

Improve Your Exhibiting Skills:

A Training Guide

(IYES)

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Improve Your Exhibiting Skills: A Training Guide

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Abbreviations

BBS.....	Basic Business Support
BCF.....	Business Contact Form
BDS	Business Development Services
CEFE	Competency Based Economies through Formation of Enterprises
DRF	Daily Record Form
EDP	Entrepreneurship Development Programme
GMT.....	Grassroots Management Training
ILO.....	International Labour Organization
IYES.....	Improve Your Exhibiting Skills
MSE.....	Micro and Small Enterprises
NGOs.....	Non-Governmental Organizations
SEED	Boosting Employment through Small Enterprise Development (ILO)
SIYB.....	Start and Improve Your Business
SMART	Specific, Measurable, Achievable, Realistic, and Time-bound
SRF.....	Sales Record Form
TOT.....	Training of Trainers
WEs	Women Entrepreneurs
WED	Women's Entrepreneurship Development
WEDGE	Women's Entrepreneurship Development and Gender Equality

Introduction

This guide was developed as part of the International Labour Organization's (ILO) strategy to enhance the contribution of women entrepreneurs (WEs) in creating meaningful and sustainable employment opportunities and in reducing poverty.

More micro and small enterprises (MSEs) are operated and managed by women than by men. However, women are over-represented in less productive, less profitable and survival activities. Despite this fact women often have limited access to Business Development Services (BDS) such as market information, market space, sub-contracting, packaging, and marketing promotion through exhibitions and trade fairs. Likewise, existing marketing promotion services, including trade fairs and exhibitions, often fail to consider the needs of the many women operating MSEs.

Facilitating market access services for women entrepreneurs in the micro and small enterprise sector is one of the ILO's strategies for overcoming gender-based constraints. Achieving gender equality and women's economic empowerment through enterprise development requires deliberate and systematic interventions. This includes specific action-oriented programmes for accessing physical market infrastructure, as well as improving marketing knowledge, skills and attitudes are needed.

In this respect, trade fairs and exhibitions are a valuable BDS service for women's entrepreneurship development through MSEs, particularly for those in the informal economy. This guide has been developed, therefore, to provide assistance in promoting the exhibition skills of women micro-entrepreneurs.

The Women's Entrepreneurship Development and Gender Equality (WEDGE) team of the ILO's Programme on Boosting Employment through Small Enterprise Development (SEED) has been promoting market access projects in partnership with a variety of different actors in enterprise development. The Improve Your Exhibiting Skills (IYES) guide and workshop evolved from the WEDGE team's action research project in Ethiopia. It aimed to improve market access for women in the informal economy, as well as women-operated micro-enterprises. In addition to trade fairs for women in the informal economy and women-operated micro-enterprises in Ethiopia, IYES has been adapted and used in The United Republic of Tanzania in Zambia.. IYES is intended to enhance women's capacity to access and participate in trade fairs, in part through the organization of women-only trade fairs, as well as through their participation in regular shows and events.

Why this guide?

Guides for trade fair participation are rare. Even where guides exist they mainly serve medium and large-scale enterprises. However, this guide challenges this tradition by developing and organizing trade fairs and exhibitions, with particular reference to women micro-entrepreneurs.

This guide takes a unique approach to knowledge, skills and attitudes – and at the same time helps to synchronize action within a learning process. The guide has a three-pronged approach: trade fair participation, trade fair facilitation, and trade show evaluation and follow-up.

The guide is designed for use not only during the training workshop but also continuously throughout the preparations for, participation in, and evaluation of trade fairs or exhibitions. This can facilitate an ongoing assessment of the impact of business support at all stages of trade fair participation.

Objectives of the IYES Training Guide

The objective of IYES is to assist women entrepreneurs in making the best use of trade fairs for increased market access, business growth, and personal empowerment. The training will help WEs build their capacity to acquire and improve knowledge, skills, and attitudes relating to marketing and running their businesses.

Overview of the IYES training framework

The IYES approach consists of five interlinked components: promotion, preparation, participation, evaluation and follow-up. Monitoring and documentation activities form an integral part of all components of the IYES programme. Without effective documentation of all activities, the programme's ability to contribute to experience and lesson learning, one of the training's primary objectives, will be minimal. The following activities provide examples of each of the workshop programme's five components as listed in box 1:

Box 1**IYES PROGRAMME'S FIVE COMPONENTS:****1. Promotion and Selection of IYES user organisations**

- Select IYES user organisations
- Introduce and, if needed, adapt the IYES guide and workshop
- Select workshop for trade fair facilitators from enterprise development institutions

2. Preparation

- Identify trade fair participants
- Conduct pre-trade fair personal entrepreneurial assessments
- Collect baseline information on participants, their businesses and their products
- Facilitate the pre-trade fair workshop to enhance participation in specific trade fairs or exhibitions
- Organize promotional activities for trade fairs and exhibitions
- Secure suitable space and prepare stands, including making displays and decorating stands

3. Participation

- Support and facilitate the trade fair or exhibition process
- Assist with space management
- Provide daily support to participants as a follow-up to the training
- Conduct market surveys during the fair

4. Evaluation

- Evaluate trade fair participation
- Conduct end-of-trade-fair debriefing session
- Conduct trade fair evaluation and follow-up

5. Follow up and networking

- Follow-up of business leads after the trade fair
- Prepare action research report
- Promote and facilitate market access networks for women entrepreneurs

Since this guide takes an action-oriented approach, its effectiveness is principally linked with the presence of trade fairs or exhibitions in which participants can directly apply their newly acquired knowledge and skills. **Organizing a training workshop without any trade fair participation is not recommended.**

In order to improve the marketing and sales turnover of women MSE participants, it is important to keep encouraging first-time participants to continue attending trade fairs. Thus, the pre-trade fair workshop tends to focus on first-time participants. However, women who have prior experience in trade events can still attend, as well as have the opportunity to share experiences with first-time exhibitors. They both should all receive the necessary programme information well in advance of the trade fair.

In addition to the sales and communication objectives, the aim of the trade fair support is to encourage women entrepreneurs to start networking and improve advocacy in order to overcome market access constraints.

Who is this guide for?

This guide is for use in facilitating women micro-entrepreneurs' participation in trade fairs and exhibitions. The guide has been developed specifically for enterprise development institutions to facilitate market access. NGOs, Government support agencies including export promotion agencies, women's entrepreneur associations, trade and industry associations, chambers of commerce, and cooperatives are all potential users. In view of the key role of the private sector in providing trade fair facilitation services, private sector consultants interested in providing market access services to women entrepreneurs are also encouraged to take part in the workshop.

Who are IYES participants?

The Improve Your Exhibiting Skills guide suggests having workshop groups of 20-25 women MSE operators, including women in the informal economy and handicraft producers. Some service providers, such as food sellers, can take part as long as there are appropriate trade fairs for them to exhibit at. However, sellers of imported or manufactured local products from the medium and large enterprises are not recommended as target groups for the workshop.

Who are IYES facilitators?

Experienced trainers of small business management programmes such as SIYB, CEFE, WED, BBS, GMT, EDP¹, and BDS facilitators are ideal participants for a five-day IYES Training of Trainers (TOT) workshop. A guide to train trainers on how to deliver the IYES programme is also available from ILO-WEDGE. Since the IYES approach focuses on the direct application of tools at trade fairs, IYES should be conducted by trainers /facilitators skilled in participatory methodologies. The role of the IYES facilitators is therefore to support participants throughout the different phases of the experiential learning cycle.

¹ Start and Improve Your Business (SIYB), Competency based Economies through Formation of Enterprise (CEFE), Women's Entrepreneurship Development (WED), Basic Business Support (BBS), Grassroots Management Training (GMT), Entrepreneurship Development Programme (EDP).

How to use the guide?

The IYES guide is designed to serve as a facilitator's guide for pre-trade fair workshops. It also serves as a hands-on tool during the organization, facilitation and evaluation of exhibitions and trade fairs for women-operated micro-enterprises.

The guide can be linked in with the product design and development work of participants. The IYES workshop should be organized 6-8 weeks in advance of the actual trade fair in order to provide sufficient time for participants to develop new products for the show. The information provided in this guide is by no means exhaustive. The main learning process comes from the direct experience arising from trade fair participation. At each stage of the workshop, participants are encouraged to evaluate what they have learnt.

Structure of the guide

This IYES guide is presented in a workshop format, which is structured in fifteen sessions. Each session is organized in the following way:

- 1. Title:** Identifies the session's topic.
- 2. Module number and date of preparation**
- 3. Objectives:** Presents what participants will be able to do at the end of the session. These objectives cover knowledge, skills and attitudes.
- 4. Duration:** Suggests the approximate time in minutes, based on an IYES workshop with a maximum of 25 participants.
- 5. Session overview:** Provides a breakdown of the session into smaller parts or activities.
- 6. Notes to the facilitator:** Provides brief background information for the facilitator in order to assist in reviewing related information in preparation for the session.
- 7. Preparations:** Suggests various prior arrangements that should be made by the facilitator before the session.
- 8. Session process:** Outlines steps recommended for facilitating a session using participatory methodologies and tools.

Overview of the IYES workshop

The proposed three-day training workshop is designed for groups of up to 25 women entrepreneurs.. In addition to the three-day IYES workshop, a day should be designated for stand preparation, ideally 2-3 days before the start of the trade fair. Another half-day should be allocated for a post-trade fair debriefing session, immediately after the event.



Female facilitators are often preferred by participants to men as they may have more empathy for gender based problems that women entrepreneurs will have. Moreover, in certain societies, women may feel more relaxed and find it easier to express themselves if the facilitator is a woman.

It is a good idea to make a list of all the things needed during the workshop such as: flipcharts/whiteboards/soft boards; pens; paper (including large sheets of coloured paper); sellotape; strings; scissors; envelopes, and small prizes. A large copy of the workshop schedule can be posted where everyone can see it (see table 1). Displaying the schedule should encourage efficient time keeping.

Please note that collecting participants' baseline information (**see module two**) can be done before the workshop using **handout 2A**.

Table 1: Sample IYES Workshop Activity Schedule

Session number	DAY 1 Total Time 7 Hours	Session number	DAY 2 Total Time 8 Hours	Session number	DAY 3 Total Time 5 Hours
1	Introduction, Collection of baseline information & personal assessments of the entrepreneurs (210 minutes)	5	Improving your product design and development skills (90 minutes)	9	Managing your stand during the trade fair (60 minutes)
2	Identifying the market constraints of women micro-entrepreneurs (90 minutes)	6	Costing and pricing your products (120 minutes)	10	Recording trade fair participation (90 minutes)
3	Developing and adapting your marketing strategy for a trade fair (60 minutes)	7	Preparing for, and getting the best from, trade fair promotion (90 minutes)	11	Evaluating your trade fair participation (60 minutes)
4	Setting focused objectives for trade fair participation (60 minutes)	8	Getting a suitable stand, designing and decorating your stand and preparing your display (180 minutes)	12	Building your own market access network (90 minutes)
End of the day discussion in learning groups for 20-30 minutes					

Session 1	
Administrator/Instructor Guide	Page 1 of 3
Introduction, Collecting Baseline Information and Conducting Personal Entrepreneurial Assessments	Prepared: October 2004
 Objectives: By the end of the session participants will have: <ul style="list-style-type: none"> ▪ Agreed on ground rules for the workshop ▪ Listed the type of products they should prepare for the trade fair ▪ Formulated workshop objectives and agreed on the workshop plan ▪ Formed “action” and “learning” groups (see descriptions on page 14) ▪ Given baseline information on personal entrepreneurial profiles, businesses and products. (This can also be done before the workshop. See alternative below) ▪ Tested their personal entrepreneurial competencies 	
 Duration: 210 minutes	
<p>General notes for the instructor:</p> <p>An opening ceremony for the course should be organised with the participation, if possible, of high-ranking individuals. It is important for the main facilitator to make a welcome speech to participants. The local organisers should ensure suitable media coverage of the opening ceremony. Every effort should be made to give importance to the event and, thereby, to motivate participants right from the beginning of their training.</p> <p>At the beginning of this module, time should be taken for the instructor(s) and the participants to present themselves, not only by indicating their current occupation, but also by giving a summary of their experience. It is important to try to bring the group together right from the onset of the programme and to develop supportive and positive classroom atmosphere in which each participant will feel comfortable with the others.</p> <p>The baseline information and personal entrepreneurial test requires two facilitators. The lead facilitator should be assisted by a co-facilitator in supporting participants who have reading/writing difficulties and/or participants with disabilities. The facilitators need to focus on building trust and confidence with participants so that the participants will feel confident enough to provide the necessary information.</p> <p>Alternative option:</p> <p>Baseline information on exhibitors can be collected prior to the workshop, preferably by going to the workplace of the women entrepreneurs. If this is done before the workshop, only one facilitator may be needed.</p>	

Session process:

Introduction and ice-breaking

1. Arrange the chairs to ensure that everyone can see and hear each other. If there are tables, move them so that participants are facing each other (e.g. in a circle).
2. After a short welcome, give some brief background information about the ILO's work on Women's Entrepreneurship Development and Gender Equality (WEDGE) (**see Annex 1**), specifically on access to markets through the exhibition and trade fair activities.

Workshop ground rules

3. Stress that the workshop uses participatory methodologies, as all participants have valuable ideas, experiences and special knowledge to share. To maximise the benefits of using the participatory methods, it is important that participants get to know each other well.

Formulating workshop objectives

4. Make sure each participant has a pen and a card (**see handout 1 A**) and ask them to write down their objectives for attending the workshop in few sentences.
5. Let each participant share her objectives with her neighbour and get them to agree on a maximum of three objectives. Continue the same exercise by joining two pairs and again agreeing on no more than three objectives. Repeat until there are no more than three groups. Distribute papers so that each group can make a presentation of their objectives. Allow at least 10 minutes for group discussions. Support each group in reaching a consensus. Have each group elect a spokesperson for the next step.
6. At the end of the 10 minutes, invite the spokesperson of each group to present their objectives. Based on the presentations, facilitate a discussion to reach consensus on the participants' overall workshop objectives.
7. Introduce the IYES contents by linking the agreed objectives with workshop activities. Agree on the programme of activities and on how the objectives will be met.

Forming “action” and “learning” groups

8. Each participant will join both an “action” group and a “learning” group.
9. “Action” groups will be formed around participants' product lines, e.g. food or handicrafts. The groups should give themselves names related to their product. Action groups will continue to exist throughout the preparation, execution and post-evaluation of the trade fair. Action groups should be formed with the agreement of all participants. The closer the relationship between the product types in the group, the better the participants' action learning process will be. If there are too many product types, grouping similar products can help in forming groups of a reasonable size.
10. Participants should also form “learning” groups in order to facilitate discussion on a daily basis. In the workshop, there should be more than four groups, with around seven members in each group. Each group should give itself a name. Ideally there should not be the same people in their learning group as in their action group.

11. Every day, 20-30 minutes before the end of the day's session, remind participants to join their respective "learning" groups and discuss the key points they learned during the day. These discussions should be based on the following three questions (which should be posted where they are clearly visible so that participants can easily refer to them.)

- I. Which key learning points will they apply?
- II. What problems might they face during application?
- III. What else do they want to learn next?

Collecting participants' baseline data

12. Distribute the Baseline Data Collection Form (**see handout 1 B**) and step by step explain how each question should be completed. The co-facilitator should help participants whenever necessary.

13. The completed forms should be collected and the responses checked. Try to re-do those forms that are incomplete, inappropriately filled in or have any problems that might reduce the quality of the baseline data.

Personal entrepreneurial competencies



14. Give two copies of the Personal Entrepreneurial Assessment (**see handout 1 C**) to each participant and ask them to read the statements carefully and mark only one of the three choices in the boxes provided next to the statements. Tell them to fill in both copies in the same way, but to write their name on only one of them. The other copy should be anonymous so that they can make an honest and frank personal assessment.

15. Allow at least 15 minutes to complete the assessment.

16. After all participants have completed the assessment, distribute the Score Interpretation Guide (**see handout 1 D**) and explain the scores. Ask the participants to give comments on the guide.

Collect the anonymous test results, as they will form part of the workshop documentation process. Make sure that participants keep their copy.

Make sure they can see the 3 questions (posted up at the end of session one) in order to use them as a basis for discussion. Ensure that they fill in the Workshop Daily Evaluation Forms (**see Annex 2**).

Session 2	
Administrator/Instructor Guide	Page 1 of 3
Identifying Market Access Constraints For Women Micro-entrepreneurs	Prepared: October 2004
 Objectives: By the end of the session participants will have: <ul style="list-style-type: none"> ▪ Identified key gender-related constraints that micro-enterprise operators face when trying to access markets ▪ Made a list of suggested ideas to overcome gender-related constraints to improve market access 	
 Duration: 90 Minutes	
General notes for the instructor: This is a particularly important module that requires careful preparation. As much interaction as possible should be sought with participants.	

Session process:

Identifying the gender-related market access constraints for women micro-entrepreneurs.

1. Participants will start by reviewing the involvement of women in the MSE sector in their action groups.
2. Distribute the case study (**see handout 2**).
3. Ask the participants to identify key market access constraints, i.e. marketing knowledge, skills and infrastructures that are related to gender.
4. The action groups should get together and make presentations of key gender-related market access constraints. If the following points are not raised the facilitators should add them:
 - Women's businesses are dominated by domestic skills learned from their mothers and grandmothers (such as food and drinks processing, and handicrafts).
 - Family activities are often mixed with business activities.
 - Many women have limited financial resources.
 - Family members are often involved in the business – sometimes children, sometimes family members working beyond their capacity, and in a way that limits their personal development.
 - Diversification occurs instead of business specialization.
 - Women experience limited mobility.
 - Women have little time available for business.
 - Women experience cultural and social constraints that men do not.
 - Women dominate micro-enterprises. The larger the size of business, the more they are dominated by men.

5. Summarize the key points presented.

Overcoming market access constraints

6. Now that the main constraints for accessing markets have been identified, ask participants to suggest their own solutions. Use stories of other WEs (e.g. videos)² who have succeeded in overcoming business problems to inspire and encourage participants to present their own ideas. Categorize their ideas into marketing, and non-marketing solutions.
7. Tell participants that assessing key marketing concepts and applying them to their own business situations should be an ongoing process.

Constraints related to women micro-entrepreneurs' marketing skills

8. Ask participants for suggestions on the definition of marketing. Make sure to write up their suggestions and through a discussion, work towards the following definition of marketing: "Identifying and satisfying customers' needs profitably".
9. Organize the participants in their respective action groups in order to discuss how the lack of marketing skills may limit their market access. Provide the following points to guide small group discussions:
 - Identify customer needs and identify competitors.
 - Product design and development are important.
 - Use price setting and promotional prices.
 - Get products and services to customers effectively and efficiently.
 - Think of possible marketing promotion techniques.



Give the groups cards and pens to write on. The groups should choose someone to present their findings in the next exercise.

10. Each action group will present its findings. In the subsequent discussion, encourage participants to summarize the marketing knowledge and skills constraints that they have identified. Write the key points on a flipchart. If participants do not raise the following points, they should be added by the facilitator:
 - Limited knowledge of how to use marketing and promotion techniques, including:
 - Limited knowledge and skills of how to research customers and competitors.
 - Limited capacity to improve existing products or develop new products.
 - Low quality products and poor attitudes towards quality.
 - Lack of skills in using pricing as a marketing promotion tool.
 - High cost involved in reaching customers.
 - Limited knowledge and skills of marketing strategies including mixing product, price, place and promotion.

² ILO-WEDGE has case study videos from Ethiopia, Laos, Tanzania and Zambia for use. Go to www.ilo.org/seed for more information.

Conclude the session by highlighting the combined effects on women micro-entrepreneurs and their enterprises of market access constraints and limited knowledge and skills in marketing. Explain that in the next session they will focus on the application of marketing and promotion skills, i.e. the role of trade fairs and exhibitions in helping women entrepreneurs access markets.

Remind participants to go to their “learning” groups to have an-end-of day discussion and fill in the workshop Daily Evaluation Forms.

Session 3	
Administrator/Instructor Guide	Page 1 of 2
Developing and Adapting your Marketing Strategy to a Trade Fair	Prepared: October 2004
 Objective: - By the end of the session participants will have: <ul style="list-style-type: none"> ▪ Described different marketing promotion techniques ▪ Described how trade fairs can fit into an overall marketing strategy ▪ Decided on the most suitable trade fairs in which they should participate 	
 Duration: 60 minutes	

Session process:

Marketing and promotion techniques

1. Ask participants to list the marketing promotion tools that they are already using in their businesses. Write down responses so that everyone can see them. The following methods should be mentioned by the facilitator if they are not mentioned by the participants:
 - Sign boards, posters and leaflets
 - Word of mouth
 - Individual visits
 - Price discounts
 - Advertising in magazines and newspapers
 - Trade fairs and exhibitions.
2. Let participants review each marketing and promotion method, discussing for example how and when it can be effective.
3. Ask participants how they could combine their current marketing and promotion methods to obtain better results. Lead a discussion among participants on assessing the effectiveness of the marketing promotion combinations they already use.

Trade fairs and marketing strategies

4. Ask participants to define trade fairs and exhibitions in simple terms. Write responses on the flipchart. Among the answers include the following definition:

“Exhibitions are displays, shows or presentations with the objective of selling or communicating about products and services.”

Stress that women entrepreneurs are responsible for choosing their own marketing promotion strategy. Ask participants what would happen if they chose only one type of marketing or promotion strategy, such as trade fairs and exhibitions. The facilitator should stress that trade fairs are not always the best way to communicate with customers, and should always be combined with other marketing and promotional activities.

5. Ask participants about the advantages trade fairs have as a tool for marketing promotion. Write responses on a flipchart. If the following responses do not emerge they should be added by the facilitator:

“They provide opportunities for buyers and sellers to meet face to face.”



“In trade fairs communication is improved by the use of all senses: looking, hearing, touching, tasting and smelling.”

6. Lead a discussion to identify the role of trade fairs for promoting women’s entrepreneurship. Write down the key points of the discussion clearly so that everyone can see them. Distribute **handout 3**, and compare the points in the handout with the participants’ own ideas.

Types of fairs for micro and small enterprises (MSE)

7. As exhibitions can be expensive, participants might ask how women MSE operators can afford to participate in, or organize, trade fairs. Even if participants do not raise this point, the facilitator should raise this issue for discussion.
8. Lead a discussion on the possibility of organizing women micro-enterprises to participate in trade fairs at low cost. Demonstrate that participation in trade fairs can be possible with limited resources. Explain that it is possible to promote women entrepreneurs’ trade fairs by using low-cost tents, sheds, display tools and equipment, decorated stands, and by inviting visitors.

Conclude the session by telling participants that in the next session they will start by setting objectives for their own participation in a trade fair. Don’t forget to remind participants that they should go to their “learning” groups to have an end-of-day discussion. They should also fill in the Workshop Daily Evaluation Forms.

Session 4	
Administrator/Instructor Guide	Page 1 of 2
Setting Focused Objectives for Trade fair Participation	Prepared: October 2004
 Objective: - By the end of the session participants will have: <ul style="list-style-type: none"> ▪ Identified the difference between sales and communication-related objectives ▪ Practised setting feasible objectives ▪ Set realistic objectives for their trade fair participation 	
 Duration: 60 minutes	
General notes for the instructor: It is important to tell the participants to bring to the next session (Session 5) samples of products they are planning to display during the trade fair.	

Session Process

Sales and communications objectives

1. Introduce the session and tell participants that in this session they will learn to differentiate between sales' and communications' objectives and how to set feasible objectives.
2. First ask participants to try and differentiate between objectives that relate to sales and those that relate to communication. After receiving some responses, distribute **Handout 4A** and ask participants to identify "Sales", "Communication" or "Sales and Communication" objectives. Allow at least 20 minutes to complete the exercise.
3. Distribute **Handout 4B** and ask participants to compare this with their answers. Discuss the results and encourage them to ask questions.

The objective setting game



4. Play the Objective Setting Game. Distribute a card to each participant and tell her to write her name on the card. Allow participants five minutes to set a mini objective (any objective that can be achieved within two minutes) and write it on the card.
5. After five minutes, ask participants to post all cards on the soft board or put them on the wall.
6. Invite 5-10 volunteers to demonstrate some practical ways of trying to meet their "mini objectives" (e.g. by describing situations or through role plays.). Allow two minutes for each of these exercises. Remaining participants to act as observers and timekeepers.
7. After volunteers have performed their mini objectives, ask observers whether the objectives were fulfilled and, if in some cases they could not be fulfilled, to identify what constraints were faced.

SMART goals

8. Give the participants **handout 4C** and introduce the “SMART” approach to objective setting. According to this approach, objectives should be **S**pecific, **M**easurable, **A**chievable, **R**ealistic and **T**ime-bound.
9. Distribute two cards to each participant and ask them to write their own personal objectives for participating in the next trade fair. Stress that each participant should not set more than two objectives, and that each objective should not exceed three sentences.
10. After fifteen minutes ask participants to display their cards so that each objective can be considered in a general discussion. In order to save time, similar objectives can be discussed together.
11. After the feedback discussion, allow the participants another ten minutes to revise their objectives. Collect the revised objectives as part of the action research documentation process and try to ensure that each participant also has her own copy of the objectives.

Conclude the session by reminding participants that they can still revise their objectives for participating in the next trade fair. However, the revised objectives should be finalized before the end of the workshop. Each participant also needs to give a copy of the finalised objectives to the facilitator.

At this point participants should be asked to bring samples of their products for the next training session. They should also be reminded to go to their “learning” groups for an end-of-day discussion, and to fill in the Daily Workshop Evaluation Forms.

Session 5	
Administrator/Instructor Guide	Page 1 of 3
Improving Your Product Design and Development Skills	Prepared: October 2004
 Objectives: By the end of the session participants will have: <ul style="list-style-type: none"> ▪ Analysed the quality of sample products proposed for the trade fair ▪ Suggested ideas to improve product quality ▪ Prepared action plans to improve each participant's own product quality 	
 Duration: 90 minutes	
General notes for the instructor: Participants will bring samples of their products for this session. The facilitator will need to provide one envelope for each participant; a small table; markers; paper; glue; tape and scissors.	

Session process

Understanding products as “solutions to customers’ problems”

1. Distribute at least three cards to each participant and ask them to use one card for each product. If participants have more than three types of sample products or services, ask them to choose only three for the exercise. Refer to the sample products and ask participants to give their reasons for making the products. Allow them at least 10 minutes to write the responses.
2. Read the responses and categorize them into two groups. Responses given based on the product or service's benefits to customers and responses from the customer's perspective should be put in group-one. Any other type of response will belong to a second group. The following are examples:

Responses related to benefits to customers

- I know people have XXX needs/problems and that is why I made the product.

Other responses

- Because I have good technical skills in making the products.
 - Other people are selling the products. Why not me?
 - Because I have the financial resources, I can make the product.
3. Ask participants why they buy a product or service for personal use. Use one or two specific examples from participants' personal belongings, such as their clothes, bags, pens, what they had for breakfast or the taxi they took to attend the workshop.

4. Write the responses on the flipchart. Among them, the following can be included:
 - To achieve comfort
 - To be healthy
 - To be clean
 - To be in style
 - To satisfy an appetite/thirst
 - To be happy
 - To save time
5. Let participants compare their responses with the responses they gave for making their own products. Lead a discussion with the group to persuade them about the advantages of viewing products from the customer or buyer's perspectives.

Product Design

6. Ask participants to suggest a range of products. Write participants' ideas on the flipchart, then write the following statement on another flipchart and check participants' responses against the statement.

"A good product is any item that satisfies a customer's need"



7. Based on the exercise, ask participants to list their products individually and write the services or benefits of the products to customers. Distribute **handout 5 A** so that participants can fill them, thus making a self-assessment of their products.

Improving product quality: The product quality analysis game

8. Ask participants to display their products using small tables in the workshop room. Make sure that each participant has enough space to display her products. Tell participants to identify their table, for example, by putting their name on paper and folding it to make a simple name stand. Apart from this, allow them to organize themselves as they wish and on their own.
9. Explain to participants that they are going to evaluate each other's products. Distribute **handout 5B** and allow participants a few minutes to read the Handout. It can give them some extra points to consider when it comes to evaluating.
10. Distribute **handout 5C** and explain the rules. Then give them the "Product Analysis Form" and step-by-step explain the form by using a flipchart. Describe how they should evaluate the products on a scale of 1 to 5. Participants should not write their names on the forms. This will make it easier for them to provide frank evaluations.
11. Once the displays are complete, invite participants to make their assessments. Each participant should evaluate at least 3 products or services from other participants. Give them 10-15 minutes and ensure that each participant obtains a review for at least two of their products. After the assessments are complete, tell participants to put the forms in the labelled envelopes labelled with the name of the stall or stall holder (one envelope for each product should be given to the stall holder for their own learning).

12. Go to each producer/exhibitor, select one product or service at a time, and look at the product's finishing and general standard. Check the most common quality problems experienced by small producers, such as: rough finishing, the sewing is not straight; the edges are sharp, uneven, or twisted.
13. Show each product individually to the group and invite them to try to find something positive to say about each one of them like the colour, design or finishing. This is important as people always find it difficult to cope with criticism in public. Remember, to be really constructive it is necessary to encourage as well as criticize.
14. Next point to the areas that need improvement. Be careful to do this in a very diplomatic way. Make suggestions; do not give "orders". As much as possible try and make the participants feel that they are coming up with the proposed improvements themselves. Do this by encouraging them to talk about the suggested ways of dealing with a particular problem.
15. Repeat the exercise with every product. Try to ensure that at least one positive comment has been made for one of the products of each participant.

Don't forget that participants should go to their "learning" groups to have an end-of-day discussion and to fill in the Daily Workshop Evaluation Forms.

Session 6	
Administrator/Instructor Guide	Page 1 of 6
Costing and Pricing Your Products	Prepared: October 2004
 Objectives: By the end of the session participants will have: <ul style="list-style-type: none"> • Made a detailed list of costs • Classified costs into variable and fixed costs • Calculated the cost of making one product • Listed at least three problems in pricing • Calculated prices for one product • Started to set promotional prices for the trade fair • Begun preparing a price list and started to make attractive price tags 	
 Duration: 90 minutes	
<p>Notes for the instructor:</p> <p>The costing session is necessary both for product design and development, and for making important decisions on improving existing products. Participants can use improved costing skills both for current and future products. Since cost is one of the main factors in determining the price of a product, it will logically build participants' pricing skills if it is conducted before pricing.</p> <p>The importance of pricing in improving the marketing skills of women entrepreneurs cannot be underestimated. During trade fairs, prices for new and improved products can be tested. In trying to access new markets, the pricing used at trade fairs can also have an important role. During trade fairs, prices can be used as a promotional tool. Show that prices are normally set to try and increase sales. In addition to price setting, price-labeling skills are needed by women entrepreneurs. Prices should always be clearly displayed using a price list or price tags.</p> <p>Pricing itself not simple. Some cost factors are controllable while others are not. The methods for pricing products are not universally applicable. There must be a clear understanding of the objectives to be achieved when setting prices. In addition to promotional prices, the trainer needs to be prepared to provide information on other pricing methods.</p> <p>Before the session, review the participant's objectives for participating in the trade fair. Use the objectives that participants have identified at the beginning of the workshop process. Prepare coloured pens, large sheets of coloured paper, thread and scissors.</p>	

Session process:

Definition of cost

1. Ask participants to define what a cost is and the various types of costs. Write participants' ideas on a flipchart. Lead the discussion towards the statement that: *"A cost is the amount of expenditure incurred or the value of economic resources used to make a specific product or provide a particular service"*.
2. Distribute handout 6A and ask participants about the benefits of having and using proper costing skills for improving their business performance. Write participants' ideas on a flipchart. Make sure that the following points are included:
 - Setting more appropriate prices
 - Enabling a reduction or better control of costs
 - Improving decision-making in important areas such as: the purchase of new equipment and machines; new technology and changing production methods.
 - Assistance to improve the women entrepreneurs' work on product design and development
 - Assistance to improve the business plan preparation process
 - Assistance to identify sources of profit and loss in the business.
3. Ask participants how they normally calculate the total cost of production. Discuss in particular the problems related to making rough estimates or guesses based on little or no record keeping. Together with participants, identify problems related to costing in a small business. This should include:
 - Increased prices due to rising costs of production
 - Poor recording of financial transactions
 - Costs are not seen as flexible and dynamic
 - Cost reduction is often seen as being the same thing as a reduction in product quality.

Material costs

4. Explain to participants that the material expenditure for a specific product consists of two related components, i.e. "the cost price per unit of material multiplied by the quantity used". Provide **handout 6B**.
5. Invite participants to give an example of one material cost that they have in relation to one of their products, by providing an estimate of the quantity of materials used and the price per unit of the materials.

$$\text{Quantity of material used} \times \text{Price per unit} = \text{Materials cost}$$

6. Take at least 3-5 sample products and calculate the material cost for each. Let the producers (participants) calculate the material cost per unit. Lead the group to complete the exercise as shown in the following example (note that the following is only an example, and where possible participant's own products should be used for the exercise).

Specific product	Quantity used x	Price/unit =	Material cost
Bamboo stool (medium size) 25 X 25cms	Bamboo 3m	Birr ³ 3 per meter	Birr 9
Curtain 1.5m X 2m	Plain cloth 2m X 2.5m	Birr 10 per square metre	Birr 50

Allow participants at least 5-10 minutes to take one of their sample products and identify the different materials needed for making it. Then estimate the material expenditure as described above. Invite participants to ask questions and encourage other participants to answer. Make sure that all participants have understood and completed the exercise correctly before moving on.

Classifying costs

7. Explain to participants that they have only discussed one of the main cost items of the total cost of making and selling a product or service. Continue by asking participants to list other cost items. Write participants' responses on the flipchart and make sure that most of the following cost items are included in the list.
 - Labour costs of production
 - Rent
 - Packaging cost
 - Depreciation of machinery and equipment
 - Maintenance of machinery and equipment
 - Materials and parts for production
 - Advertising
 - Postage
 - Entertainment
 - Transport and fuel for the manager
 - Owner/manager salary
 - Stationery and printing
 - Salesperson salary
 - Cleaning costs
 - Insurance
 - Finishing costs
 - Salaries for office workers or other workers
 - Transport costs
 - Telephone and communication costs
 - Utilities (electricity and water)
8. Explain that there are different ways of categorizing costs. For the purposes of this workshop, the total cost of a product will be divided into variable and fixed costs.
9. Ask which costs they believe should be categorized as variable costs and why. One answer is: *"Those costs that can vary directly with changes (increase or decrease) in output"*. Repeat the above exercise for "fixed costs". The definition of fixed costs being: *"costs that will not change with output within a period of time, such as shop rent"*.

³ The Birr is the currency of Ethiopia, please use your own currency in this example.

Product costing exercise

10. Emphasize that there are two common methods of calculating costs. One method is “top down”: by starting from the market value of similar products and deducting the costs. The second method is to calculate the costs as shown before, as if one were producing and selling the products. Provide **handouts 6C and D**.
11. An example is to calculate the total per unit cost of producing a bamboo stool using the “top down” approach is provided below. In this case, we assume that the price is Birr 30 (Ethiopian currency used here for illustration purposes)

Product Costing Form

Price	30
Variable cost items	
Material costs	
• Bamboo- 3 meters at Birr 5 per meter	15.00
• Varnish- 125 grams at Birr 40 per kg	5.00
• Cola- 125 grams at Birr 32 per kg	4.00
Sub-total for material costs	24.00
Variable labour cost	
- 3 hours at Birr 1 per hour	3.00
Total variable cost	27.00
Fixed costs for 3 hours at Birr 1 per hour ⁴	3.00
Total cost	30.00
Profit (Selling price (35.00) – Total cost (30.00) = X (5.00))	5.00

The definition of price

12. Ask participants to define price. Elicit answers to include: the amount of money customers are willing to pay or price is the customer's definition of value.
13. Emphasize that every price should cover the cost of production and profit. Recall the previous session on costing and display the results of the product costing exercise on the flipchart
14. Recall the brief discussion on marketing during session one, and briefly remind the participants of the role of price as one of the four marketing tools. In particular, emphasize the importance of setting prices that can reinforce other marketing elements.

Setting Prices

15. Based on the definition of price, and its use as one of the four marketing ingredients, ask participants to share their experiences in setting prices. Allow at least 20 minutes for the sharing of individual experiences. Lead the discussion to elicit the key problems associated with price setting. Make sure that the following points are mentioned in the discussion:
- Prices do not include the cost of production
 - Little or no use made of market information in making pricing decisions

⁴ Fixed costs of rent, transport, electricity, water, interest on loan per month is Birr 240 divided by 30 days and the result per day divided by 8 hours per day.

- The use of price as a sales promotion tool is not well known
 - Prices are not set based on targeted marketing objectives
 - Problems associated with high production costs make sales prices uncompetitive in the market
 - The benefits of price labelling are not known
16. Distribute cards. Ask participants to team up in pairs and together make a list of three factors to be considered in setting prices, allow at least 10 minutes. Collect and display the cards and lead a discussion on creating a common list of factors. On the flipchart, write the factors as the discussion continues. Distribute **handout 6E**, and compare the information in the handout with the list of factors developed in the discussion.
17. Remind participants of the costing calculation that they did during the previous session. Post the result of the costing exercise on a flip chart and step-by-step explain to participants how to calculate a sales price based on the total cost of production. Tell participants that this type of price setting is called “cost plus” pricing, and demonstrate through the following example:
- **Step 1:** Calculate the per-unit cost of production for a lampshade, e.g. Birr 40.
 - **Step 2:** Estimate the mark-up for each lampshade as 25% the cost of production or Birr 10 and add this on to the cost price to provide for the overhead costs of the business.
 - **Step 3:** Add the amount of mark-up to the cost of production and calculate the total cost, i.e. $\text{Birr } 40 + 10 = \text{Birr } 50$
 - **Step 4:** Add a certain percentage, say 20 per cent, to the total cost and tell participants that this figure is known as a profit margin.
18. Ask participants to recall the objectives they set for participating in the trade fair. Divide participants into four groups according to the nature of their trade fair objectives. The groups can be formed around the following four objective based categories: new product development; increasing sales; testing prices and accessing new buyers or new markets. Ask these groups to discuss:
- Which pricing options they will follow? Lower, higher, or the same?
 - What will be their price compared with the cost of production?
 - Give reasons for setting the price.
19. Allow at least 15 minutes for the groups to complete the task. Distribute markers and flipchart papers so that each group’s spokesperson can present the key points.
20. The groups should write down the key points in their discussion and choose a spokesperson for the next step.
21. Invite each spokesperson to present their findings. Allow differences to emerge during the presentation. Tell participants that it is natural for differences in price setting to emerge due to the variety of individual marketing objectives.
22. Summarize the discussion by highlighting the key points. Make sure that the

following points are included:

- In some cases, prices can be high in order to try and test the market, but may gradually be reduced to a level for sustaining profitability.
- Promotional prices and price-cutting can be used for a limited period such as during trade fairs. In addition to the promotional value, it is important to consider when trying to get an increase in the volume of sales.
- When introducing a new product, some businesses temporarily set prices below their cost price. This can be an action to help them to increase market share.
- Prices can also be set at a profitable level, i.e. at a percentage above the total per unit cost of production.

Price labelling and price listing

23. Ask participants about the advantages and disadvantages of price labelling and price listing for the forthcoming trade fair. On the flipchart, write the advantages of trade fairs, making sure that the following points are raised:

- It allows time for the visitor and exhibitor to discuss other matters relevant to the product, such as quality.
- The visitor can get information on prices without necessarily asking the exhibitor
- The visitor can compare prices and qualities from different suppliers

24. Write some of the disadvantages of price labelling and ask participants for their views. Some participants might say that price labelling is a tedious job and takes a long time. Price labelling can be tedious but has several advantages. Price labelling for exhibition purposes should be carried out on all of the display products.



25. Invite participants to prepare price marks, price tags and/or a price list for the trade fair. A price list has additional advantages for any prospective buyer, as the retail and wholesale prices of all the products being exhibited at the trade fair can be listed.

26. Distribute **handout 6F** and invite one volunteer to explain how to use the form as shown in the handout. Check that all participants have understood the information in the form. Tell them that they need to prepare a price list for the trade fair and make sure that they prepare enough copies (e.g. 100-200 depending on the number of visitors expected).

27. Inform participants about the following rules for price labelling and price listing:

- a. All goods must have a price mark, price tag and/or be on a price list.
- b. Price marks or price tags must be clearly visible.
- c. Place price marks or tags so that the display will not be negatively affected.
- d. Price marks should be clear and attractive. Try using different colours.

Don't forget to ask participants to go to their learning groups for the end-of-day discussion and to fill in the Daily Workshop Evaluation Forms.

Session 7	
Administrator/Instructor Guide	Page 1 of 3
Preparing for, and Getting the Most from, Trade Fairs	Prepared: October 2004
 Objective: By the end of the session participants will have: <ul style="list-style-type: none"> ▪ Developed a promotional theme for the trade fair participation ▪ Listed the type of promotional activities they will use during the pre-trade fair preparations and during the trade fair ▪ Identified appropriate occasions for handing out promotional materials and who to give them to 	
 Duration: 90 minutes	

Session process:

Preparing a promotional plan

Step 1: Developing a promotional theme or overall message

Participants should organize into their respective action groups.

Step 2: Identifying the target group (potential buyers/clients)

Each participant will prepare a list of the group's potential buyers/clients (target group). The main criteria for selection should be the interest that the target group has in the particular products. There may be slight variations among the group's members, which may be evident from reading the list. Participants can continue to modify their target group list throughout the training course.

Each group will be given the task of drafting a promotional slogan that can be reinforced through various trade fair promotion activities. The slogan should take into consideration the types of products or services that are being promoted, and the group being targeted.

Step 3: Establishing Promotional Objectives

Each participant will write down objectives for their trade fair promotional activities. Emphasize that the objectives should be in line with the trade fair objectives, as well as the women entrepreneurs' overall marketing strategy.

Step 4: Selecting the most attractive product or service for promotion.

Participants will discuss the advantages of selecting the most attractive product(s) for the show.

Preparing promotional materials



1. Ask participants to list promotional materials commonly used for trade fairs. Write responses on a flipchart. The list may include the following:
 - Brochures
 - Leaflets
 - Flyers
 - Posters
 - Business cards
 - Banners
 - Catalogues
2. Each participant should be asked which promotional methods they will use and their reasons for using them. Discuss the ideas amongst the group
3. It should be agreed that the choice of promotional methods takes the situations of the specific exhibitors into account, as well as the nature of their products and services. However, the need for certain items such as business cards, catalogues and brochures is universal. Without them the exhibitors are likely to miss a lot of opportunities.
4. Ask participants to discuss the following question: Should you bring a large number of copies of promotional materials to the trade fair? Lead a discussion and try to include the following suggestions:
 - Bring along a minimum number of copies of brochures and leaflets (e.g. 100-200, depending on the number of trade fair visitors expected), as they might require a large amount of space and might create a mess on the stand.
 - Put a selection of these promotional materials clearly and neatly on display, marked as "For display only".
 - If visitors require or request a copy, you can give them one from your limited stock (of 100-200) – which should be kept out of sight. You might also want to have more concise brochures and leaflets on display with "Please Take One" written on top, assuming of course that you have a large supply of them.
5. Letters and Invitation Cards: Give participants about 15 minutes to work on the following written exercise in box 2.

Box 2: Invitation letter exercise:

Work in pairs and prepare a half-page invitation letter that will stimulate interest and encourage acceptance by the potential visitor (the person being invited). You need to emphasize your own uniqueness (the uniqueness of your enterprise; your products and your services), and also offer some incentives for the visitor to come to your stand during the show. Consider the following points:

- The letter should be sent 1-2 weeks before the event
- The letter should be concise and laid out in short, business-like paragraphs
- Consider how you are going to measure or track the success or effectiveness of the letter?

At the end of the 15-minute exercise, invite each pair to read out the letters. Ask participants to vote for the best letter and give the winner a prize. Next, inform participants to go to their “learning” groups for an end-of-day discussion, and to fill in their Daily Workshop Evaluation Forms.

Session 8	
Administrator/Instructor Guide	Page 1 of 3
Getting a Suitable Site, Designing and Decorating your Stand, and Preparing your Display	Prepared: October 2004
 Objective: By the end of the session participants will have: <ul style="list-style-type: none"> • Identified and secured a suitable site where they can prepare for their exhibition • Identified at least four vital functions of a trade fair stand • Selected and started making an appropriate display capable of attracting visitors' attention • Listed at least three objectives for decorating stands and displaying products at the show • Learnt to illustrate working models and demonstrations for product display • Understood what equipment and display aids may be needed • Started practising stand decoration and display 	
 Duration: 180 minutes	

Session process:

Finding a suitable site and designing your stand

1. Emphasize that organizing trade fairs for women informal economy operators and women-owned micro-enterprises does not always require expensive exhibition halls. Stress the possibility of using low-cost venues, as long as the trade fair location is easily accessible for visitors and participants. Remember to take into account easy access for people with disabilities, including for women entrepreneurs and visitors alike.
2. Tents of different sizes can usually be rented for 1-2 days. The total size of the tent can be planned, based on the various product categories and the space needed for each stand (**see handout 7A**).
3. Participants should discuss the advantages and disadvantages of each stand location. Conclude the discussion by emphasizing the importance of other factors that can reduce the effectiveness or benefits of a specific site. The advantages of stand location could be lost if displaying, visitor handling, and presentation are not well planned. Enhancing trade fair promotion and the participants' exhibiting skills can help to overcome any disadvantages that arise due to stand location.
4. Participants should openly discuss the total available stand space, including making sufficient provision for the circulation of visitors. They should also propose a plan for allocating stands by various product categories. Depending on the nature of the products (and weather permitting), external spaces can also be used. For example,

food and drink stands can be placed in appropriate external locations close to the main tent or exhibition area.

5. Mediate between participants so as to ensure a fair distribution of the available stands at the planned practice event. Once the site has been sub-divided into product categories, the location of individual stands should be decided by an open draw. Participants with the same product should draw from the same category.

Creative decoration and display

6. Ask participants to make a plan on paper for the stand space they will be allocated for the trade fair. Tell participants that the maximum space they will have ranges from 2-3 square metres, and that the challenge is to display products well in this limited space.
7. Get the participants to suggest various reasons for decorating stands and displaying products. The answers may include:
 - To attract visitors attention
 - To create a good impression
 - To differentiate your products or services from those of your competitors
 - To give a good impression of your product quality
8. Ask participants to list the range of display equipment and tools that they may need for the trade fair and that are affordable. The list should include the following:
 - Shelves
 - Display cubes, boxes or stands
 - Racks
 - Hangers
 - Ropes
 - Nails
 - Hammers
9. Stress to the participants that the role of using display aids with eye-catching images and graphics is to attract visitors. They should make their display both attractive and functional. Ask participants to list affordable display aids for the planned trade fair. Examples that could be included are:
 - Posters
 - Colours
 - Pictures (particularly large pictures of products in use)
 - Logos
 - Banners
 - Lighting
 - Flowers
 - Throw overs: A table covered with a bright cloth can make your display stand out

Working models and demonstrations

10. Suggest that demonstrating the product or service in use can be a very powerful and effective attraction for visitors. Ask participants why they think working models and demonstrations have the power to attract visitors.

11. Other useful issues that should be covered include:

- What are the benefits of displaying the product itself?
Answer: *It gives the visitors an opportunity to use all the five senses: looking, hearing, smelling, tasting and touching – as well as talking about it. This will enhance the decision-making process and their buyer behaviour.*
- What if the product you are going to display is too big or too expensive to bring to the fair?
Answer: *Bring a scale model or use a video film, as this can provide a view of the product in use.*
- What will you do if your product is too small to be displayed?
Answer: *Make a model of very big one (blown up) and this will help to add an element of surprise and fun to your display.*
- Participants in the service or trading sector may ask the question: "How do service providers make use of demonstrations at trade fairs?"
Answer: *An exhibitor can present the most attractive benefits of the services for the visitor. It is important to select the most powerful representation of the benefits. One or two minutes of demonstration can be enough to attract a visitor's interest to find out more about the service. One can also have pictures (i.e. before and after using the service)*

Setting rules for good product or service display



12. Working in pairs, ask the participants to write at least three rules for making product displays functional and more attractive to visitors. Allow at least 10 minutes for the task.

13. Write up the contributions from each pair on the board, and agree with participants that each rule can help to communicate the advantages and benefits of their products and services. Distribute **handout 7B**.

Practising stand decoration and display

14. At least two days before the actual trade fair opening, participants should prepare their stands and decorate them. On-the-spot feedback should be given and improvements made as part of the workshop follow-up and support programme.

Remind participants to go to their "learning" groups to have an end-of-day discussion, and fill in the Daily Workshop Evaluation Forms.

Session 9	
Administrator/Instructor Guide	Page 1 of 3
Managing Your Stand During the Trade Fair	Prepared: October 2004
 Objective: By the end of the session participants will have: <ul style="list-style-type: none"> ▪ Practised at least three opening lines to use with visitors and customers ▪ Listed at least two sentences for disengaging from visitors ▪ Described how to make quick disengagement from some visitors ▪ Practised at least three important words to use when exhibiting at trade fairs ▪ Listed at least three reasons for applying effective time management at the trade fair 	
 Duration: 60 minutes	

Session Process:

Approaching visitors

1. Ask participants to list the different types of trade fair visitors. The facilitator should write all responses coming from the participants.
2. Once the types of visitors have been listed on the flipchart, guide the participants to classify or categorize visitors into the following groups:
 - Casual browsers
 - Qualified buyers

3. Ask participants why it is important to identify the casual browsers from the qualified buyers.

Answer: To disengage quickly from the “casual browsers” so that exhibitors can use their limited time to focus as much as possible on “qualified buyers”.

4. Invite four volunteer participants to form two groups and to engage in a role-play exercise on making opening statements at a trade fair stand. One member of each group should act as an exhibitor, and the other as a visitor.

Request the first group to perform the following role-play:

Exhibitor: “Madam, Can I help you?”

Visitor: “No Thank you, I’m just looking”.

Then the participant should leave without saying anything else.

Request the second group to perform the following role-play:

Exhibitor: “Hello, how are you enjoying the show?”

Visitor: “It is good. A lot of things are happening this time”.

Exhibitor: “What attracted you to my stand?”

Visitor: “Oh That leather wallet. Let me have a look at it please”.

Ask participants why one of the two groups was able to develop and continue a conversation.

Answer: The first group's closed question risked leading to a dead end. However, the second group's open question was likely to lead on to other topics. Explain that introductory questions should be open-ended and require more than a "Yes" or "No" answer.

Ask participants to form two groups and tell one group to think of good opening questions and the other group to think of bad ones. They should also describe the reasons why they think they are "good" or "bad". The following are examples:

Good opening questions:

- How are you enjoying the show?
- What attracted you to my stand?
- What do you do for your company?
- How would you plan to use this product?
- Are you involved in the decision to buy the product?
- What brings you to the show this time?
- Have you found what you are looking for at the show?

Bad opening questions:

- Can I help you?
- How is your health?
- How is the weather today?

Moderate ("in-between") opening questions:

- Have you seen my products before?
- Did you already know about my business?
- What job do you have in your company?

Ask the two groups to present their lists and discuss whether the statements are "good" or "bad" opening statements, and why.

Disengaging from some visitors

5. Explain to participants that they need to disengage from dominant or time-consuming visitors. If they stay too long with one person, it can affect their chances of meeting other people offering better sales prospects. In particular, ask them to suggest what they can say to disengage from a visitor.

- Examples:
 - Don't hesitate to let me know if you need further assistance.
 - Please feel free to browse and let me know if you need help.
 - Please excuse me while I assist this visitor.

Managing your time during the trade fair



6. Ask participants why it is important to manage time effectively at the trade fair? Guide the discussion to conclude that they need to talk with as many potential customers as possible within the short time available at trade fairs.

Important words to use when selling at trade fairs

7. Ask participants to list the key points they will use for exhibiting and selling during the trade fair. Examples:

- Price
- Quality
- Price/quality ratio
- Useful, efficient product
- Time saving product

Remind participants to go to their “learning” groups to have an end-of-day discussion, and fill in the Daily Workshop Evaluation Forms.

Session 10	
Administrator/Instructor Guide	Page 1 of 3
Recording Your Trade Fair Participation	Prepared: October 2004
 Objectives: By the end of the session participants will have: <ul style="list-style-type: none"> - Identified the type of information needed for a Business Contact Form - Started filling in Business Contact Forms - Started filling Daily Sales Records - Become familiar with the exhibitor's section of the Daily Record Form 	
 Duration: 90 minutes	
Notes to the facilitator Before the session, put a large copy of the Exhibitor Sales Record Form (8B) and the Exhibitor's Daily Record Form (8C) on the flipchart	

Session Process

Reviewing objectives of Business Contact Forms (BCF)

1. Emphasize that each participant must get an opportunity to use the forms. It is important to identify one or two members from the group who will assist the facilitator in ensuring that everyone can use the forms. Such responsibilities will strengthen the participation and ownership of the trade fair training.
2. Remind participants that the most important person in trade fairs is the visitor. Thus, getting information about the decision-making ability of the visitor as quickly as possible is an essential skill.
3. Also remind the participant of the role played by participants (session 9) involved in handling visitors at the trade fair stand, and ask them to list important information collected about the visitor.
4. Write participants' responses on the flipchart. Try to make sure that the following points are mentioned in the list:
 - Visitor's full name
 - Position in Business
 - Line of business
 - Type of business
 - Complete business address
 - Visitor's need

Using the Business Contact Form (BCF, handout 8A)

5. Once participants have mentioned most of the information distribute **handout 8A** and ask them to categorize the questions in the Business Contact Form based on the six ACTION points below. The following are the likely responses:

- **Authority:** The decision-making ability of the visitor (the importance of the visitor)
- **Capability:** The financial, human or technical standing of the visitor or the visitor's business
- **Time:** When is a visitor most likely to buy products
- **Identification:** The complete address of the visitor must be identified-this includes physical location, mail, fax, telephone, and e-mail.
- **Obstacle:** What potential problems could be experienced
- **Needs:** What are the needs of the buyers or visitors? How do your products or services satisfy those needs?

Check that every participant is familiar with the form before moving on.

6. Ask participants to compare the different uses of a business card and a Business Contact Form (BCF) in trade fairs and exhibitions.

Answer: With business cards, it is not possible to obtain the information necessary to start a business relationship. Therefore, using only business cards in trade fairs is not recommended.

7. Tell participants to start practicing in pairs how to use the BCF. Give the following instructions for the role play

- The role-play will have two rounds
- Each participant will assume the role of visitor in the first round and the role of exhibitor in the second round
- The exhibitor must fill in the form
- They will have about 10 minutes for each round

Alternatively ask two volunteers to demonstrate the role-play, and invite the group to discuss the strong and weak points in the role-play. Once participants learn from the demonstration, ask them to do their own role-play.

9. After 20 minutes, reconvene the group and ask for feedback on one role-play experience. Ask them:

- What was easy?
- What was difficult?
- How long it took, and how can it be done properly and effectively during the trade fair?

Encourage participants to raise any questions or problems related to filling in the form, and encourage them to find solutions during the discussion that follows.

10. Tell participants that they will use the same form during the trade fair, and stress that the BCF is to be used for important visitors only. Stress that the form must be filled in accurately, and that a copy of each must be given back to the trade fair facilitator to assist with follow-up support.



Recording daily sales in the Exhibitor Sales Record Form (SRF)

11. Distribute **handout 8B** and ask participants to read it. Invite one volunteer to demonstrate how to fill in the SRF. Provide some examples to guide the participants. Use the large copy of the form already prepared in advance on the flipchart.
12. Tell participants that if some of them have only a small number of high value products they can use a receipt book that can be bought from any stationery shop.
13. Check that all participants are familiar with the SRF so that they can use it during the trade fair. Ask about the importance of recording every sales transaction, and list participants' responses on the flipchart. Responses can include the following points:
 - It is difficult to remember all sales and costs
 - It allows one to focus more on the promotional and communication objectives of the trade fair
 - It will give information on the value of sales during the trade fair
 - Trade fair facilitators can obtain information very easily from the exhibitors.

Filling in the Exhibitor Daily Record Form (DRF)

14. Use the pre-prepared large Exhibitor Daily Record Form (DRF), explain it and demonstrate how they can fill in the different parts of the form. Ask participants to identify the sources of information needed to fill in the DRF. In particular, ask them to refer to the forms they have already used in this session. Collect 5-10 forms already used by participants during the session. Together with participants, summarize the forms and transfer the information to the DRF. Invite one volunteer to come and do the same exercise. Ask if there are any questions about how to fill in the form. All participants must be clear on how to use the forms before ending the session.
15. End by stressing the importance of keeping records. Mention the benefits for participants who own businesses, as well as for those organizing or sponsoring the trade fairs/exhibitions and assisting the women entrepreneurs (e.g. projects, NGOs, ILO or government unit).

Remind participants to have their end-of-day discussion in the learning groups, and fill in their Daily Workshop Evaluation Forms.

Session 11	
Administrator/Instructor Guide	Page 1 of 3
Evaluating Your Trade Fair Participation	Prepared: October 2004
 Objectives: By the end of the session participants will have: <ul style="list-style-type: none"> Listed at least five reasons for evaluating their participation in trade fairs Introduced three tools for evaluating exhibitions and fairs 	
 Duration: 60 minutes	
Notes to the facilitator: <p>IYES uses a participatory evaluation approach. By conducting participatory a pre-trade fair workshop and involving women entrepreneurs in the management of the trade fair process, it is possible to develop a sense of ownership. With the knowledge and skills developed and applied at the trade fair, participants' confidence is raised to the extent that they are able to organize their own trade fairs.</p> <p>The ultimate goal of the evaluation is to create a capacity in women entrepreneurs to establish networks and develop their own market access programmes. In order to build participatory evaluation, women entrepreneurs' involvement must start with the pre-trade fair workshop. Thus, this session on monitoring and evaluation is intended to develop participants' knowledge and skills in using and applying evaluation tools. The facilitator therefore needs to assist participants in improving the quality of data collection starting with pre-trade fair workshop, continuing through the process and including post-trade fair follow-up activities.</p>	

Session Process

Why evaluate exhibitions and fairs?

1. Ask if there are participants with previous trade fair experience. Invite them to share their experiences. Ask them if they made an evaluation, and what actions were taken after evaluations.
2. If there are no participants with trade fair experience, continue by asking them why they think trade fair participation should be evaluated. Refer their discussion on setting their own trade fair participation objectives.
3. Write participants' ideas on the flipchart. Responses can include the following points:
 - To check the effectiveness of the trade fair in relation to set objectives
 - To decide if the trade fair has helped with their market access problems, and if so, how.
 - To see what aspects can be improved upon
 - To improve the performance of organizers and facilitators
 - To improve preparation for trade fair participation.

4. Tell participants that evaluations are used for making and executing decisions. If the evaluation is not used, it can lead to a waste of resources.

Who are trade fair evaluators?

5. On a flipchart, write participants' responses to the question: Who should evaluate trade fairs? The responses can include the following:
 - Trade fair participants
 - Trade fair trainers and facilitators
 - Trade fair organizers or BDS providers
 - Visitors
 - Sponsors

What to evaluate in relation to exhibitions and trade fairs?

6. Ask participants to identify key areas of trade fair evaluation. Write participants' responses on the flipchart and ask them to relate their answers to the objectives of trade fair evaluation that they have already discussed. Compare participants' responses with the following key areas:
 - Trade fair planning
 - Exhibitors' baseline situation
 - Identifying and promoting a market
 - Suitability of trade fairs in general
 - Effectiveness of pre-trade fair workshop
 - The promotion of the trade fair
 - New ideas obtained
 - Market survey(s) conducted
 - Choice and quality of exhibits
 - Stand location
 - Visitor handling
 - Number of visitors
 - Quantity and quality of business contacts
 - Value of sales and sales orders
 - Other exhibitors' performances
 - Networking between participants
 - The trade fair's cost-effectiveness



When to evaluate exhibitions and trade fairs?

7. On another flipchart write "When are trade fairs evaluated?" Some participants may suggest that this should be done at the end of the trade fair, or they may offer other ideas. After accepting participants' ideas, include the following points on the flipchart:
 - **Pre-trade fair evaluations:** should include the collection of baseline data; entrepreneurship assessment; pre-trade fair workshop; selection of the market; trade fair promotion; identification of potential visitors; stand location; stand preparation and display.
 - **During the trade fair:** visitor handling; enquiry recording; sales; sales orders; new ideas; market surveys should be assessed
 - **Post-trade fair evaluation:** business leads followed up; the quality of visitors; trade fair planning; networking; trade fair organisation and management should all be assessed.

How to evaluate exhibitions and trade fairs (the IYES evaluation tools)

8. Ask participants to describe how to evaluate trade fair participation (what information to collect and analyse and what tools to use?). Write down their suggestions on the flipchart. The following suggestions need to be included in the list:
 - By conducting a daily trade fair debriefing session
 - Using the Exhibitor Daily Record Form and Sales Record Form
 - Using the End of Trade Fair Evaluation Questionnaire
 - Post-trade fair debriefing session
 - Post-Trade Fair Follow-up Survey Questionnaire
 - Using the Business Contact Form
 - Using the Baseline Data Collection Form
 - Using the entrepreneurship competency assessment
 - Open discussion
 - Making a pre-trade fair workshop Daily Reaction Evaluation
 - Making an end of pre-trade fair workshop evaluation
9. Ask participants to review the application of the tools that have been listed.
10. Distribute **Handout 9A**. Allow participants at least 10 minutes to read the questionnaire. Show them how they can fill in the forms at the end of a trade fair. Make sure that all participants are clear on how to fill in the form. Encourage participants to give suggestions for improving the questionnaire.
11. Distribute **Handout 9B**. Tell participants that the six questions are intended for facilitating the debriefing session. Encourage participants to give suggestions for improving the questions. Explain that the post-trade fair debriefing session will be conducted in groups where the facilitator's role will be mainly to observe and provide information for the discussion.
12. Distribute **handout 9C**. Give participants at least 10 minutes to read the questionnaire. Briefly explain the contents of the questionnaire and encourage participants to give suggestions for improving it. Stress the importance of the impact assessment survey and its implications for improving women's market access through exhibitions and fairs.
13. Emphasize that all the activities mentioned in the trade fair evaluation must be documented neatly and indexed in one box file so that knowledge can be developed and utilized for further research, evaluation and follow-up activities.

Finally, participants should go to their learning groups for an end-of-day discussion and to fill in the Daily Workshop Evaluation Forms.

Session 12	
Administrator/Instructor Guide	Page 1 of 3
Your Own Market Access Network	Prepared: October 2004
 Objectives: By the end of the session participants will have: <ul style="list-style-type: none"> - Defined five characteristics of an effective women entrepreneur's network for market access development - Identified the benefits and risks of women entrepreneurs networking for market access - Decided on how to form and strengthen each participant's network (or networking skills) for market access 	
 Duration: 90 minutes	
Notes to the facilitator <p>The pre-trade fair workshop should create the good basis for networking. It will help participants to recognize each other's needs and contributions. By recognizing the benefits and contributions of others, participants are likely to decide on establishing their own networks.</p> <p>As the group's decision on networking may be reached during this session, facilitators will have a key role in facilitating the process. The facilitator, for example, needs to support participants in coming to agreement on covering the costs related to networking. Participants also need support in deciding on the type of communication they will develop for the network. However, participants may not agree on everything during this session. Some agreements might take time, as participants continue to experience the benefits of networking.</p> <p>The post-trade fair debriefing session will also give facilitators a second chance to evaluate the potential for collaboration between participants.</p> <p>As a trade fair facilitator, your role is to create an enabling environment to motivate participants to take the networking initiative. Once the women entrepreneurs have formed their network, the facilitator's role will be to provide minimal support such as temporary coordination and providing meeting space. This will encourage the women to operate independently.</p> <p>The network members need to elect a coordinator to handle documentation tasks and communication activities. The facilitator needs to advise them on the importance of rotating facilitating roles. The facilitator should be able to raise this issue at the debriefing workshop at the end of the trade fair. Making participants appreciate the benefits of working together is possible both during the pre-trade fair workshop and at the trade fair. One indicator of participants' satisfaction on the pre-trade fair workshop and trade fair participation can be the decision to continue networking after the trade fair. The decision needs to come from them. The facilitator's role is to create the conditions for effective networking.</p> <p>Before the session, make sure you have four or five different colours of small balls of yarn that will be sufficient for all the participants.</p>	

Session Process

Weaving a network – practical exercise

1. Start by telling participants that the game will demonstrate the importance of building a network for market access development, and will also show some of the challenges or drawbacks of networking.
2. Ask participants to stand up and form a circle with everyone facing the centre. If the size of the workshop room is not enough, the exercise can be done outside. Give each participant one ball of yarn. Tell them to tie the yarn to one finger. In order to symbolize the loose nature of relationships, participants should hold the yarn loosely throughout the exercise.
3. Tell participants that they will now weave a net that will symbolize the past few days spent together while attending the workshop, as well as their mutual support for the upcoming trade fair. Recall the “action” and “learning” groups’ activities, and all the commitments they made to each other for future collaboration. Ask them to look around the circle and remember the contacts they have made and any future mutual support that they have discussed. Mention the following examples to the participants.
 - Shared information, for example on sources for product design and development
 - Exhibiting together at the next trade fair
 - Exchanging information on prices
4. Explain to participants that when it is their turn, they should approach the other participant and wrap the yarn around them (e.g. their hand, arm), and then return to their place in the circle. After each link has been made with the yarn, they can move on to another participant and continue in the same manner (i.e. mentioning the type of collaboration). By still holding on to the yarn, the action will also symbolize the art of maintaining the contacts that they have already created.
5. Let the participants continue to weave the network for about 15 minutes. Once all participants have made as many contacts as possible, tell them to review the circle and see how many contacts they made. Also ask participants to mention the type of collaboration they have discussed with their contacts. Write the responses on the flipchart.
6. Lead the group to agree on common areas of collaboration so as to improve their market access, including organizing women entrepreneurs’ trade fairs. Let the group list the benefits of collaboration for market access. Remind participants of the discussion on market access problems in session 3.
 - Getting market information services
 - Buying supplies together
 - Getting access to basic infrastructure such as selling space, market sheds and toilets
 - Getting better recognition by local authorities or NGOs

Identifying the benefits and risks of networking

7. While all participants are holding their threads, ask one participant from the group to drop all the threads she is holding that symbolize all the connections she has made during the workshop. Ask participants what the effect of her dropping the threads on the network that they have woven is.
8. Ask a participant to recall the benefits she was to get from the network so that she can identify what was lost when she dropped the thread - the symbol for leaving the network. The responses can include:
 - Decline in the network's activities
 - Losing network resources
 - The continuity of the network is threatened
9. Ask another participant from the group to pull the threads she holds. Tell participants that this symbolizes the domination of one network member over the others. Ask participants the effect of this on the network. Make sure that the following points are raised by participants:
 - Forcing the network to deviate from its established objectives
 - Members' participation will decrease
 - Leadership and decision-making will malfunction
 - Empowerment of only a few people in the network
 - The collective ability to solve problems will be reduced
10. Ask participants to work in pairs to develop a guideline for building effective networks between women entrepreneurs. Tell participants to recall the experiences from the practical exercise, and also to keep in mind their market access problems. Allow at least 10 minutes for the exercise. Distribute one card for each pair, and ask them to write their experiences on the card. After 10 minutes collect the results and post them on the flipchart.

Deciding on forming a network and preparing an action plan

11. Distribute **handout 10A** and ask participants to compare it with their work. Based on the networking principles developed, it is now up to the participants to decide whether or not to establish a network. Ask participants to make their own decision. Encourage participants to elect one or two persons to chair the meeting and write the minutes.
12. Before ending the session, if participants decide to establish a network, make sure that the points raised in the session include; objectives, contributions, communications and fixing a date for the next meeting.
13. Provide the participants with the Action Plans for Trade Fair Participation (**handouts 10B and 10C**). These can be used by the network or individuals. Go through the forms, checking that the participants understand how they can use and adapt the forms to suit their own/the network's particular needs.

Participants should then go to their learning groups for an end-of-day discussion. They should fill in the Daily Workshop Evaluation Forms, and fill in a copy of the End of Workshop Evaluation Form (**see Annex 3**). Both forms should be handed over to the facilitator.

HANDOUTS

Cards on next page

To be used for various workshop activities:

For example: setting objectives; reasons for making products and factors to be considered when price setting

(Cut along the dotted lines)

Activity title:

Activity title:

Activity title:

Activity title:

Handout 1B: Improve Your Exhibiting Skills:Participant's Baseline Information

Personal Data

1. Participant's name _____ Age _____ Level of education _____

2. Vocational skills learned (if any) _____

Learned Formally: ☐ Informally ☐

Personal entrepreneurial business experience and attitudes

3. What is your main type of business occupation? _____

4. List the names of your products:

5. What was your occupation before starting a business? _____

6. What was your working experience before starting a business?

7. Do you have a close relative or a friend who is successful in business?

Yes ☐ No ☐

8. As of today, have you set yourself any goals to achieve within the coming year?

Yes ☐ No ☐

9. If yes, please write down your goals in a few sentences:

10. Are you willing to work long hours for limited financial reward?

Yes ☐ No ☐

11. Do you have family support for starting a business as your career?

Yes ☐ No ☐

Marketing Skills

12. Do you know good sources of information on new product ideas and markets? Yes ☐ No ☐

13. If yes, please list the sources of information:

14. Have you effectively identified your current and future customers? Yes ☐ No ☐

15. If yes, please list the type of customers:

16. Have you effectively identified competitors with your business? Yes ☐ No ☐

17. If yes, please list them:

18. Please list the marketing promotion methods you are currently using:

Experience in participating in trade fairs and exhibitions

19. Have you ever participated in trade fairs/exhibitions? Yes ☐ No ☐

20. If yes, please describe the outcome of the participation on your business:

21. Do you have any contact with established business networks like consumers and suppliers?

Yes ☐ No ☐

22. If yes, please briefly describe the type of linkage (contact) you have and the benefits you receive from it:

23. Do you have any plan to introduce new or improved products? Yes ☐ No ☐

24. If yes, please briefly describe your plans:

Thank you

Handout 1C: Personal Entrepreneurial Assessment

The following entrepreneurial assessment will help you to discover how closely you fit into a standard model of an entrepreneurial profile. It is fun to do and fun to interpret, but It is not a scientific measurement of a your entrepreneurial ability!. For each question tick ✓ the choice that best describes you. All questions must be answered. Try to go with your first reaction rather than thinking too much.

Behaviours	Usually	Sometimes	Never
1. I'm persistent (or I take repeated actions to meet a challenge or to overcome a problem).			
2. When I'm interested in a project, I need less sleep.			
3. When there's something I want, I keep my goal or aim clearly in mind.			
4. I examine mistakes and I learn from them.			
5. I keep to my plans (or my New Year resolutions).			
6. I have a strong personal need to succeed.			
7. I have new and different ideas.			
8. I am adaptable (or I adjust to different conditions in order to suit a new or different purpose).			
9. I am curious (I am eager to learn and to know).			
10. I am intuitive (I understand issues quickly and without necessarily studying them).			
11. If something seems impossible, I try and find a way.			
12. I see problems as things to overcome.			
13. I take chances.			
14. I'll gamble on a good idea even if it isn't a "sure thing".			
15. To learn something new, I explore unfamiliar subjects.			
16. I can recover from emotional setbacks.			
17. I feel sure of myself.			
18. I'm a positive person.			
19. I experiment with new ways to do things.			
20. I'm willing to undergo sacrifices now to gain possible long-term rewards.			
21. I usually do things my own way.			
22. I tend to rebel against authority.			
23. I often enjoy being alone.			
24. I like to be in control.			
25. My friends know me as a person difficult to deal with.			
Total			

(Adapted from American Women's Economic Development Corporation, Stamford, CT, and Women in New Development, Bemidji, MN, 4/97)

Handout 1D: Score Interpretation Guide

Multiply the total number of “Yes” answers by 4 and “Maybe” answers by 3. There is no need to multiply “No” answers. Add up your results (“yes” x 3 + “maybe” x 2 + “no” = X).

1. If you scored between 60 and 75, you have an entrepreneurial profile.
2. If you scored between 48 and 59, you have entrepreneurial potential but need to push yourself. You may want to improve skills in your weaker areas or hire someone with those skills.
3. If you scored between 37 and 47, you may be an entrepreneur in the making. You may not want to be alone in business. Look for a business partner or group who can complement you in the areas where you are weak.
4. If you scored below 37, self-employment may be difficult for you. However, only you can make that decision if self employment is for you. Remember entrepreneurial behavior can be nurtured and developed.

Handout 2: Country Example: The Situation of Ethiopian Women in Micro-enterprises in the Urban Informal economy

Urban poverty is rapidly increasing in Ethiopia. The capital city, Addis Ababa, has almost 26 per cent of the country's urban population and is disproportionately affected by the social and economic consequences of urban poverty.

Increasing poverty among women is one of the consequences of rapid urbanization in Ethiopia. The Ethiopian PRSP⁵ document shows that the number of women-headed households in urban areas is also growing. In addition, the incidence of poverty is more common among women than men.

The growth of a large informal economy that is dominated by women is the result of increasing chronic urban poverty. The World Bank estimates that in poor countries about 70 per cent of informal economy and micro-enterprise operators are women. The Ethiopian situation is similar.

Women join the informal economy not necessarily for market opportunities, but out of a need to survive. The business occupations of many women in the informal economy are largely those that require lower skills levels, such as those often learned from mothers and grandmothers. The most common women's businesses are in food processing ("*injera*" (*local bread*), "*baltina*" (*local grains*), local drinks, selling fruits, vegetables and cereals.) and handicrafts. Markets for their products are limited to their own neighbourhoods largely due to the fact that they often cannot freely move from place to place to meet potential customers and suppliers or to get new business ideas.

Studies have also revealed that most products made in the informal economy have remained largely unchanged, in some cases for many years. In one trade fair, the products exhibited by poor women (including women with disabilities) in the informal economy, were described as of poor quality, with little or no packaging, of poor finishing, and were not clean. These findings demonstrated that the impact of any market access support would be very limited if it was not integrated with approaches aimed at supporting product design and development.⁶

Handicraft production is one of the main areas where women need to develop marketing and production skills. The sector is appropriate for approaches to improve product design and development support through exhibitions and fairs.

Questions:

1. What are the market access constraints for women entrepreneurs in micro-enterprises in the informal economy?
2. What marketing knowledge and skills do women entrepreneurs need to overcome market access constraints?

⁵ Poverty Reduction Strategy Paper (PRSP)

⁶ ILO WEDGE Evaluation Report 2002.

Handout 3: The Role of Trade Fairs and Exhibitions in Promoting Women's Entrepreneurship Development

In the context of a trade fair, there tends to be:

- A high concentration of suppliers and customers
- Easy access to and exchange of information on markets and marketing
- Opportunities for promoting and enhancing networking among women entrepreneurs
- The potential for sub-contracting opportunities
- Direct interaction with and immediate responses from potential buyers, including feedback on product design, packaging and performance
- An opportunity to communicate new ideas and technologies
- A chance to establish and reinforce business relations

Support for women entrepreneurs' participation at trade fairs can also contribute to:

- Income generation for women entrepreneurs and their associations
- Promoting association membership
- Promoting awareness of women's entrepreneurship development
- Establishing a regular meeting platform to work on other women's entrepreneurship development issues and problems

Handout 4A: List of 25 Suggested Trade Fair Objectives

Mark those objectives that fall under **Sales** (S) or **Communications** (C) related objectives (or both). Select the ones that apply to your specific goals for participating in this Trade Fair event. Be ready to explain your choices!

1. Sell products and services at the fair-----.
2. Introduce new products or services to a market -----.
3. Access new markets -----.
4. Obtain feedback on new products -----.
5. Conduct market studies/research -----.
6. Find dealers, representatives and agents -----.
7. Reinforce your market image -----.
8. Create customer lists -----.
9. Highlight new initiatives (products, services and special offers.) to the media -----
10. Distribute product samples to your target market -----.
11. Address customer complaints -----.
12. Introduce a new promotional programme -----.
13. Introduce new marketing techniques -----.
14. Network with other women entrepreneurs-----
15. Establish business relationships with international buyers -----.
16. Determine the effectiveness of marketing and promotion campaigns -----
17. Introduce new production methods -----.
18. Reduce sales costs -----.
19. Distribute promotional tools -----.
20. Interact with a targeted market -----.
21. Present live product demonstrations -----.
22. Introduce community awareness initiatives -----.
23. Develop new marketing techniques -----.
24. Create an image for your enterprise. -----.
25. Enhance word-of-mouth marketing -----.

(Adapted from: Exhibitor Planning Guide, Federal Business Council, INC., 2001)

Handout 4B: Trade Fair Objectives Answer Sheet

1. (S)	2. (S)	3. (S)	4. (C)
5. (C)	6. (S)	7. (C)	8. (S)
9. (C)	10. (S)	11. (C)	12. (C)
13. (C)	14. (C)	15. (S)	16. (C)
17. (S)	18. (S)	19. (S)	20. (S)
21. (S)	22. (C)	23. (C)	24. (C)
25. (S)			

NOTE: Several of these objectives relate to both sales and communication. Therefore, there is no “one correct answer” for some of the objectives.

Handout 4: SMART Goals, and How to Help People Create Them

SMART is an acronym for Specific, Measurable, Attainable, Results-Oriented, and Timely. SMART goals are more likely to be met and described than non-specific, non-measurable, and non results-orientated goals.

So, what do these terms mean?

- **Specific**
Exactly what needs to be done?
Exactly what results do you want?
- **Measurable**
How will you know whether the goal has been met?
Can the results be quantified and measured?
- **Attainable**
Can the activities relating to the goal realistically be carried out?
In what manner will they be carried out?
What forces are at play that will help or hinder the accomplishment of the goal?
Are there any hindrances that are insurmountable?
- **Results-Oriented**
What outputs (e.g. target figure for visitors, orders and sales) are expected from trade fair participation?
What outcomes are expected (i.e. impact on customers and their awareness of your company)?
- **Timely and Time-constrained**
When should the goal be completed?

Handout 5A: Product Information Form

1. Name of exhibitor: _____
2. Name of the product: _____
3. What benefits does this product provide to the buyer or what problems will it solve for the buyer?
 - a. _____
 - b. _____
 - c. _____
4. How is the product used? _____

5. Where can users buy this product?
 - a. _____
 - b. _____
 - c. _____

Are there any additional uses of the product (other than what has been mentioned above)? _____

Handout 5B: Product Design

Product Design

The product is the most important part of the marketing process. Without a good product, the chances of accessing markets are limited. Product design is key in the development of competitive products. Product design applies to all products, from handmade products to processed food, and also refers to how services are designed.

There are two basic ways of working on product design by improving (refreshing) an old product, or by creating a totally new product:

- **Product improvement:** (refreshment): This can lead to developing a “new product” by introducing a change in an existing product. This can be applied to any product that the women producers have been selling for some time and that may need to be improved (refreshed) to extend its life cycle in the market. For example, changing the colour, the texture, or some details of the form/shape in an existing product is likely to have this effect. Product improvement (refreshment) is about the transformation of “an old” product by adding or changing some features or details.
- **New Product Development:** This refers to developing a totally new product from an idea. Magazines can be good sources of ideas for new product development, as can market research. Totally new products need to be tested in the market before one starts to produce them in large quantities. Trade fairs (exhibitions and bazaars) provide a good opportunity to test or launch new products.

Product Design is About:

- **COLOUR** => Colour shades; complementary colours; contrasting colours
- **FORM** => Shape; style; size
- **TEXTURE** => Feel; touch
- **DETAILS** => Features; elements; characteristics; brand; specific aspects; attributes
- **PRESENTATION** => Appearance; look; exterior; outer shell; packaging

Presentation is About:

- **PACKAGING** => wrapping, covering, binding together => for better appearance. Packaging has become an increasingly important part of the promotion mix. Packaging contains the product and must offer basic protection against damages (quality assurance responsibility). It can give information about the product. It should be attractive to the buyer, and its design and colour should be identifiable and constant over the whole product range.
- **RANGES** => variety, assortment.
A range is a collection of products grouped together according to their size, design or colour. For example, it can be the same product in different colour or sizes, or different products that can be used in a particular room, e.g. living room, dining room or office space.
- **SETS** => collection, group of products.
For example: A teapot holder, tea cloth and apron that match, or the same shape of a basket in 3 different sizes.

Handout 5C: Guidelines for the Product Assessment Game

- In order to keep the product evaluations anonymous, evaluators will not write down names. However, the name of the producer should be visible.
- Participants should evaluate at least five products of their choice from among the other participants' products.
- All participants should play the role of a potential buyer (evaluator).
- Participants' evaluations need to be based on a close examination of the products - including the design, quality, finishing and packaging aspects.
- If the "evaluator" needs further information, the producer can provide this. However, the producer will not necessarily be at her table.
- When assessing a product, imagine what customers would be looking for in the product:
 - Product quality
 - Product use and fitness for purpose (does it do the job it was designed for?)
 - Product appearance (presentation, packaging, etc.)
 - Product price
- You will need to be critical and honest. It will not help any of the women entrepreneurs in accessing a market if their products are not of good quality and design.

Handout 5D: Product Analysis Form (Cut along the dotted line for two forms)

Producer's Name: _____ Stand No: _____

Product name: _____

What do you think about this product?

	Good/Attractive			Poor/Unattractive		
	5	4	3	2	1	0
Design						
Quality						
Presentation / Appearance						
Display						
Colour						
Size						
	Low/Affordable			High/Expensive		
	5	4	3	2	1	0
Price						

Any additional comments

Producer's Name: _____ Stand No: _____

Product name: _____

What do you think about this product?

	Good/Attractive			Poor/Unattractive		
	5	4	3	2	1	0
Design						
Quality						
Presentation / Appearance						
Display						
Colour						
Size						
	Low/Affordable			High/Expensive		
	5	4	3	2	1	0
Price						

Any additional comments _____

Handout 6A: Product Costing Form

1. Price	
Variable cost items	
Material costs	
•	
•	
•	
2. Sub-total for material costs	
Variable labour cost	
-	
3. Sub-total for labour costs	
4. Total variable cost (= 2 + 3)	
5. Fixed costs: per hour or per unit of product	
6. Total cost (= 4 + 5)	
Profit (1 (Price) – 6 (Total cost) = X)	

Handout 6B: Material Cost Estimation Form

Product name: _____

Material cost item	Quantity used (X)	Price/unit =	Material cost/unit

Handout 6C: Labour Cost Estimation Form

Product name: _____

Item (for calculating labour cost)	Hours estimated per unit X	Labour cost per hour =	Hours per Unit x Labour cost per hour

Handout 6D: Indirect Cost Estimation Form

[illegible]

Handout 6E: List of Factors to be Considered when Setting Prices

- What does it cost you to make the product or provide the service? (I.e. costing of materials)
- Have the prices of some cost components increased recently and are they likely to increase in the next six months?
- How much are customers willing to pay?
- How sensitive is the demand to changes (increase or decrease) in price?
- How much do your competitors charge for identical, similar or substitute products?
- To what extent do customers see price as an indicator of product quality?
- What is the quality or image of your product?
- What are your sales objectives?

Handout 6F: Sample Format of a Price List

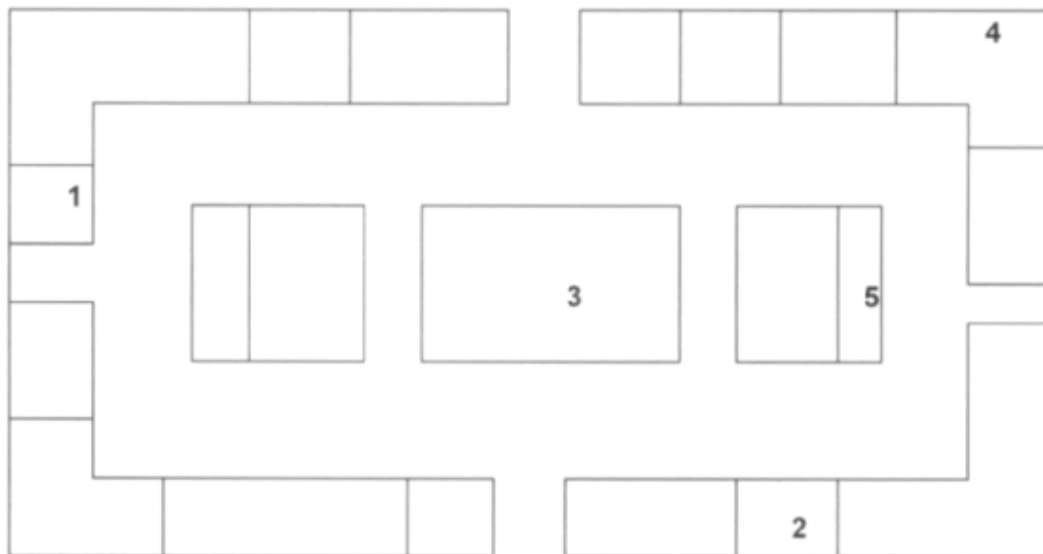
Women's Micro-enterprises Handicrafts Exhibition and Bazaar

Product Category: _____

Exhibitor's Name: _____

Code No.	Item	Wholesale Price	Retail Price

Handout 7A: Trade Fair Stand Layouts



- 1= Corner stand
 - 2= Aisle stand
 - 3= Island stand
 - 4= L- stand
 - 5= Head stand
-

Handout 7B: Guidelines for Effective Product Display at Trade Fairs

- Keep your product display simple.
- Use the minimum amount of words (seven or less).
- Limit the number of exhibits.
- Display a representative collection of an entire range.
- Different categories of products should have their own displays.
- Display at different levels (or heights) of the stand.
- Where possible add motion/movement to displays.
- Give exhibits sufficient space.
- Keep the display neat and tidy (everything has a place).
- Use visual means to communicate the advantages and benefits of products or services.
- The stand should not be a barrier between you and the visitor.
- Make sure that your display has impact (e.g. large pictures, good lighting).
- Emphasize your most important products and services. Stay focused by putting important products in a prominent position.
- Accept that visitors are free to examine the products displayed with all their senses.
- After preparing your display, carry out the “Fool-proof test”: In three seconds will any “fool” be able to know what this display is all about? If not, the exhibitor needs to re-work the display.

Handout 8A: Exhibitor Business Contact Form (BCF)

Date _____ Reference no. _____

Visitor's full name: _____ Position: _____
(Attach business card if available)

Name of business: _____

Mailing address: _____

Telephone: _____ Fax: _____ email: _____

Physical address: _____

Specific location: _____

Line of business:

Producer Importer Agent Other (s) Specify: _____

Wholesaler Retailer Distributor Service

What type of business does the visitor have? _____

Summary of visitor's interest: _____

Responses given or actions taken (summary): _____

Type of follow-up needed for this contact: _____

Any sale or order made: _____

Agreed date of delivery: _____

Agreed unit price: _____

Suggestions: _____

Recorded by: _____ Date and time: _____

Handout 8B: Exhibitor Daily Sales Record Form (SRF)

Women's Micro-enterprises' Handicrafts Exhibition and Bazaar

Date: _____

Exhibitor's Name: _____ Stand no. _____

[illegible]

Handout 8C: Exhibitor Daily Record Form (DRF)

Women Micro-enterprise Producers' Trade Fair and Bazaar

(Make two copies: one for the exhibitors and one for organizer/sponsor)

Date: _____

Exhibitor Name: _____ Stand no. _____

	Morning	Afternoon
Number of visitors:		
Sales value:		
Sales/orders received		
Business contacts made (potential buyers and suppliers)		
New product ideas or information obtained:		
Problems faced:		

Any other remarks: _____

Handout: 9A: End of Trade Fair Evaluation Form

(For question 1, 2, 3, 6, 7, 8, 9, 10 and 11: Please tick in the appropriate box)

1. Do you think you have achieved the objective(s) you set for trade fair participation?
Not at all Significantly

0	1	2	3	4	5	Don't know
---	---	---	---	---	---	------------

2. Please grade the quality of the visitors you have met.

Poor			Excellent		
0	1	2	3	4	5

3. How would you rate the number of people who visited your stand?

None			Very Many		
0	1	2	3	4	5

4. How many "on-the-spot sales" did you make during this event? _____

Value of sales _____

5. Did you receive any orders during the event? [] Yes [] No

If yes, what was the total value of the orders? _____

6. If you did not sell or receive orders during the event, do you think the exhibition has still been useful for your marketing efforts?

Not useful						Very useful
0	1	2	3	4	5	Don't Know

7. Trade fair location.

Poor			Excellent		
0	1	2	3	4	5

8. Stand layout and decoration.

Poor			Excellent		
0	1	2	3	4	5

9. Pre-trade fair promotional effort by the trade fair organisers.

Poor			Excellent		
0	1	2	3	4	5

10. How secure was your stand from theft and other problems?

Poor			Excellent		
0	1	2	3	4	5

11. How would you rate your overall assessment of the event?

Poor			Excellent			
0	1	2	3	4	5	Don't Know

12. Will you participate in the event again, if the organizers decide to repeat it?

☐ Yes

☐ No

☐ Not decided

13. Any other comments and suggestions (please use a separate sheet, if necessary)

14. Please give us your comments on the role of this trade fair in contributing to narrowing the gap in gender inequality.

Handout 9B: Guidelines for Facilitating Post-Trade Fair Briefing

1. What new and useful ideas did you get by participating in the trade fair?

2. If you are going to participate in the next trade fair, in what ways are you going to improve your participation?

3. What problems did you encounter during the preparation for the trade fair?

4. What new product ideas do you have you to present at the next trade fair?

5. What specific advice can you give to the organizers to improve or make better preparations for the next trade fair?

6. What can you contribute to help the organizers improve the trade fair facilitation work?

Handout 9C: Trade Fair Evaluation and Follow-up Questionnaire

(To be conducted 6-8 weeks after the event)

1. Participant's Name: _____
2. What specific marketing knowledge were you able to gain by participating in the trade fair?

3. Were you able to apply the marketing knowledge gained to your business?
Yes ☐ No ☐
Please explain your answer, giving your reasons:

4. What kind of information were you able to obtain during the trade fair, such as new product ideas, new buyers, potential buyers, sub-contracting?

5. Did you use the information to improve your business? Yes ☐ No ☐
Please explain your answer, giving your reasons:

6. List three skills you were able to learn during pre-trade fair training workshop and practise at the trade fair:

1. _____
2. _____
3. _____
7. Which of the three skills are you still applying to your business?

1. _____
2. _____
3. _____
8. If you cannot apply the skills to your business, what were the skills you could not use and the reasons for not being able to do so?

1. _____
2. _____
3. _____
9. What important skills did you discover you were lacking during your marketing and trade fair participation?

10. Please provide any ideas and means for developing the skills mentioned above:

11. After participating in the trade fair, do you plan to improve your existing products or develop new ones? Yes ☐ No ☐

If yes to either question, please briefly describe your plan:

12. Do you think the trade fair has contributed as a source of new products/ideas for your business?

Yes ☐ No ☐

13. How many trade contact forms did you fill in for potential buyers during the trade fair? _____

14. With how many of them have you maintained contact? _____

And with how many of them have you had practical results? _____

15. If you have not managed to contact them at all, or only some of them, please give your reasons:

16. Will you participate in a similar trade fair if it is organized in 3-6 months time?

Yes ☐ No ☐

17. If yes, will you be willing to contribute to the organizing cost?

Yes ☐ No ☐

18. If yes, how much would you be willing to pay? _____

19. If you participate, will you bring the same products or have you decided on other products?

Yes ☐ No ☐

Explain your answer: _____

20. What specific support do you need to be able to participate successfully in future trade fairs and exhibitions?

21. Please give the three most important areas of trade fair support you received,

ranking their importance with 1 as the most important:

1	
2	
3	

22. Do you think it is worthwhile to organize micro-enterprise shows in the future separate from shows for medium and large businesses?

Yes ☐ No ☐

Please give reasons for your answer:

23. Since your recent participation in the trade fair, two months ago, have you been able to measure any increase in the sales of your exhibited products?

Yes ☐ No ☐

24. If yes, to what extent do you think the increase in sales has resulted from your participation in the trade fair?

25. If yes, has the increase in sales also resulted in improved profits?

Yes ☐ No ☐

26. If no, please give your reasons:

Thank you!

Handout 10A: Guidelines for Developing Effective Networks

- Promote the existence of mutual support and solidarity between members
- Have a willingness to share information and experiences
- Find ways of reducing duplication of work and efforts
- Develop cross-referencing on each other's businesses, such as on business contacts, business leads, sub-contracting, new production ideas, designs and supplies
- Create opportunities for shared marketing missions with the network
- Identify relevant and complementary skills, resources and needs of members
- Encourage effective participation (a commitment to the process)
- Establish an appropriate and low-cost communication system between members
- Develop a shared leadership culture
- Develop confidence and trust between members
- Acknowledge members' contributions to help keep motivation high
- Do not plan meetings just for the sake of it (have a clear purpose, and schedule them when necessary)
- Manage meetings by rotating the facilitation role, conduct brief meetings, and finish on time
- Where possible, reach decisions by consensus
- Handle difficult issues through open discussions
- Make a record of the network's activities and keep documents safely

Handout 10B:**Sample 1: Action Plan for Trade Fair Participation**

Please note that the suggested action plan form and the action steps can be adapted to suit specific needs. Participants need to be advised to prepare their own list in another blank action plan form. Use the form below as a template to help participants prepare their own action plans

Action steps	Current Status	Target Date	Responsible person
1. Basic preparation			
• Set focused objectives			
• Estimate the cost of your participation			
• Reserve space (and maybe try to influence location)			
•			
2. Improve your product/service design and development			
• Design new or improved products for the trade fair			
• Apply product costing tools			
• Set promotional prices			
•			
3. Prepare and get the best from trade fair promotion.			
• Prepare a list of potential contacts or visitors to the stand(s).			
• Prepare and send invitation letters or cards to prospective visitors			
• Provide information on customers' business profiles and send them to trade fair organizers (for exhibitors'			
• Prepare (my own) promotional materials for the trade fair (flyers, brochures and business cards.)			
•			
4. Get suitable stand(s) and prepare it/them for the show			

<ul style="list-style-type: none"> Secure the reserved space from the organizers and design stand layout. 			
<ul style="list-style-type: none"> Identify (list) appropriate display equipment and tools needed 			
<ul style="list-style-type: none"> Identify appropriate display aids for my stand (eye catchers and graphics) 			
<ul style="list-style-type: none"> Prepare and decorate the stand 			
<ul style="list-style-type: none"> Transport goods to the trade fair. 			
<ul style="list-style-type: none"> 			
5. Document (my) daily participation			
<ul style="list-style-type: none"> Prepare an adequate number of forms for recording (my) daily activities i.e. price list, trade contact forms and sales record forms. 			
<ul style="list-style-type: none"> 			
6. Evaluate (my) trade fair participation			
<ul style="list-style-type: none"> Fill in the End of Trade Fair Evaluation questionnaires. 			
<ul style="list-style-type: none"> Participate in Post-trade Fair Evaluation Sessions 			
<ul style="list-style-type: none"> 			
7. Take post-trade fair follow-up actions.			
<ul style="list-style-type: none"> Write follow-up letters to business contacts 			
<ul style="list-style-type: none"> Make appointments with contacted businesspersons. 			
<ul style="list-style-type: none"> 			

Handout 10C:
Sample 2: Action Plan for Participating in a Trade Fair

Handout 10C:
Sample 2: Action Plan for Participating in a Trade Fair

Exhibitor's Name: _____ Date _____

[illegible]

ANNEXES

Annex 1: Information on WEDGE

What is WEDGE?

The WEDGE team is part of the ILO's SEED Programme. It works on enhancing economic opportunities for women and does so in a number of separate but inter-connected ways:

- ❑ By carrying out affirmative actions in support of women starting, formalizing and growing their enterprises (**W**omen's **E**ntrepreneurship **D**evelopment)
- ❑ Mainstreaming gender equality issues into the ILO's other Small Enterprise Development (SED) work (**G**ender **E**quality)

The WEDGE approach is based around (i) developing the knowledge base on women entrepreneurs; (ii) promoting representation, advocacy and voice, and (iii) developing innovative support services for women entrepreneurs. Section V below indicates some other fact sheets that explain the work of WEDGE.

As part of the Enterprise Department, the WEDGE team has close links with other enterprise development approaches in fields of policy, business development services, association building, enterprise culture and job quality. WEDGE also works closely with the ILO's Department of Skills and Employability to provide effective support for women entrepreneurs with disabilities in several countries in Africa and Asia.

Objective

The objective of the WEDGE team is to ensure that women and men have equal access to economic resources and business support to enable them to start, formalize and grow their businesses. Much of this emphasis is on facilitating the provision of practical assistance to help women to start, formalize and expand their own enterprises. In recent years, WEDGE has also worked to contribute to the Global Employment Agenda's (GEA) overarching goal of ending discrimination in the labour market. This provides a complementary focus on more strategic issues that affect women entrepreneurs in the areas of policy development as well as relating to their entitlements to access economic resources.

Various forms of WEDGE assistance and support take account of longer-term sustainability issues, particularly in terms of market-led approaches to BDS, as well as where particular subsidies may be required to assist target groups living in poverty.

Target Group

The target groups include women entrepreneurs in the start-up situation who are thinking of creating their own business; women in the informal economy wishing to formalize their businesses; and women who are already in business and want to expand. A special focus is also given to the business development needs of women entrepreneurs with disabilities. WEDGE supports the ILO constituents, and member-based associations of women entrepreneurs and other associations serving them. WEDGE works with business support agencies interested and/or involved in assisting women entrepreneurs.

Programme Components

1. Developing the knowledge base on women entrepreneurs and women's entrepreneurship development, including women entrepreneurs with disabilities.

This involves:

- Gathering and disseminating information on the status, scope and scale of women entrepreneurs' business activities
- Examining and assessing the sectors within which they operate
- Collecting facts on the issues, problems and barriers that they experience in starting, formalizing and expanding their businesses
- Developing and sharing methodologies for gathering/analysing this information
- Highlighting good practice examples both nationally and internationally, and making this available through the ILO SEED web pages (see www.ilo.org/seed – Women's entrepreneurship), CD-ROMs and other documentation.

2. Promoting advocacy and voice for women entrepreneurs and their associations.

This is to ensure that:

- Policymakers and service providers hear the voices of women entrepreneurs and their associations. This approach promotes close linkages with ILO constituents
- Associations become more member-based and responsive to members' needs, and become effective information and service providers for their members – this approach is also applied with Disabled Persons' Organizations
- The public image and perception of women's business efforts are improved in the eyes of policy-makers, development partners, the business community and the media.

3. Developing innovative gender-sensitive services to support women in starting, formalizing and expanding their businesses. This includes:

- Ensuring that existing SED support tools (such as SYB, IYB, EYB and KAB⁷) support and are sensitive to the needs to both women and men, with particular emphasis given to women entrepreneurs with disabilities
- Filling gaps in existing support provision by developing new tools that address the GEA's core objective of ending discrimination in the labour market. This includes Gender and Entrepreneurship Together; GET Ahead for Women in Business, and systematically using trade fairs to help women access markets (Improve Your Exhibition Skills or IYES)
- Promoting "more and better BDS for women entrepreneurs" in India, in association with the International Centre for Entrepreneurship and Career Development (ICECD).

4. Creating strategic partnerships with other UN bodies:

- WEDGE works with other UN and international agencies, namely UNHCR, the International Trade Centre, UN-ECE, the African Development Bank, OECD⁸, donors and international women entrepreneur networks

⁷ The ILO's training programmes and manuals on Start and Improve Your Business, Expand Your Business and Know About Business

⁸ United Nations High Commission for Refugees; UN Economic Commission for Europe; Organization for Economic Cooperation and Development

- WEDGE has contributed to programmes designed by OECD, UNECE and others, and implemented pilot activities with UNHCR in Mozambique and Angola.
- WEDGE has cost-shared with African Development Bank (AfDB) on 4 country studies on growth-oriented women entrepreneurs in Ethiopia, Kenya, Tanzania and Uganda.
- WEDGE works closely with a number of ILO units, such as the Department of Skills and Employability, Gender Bureau, CRISIS, Employers' Bureau (ACT/EMP), IPEC⁹, Turin Centre – WEDGE has organized 6 WED capacity building programmes with Turin Centre; shared an Associate Expert with the Gender Bureau; implemented activities jointly with the CRISIS Response programme in Angola and Mozambique; supported IPEC activities in Lao PDR; cooperated with the Employers' Bureau on activities in the Asia-Pacific region.

5. Assessing the impact of WEDGE support on the women entrepreneurs:

- On women as individuals, on their households, and on their enterprises
- On associations and on women entrepreneur support agencies.

6. Mainstreaming gender equality issues into all activities of WEDGE, as well as into all of the ILO's Small Enterprise Development (SED)-related activities

Methods of Intervention

Details of how the WEDGE approach is implemented can be found in other Fact Sheets:

- ☐ GET Ahead for Women in Enterprise
- ☐ The FAMOS Check for Female And Male Operated Small enterprises
- ☐ Improve Your Exhibition Skills (IYES)
- ☐ WED Capacity Building Guide
- ☐ Growth Oriented Women Entrepreneurs (GOWE) Assessment Framework

Some of the above-mentioned WEDGE tools and approaches are priced items (e.g. GET Ahead and GOWE reports), others are available at subsidized costs or at no cost. Most of these tools are available for BDS providers to use in developing new markets for support services to various categories of women entrepreneurs.

Where has WEDGE been Implemented?

The WEDGE systematic approach was initially adopted in Ethiopia, Tanzania and Zambia, and more recently in Kenya and Uganda. Considerable work has been done with SIYB project teams in Harare and Dakar, and in Sri Lanka, Papua New Guinea and Viet Nam. In Asia, activities have taken place in India, Indonesia, Pakistan, Thailand, Cambodia and Laos. Activities have also been undertaken with UNHCR in Angola and Mozambique; with ILO's Sub-Regional Office (SRO) Addis in Djibouti; with SRO Port of Spain in the Caribbean; with SRO Dakar and SRO Yaoundé; with SRO-Beirut in Arab States, and with SRO-Moscow in former CIS countries and Azerbaijan and Georgia. Support activities for women entrepreneurs with disabilities are taking place extensively in Ethiopia, and are at initial stages in Kenya, Tanzania, Uganda and Zambia.

⁹ International Programme for the Elimination of Child Labour

WEDGE Contact Persons

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Annex 2: IYES Workshop Daily Reaction Evaluation

Date: _____

1. Identify one thing that you realized you were doing wrong and will stop doing in future because you have participated in today's session:

2. Identify one thing you were doing right and will now do better because you have participated in today's sessions:

3. Identify one new thing you learned today i.e. something you did not do before and you want to do now because you have attended today's session:

4. Please mark the rating you feel is appropriate with a tick "✓".

Evaluation aspect	Poor					Excellent	
Methodology	0	1	2	3	4	5	
Encouraged participation							
Used the available time effectively							
Training facilities and services ¹⁰							

4. Any other comments you may have on today's sessions:

¹⁰ E.g. ventilation, seating arrangements, lighting and refreshments.

Annex 3: End of IYES Workshop Evaluation

(Questions 2–10: Please tick in the appropriate box)

1. In your own words, please describe your individual objective(s) in attending the IYES workshop. _____

2. Overall, do you believe the IYES workshop fulfilled your objective(s)?

Not at all

Completely

0	1	2	3	4	5
---	---	---	---	---	---

Comments: _____

3. Did you find the contents of the IYES workshop to be useful?

Not Useful

Very Useful

0	1	2	3	4	5
---	---	---	---	---	---

4. Did you find the methodology of the IYES workshop appropriate?

Not appropriate

Very appropriate

0	1	2	3	4	5
---	---	---	---	---	---

5. Did you find the group work and exercises useful?

Not useful

Very useful

0	1	2	3	4	5
---	---	---	---	---	---

6. Did you find the materials (such as transparencies, handouts distributed) used in the IYES sessions to be clear?

Not clear

Very clear

0	1	2	3	4	5
---	---	---	---	---	---

7. Did you find the workshop's length to be appropriate, or too short or long?

Not Appropriate

Appropriate

0	1	2	3	4	5
---	---	---	---	---	---

If you found it too short or long, please explain:

8. How would you describe the IYES workshop-learning environment? (Training room, facilities, break services).

Poor

Excellent

0	1	2	3	4	5
---	---	---	---	---	---

9. Can you easily understand and adapt IYES forms to suit your specific needs during the trade fair?

Not at all

Completely

0	1	2	3	4	5
---	---	---	---	---	---

10. How confident are you that you can effectively use the I tools you have learned to improve your trade fair participation?

Not confident

Very Confident

0	1	2	3	4	5
---	---	---	---	---	---

11. After this workshop, how easily do you believe you can apply the trade fair participation tools?

- ☐ With ease
- ☐ With assistance
- ☐ With difficulty
- ☐ Not at all

12. Do you believe there are any obstacles that can prevent you from applying the IYES tools you have learnt during this workshop?

- ☐ Yes
- ☐ No

If yes, please describe what they are:

13. Please identify three activities that you would like to do, in order to improve your trade fair participation skills:

Activity 1: _____

Activity 2: _____

Activity 3: _____

14. What did you find most helpful in the IYES workshop?

15. What did you find least helpful in the IYES workshop?

16. Are there any particular topics or skills which you think need more attention?

Topic/Skills: _____

Topic/Skills: _____

17. Do you have any suggestions or comments to improve the IYES workshop in future? _____

Thank you