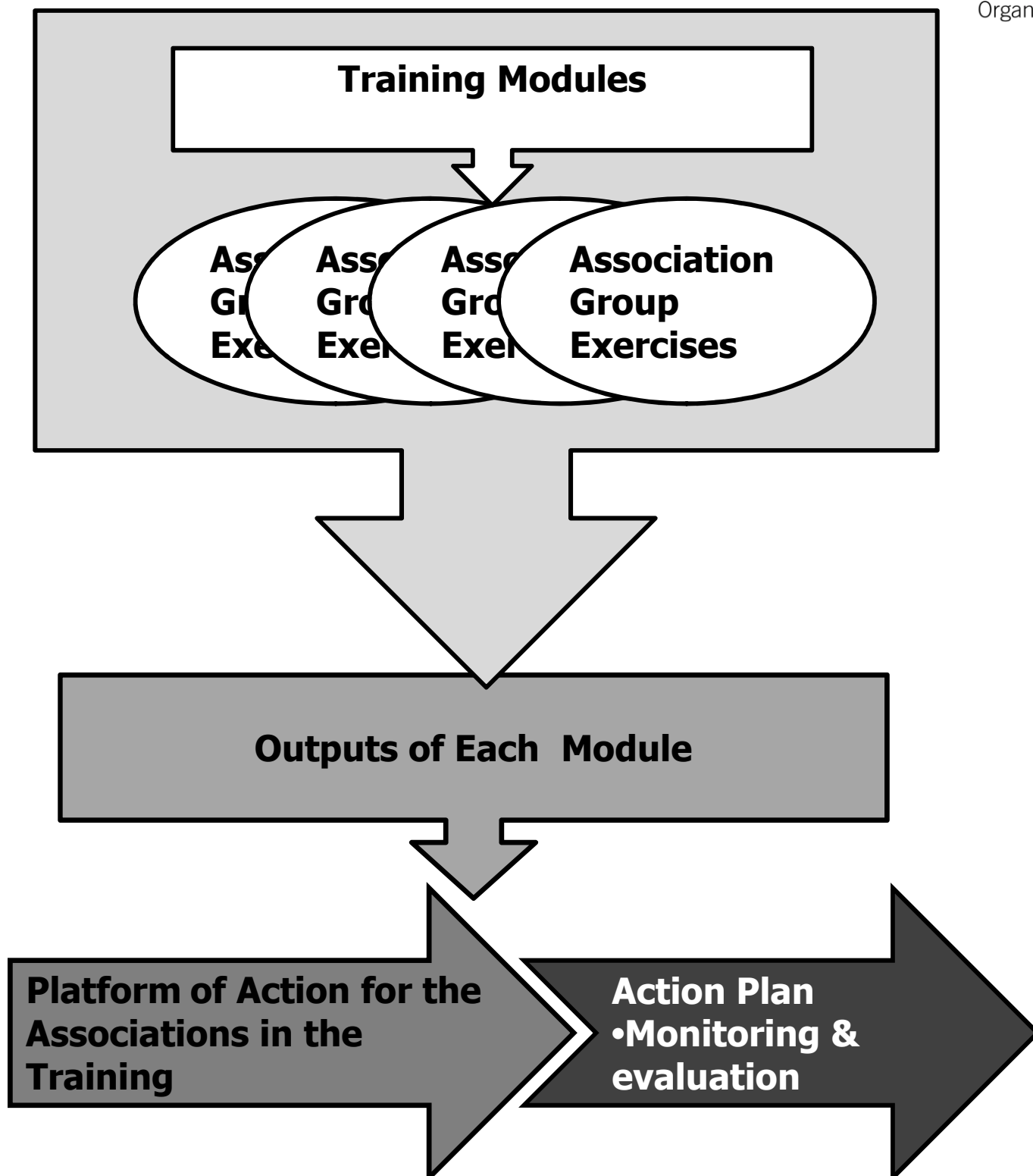
Focuses on strengthening WEA service delivery, and offers an informative overview of the most recurrent WEA services. Modules included in this section are Service Provision, Training for Members and Business Mentoring Services.

Strategic Planning for WEAs

Deals with the critical strategic planning that is essential for WEAs. Modules comprising this section include Financing WEAs, Managing Finances for WEAs, Strategic Planning for WEAs, Action Planning for WEAs, and Funding Proposals.

As a way of obtaining insight into the background training needs and expectations of (potential) participants as well as assessing the effectiveness of the modules, a Baseline Questionnaire and two Training Evaluation Questionnaires (Participant and Trainer) are provided as part of this guide. The training needs assessment should be done well in advance of the training to enable the trainer to tailor the training to the specific needs of the audience.

Course Map



Structure of the Modules



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Each module is organized as follows:

Structure of the Modules	
Identifier	Description
Module Number	Identifies the module number as suggested by this guide. However, it should be noted that subsequent to the needs assessment (of the participants) the trainers can select modules most appropriate to the needs of the trainees, and present them in sequence.
Title	Identifies the module's topic
Learning Objectives	These describe the understanding, skills or capacity the participants will have acquired at the end of the training session
Module Overview/ PowerPoint Slides:	This takes the form of PowerPoint slides each with a title and brief points/notes. It provides a breakdown of the modules into smaller key components. Each PowerPoint slide is supported by a set of notes for the trainer.
Trainer's Cover Notes	The notes outline the steps recommended for delivering a module using participatory methodologies and tools. They provide brief background information for the notes/points on the slides; make reference to tools pertinent to the sub-module, as well as to additional resources for purposes of assisting the Trainer in reviewing related information in preparation for the module. The notes also suggest various prior arrangements that should be made by the facilitator before the session, as well as materials required for/necessary to successful delivery of the module.

Structure of the Trainer's Notes



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Trainer's Notes	
Identifier	Description
Actions required prior to showing the slide (If any):	Example: <i>Before showing this slide, ask participants whether there is a definition of micro, small and medium enterprises in their country(s). Write these definitions on a flipchart.</i>
Notes in Relation to Points on Slide	Provides background information for the notes/points on the slide.
Discussion/Activity/Exercises	Provides the: <ul style="list-style-type: none"> •Duration of the Activity; and •Step by step instructions of how the activity should be carried out.
General Notes for the Trainer	<ul style="list-style-type: none"> •Makes reference to points of emphasis to the trainer, for example: <i>It is important for the trainer to highlight that all women entrepreneurs are not the same. Some WE's face multiple challenges, such as those with disability or living with HIV/AIDS. See Annex A and B for information notes on women entrepreneurs and disability and HIV and AIDS</i> •refers trainer to the annexure where a tool pertinent to the particular section of the module can be found, Examples of tools are: checklists for data collection on WEAs, participant nomination forms, group exercises and handouts; or •Proposes alternative ways of conducting certain activities.
Required Materials	Lists material requirements such as stationery, necessary to execution of the sub-section of the module.
Reference to Additional Resources	<ul style="list-style-type: none"> •This refers the trainer to further information resources such as websites and journals to assist them in reviewing related information in preparation for the module.
It should be noted that some and not all of these points may appear in the Trainer's notes in accordance with the contents and specific requirements of each slide.	

Training Principles



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Four key principles form the underlying basis for the training modules comprising this guide. A good understanding of these principles facilitates the trainer's ability to effectively deliver the training, in a manner suitable to adult learning.

1. Multi-Purpose: The guide is adaptable for different training purposes, including training of trainers and training of SBA management and their members.

2. Modular: Depending on the trainees' profile and needs, as determined during the training needs assessment, the trainer will select the modules most appropriate to addressing the identified needs of trainees and the interests of the WEAs, or which modules to place specific emphasis on.

3. Participatory: One of the fundamental features of effective adult learning is active exchanges between participants and Instructor. The training contents should be relevant and applicable to the participants' daily working and living environment. The effectiveness of predominantly theoretical presentations is very limited. Conversely, key learning moments take place when the essential points emerging from group work and discussions are grasped and analyzed. A participatory approach requires the trainer to be culturally sensitive and creative. Included in the Trainer's notes section of this Guide are guidelines, tools, exercises and examples to ensure active participation of trainees.

4. Mainstreamed: Cultural diversity and socio-cultural factors that influence training techniques are mainstreamed into this manual. In addition, potential discriminating factors, such as inequality between women and men, ethnicity and stigmatized illness (e.g. HIV and AIDS), are mainstreamed throughout the training material and, depending on the cultural setting, need more or less emphasis.

Opening & Introductions



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Success Factors for WEAs



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- A strong governance structure and visionary board members
- Sufficient and flexible funding
- An active and diverse membership base
- Effective community relationships and collaborative partnerships
- Management capacity to support services, including accounting and marketing/development functions
- A relevant training and services offering to members and beyond
- A sound communication strategy



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Module 1

Sex and Gender

Learning Objectives



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- By the end of this session participants will have:
 - Understood the difference between sex and gender
 - Examined how these gender differences are at play in a business environment
 - Explored the barriers facing women entrepreneurs



What is the Difference Between Sex and Gender?

Sex	Gender
Male/female	Masculine/feminine
Biological	Social construct
Natural	Cultural
Universal	Differs from society to society
Constant	Can change

Gender Differences in the workplace



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- Attitude Towards Tasks versus Relationships
- Ways of Processing Information
- Leadership Styles



Barriers Facing Women Entrepreneurs

- Lack of individual property rights
- Lack of legal status (in some countries)
- Lack of collateral
- Insufficient access to finance and credit facilities
- Lack of control over income and household investments
- Lack of confidence and ability to enter new areas of activity
- Lack of access to information and networks
- Lack of time and autonomy
- Limited education and vocational training
- Insufficient recognition by governments of the role women play in economic development



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Module 2

Gender and Diversity in Women Entrepreneurs' Associations

Learning Objectives



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- By the end of this session participants will have:
 - Explored the different types of enterprises and the roles of Women Entrepreneurs' Associations
 - Examined what a WEA is and its various sources of membership
 - Explored the fundamental elements of inclusivity and identified the dimensions of diversity
 - Understood how WEAs can embrace members with disabilities and those living with HIV/AIDS
 - Have an understanding of affirmative action and the role it plays in developing an economy

Types of Enterprises



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- Criteria for defining small business enterprises:
 - Staff headcount
 - Financial (turnover or annual balance-sheet total)
- Acronyms
 - SME: Small and Medium Enterprises
 - MSE: Micro and Small Enterprises
 - MSME: Micro, Small and Medium Enterprises

Enterprise size: example from South Africa

Type of Enterprise	Staff Compliment	Financial (Annual Turnover in ZAR)
Micro	<10	+/- 2m
Small	<50	+/-10m
Medium	<250	+/-50m



What is a Women Entrepreneurs' Association?

- A WEA is a non-profit organization that encourages entrepreneurship through leadership and mentorship, networking, training and advocacy
- In an WEA owners of micro and small businesses cooperate to pursue common interests
- WEAs are:
 - Voluntary
 - Member-based

WEA Membership



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- Sources of members for WEAs include:
 - Women entrepreneurs
 - Aspiring businesswomen
 - Women professionals
 - Non-governmental organisations (NGOs)
 - Partners in women development organizations
- **Note:** Because the definition of entrepreneurship and enterprises is different from country to country, the potential members of Women Entrepreneurs' Associations will also vary.

What do WEAs Do?



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- Activities that WEAs are involved in include but are not limited to:
 - Providing a forum for women who manage or own commercial enterprises
 - Promoting entrepreneurship among women and thereby empowering them to join the economic mainstream
 - Encouraging and facilitating training of women in modern business administration and technologies
 - Facilitating the access to finance
 - Lobbying & advocacy
 - Working with existing financial institutions and participating in their special programs for women customers
 - Linking women mentors with protégées
 - Learning and sharing from others, network and exposure
 - Developing successful models of entrepreneurship for emulation worldwide



Why Inclusivity in WEAs?

- Accepting a mixture of people with different group identity within the same social system
- It offers opportunities for growth through diversity of membership
- Acknowledges that people who bring a variety of backgrounds, styles, perspectives, values and beliefs are assets to WEAs
- Inclusivity is a voluntary exercise that the WEA embarks on in order embrace diversity, thus embrace members with disabilities and those living with HIV/AIDS

Dimensions of Diversity



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'diversity is, in action, the sometimes painful awareness that other people, other races, other voices, other habits of mind, have as much integrity of being, as much claim on the world as you do' (William Chase)

Some Dimensions of Diversity	
Primary Dimensions	Secondary Dimensions
Race	Education
Age	Religious beliefs
Gender	Income & work background
Societal background	Marital status and parental status
Physical qualities	HIV status



Women Entrepreneurs with Disabilities

- Women entrepreneurs with disabilities face double discrimination - 'as women' and 'as people with disabilities'
- WEAs need to be sensitive and open to people with disabilities
- Given the opportunities, people with disabilities can perform the same tasks as non-disabled persons and frequently excel at those tasks
- Requires only small adaptations to help them access WEAs, SBAs and their services



HIV/AIDS and Women Entrepreneurs

- WEA members may be living with HIV/AIDS or may have a family member affected by the disease
- HIV/AIDS has placed an increased burden on women to combine care and productive work
- The role of WEAs in HIV/AIDS care and prevention can be to help:
 - fight stigma and discrimination
 - empower those taking care of orphans and vulnerable children due to HIV/AIDS
 - curb the spread of HIV/AIDS through active prevention activities within their work



Affirmative Action

- **Definition:** The laws, customs, and social policies intended to:
 - promote equal opportunity and/or
 - increase ethnic or other forms of diversity
- Affirmative action is often established for:
 - Women
 - Racial and/or ethnic minorities
 - People with disabilities
 - War Veterans



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Module 3

Situational Analysis and Road Maps

Learning Objectives



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- By the end of this session participants will have:
 - Mapped the current situation of their association and have increased awareness of other associations' profiles and ambitions.
 - Understood the link between the training and the current state of their associations

Situational Analysis



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- Where is your Association now?
- Where is your association going?
- How does your association plan to get there?

In the light of this:

- What do you expect to gain from this training?



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Module 4

Governance of a Women Entrepreneurs' Association

Learning Objectives



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- By the end of this session participants will have:
 - Explored the principles of good governance
 - Identified key governance and capacity issues that affect the operation of associations

What is Governance?



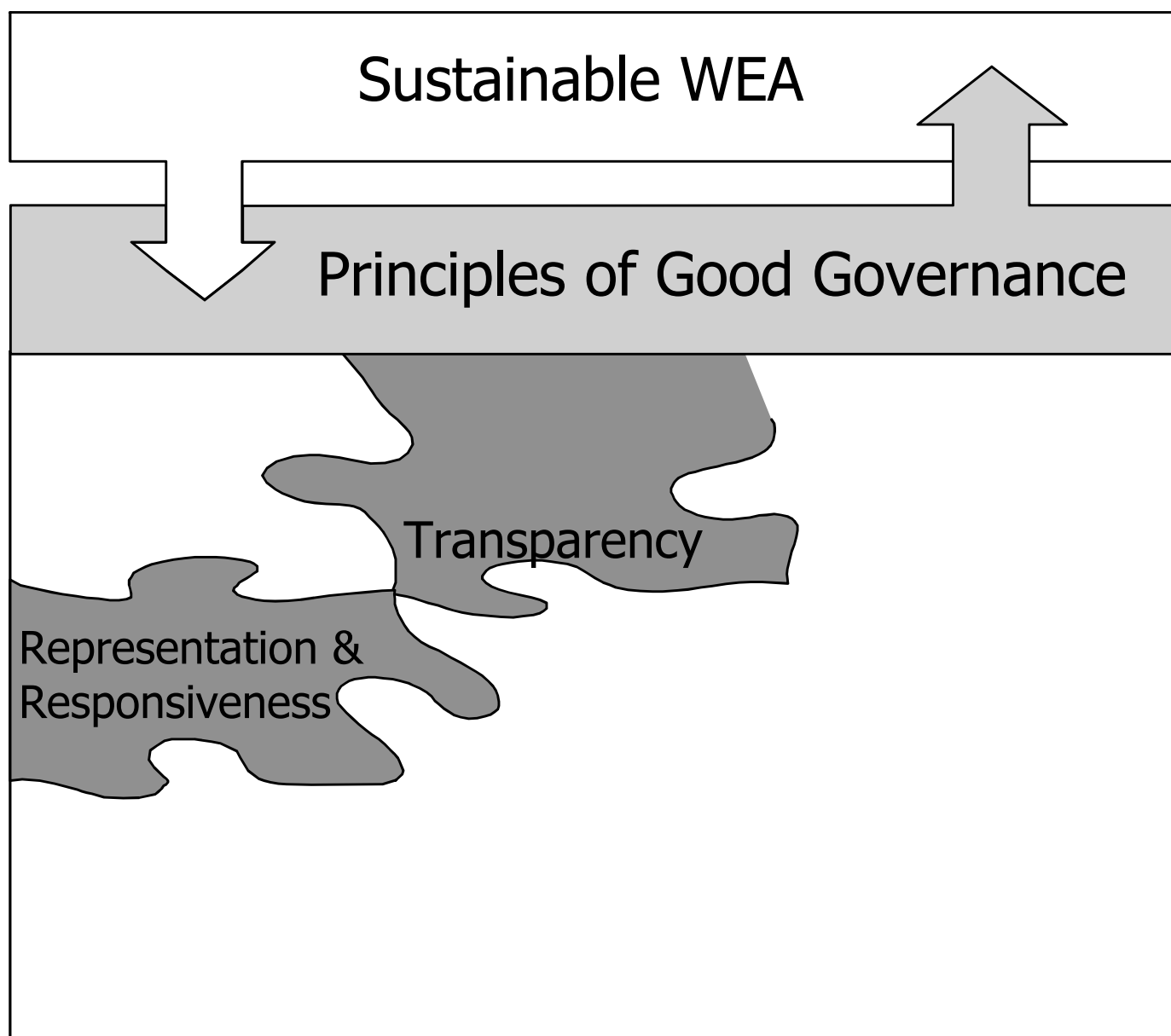
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- **Governance:** the process through which decisions are made and implemented (or not)
- **Some Different Contexts of Governance:**
 - corporate governance
 - international governance
 - national governance and
 - local governance

Key Principles of Good Governance



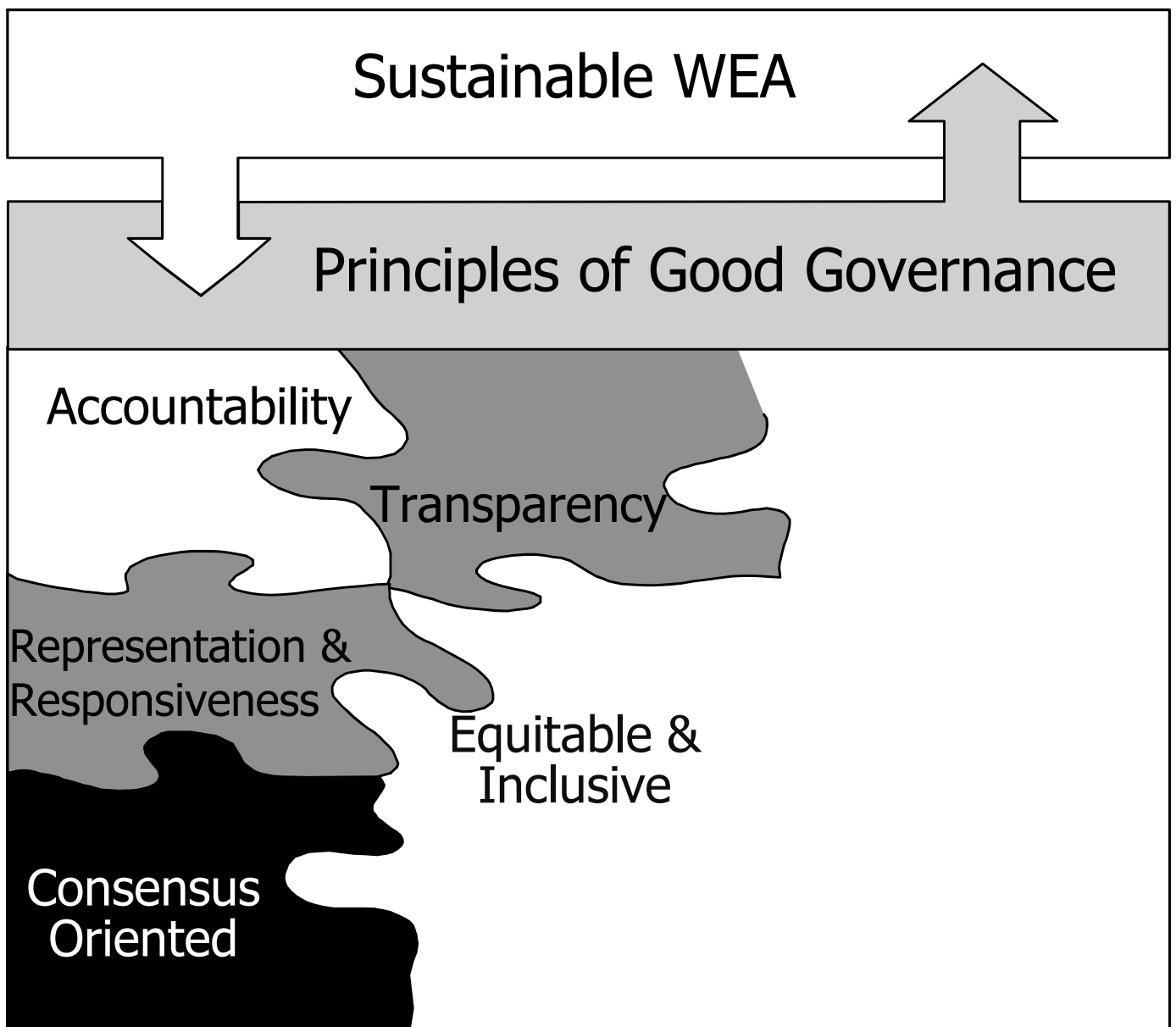
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Key Principles of Good Governance



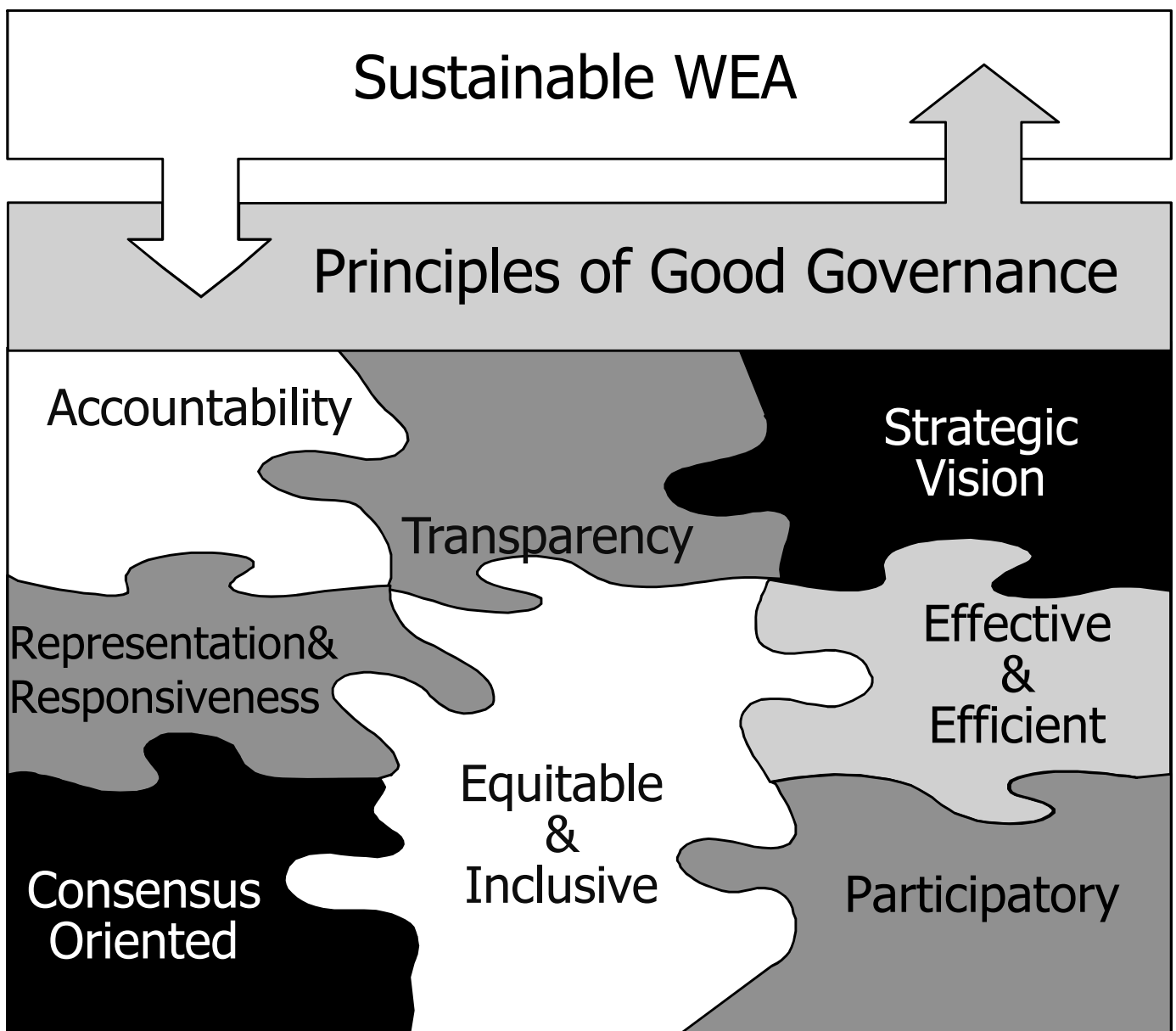
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Key Principles of Good Governance



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Module 5

Organizing a Women Entrepreneurs' Association

Learning Objectives



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- By the end of this session participants will have:
 - Critically examined the purpose and value of a mission and vision statement of a Women Entrepreneurs' Association
 - An understanding of what a constitution is, to enable critical examination of the constitutions of their individual associations
 - A basic understanding of the general structure of a WEA including functions, roles and responsibilities.



Mission Statement

- A Direction for the Association

- A Mission Statement is a formal concise representation of the fundamental purpose of an organization written for people both internal and external to the organization
- A Mission Statement:
 - Must be short and to the point;
 - Must be easy to understand; and
 - Should answer the following:
 - Who are you?
 - Why do you exist?
 - What do you do?
 - Who do you serve?

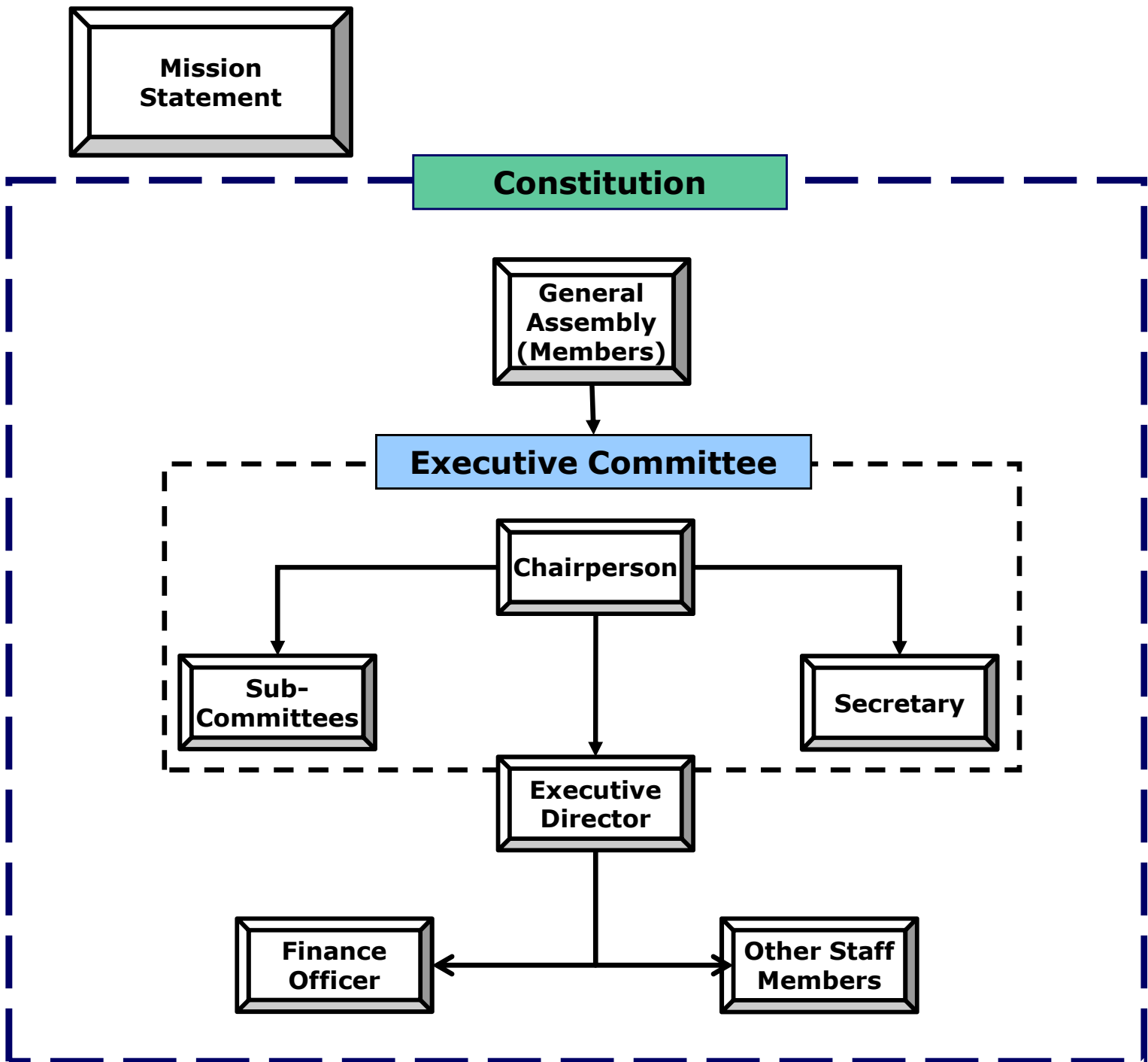
The Constitution - A Code of Principles



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- A constitution is a system of fundamental laws and principles (usually a written document) governing the functions of an institution
- It outlines the basic principles, rules, and procedures of an association and includes:
 - The objectives and function of the association
 - The rights and obligations of members and staff
 - The procedures and frequency of electing and deposing board members and the chairperson
 - Procedures for making and implementing decisions
 - How finances are to be managed and structured
 - Explicit mention of Gender equality (often)

Sample Organizational Structure of a WEA



The General Assembly



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- The General Assembly is a meeting of all members of the association.
- The General Assembly elects the board members/executive committee, committee members and formally approves the budget as well as the strategy of the association (in accordance with the Constitution).
- Members can make proposals that are then either accepted, amended, or rejected by a vote.



The Executive Committee

The Executive Committee:

- Is elected by the General Assembly and mandated to guide the broad financial, policy, and strategic decisions;
- Comprises a chairperson, a treasurer, a secretary and other members;
- Can set up specialist sub-committees that must then report back to it;
- Usually meets once a month;
- Often has a certain allowable minimum percentage of female members (as may be stipulated in the constitution)

Office Bearers



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- **The Chairperson** is responsible for:
 - calling and presiding over meetings of the Executive Committee and the General Assembly
- **The Executive Director** is responsible for:
 - implementing the policy decisions of the Executive Committee
 - overseeing the day-to-day running of the association and
 - representing the Association in the media and at meetings
- **The Secretary** is responsible for:
 - taking and distributing the agendas and minutes (notes) of meetings and
 - overseeing the administration of the association
- **The Finance Officer** is responsible for:
 - managing the finances of the association.



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Module 6

Membership Strategies

Learning Objectives



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- By the end of this session participants will have:
 - Identified what attracts and sustains membership in an association, including issues specific to women entrepreneurs
 - A clear understanding of the principles guiding enrollment of members
 - Explored the rights and obligations of members



Attracting New Members

Ways to attract new members include:

- Being relevant to the needs of the targeted members
- Ensuring the association is accessible to all interested and qualified women, including disabled persons
- Demonstrating professionalism and a non-exclusive culture
- Evidence of real benefits accruing to members
- Showcasing the association through:
 - Open days - where the association advertises and organizes activities
 - Having a high media profile (in publications read by women)
 - Advertising e.g. by distributing flyers and putting up posters
- Discounted subscription rates for the first year of membership;

Enrolling New Members



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When enrolling new members:

- Have a clear, structured method
- Ensure that new members are made aware of their responsibilities and entitlements such as:
 - What are the membership fees and how are they set?
 - How are subscriptions collected and what is the frequency?
 - What do members get as confirmation of membership?
 - What special concessions regarding fees are made for disadvantaged members?
 - What is the policy on defaulting payments?
 - What other benefits is the member entitled to?



Keeping Existing Members Motivated

Members will be encouraged by:

- Seeing tangible benefits accrue to their businesses
- The Association maintaining relevance to their needs
- Being involved in the formulation of policies, programs etc
- The association's demonstration of professionalism and a non- exclusive culture
- The leadership being accessible to all members
- The association having regular meetings at times when women can attend
- The association organizing regular social and networking events and outings



Guidelines to Effective Membership Strategies

- Have a clear idea of:
 - What the association's core competencies are
 - Who the organization is for
- Expand membership at a pace that the association can manage
- Create a system that facilitates easy communication with members (bearing in mind that women's access to communication channels may differ from men's)
- Ensure that new members are kept up to date with their responsibilities and entitlements
- Stipulate in your constitution the conditions for cessation of membership for example:
 - A submission and acceptance of a formal resignation
 - Failure by a member to attend a given number of general assembly meetings
 - Expulsion due to actions contradictory to the principles and rules of the association



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Module 7

Leadership Strategies

Learning Objectives



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- By the end of this session participants will have:
 - Examined effective leadership traits
 - Explored various leadership styles
 - A clear understanding of how to align leadership style with the task/activity to be executed
 - Examined leadership in the context of Gender, HIV and Disability

Defining Leadership



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The process of influencing the behaviour of other people toward group goals in a way that fully respects their freedom.



Attributes of a Good Leader

A good leader of a WEA will be:

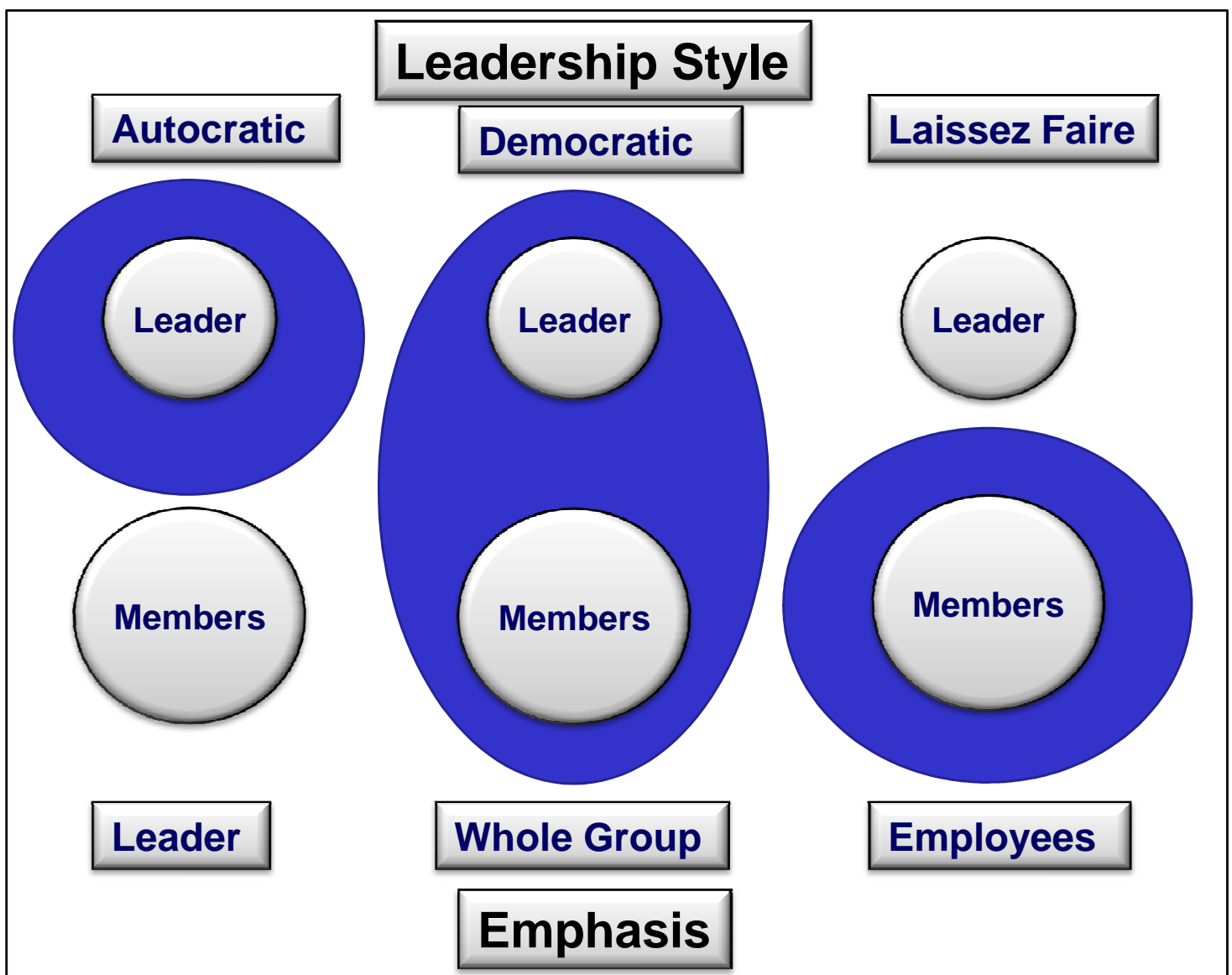
- Decisive
- Self-assured
- Organized
- Articulate
- Sociable/Personable and
- Attuned to women's needs

Different Leadership Styles



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There are three main categories of Leadership Styles



Key: Consultation & decision making:



Autocratic Leadership Style



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- **Autocratic leaders:**
 - Rely on threats and punishment to influence staff
 - Do not trust staff and
 - Do not allow for employee input
- **Advantages:**
 - Everyone has clarity on their specific roles and responsibilities
- **Disadvantages:**
 - High levels of resentment
 - High levels of absenteeism and staff turnover and
 - Benefits of teamwork (creativity and experience) are lost

Democratic Leadership Style



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- **Democratic leaders:**
 - Include one or more employees/members in the decision making process while maintaining the final decision making authority
- **Advantages:**
 - Enables better decision making
 - Increases job satisfaction and team motivation and
 - Helps to develop people's skills
- **Disadvantages:**
 - Longer time to make a decision and
 - Can be misconstrued as the leader being unsure of him/herself



Laissez-Faire Leadership Styles

- **Laissez Faire Leaders:**
 - allow the employees/members to make the decisions
 - are still responsible for the decisions that are made
- **Advantages:**
 - Limited directing and monitoring of teams
 - Gives visionary and creative workers room to grow
 - Frustration due to lack of direction may catapult some members of the team into leadership roles
- **Disadvantages:**
 - The team can quite often bark up the wrong tree without being aware of it, and the quality of work is often poorer
 - There is a lack of accountability



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Module 8

Stakeholder Analysis & Management



Learning Objectives

- By the end of this session participants will have:
 - Identified what a stakeholder is
 - Explored the fundamental elements of stakeholder management
 - Stakeholder Analysis
 - Stakeholder Planning
 - Stakeholder Engagement/Networking
 - Mapped their association's stakeholders, evaluated their importance and the way they relate to them
 - Developed a basic stakeholder management plan



What is a Stakeholder?

- A stakeholder is a person, group, or organization that has direct or indirect stake in an organization because it can affect or be affected by the organization's actions, objectives, and policies
- Types of stakeholders are:
 - Primary stakeholders
 - Secondary stakeholders
 - Key stakeholders
- Stakeholders can be:
 - internal (from within an organization) or
 - external (outside of an organization)

Stakeholder Management



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- Stakeholder Management is a discipline which provides strategies, processes and infrastructure for exploiting relationships between an organization and its stakeholders for mutual gain
- Elements of Stakeholder Management:
 - Stakeholder Analysis
 - Stakeholder Planning
 - Stakeholder Engagement

Stakeholder Analysis



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- **Stakeholder analysis** involves a process of:
 - Identifying all the individuals or groups that are likely to affect or be affected by a proposed action
 - Prioritizing them based on power, influence and interest (how much they can affect the action and how much the action can affect them)
 - Assessing and determining how the interests of those stakeholders should be addressed

Identifying Your Stakeholders



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- **Step 1:** Brainstorm and develop a list of all the stakeholders of your association
- **Step 2:** Identify the correct individual stakeholders/contact person within a stakeholder organization

Examples of Stakeholders

Shareholders	Government	NGOs
Senior Company Executives	Suppliers	Donors
Current & Future Employees	Trade Associations	Media
Current & Prospective Customers	Lenders	The Public
Media	Investors	Competitors

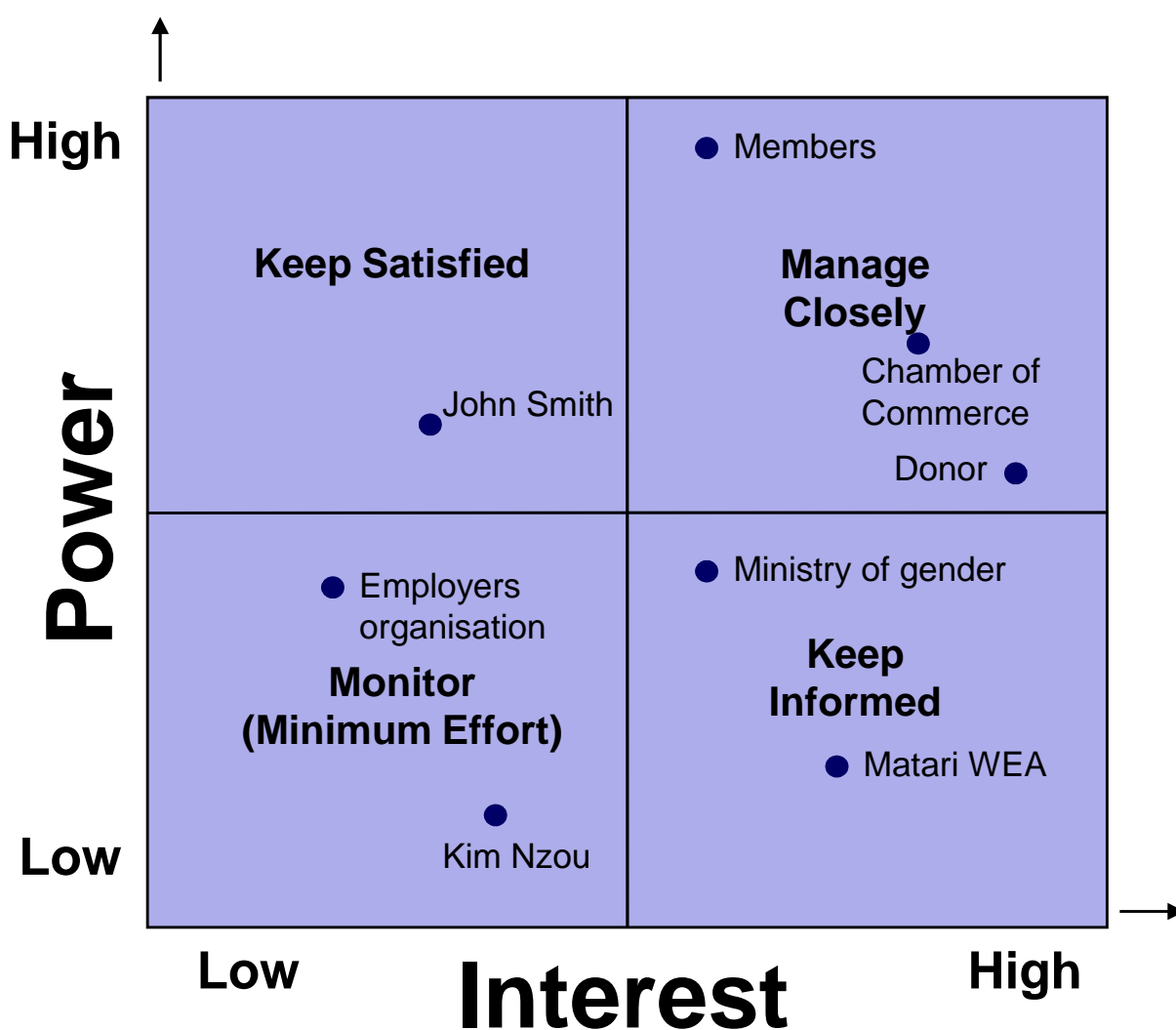


Understanding & Prioritizing Your Stakeholders

- The following questions may assist you in understanding your stakeholders:
 - Is their financial and emotional interest in your work affirmative or negative?
 - What is the primary driving force to their motives?
 - What information is very relevant to them?
 - What is their preferred communication mode, and how best can you convey that message to them?
 - How can you win their support to your work and if not what is your strategy for managing their antagonism?
 - Who and what influences their opinions?



Understanding & Prioritizing Your Stakeholders - Stakeholder Chart



Stakeholder Planning



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- **Stakeholder Planning** – A process or technique used to build the necessary support of identified stakeholders
- A planning sheet can aid the planning process
- Guiding steps to Stakeholder Planning:
 - Populate the planning sheet in annex G with information from the Interest – Power Grid
 - Deliberate on your stakeholder management approach
 - Determine your requirements from each stakeholder
 - Think through the messages you need to convey to your stakeholders
 - Identify the specific required actions and communications for each stakeholder
 - Determine how you will measure the success or failure of your plan in relation to time and resources expended

Engaging with Stakeholders



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- Implement your Stakeholder Plan
- Be professional
- Keep in regular contact with important stakeholders: keep them informed of what your association is doing
- Networking is often informal, and women may network in different ways and places to men
- Like-minded associations of WEAs may often decide to form an umbrella organization



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Module 9

Communication Strategies

Learning Objectives



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- By the end of this session participants will have:
 - Understood the fundamentals of effective communication
 - Examined the different types and ways of communication to members and other stakeholders
 - Understood the gender based differences in business communications
 - Explored factors influencing negotiations including gender
 - Examined different phases of the negotiation process
 - Preparation & Planning
 - Negotiation
 - Closure & Implementation
 - Reviewing the Negotiation

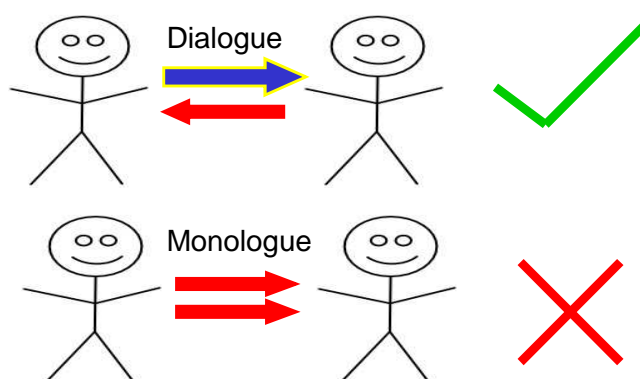
Communication Definition



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- Communication is:
 - the exchange of ideas, opinions and information through written or spoken words, symbols or actions

- is a dialogue,
not a monologue



- effective when the message
exchanged has the same meaning
for both the sender and the
recipient



Guidelines to Effective Communication

- Always ask the following questions:
 - **Who** am I communicating with?
 - **What** relationship do I have with them?
 - **What** message am I communicating?
 - **Why** am I communicating this message?
 - **How** can I best communicate this message?
 - **When** is a good time to communicate the message?
 - **Where** am I communicating?
 - **What** are the possible barriers to understanding?
 - **How** can I check for and ensure understanding?

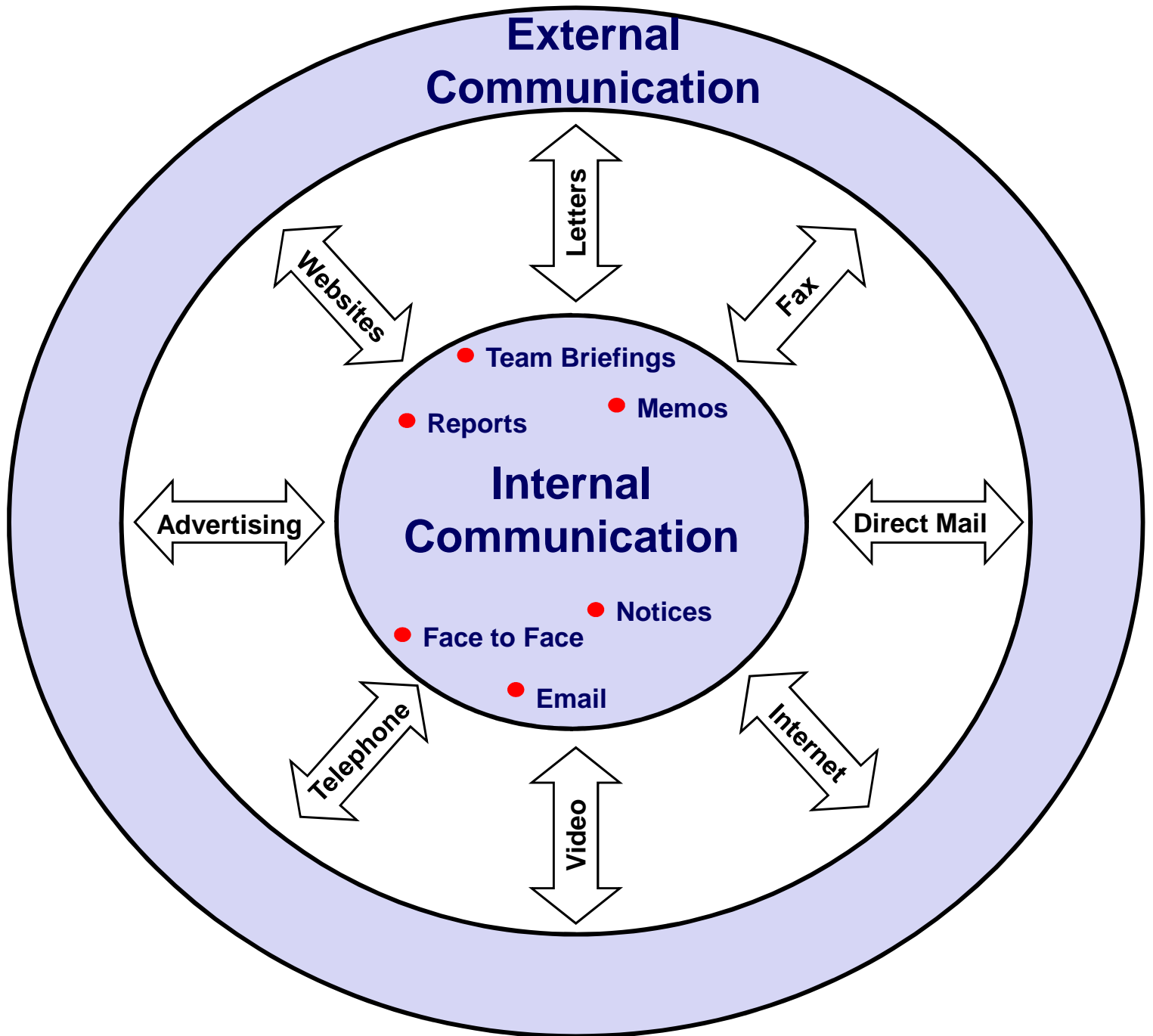


Ways of Communicating

Business communication can be done through the following:

- Written (letters, memos, email, reports)
- Social Networking
- Presentation
- Verbal (meetings, team briefings)
- Media
 - Print (publications)
 - Radio
 - Television
 - Electronic (Internet)

Types of Communication



Negotiation



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Negotiation- '*A bargaining process between two or more parties seeking to discover a common ground and reach an agreement to settle a matter of mutual concern, interest or to resolve a conflict.*'

Factors Influencing Negotiations

- Goals and interests of the parties involved
- Perceived interdependence between the parties
- Existing history between the parties
- Personalities of the people involved
- Persuasive ability of each party

Tips for Successful Negotiation



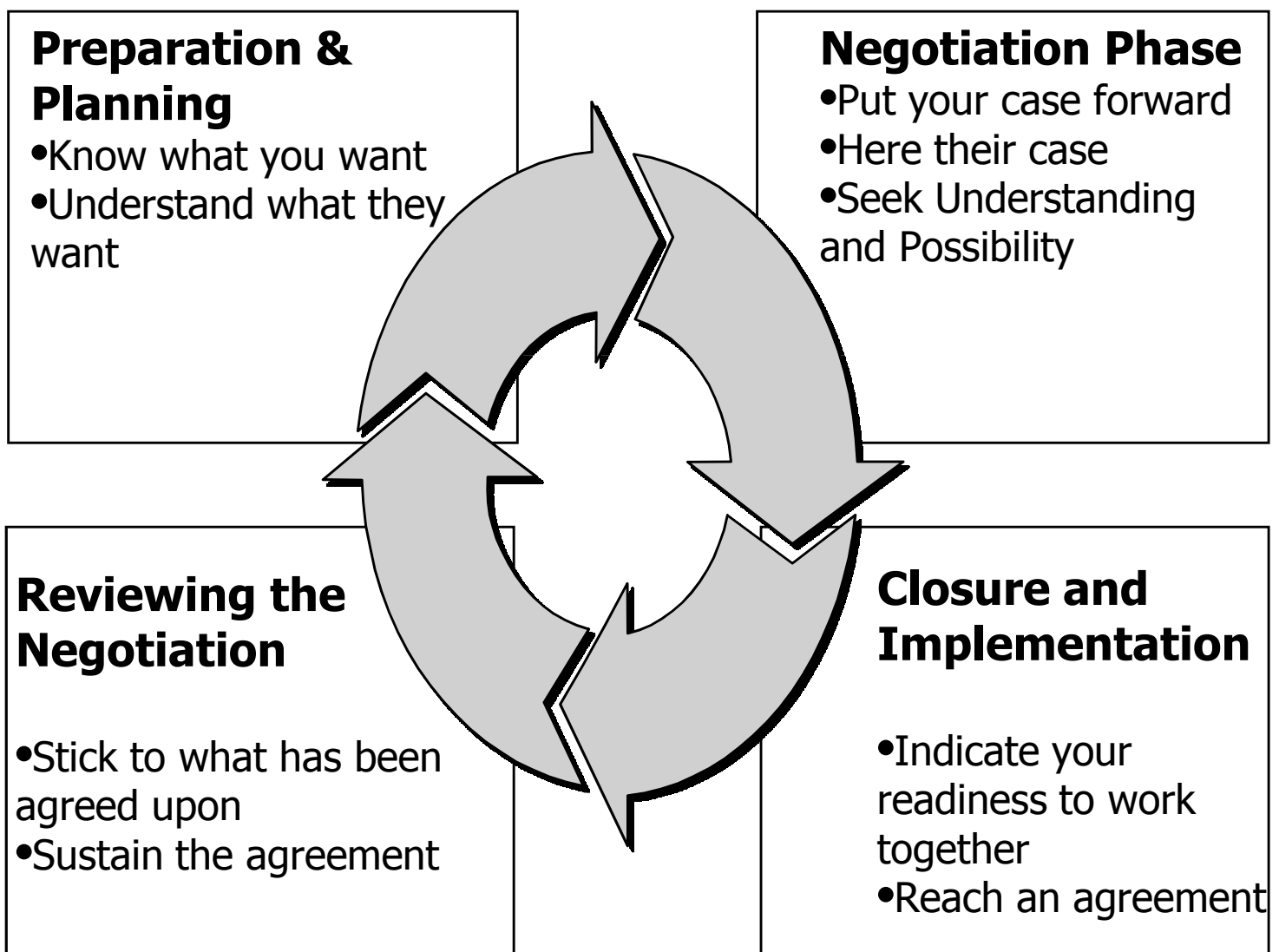
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- Choose a neutral location for the negotiations
- Have a structured agenda
- Have a time limit for the negotiation
- Be cognisant of the fact that people often ask for more than they expect to get
- Recognise that information is power
- Prepare adequately (practice may be necessary)
- Maintain your 'walk away' power

Phases of Negotiation



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Preparation & Planning for a Negotiation

- Know exactly what your team wants and agree on a 'bottom line'- what you will not accept during the negotiation
- Conduct research on the organization and people with whom you will be negotiating – try to figure out what they will want from the negotiations
- Divide the topics for discussion among the members of your delegation

Negotiating



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- Be polite but firm in outlining your points
- Listen carefully to the other group's points
- Search for, and highlight points of common concern
- Maintain flexibility
- Always be aware of the gender-based or cultural communication differences that may exist



Closure & Implementation

- Agree the details
- Handle final objections and doubts
- Confirm the agreement
- Shake hands
- Sign the agreement



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Module 10

Lobbying and Advocacy Strategies

Learning Objectives



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- By the end of this session participants will have:
 - Identified and explored what advocacy is
 - Identified and explored what lobbying is
 - Identified and practiced the steps in lobbying and advocacy campaigns

What is Advocacy?



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- **Advocacy** is a set of actions directed at bringing about changes in the policies, positions or programs of any institution, including government
- **Advocacy** involves speaking up, drawing a group/community's attention to an important issue such as gender equality, and guiding decision-makers towards a desired solution
- **Advocacy** is the process of women entrepreneurs, communities and people participating in decision-making on issues which affect their lives

The Advocacy Process



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- Identify the issue(s)
- Devise solutions
- Plan advocacy actions:
 - The audience – target the right people
 - Alliances – build alliances with other organizations
 - The message – be clear and concise about what you want
 - The media – make use of the media to advance your cause



The Media

- If campaigning through print media:
 - Prepare a press release with six points maximum
 - Be aware that the journalist is looking for a story; make his/her job easy
- If going on radio or television:
 - Do not get too technical
 - Do not interrupt other speakers
- Make use of all available forms of media that can reach your target audience!



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Module 11

Service Provision in WEAs

Learning Objectives



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- By the end of this session participants will have:
 - Mapped the different services that their associations provide
 - Explored the concept of demand driven business development services
 - Understood how to address the gender dimensions of service provision

Types of Services



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Do women entrepreneurs have different needs to those of men?

Deciding on WEA Services



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When deciding on which service(s) to provide:

- Carry out market research that looks at supply and demand of services for your target group.
- Decide if your association will deliver one service or more
- Decide if the service(s) should be delivered directly by the association, or indirectly via another organization
- Ensure that the services are accessible to all who may request them, including persons with disabilities



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Module 12

Training for Members

Learning Objectives



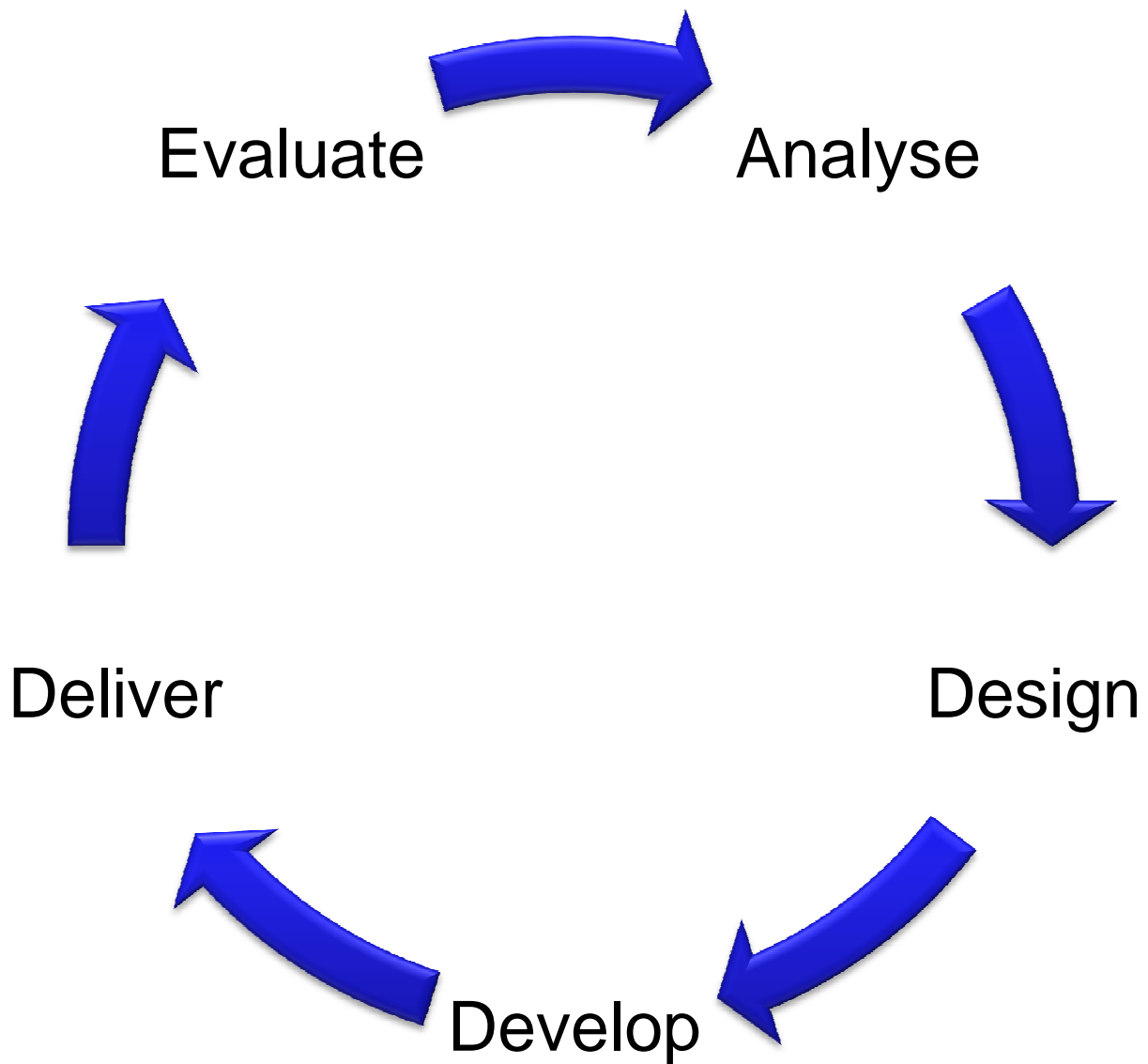
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- By the end of this session participants will have:
 - Identified gender issues associated with training for women entrepreneurs
 - Understood how to incorporate gender issues into the design of training programs

The Training Cycle



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Training: Needs Analysis



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- Before conducting training, it is necessary to:
 - Identify the training needs of women entrepreneurs
 - Ascertain what they want to get from the training
 - Establish if there are gender differences in attitudes towards training?
 - Highlight gender differences in the market sectors where women and men entrepreneurs operate
 - Realize the specific needs of women entrepreneurs with disabilities and those living with HIV/AIDS
- Different women entrepreneurs will have varying training needs!



Training: Design and Development

- Use the findings of the Needs Analysis to define the objectives of the training
- Focus on the gender differences
- Design and develop the training program such that it also addresses the peculiar needs of women
- Are the training objectives for women and men similar or different?
- Are the objectives so different that a women-only programme is required?
- In delivering the training be sure to use gender-balanced language, exercises, examples and case studies



Training: Delivery and Evaluation

- Are training programmes offered at times and in locations that are accessible to and convenient for women entrepreneurs and those with disabilities?
- Have the training & business development needs of women entrepreneurs been identified at each phase of start-up; formalization; growth & development?
- Are there valuable examples of training programmes targeted specifically at WEs?
- Do the training methods and materials reflect the experiences and needs of women entrepreneurs?



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Module 13

Financing and Managing WEA Finances

Learning Objectives



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- By the end of this session participants will have:
 - Established the different ways of generating income for the association
 - Explored advantages and disadvantages of different sources of funding used by associations
 - Identified good practices in managing their associations' finances
 - Understood the importance of a transparent financial system



Sources of Funds – where to find money to finance your association

<p>External Short-term</p> <ul style="list-style-type: none">• Grants from:<ul style="list-style-type: none">▪ Donors▪ governments.• Donations from:<ul style="list-style-type: none">▪ private companies▪ individuals	<p>Internal Short-term</p> <ul style="list-style-type: none">• Fund-raising events• Donations from Members
<p>External Long-term</p> <ul style="list-style-type: none">• Service provision to non-members	<p>Internal long-term</p> <ul style="list-style-type: none">• Revenue from service provision to members• Returns from the associations' assets or investments.• Membership fees.



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Sustainable Income Generation for WEAs

Membership fees:

- Collect fees at special events
- Have collectors visit people
- Send out letters
- Collect payments at monthly meetings

Services:

- Service to members
- Services to non-members at higher rates
- Interest on savings
- Trade fairs
- Rentals from premises and machinery



A Transparent and Accountable System

A good accounting system consists of:

- A clearly defined, simple method for tracking income and outgoings (e.g. a cash book);
- A consistent system, that is understood by all, not merely by the finance officer;
- Transactions being recorded when they occur, however small they are;
- Having a Bank Account is a sure method of accountability;
- Regular reporting of the WEAs finances by the designated Finance Officer.



Audits

An audit is an inspection of an association's accounts. It can be internal or external

An auditor:

- Checks the actual cash in the cash box against the recorded position in the cash book
- Checks entries in the cash book against receipts issued and received
- Checks the association's accounts against its bank statements
- Examines the equipment inventory
- At the end of each year, prepares an income and expenditure account (profit and loss) and a statement of affairs (balance sheet)



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Module 14

Strategic and Action Planning for WEAs

Learning Objectives



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- By the end of this session participants will have:
 - Reviewed the capacity of their associations to provide services to and represent their members
 - Reviewed the internal and external influences on their associations with regards to the capacity of their associations to provide services and to and represent their members
 - Understood the different tools to assess the capacity of their associations
 - Explored how to prepare an action plan
 - Developed proposals to take the action to a particular level

SWOT Analysis



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Strengths

1. What are we doing very well?
2. What resources put us ahead of others?
3. What advantages do we have?

Weaknesses

1. What can we do better?
2. What do our critics think are our weaknesses?
3. Where are we vulnerable?

Opportunities

1. How can we build on existing potential (e.g. influential members, patrons, legislation)
2. What opportunities are out there that we can tap into?

Threats

1. What external challenges threaten the success of our plans (e.g. new legislation)
2. What economic conditions may hamper our plans

PESTLE Analysis



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- **Political** – Likely changes in the Political Environment
- **Economic** – Likely changes in the economic environment
- **Socio-cultural** – socio-cultural changes and attitudes towards health, education and social mobility
- **Technology** - Impact of emerging technologies
- **Legal** – Potential impact of impending legislations
- **Environmental** – Impact of environmental changes such as global warming

What is an Action Plan?



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- An action plan is an outline of what an association must do in order to achieve a particular objective
- An action plan should take shape within the framework of an association's mission, structure, and budget
- An action plan should be prepared by the staff of the association, sometimes with outside assistance

Devising an Action Plan



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Ask the following questions:

- **Why** does the association exist?
- **How** can the association best serve the members?

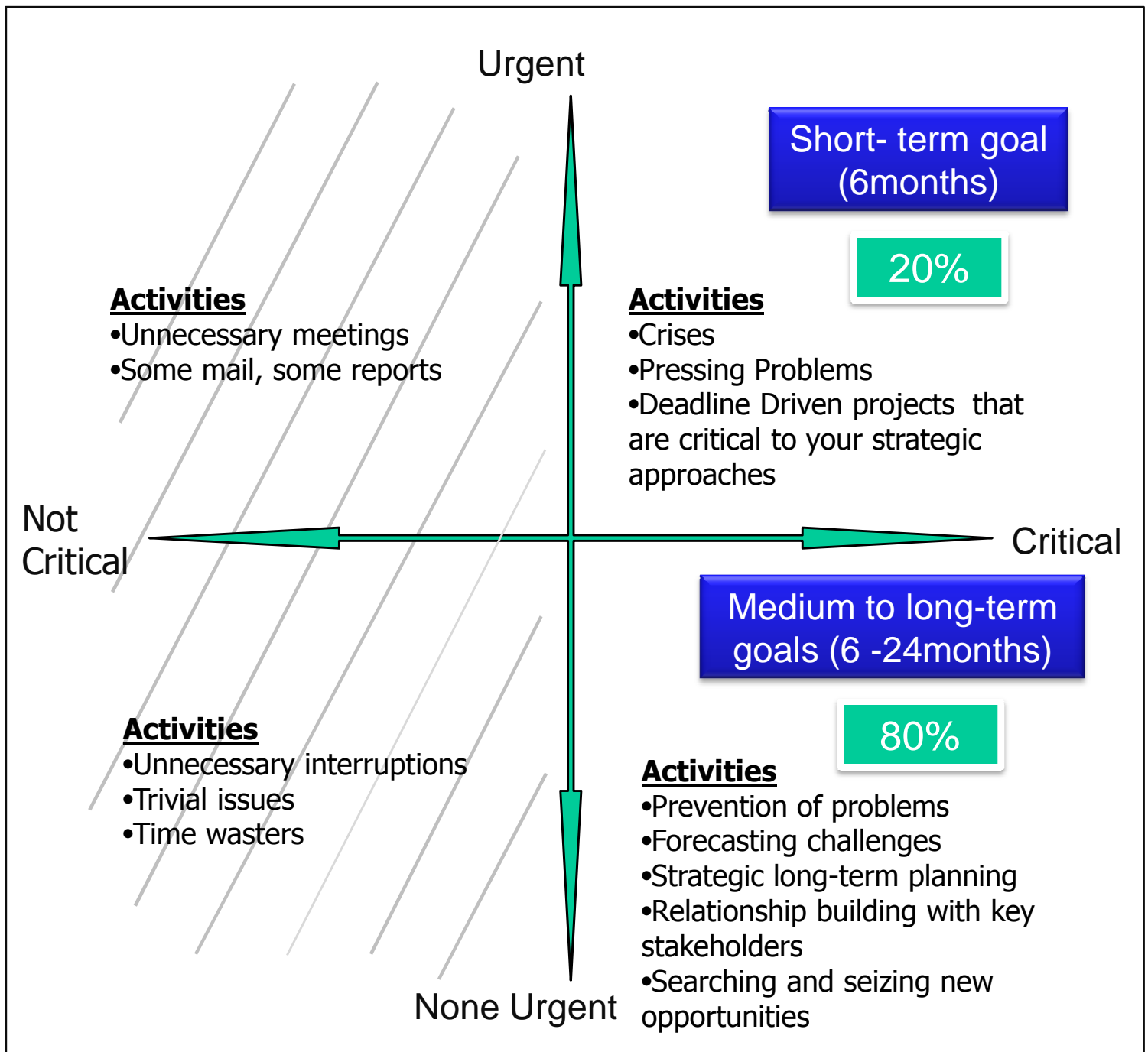
Within this context then ask:

- **What** activities should be included in the plan?
- **Who** implements? **Who** benefits?
- **When** will activities be implemented?
- **Where** will activities be implemented?
- **How** will progress be monitored and measured?

Prioritizing Action Planning



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Steps in an Action Plan



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Get Organized:

- Consult members to see what the priorities are
- Set up (ideally elect) a steering group
- Look at the associations overall objectives

Methods and Tools

SWOT Analysis, PESTLE Analysis; Stakeholder Analysis; Situational Analysis

Outline the Plan:

- Why? Who? What? When? Where? How?
- It must be **S**pecific, **M**easurable, **A**chievable, **R**ealistic, **T**ime-bound

Consult Members:

- Get the plan amended and ratified by the general assembly

Implement, Monitor and Evaluate

Measuring Progress



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- Monitoring and evaluation is a must if you want to prove to stakeholders you are meeting objectives
- Indicators of achievement must be SMART
- Monitoring: Indicators must measure if you are achieving your set outputs effectively and efficiently
- Evaluation: Indicators must measure if you are achieving your set objectives

Section C

Supplementary

Modules



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Supplementary Module 15 Business Mentoring Services

Learning Objectives



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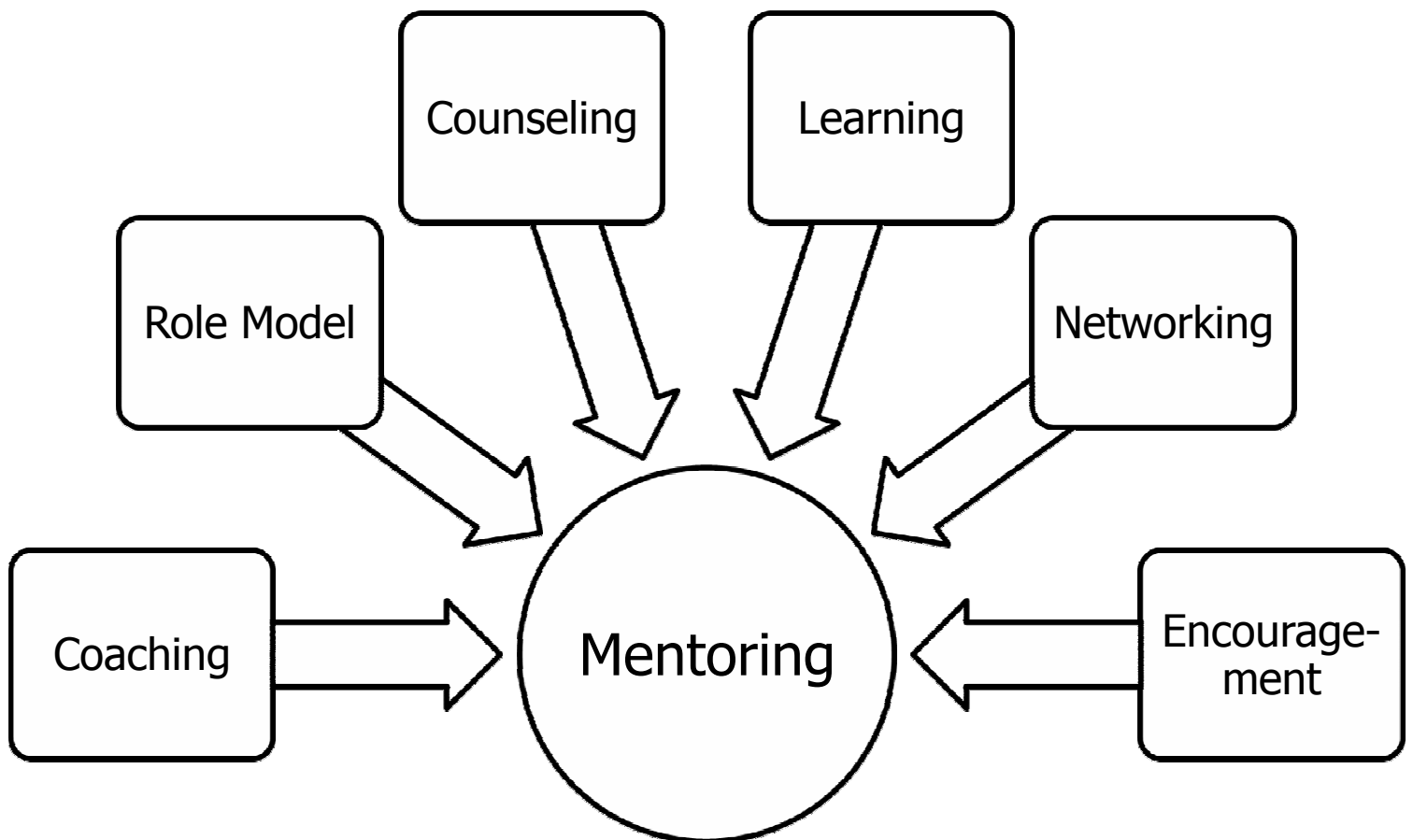
- By the end of this session participants will have:
 - Defined mentoring
 - Examined the rules of engagement for the mentor and the mentee'
 - Understood the gender issues in mentoring programs

Mentoring Framework



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“Our chief want in life is someone to inspire us to be what we really want to be” –
Ralph Waldo Emerson



Setting up Mentorship Services



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- Matching mentoring to members needs involves assessing:
 - Business level of mentors (selection criteria)
 - Appropriate mentoring processes for mentor and business owner
 - Exit strategy from mentoring
- Gender considerations
 - Women only Mentors?
 - Time, place, approach and costs involved
- International Opportunities?



Tips for Mentors

- Clarify expectations and agree on objectives with mentee
- Lay the ground rules
- Define the boundaries to the mentoring relationship
- Do not tell entrepreneurs what to do! Help them come to their own realizations
- Be open, friendly and honest
- Confidentiality is crucial
- Establish an 'Opt-out' clause for both parties



Tips for Women Entrepreneurs

- Mentors must give constructive criticism and support
- Business owners should be accessing new networks
- The ground rules of the mentor-recipient relationship should be clearly laid out
- There should be appropriate structures and logistics to the relationship



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Supplementary Module 16

Preparing Funding Proposals

Learning Objectives



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- By the end of this session participants will have:
 - Explored good practices in project proposals
 - Practiced developing a project proposal for their association

Accessing Project Funds



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Before putting together a project proposal one must be clear about a number of important questions:

- What are the key objectives of your project?
- What are the criteria for accessing support?
- What is the procedure and time-line for making an application for support or funding?
- What are the reporting requirements?
- Do you have adequate personnel to plan and implement the project?

What Makes a Good Project Proposal?



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- Efficiency: the capacity within the organization in managing funds and carrying out projects
- Potential impact of the project:
 - Immediate impact
 - How the project fits into the wider development goals of that particular donor e.g. poverty reduction?
- Sustainability of the project
 - Will it become self-sustaining?
 - Does it have long term potential?

Section D

Annexes



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Annex A

Women Entrepreneurs with Disabilities

Disability as a Human Rights Issue

There has been a fundamental transformation in recent decades in the way in which disability is understood. This involves a shift from a medical or welfare model of disability, in which the focus is on the individual's disability as a personal issue, to a social and rights-based model, in which barriers in society are seen as a major source of disadvantage.

Based on this rights-based understanding (called the 'social' model of disability), many countries have initiated changes to accommodate differences and to give people with disabilities the opportunity to take their place in society - at school, in training, at work, in politics, in arts and culture, and in social activities in general. In this context many countries now require organizations to provide 'reasonable accommodation' for disabled persons.

Many of the obstacles faced by disabled persons are simply the result of misplaced assumptions about what they are capable of doing. Associations often exclude persons with disabilities due to lack of understanding the potential value they could add to an associations operations.

Exclusion due to Physical Barriers

The participation of disabled persons can be impeded, often quite literally, by physical barriers. Mobility impaired people can find it difficult to enter buildings or particular areas within buildings. Blind people may find that the materials do not exist in Braille. Deaf people may find there is no sign interpreter provided.

Exclusion due to Social Barriers

The sources of disadvantage disabled persons face are now widely recognised to lie in the way in which societies are structured at every level. These disadvantages can be removed, for example, by:

- Introducing laws and policies to promote equal opportunity for disabled persons and prohibit discrimination;
- Changing the ways in which schools, training centres and universities are organized;
- Revising the way in which jobs are described and work is carried out in individual workplaces; by improving the accessibility of the built environment, transport systems and information;
- Questioning mistaken assumptions about the abilities and working capacity of disabled persons.



Annex A cont. Women Entrepreneurs with Disabilities

Untapped Potential

Having a disability is sometimes confused with not having abilities. More often than not people with disabilities can perform the same tasks as non-disabled persons and frequently excel at those tasks. Some disabled persons may need additional support to enable them to do so.

As they take their place in the labour force and in society, disabled people have demonstrated their potential to do well in school and higher education; acquire a wide range of skills; contribute significantly in the workforce at different levels, ranging from low-skill jobs to professional jobs, managerial and decision-making positions; and make a difference in politics and in their communities. Within women entrepreneur associations women entrepreneurs can be valuable members with well developed skills in advocacy and access to extensive networks.

Costs of Exclusion

Evidence has been compiled on the enormous costs of excluding disabled persons from employment. A recent World Bank study estimated the annual loss of Gross Domestic Production at between US\$1.37trillion and US\$1.94 trillion globally. This arises from the lost productivity, the foregone tax income, as well as the dampening effect on consumer spending.

For Women entrepreneur associations the cost of exclusion is just as relevant. Excluding women with disabilities as potential members could mean the association not reaching its potential in terms of revenue, diversity, representation and inclusion.

Women with disabilities

Women with disabilities face particular difficulties in taking their place and making their contribution in society, because of the combined stereotypes about “women” and “people with disabilities”. Further obstacles arise from the fact that they frequently live in great poverty. Yet, given the opportunity, disabled women have demonstrated that, even if they are very poor, they have the ability and motivation to get and succeed in jobs, or to learn business skills, manage credit and start or develop income-generating small business activities. The ILO’s work with disabled women entrepreneurs is a good case in point.

Extra Resources on the ILO’s Work on Disability Issues:

www.ilo.org/employment/disability



Annex B

Women Entrepreneurs and HIV/AIDS

What is HIV/AIDS?

Human Immunodeficiency Virus (HIV) is the virus that causes Acquired Immunodeficiency Syndrome (AIDS). By killing or damaging cells of the body's immune system, HIV progressively destroys the body's ability to fight infections. People infected with the virus may get life threatening diseases from viruses or infections that usually would not make people sick.

How is HIV/AIDS contracted?

HIV can be contracted by:

Sexual contact (vaginal, anal, oral) with an infected person;

The use of contaminated skin piercing equipment, such as the sharing of needles and/or syringes with someone who is infected (most common among heroin addicts);

Babies born to HIV-infected women may become infected before or during birth, or through breast-feeding after birth;

Blood transfusion (increasingly rare as virtually all blood donors and blood banks are screened for HIV).

HIV/AIDS and Women Entrepreneurs

• Any action that strengthens the position of women in society will help combat HIV/AIDS:

- Women who have control over their own resources are less likely to continue in unequal relationships with men who refuse to practice safe sex;
- Successful, independent women who have control over their own resources and sexuality will act as role models for younger women and girls – helping them to avoid contracting HIV;
- Women who are involved in setting up and running a business are less likely to become commercial sex workers;
- Women with a relative and chief earner who contracts HIV/AIDS are left in a stronger position as they have an independent income to fall back on.



Annex B cont.

Women Entrepreneurs and HIV/AIDS

HIV/AIDS and Women Entrepreneurs

Organizations, such as women entrepreneurs' associations are good places to tackle HIV/AIDS. These are places where people come together to discuss, debate and learn from each other:

- They can encourage and facilitate open and frank discussion about HIV/AIDS;
- They can have posters with basic information about HIV/AIDS for employees to see and to provoke discussion – this will act to contradict the persisting myths that people still believe about HIV;
- They can provide training to their members about how to mitigate the impact of HIV/AIDS on their businesses.
- They can encourage (albeit never force) members to go for voluntary testing – most countries have free testing facilities with pre-test and post-test counseling available free of charge.

The negative impact of HIV/AIDS for women entrepreneurs includes:

- If the woman herself is HIV positive, her productivity will fall;
- HIV/AIDS in the workplace can lead to low productivity, absenteeism and even the loss of employees, often skilled and experienced ones;
- Low productivity and absenteeism will inevitably lead to a depletion of assets and a reduction of market share;

Women working in or running MSEs tend to be overly represented in sectors that are susceptible to HIV/AIDS - such as entertainment, tourism, cross border trading and commodity trade.

Women experience both direct and indirect influences on their bargaining power that make them more exposed to the risk of HIV/AIDS. Further HIV/AIDS is placing an increased burden on women to combine care and productive work. This requires time away from their business.

Extra Resources on HIV and AIDS: Caroline Lonchay and Susanne Bauer, 2006, ILO Handbook on HIV/AIDS, Micro and Small Enterprises and the Informal Economy Geneva, ILO (Under preparation).



Annex C

Steps for doing WEA Roadmaps

Steps for a Roadmap for WEAs

STEP 1: What was the starting point for the association and where is it headed to? (Five year time frame)

Choose an appropriate starting point at the beginning, middle or end of the 'journey' and start to draw the road. Is it straight diagonally upwards, does it go down? Does it have ups and downs?

STEP 2: What are the key events, opportunities and constraints encountered in this journey so far? Also include opportunities and constraints that have a gender dimension. For example how has wider society /community supported or hindered the association?

Put buildings, bridges or other symbols to mark key events, achievements, support received, problems or shocks.

STEP 3: What are the significant dates and details along the way?

For example, mark dates of key events or support, numbers of people who are members or joined, attended training etc.

STEP 4: Are there any differences between people, or other qualitative information?

For example, note any gender differences or different experience of the most disadvantaged members or members with HIV/AIDS. Mark these by showing e.g. men and women in different colours, old widows with a stick etc.

STEP 5: What are the key conclusions?

Does the association feel it has succeeded in its objectives? Have they now changed? What have been the main achievements? What have been the main challenges? These should be marked in a corner of the chart or a separate sheet.

STEP 6: What are the main implications for the future?

Following from the key conclusions discuss implications for the future e.g. in the light of experience were the original objectives these too ambitious? Or too limited? What changes might be needed in membership requirements and in activities? What are the key gender considerations and social inclusion issues that need to be considered?

These should also be marked in a corner of the chart or a separate sheet.

(Adapted with permission from Linda Mayoux

http://www.lindaswebs.org.uk/Page3_Orglearning/PALS/PALSIntro.htm)



Annex D

Sample Contents of a Constitution

1. Name of Organization
2. Objectives of the Organization
3. Procedures for Application for Membership
4. Membership Rules
5. Procedures for the Determination of Entrance fees and Other Charges
6. Rules for holding General Meetings
7. Boundaries for the Authority of Members
8. Procedures for the Election of Office Bearers
9. Duties and Terms of Office of Office Bearers
10. Establishment of , Audit and Financial Year
11. Who can be Trustees
12. Prohibitions Within the Organisation
13. Rules for Amendments to the Constitution
14. Equity statement



Annex E

Sample Mission Statements

Concern:

"Our mission is to help people living in extreme poverty achieve major improvements in their lives, which last and spread without ongoing support from Concern. To this end, Concern will work with the poor themselves, and with local and international partners who share our vision, to create just and peaceful societies where the poor can exercise their fundamental rights."

UNAIDS:

"UNAIDS has the mandate to lead, strengthen and support an expanded response to HIV and AIDS that includes preventing transmission of HIV, providing care and support to those already living with the virus, reducing the vulnerability of individuals and communities to HIV and alleviating the impact of the epidemic."

Kulula

"Kulula is South Africa's premier no frills domestic airline which is a subsidiary of British Airways. They provide travelers with highly competitive rates, planes are clean, reliable and with friendly and competent staff."

VODAFONE Group Foundation:

The Vodafone Group Foundation is driven by a Passion for the World Around Us. The Foundation makes social investments that help the people of the world to have fuller lives by:

- Sharing the benefits of developments in mobile communications technology as widely as possible;
- Protecting the natural environment; and
- Supporting the local communities in which Vodafone's customers, employees, investors and suppliers live.



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Annex F

Sample of a Basic Membership Form

Personal Information	
Last name	
First name	
Sex (please circle) female male	Date of birth:
Nationality	
Address	
Street and number	
City and postal code	
Telephone/fax	
Email	
Work address	
Name of company	
Street and number	
City and postal code	
Telephone/fax	
Email	
Website	
In which sector is your company active ? (please check the box that applies)	
<input type="checkbox"/> Industry <input type="checkbox"/> Trade <input type="checkbox"/> Arts and crafts <input type="checkbox"/> Services <input type="checkbox"/> Hotels-tourism <input type="checkbox"/> Food service	
Other: please specify _____	
Function in the enterprise (please check):	
<input type="checkbox"/> Owner <input type="checkbox"/> Member of management Other: _____	
Please state your reasons for joining this women entrepreneurs association	
Are you prepared to participate actively and contribute to the WEA?	
<input type="checkbox"/> Yes <input type="checkbox"/> No	
<i>When membership is approved by the committee, there is a membership fee of ____ which becomes payable within 30 days . Paid-up membership fees entitles candidates to become memers and enjoy the benefits and obligations of this association.</i>	
Signature _____ Place and date _____	



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Annex G

Stakeholder Chart for Support Mobilization

Name of Stakeholder and support required	What specific request or needs do we make from this stakeholder?	Who is responsible for making this request and what is required?	When and how will this request be made?

Adapted and modified from (Managers who lead. MSH, 2005)



Annex H

Populating the Stakeholder Sheet

•Populate the Worksheet with Power-Interest Grid

Information: Based on your Power-Interest Grid, enter the stakeholders' names, their influence and interest in your job or project, and your current assessment of where they stand with respect to it.

•Plan Your Approach to Stakeholder Management: Time allocated should be proportional the relative importance of the stakeholder to the project, and the level of assistance (sponsorship, advice etc) required from the stakeholder. Highlight the importance of focussing energy and resources where they will yield the most benefits.

•Think Through What You Want from Each Stakeholder: Explore the specifics of the roles and actions that you would require your stake holders to perform and input this information in the 'Desired Support', 'Desired Project Role' and 'Actions Desired' columns.

•Identify the Messages You Need to Convey: Identify the message to be conveyed for purposes of winning the stakeholder's support, highlighting how they would benefit (e.g. improved profitability or market share).

•Identify Actions and Communications: Identify specific actions, roles and responsibilities required of yourself for purposes of effectively managing your stakeholders, including how you would communicate with each of the stake holders.



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Annex I

Sample Press Release

The Confederation of Kenya Women Entrepreneurs:

- Welcomes the publication of the Small and Medium Enterprises Bill.
- Regrets that there is no specific reference to women entrepreneurs in the Bill.
- Asserts that the majority of SME workers are women, and that women entrepreneurs are essential to economic growth and poverty reduction.
- Points out that the President has set a target of 30% female representation at all levels of government as a priority.
- Highlights the use of gender-biased language, such as “he”, “his”, and “chairman” throughout the Bill.

For further information contact Eunice Mugo , Policy Officer, CKWE.

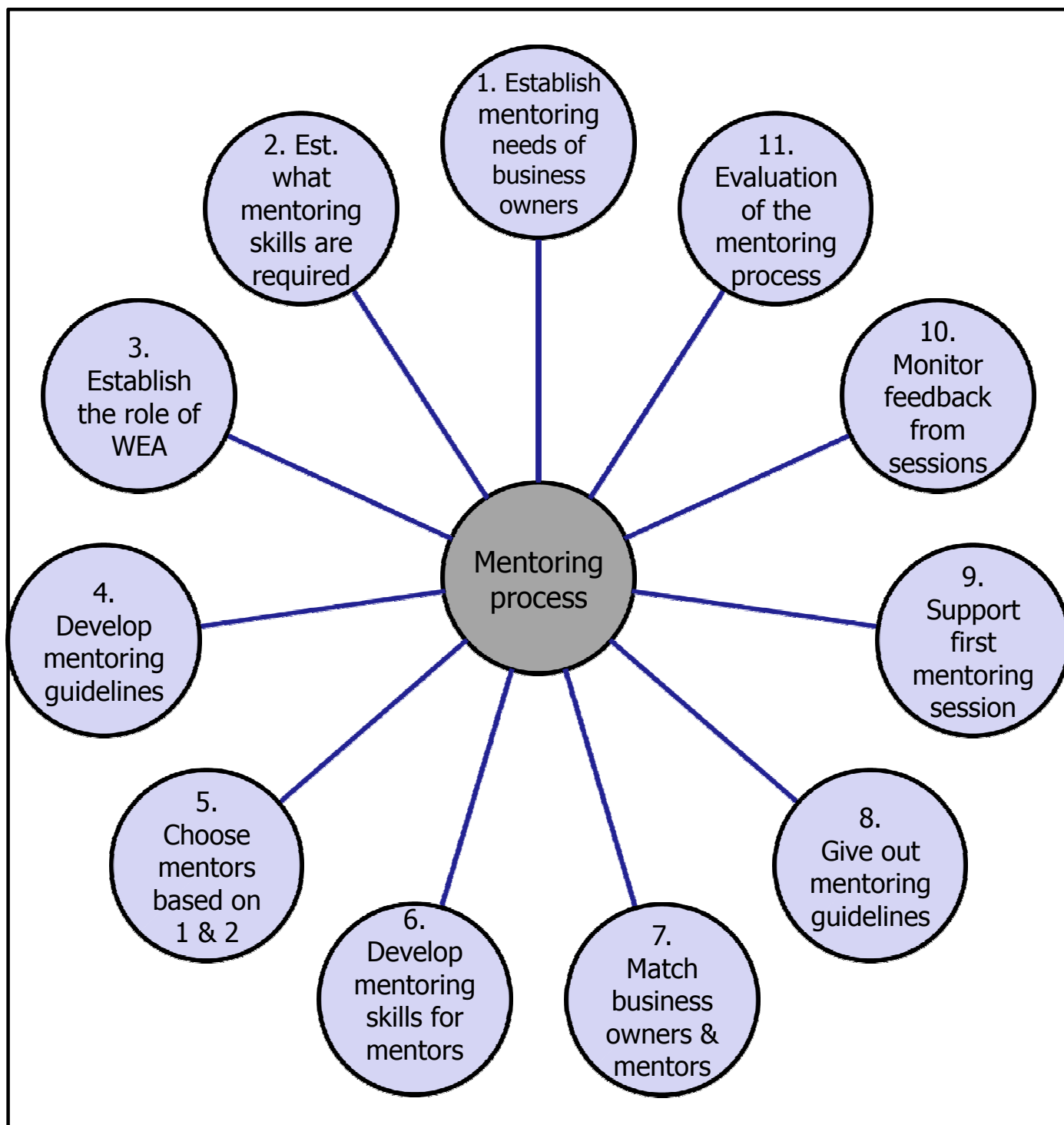
Email: CKWE@hotmail.com

Telephone: 076 8345695

Fax: 076 8345675

Annex J

Mentoring Process Diagram





Annex K

Sample Project Proposal Format

Project title:

Geographic Location:

Name of Implementing Association:

1. Summary of the Project in one Paragraph
2. Background and Justification of project:
 - Problem Analysis
 - The association's Capacity to carry out the project
 - Target Groups and Partners
3. Strategy to Achieve Objectives of the Project:
 - Description of the Project Strategy
 - Development Objective/Expected Impact
 - Link to National Development Frameworks
 - Immediate Objective/Project Outcome
 - Outputs and Activities
 - Indicators
 - Institutional Framework and Management Arrangements
4. Institutional Framework:
 - Management Arrangements
5. Sustainability of the Impact of the Project
6. Inputs Needed to Carry out the Project
7. Project Budget, including any matching funds from the association



Annex L

Sample Format for an Action Plan

A. Overall objective of Action Plan (E.g. The sustainability of the association improved through increased service provision to members)						
B. Objective of Specific Actions to achieve A	C. Activities to be carried out to reach B.	D. Outcome of each Activity	E. Timescale carry out C.	F. Responsible People in the Association to Achieve D.	G. Budget to carry out C.	H. Source of Funds for C.
1. (e.g. Achieving a better understanding of members business development service needs)	1. (e.g. Carry out face to face interviews with all members) 2. 3. 4.	1. (e.g. Profiles of all members recorded) 2. 3.				
2.	1. 2. 3. 4.					
3.						



Annex M

Training Evaluation

Questionnaire: Building Women Entrepreneurs' Associations

Date: _____

1. DID THE WORKSHOP MEET YOUR EXPECTATIONS ON THE SUBJECT?

Yes To an extent No

If no or to an extent, please explain:

2. PACE OF LECTURING

Fast Acceptable Slow

3. FACILITATOR HELD MY ATTENTION

Agree Neutral Disagree

If disagree, kindly supply reasons:

**4. THE WORKSHOP CONTENT WILL BE USEFUL TO ME IN WOMEN'S
ENTREPRENEURSHIP DEVELOPMENT.**

Agree Neutral Disagree

If disagree, kindly supply reasons:

**5. DID THE WORKSHOP MEET THE OBJECTIVES STATED IN THE PROMOTIONAL
MATERIAL?**

Agree Neutral Disagree I did not see promotional material

6. WHICH SPECIFIC OBJECTIVES WERE NOT MET?

7. DO YOU HAVE ANY SUGGESTIONS ON THE CONTENT OF THE WORKSHOP?

8. WHAT WAS THE BEST THING ABOUT THE COURSE?

Training Evaluation Questionnaire cont.

9. WHAT WAS THE WORST THING ABOUT THE COURSE?

10. WHAT WAS YOUR IMPRESSION OF THE ADMINISTRATION OF THE TRAINING

(5 = excellent; 3 = average; 1 = unsatisfactory)

Administration	5	4	3	2	1
Training room and facilities					
Catering at the training facility					
Workshop bookings, inquiries, admin and practical arrangements.					
Quality and relevance of workshop notes and materials.					
Overall evaluation					

11.

a. WHAT WAS YOUR IMPRESSION OF (FACILITATOR 1) IN TERMS OF THE FOLLOWING AREAS: (5 = excellent; 3 = average; 1 = unsatisfactory)

Presenter:	5	4	3	2	1
Ability to explain conceptual material					
Methods of training					
Ability to stimulate enthusiasm					
Preparation					
Mastery of material					
Knowledge of subject					
Overall evaluation					

b. WHAT WAS YOUR IMPRESSION OF (FACILITATOR 2) IN TERMS OF THE FOLLOWING AREAS: (5 = excellent; 3 = average; 1 = unsatisfactory)

Presenter:	5	4	3	2	1
Ability to explain conceptual material					
Methods of training					
Ability to stimulate enthusiasm					
Preparation					
Mastery of material					
Knowledge of subject					
Overall evaluation					

12. HAVE YOU ANY OTHER GENERAL COMMENTS ABOUT THE TRAINING?

Annex N

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Annex N cont.

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