



Women in Informal Employment
Globalizing and Organizing

TRAINING MATERIALS

November 2015

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

Compiled by Elaine Jones and Carol Wills



TRAINING MODULE 7:
Improving Innovation and Production Techniques

TRAINING MATERIALS

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

And support from project partners:

KEFAT, Kenya;

Kuapa Kokoo, Ghana;

Gumutindo Coffee Cooperative, Uganda;

National Association of Women's Organizations of Uganda;

UGAFAT, Uganda; and

World Fair Trade Organization Africa and Middle East

Publication date: November 2015

ISBN number: 978-92-95106-77-2

Published by Women in Informal Employment: Globalizing and Organizing (WIEGO)
A Charitable Company Limited by Guarantee – Company No. 6273538, Registered Charity
No. 1143510

WIEGO Secretariat

Harvard Kennedy School

79 John F. Kennedy Street

Cambridge, MA 02138

USA

www.wiego.org

WIEGO Limited

521 Royal Exchange

Manchester, M2 7EN

United Kingdom

Copyright © WIEGO. This report can be replicated for educational and organizing purposes as long as the source is acknowledged.

Cover photograph by: Carol Wills

Editor: Brenda Leifso

Illustrator: Pauline Conley

TRAINING MODULE 7

Improving Innovation and Production Techniques

SESSION 1

Introduction to Design and New Product Development 1

SESSION 2

Obtaining Information About Design Trends..... 9

SESSION 3

Practical Session on Documenting Production Techniques..... 17

SESSION 4

The Importance of Innovation to Business Success 23

TRAINING MODULE 7

Improving Innovation and Production Techniques

SESSION 1 Introduction to Design and New Product Development



Basket making in Uganda Photo: C. Wills

“I learnt that it is important to diversify and make different things. Before I only knew how to make a basket bowl. I learnt that to earn more money I must learn to make other designs. Now I can do many different styles and am doing better.” Florence Bangi, Tweekembe Women’s Group, Uganda

Participants are invited to bring examples of their products with them to the session.

Objective

To create understanding of the importance of design and new product development and the purpose of branding.


Learning Outcome

Participants understand why design and new product development are important for the on-going success of their business, and they learn what branding means.




SESSION 1: INTRODUCTION TO DESIGN AND NEW PRODUCT DEVELOPMENT

	Activity	Timing Guide
	<p>Welcome and Introduction</p> <p>At the start of every training session, the facilitator takes time to make sure that everyone is comfortable and that participants know each other by name. S/he invites a person to open the session in a manner in keeping with local custom.</p>	10 mins
1.	<p>This training session is about the importance of design, new product development, and the packaging/branding chosen.</p> <p>At the end of the session, you will have discussed what design is, why it is important, why buyers need to see new design development in order to continue buying products, and the importance of branding.</p>	5 mins
2.	<p>What is design?</p> <p>Design is the overall look of an item, including shape, colour, materials used, and how the item is constructed.</p> <p><i>(The facilitator asks participants to form small groups, to list the design elements of one the products they have brought with them, and to discuss why these elements are important).</i></p> <p><i>(The facilitator then asks the small groups for feedback and notes the answers on a flipchart. Answers should include):</i></p> <p>Different types of design elements:</p> <ul style="list-style-type: none"> • Type of product. • Construction. • Size. • Material. • Colours used. • Patterns. • Trims. 	10 mins

	<p><i>(The facilitator asks participants to discuss the following):</i></p> <p>Why is design important?</p> <ul style="list-style-type: none"> • So it looks good. • So people want to buy it. • So it is the right size and shape to be used for what is sold for. • It looks unique, different than other products available. 	<p>15 mins</p>
<p>3.</p>	<p>We will now talk about how and why buyers buy, and why they need to see new designs in order to keep buying from the same groups.</p> <p><i>(The facilitator invites the group to discuss why they think retail buyers buy products).</i></p> <p>Discussion could include:</p> <ul style="list-style-type: none"> • They like the designs. • They think people will buy the products. • The more products they can sell, the better for their business. • The designs offer something different to what is already in store. • The products are new/innovative. • The price is right. • The products are good quality. • The products are similar to what already sells in store, e.g., a natural store will buy things made of natural materials; a modern home-ware store will sell products that look new and innovative in their design; a fashion store will sell well-made garments in the style their customers would wear. <p>So, we have established why design is important, and why retail buyers buy product, but why do we need to change our designs?</p> <p>We will start with an example. <i>(The facilitator shows the group an illustration; this shows a woman going to buy a new dress for a special occasion).</i></p>	<p>5 mins</p> <p>5 mins</p>

	<p>There are three choices of what this woman might buy:</p>  <ol style="list-style-type: none"> 1. A dress that is the same colour and design as the one she is wearing. 2. A dress that is a different design to the one she is wearing. 3. A t-shirt. <p><i>(The facilitator then asks the group which they think the woman would buy and why).</i></p> <p>The discussion should highlight that the woman will buy the dress of a different design because she needs the dress (and not a t-shirt), but would buy a different design than the one she already has.</p> <p><i>(The facilitator then asks the participants why they think it would be important to change the designs on the products they make and notes the answers down on a flipchart).</i></p> <p>Answers could include:</p> <ul style="list-style-type: none"> • People do not want to buy something they already have. • People want more choice. • People go into the shops to see new products (use local examples here). 	<p>10 mins</p> <p>Total</p> <p>20 mins</p>
<p>4.</p>	<p>Now that we have discussed design, why it is important, and what buyers are looking for, we can now discuss branding.</p> <p>What is branding?</p> <p>Branding is a mark, name, or style of logo a company uses so we know who has made that product.</p>	<p>5 mins</p>

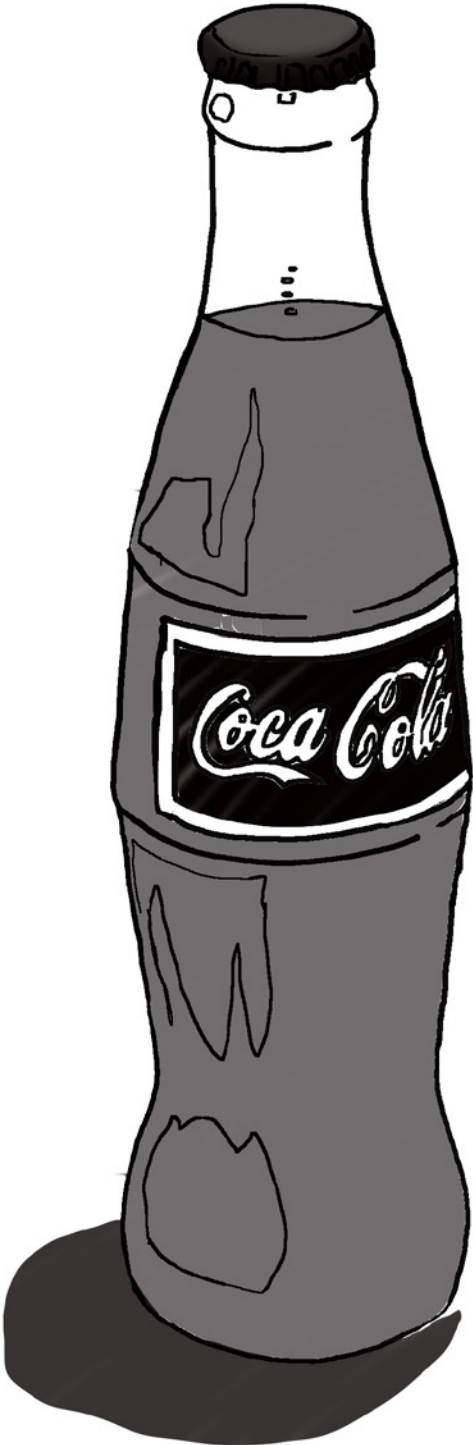
	<p><i>(The facilitator shows the group an example of a branded item, e.g., a bottle of Coca Cola. Then the facilitator asks the participants if they know of Coca Cola, why they buy it, and how they recognize it in the shop, noting the answers down on a flipchart).</i></p> <div data-bbox="638 470 766 851" data-label="Image"> </div> <p><i>(The facilitator then asks the participants what items on the bottle are the product's branding).</i></p> <p>Answers could include:</p> <ul style="list-style-type: none"> • Name. • Style of writing. • Colours used. • Design used. • Tagline/description. • What the packaging is made of. <p><i>(Once the different elements of branding have been discussed, the facilitator splits the group into smaller groups and asks each group to design a brand or logo for their products. Hand out the sheet of brand/logo design examples to the groups for inspiration. After 20 minutes, ask the groups to present back).</i></p>	<p>5 mins</p> <p>30 mins</p> <p>Total 40 mins</p>
<p>5.</p>	<p>We are coming to the end of this training session.</p> <p><i>(The facilitator asks the participants to run through a couple of design elements and discuss why these are important and why it is a good idea to change designs).</i></p> <p>At the beginning of the session, we said you would have discussed what design is, why it is important, why buyers need to see new design development in order to continue buying products, and the importance of using branding.</p>	<p>10 mins</p>

<p>Raise your hands if you agree!</p> <p>Now please tell me if this session has gone well.</p> <p>Put a tick or mark against the face on the chart. This will tell me what you think.</p> <p> = Session has gone well. I have learnt something new.</p> <p> = Session has been OK. I could have learned more.</p> <p> = Session has not gone well for me. I haven't learned very much.</p> <p>Is there anything else anyone would like to say?</p> <p>Thank you all for attending.</p>	<p>5 mins</p>
--	---------------

Total time: About 2 hours.

HANDOUTS

For Facilitator: Illustration, branding example sheet.



NOTES

A large rectangular area with rounded corners, containing 25 horizontal lines for writing notes. The lines are evenly spaced and extend across the width of the page.

TRAINING MODULE 7

Improving Innovation and Production Techniques

SESSION 2 Obtaining Information About Design Trends



Wilson Lubwama Makaka (front) Photo: C. Wills

“I have benefited from the training. There are certain things that I didn’t know that I have come to know, for example I have learnt how to make different sorts of products like this patchwork apron. I have also developed a jewellery tree for women to keep their jewellery on. I haven’t been left behind as a man. I have also learnt to share my learning with others so that they can learn too.” **Wilson Lubwama Makaka, Ngalo Group Kanyanya, Uganda**

Objective

To know how to find and use trend information to develop new product designs.

Learning Outcome

Participants know what retailers require, how to design products to retailer specifications or to fit into specific trends, and where to find new design trend inspiration.

SESSION 2:

OBTAINING INFORMATION ABOUT DESIGN TRENDS

	Activity	Timing Guide
	<p>Welcome and Introduction</p> <p>At the start of every training session, the facilitator takes time to make sure that everyone is comfortable and that participants know each other by name. S/he invites a person to open the session in a manner in keeping with local custom.</p>	10 mins
1.	<p>This training session is about design trends.</p> <p>Now that we have discussed what design is and why it is good to update and change designs, we can look at the way retailers work, what design trends are, and where we can obtain information on these trends.</p>	5 mins
2.	<p>How do retailers/buyers work?</p> <p>Before we expand on this module, it would be good to go through how retailers buy, what they are looking for, and what they will be expecting.</p> <p><u>How Retailers/Buyers Buy</u></p> <p>Different retailers will buy in different ways. Some will visit and choose products, some will see some pictures of samples and buy from that, and some will send over specific designs for the group to make.</p> <p><i>(The facilitator asks the participants what information they would expect the retailer to give them when they make an order and notes these down on a flipchart).</i></p> <p>Answers to include:</p> <ul style="list-style-type: none">• Product name.• Colour.• Quantity.• Size.	5 mins

	<ul style="list-style-type: none">• Price.• Delivery date. <p><u>Quality and Size of Products</u></p> <p>Just to recap what you have already discussed in the Quality Control module:</p> <ul style="list-style-type: none">• The order will be made for a certain product.• You must ensure the item you send is EXACTLY what the retailer ordered. <p><i>(The facilitator asks the participants to call out what they need to check to make sure the order is exactly what the retailer wants and notes these down on a flipchart).</i></p> <p>Answers to include:</p> <ul style="list-style-type: none">• The same size: measure the order and check against the sample or the size specifications from the buyer.• The same shape: check against the order and sample.• High quality: make sure a thorough quality control check has been made (as discussed in the QC module).• The right colours as ordered: make sure colours are checked against the sample. It is also important to check the colours within an order (i.e., if there are different people making a blue basket, all of the blue colours need to be the same. By dyeing in bulk, you will make sure this happens and save money). <p><u>What Retailers Might Specify</u></p> <p>Buyers may decide that they would like to use your own designs as they are, or to change some of the colours/shapes. They might also like to change the size of products or materials they are made from.</p> <p>Colours</p> <ul style="list-style-type: none">• Retailers and buyers like to buy different colours to be on sale in the stores at different times of the year. This depends on what is fashionable but also on the weather.	<p>10 mins</p> <p>10 mins</p>
--	--	--

	<p><i>(The facilitator asks participants to shout out colours they think would be best when it is winter (dark, grey, rainy, cold). Then, the facilitator asks participants what colours they think would be best when it is summer (sunny, hot, no rain). Note these colours down on a flipchart under the headings “winter” and “summer”).</i></p> <p>Cost</p> <ul style="list-style-type: none"> • Retailers will only be able to buy a product if it is at the right price. They know how much their customers will pay for certain items, and by working backwards, they will know how much they themselves will be able to pay you. • It is important that you cost your items as mentioned in a previous module so that you make a profit on what you sell. • The retailer might start a series of negotiations to reduce the price. It is important that you only sell for what you are comfortable with. However, you could recommend changes to the items that would lower the price. <p><i>(The facilitator invites participants to name a few ways of reducing cost):</i></p> <p>Answers to include:</p> <ul style="list-style-type: none"> • Reduce the size. • Change the material. • Reduce the complexity of the design. • Use fewer colours. • Change the shape. 	<p>10 mins</p> <p>Total 35 min</p>
3.	<p>What are design trends?</p> <p>Now that we have reviewed what retailers expect when ordering, we can discuss design trends.</p> <p>Design trends are what is fashionable at the moment and influence what people would like to buy. For example, if the fashion is for t-shirts and not blouses, more people will want to buy t-shirts.</p>	

Retailers know what their customers want to buy and will use different themes for their trends so the products look good together in-store. To have all of the ideas in one place, and to help their supplier develop relevant designs, retailers develop **mood boards**.

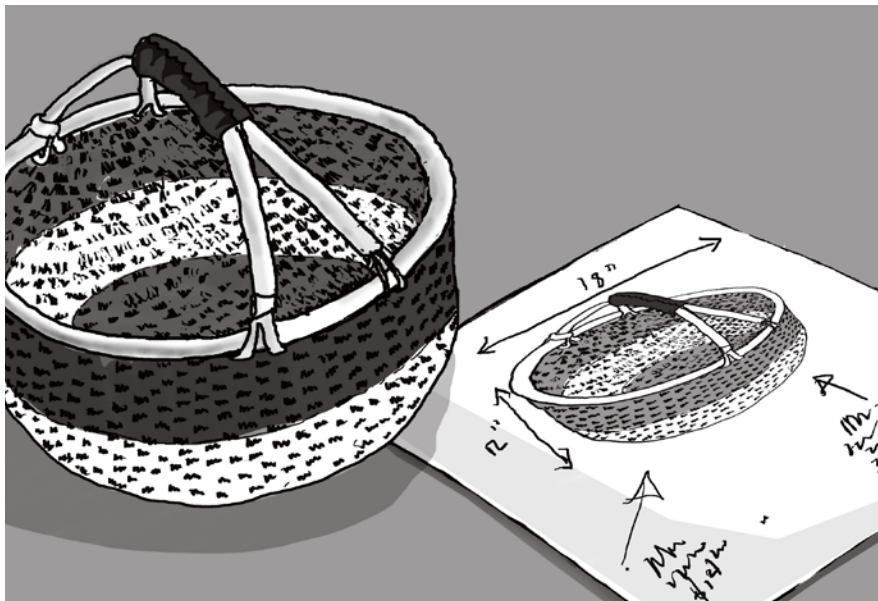
10 mins

(The facilitator shows an example of a mood board, outlines the theme to participants, and asks them what examples of the theme they see in the mood board).

Examples could include:

- Colour.
- Shapes.
- Prints.
- Motifs.
- Materials used.

30 mins






(The facilitator asks participants to look at the example mood board then complete two interactive exercises):

Exercise 1

- Using the flipchart, write down two different themes (for example, the sea and the forest). Invite participants to shout out what they might expect to see under each one. For example:

	<p>The sea</p> <p>Blue, greens, white, sandy colours, fish designs, anchor motifs, boats, seashells, swimming, etc.</p> <p>The forest</p> <p>Greens, yellows, reds, blues, bright colours, tropical pictures, birds, animals, leaves, etc.</p> <p><i>(The facilitator emphasizes to participants that they now know what trends are and have been through a couple of examples of what to look out for with different trends. They also now know what mood boards are and have seen some examples).</i></p> <p>Exercise 2</p> <p><i>(The facilitator will need flipchart paper, scissors, pens, glue, and magazines. The facilitator splits the group up into smaller groups of 4-5 people and will ask the groups to develop their own mood boards. The facilitator asks the groups to think of a theme, or if they are finding this difficult, the facilitator could give them a theme. (Note to facilitator: It might be easier for all the participants to use the same theme.) The group should go through the magazines and cut out anything they think they would like to include, which could be products, colours, shapes, fabrics, etc.).</i></p> <p><i>(Allow 20 minutes for this and when they are finished, ask the groups to present their mood board to the rest of the participants).</i></p>	<p>30 mins</p> <p>Total 60 mins</p>
<p>4.</p>	<p>Where can you find sources of design trend information?</p> <p><i>(The facilitator starts a discussion with the group of where they can find different trend information, prints, designs, patterns, etc. and notes ideas down on a flipchart).</i></p> <p>Examples could include:</p> <ul style="list-style-type: none"> • Internet if they have access (Pinterest, Google images, WGSN for fashion and colour). • Books. • Magazines. • Newspapers. • Shops. 	<p>10 mins</p>

	<ul style="list-style-type: none"> • The fabrics they see at the market (for colours and pattern). • Nature (flowers, trees, animals). • What people are wearing. 	
5.	<p>We are coming to the end of this training session.</p> <p><i>(The facilitator asks the group about current design trends and asks for examples of what could be changed on their own products so that these fit into different trends/themes).</i></p> <p><i>(The facilitator also asks the groups where they would be able to find some design inspiration from for future designs).</i></p> <p>At the beginning, we said you would know what retailers require, how to design products to retailer specifications or to fit into specific trends, and where to find new design trend inspiration.</p> <p>Raise your hand if you agree!</p> <p>Now please tell me if this session has gone well.</p> <p>Put a tick or mark against the face on the chart. This will tell me what you think.</p> <p> = Session has gone well. I have learnt something new.</p> <p> = Session has been OK. I could have learned more.</p> <p> = Session has not gone well for me. I haven't learned very much.</p> <p>Is there anything else anyone would like to say?</p> <p>Thank you all for attending.</p>	10 mins

Total time: About 2 hours. Time for this session will be tight so you, the facilitator, need to watch this closely or timing could run over schedule.

HANDOUTS

The mood board is constructed from participants taking images from the world using magazines and/or other influences that indicate trends in fashion and the product offering around us. This photo illustrates a group member in Uganda sharing her inspiration for product innovation in a mood board created with magazine clippings.



Photo: E. Jones, 2014

TRAINING MODULE 7

Improving Innovation and Production Techniques

SESSION 3 Practical Session on Documenting Production Techniques



Jane Innocent Photo: C. Wills

"I have learnt so much from the training. Production techniques and quality. I used to be on one product only, one necklace for this year and next. But when we got the training, we learnt about the need for a product range and new design. The new techniques have helped me get another market outside Uganda as well as inside Uganda itself. There is a new way to make beads called "button" and button beads sell like hot cakes." Jane Innocent, Kyebaija Tobona, Uganda

Objective

To increase efficiency in the production process.

Learning Outcome




Participants are able to document different production techniques and then streamline the production processes.

SESSION 3: PRACTICAL SESSION ON DOCUMENTING PRODUCTION TECHNIQUES

	Activity	Timing Guide
	<p>Welcome and Introduction</p> <p>At the start of every training session, the facilitator takes time to make sure that everyone is comfortable and that participants know each other by name. S/he invites a person to open the session in a manner in keeping with local custom.</p>	10 mins
1.	<p>This is a practical, interactive session on documenting different production techniques.</p> <p>At the end of the session, participants will be able to work out what the different steps are in their production process and highlight any areas where cost and time savings can be made.</p>	5 mins
2.	<p>Steps in the production process and documentation of these steps</p> <p>We will start this session with a practical example.</p> <p><i>(The facilitator takes participants through the steps in the production of a product of their choice. The participants will then break into groups of 3-5 and draw a diagram of the different steps in production and some of the techniques used in one of their own products).</i></p> <p><i>(After 10 minutes, the facilitator asks the small groups to offer feedback and notes down the results on the flipchart, suggesting any steps that may have been missed).</i></p> <p>Steps are dependent on product, but may include the following:</p> <ul style="list-style-type: none"> • Receiving order. • Working out how much material the order needs. • Purchasing raw material (note: when, where, how, cost of transport). • Transporting material to place of production. 	30 mins

<p>3.</p>	<p>Areas of production where a cost/time saving can be made</p> <p>Now that you have discussed and noted the different steps in production and techniques used, it is time to look more closely at the different steps you can use to establish where there could be financial or time savings.</p> <p><i>(Using the drawing provided, the facilitator invites participants to suggest areas where they think the women could save time and money).</i></p>	<p>60 mins</p>

	<p>Examples could include:</p> <ul style="list-style-type: none"> • One person going to buy the materials. • Buying a larger amount together so that you can ask for a cheaper price. • Taking all the products back at once, so you don't need to pay for two lots of transport. • Dyeing the materials together, so you use less dye. • You could share the work and so use less firewood. <p><i>(The facilitator breaks participants into the same small groups and asks them to ask where they could find some savings with the diagram they drew in Activity 2).</i></p> <p>Examples could include:</p> <ul style="list-style-type: none"> • Grouping together with others to buy and transport the materials (reducing time spent and cost of transport). • Completing all of the preparation at once (i.e., bulk dyeing, cutting to size). This is a more streamlined way of working and will reduce time. • Making sure that as the product is being made, measuring and ensuring all specifications are followed. This means it can be amended during production and not rejected at the end, which has time and finance implications. • Collating items to send to the customer in bulk instead of a few at a time from individuals. This reduces transport costs. <p><i>(The facilitator asks the groups to go through their diagrams and outline what time and cost savings they think can be made).</i></p>	
4.	<p>What have you learned?</p> <p><i>(The facilitator asks participants in the larger group what they might do to introduce into their own production processes and how they think this will save them money and time).</i></p>	10 mins
5.	<p>We are coming to the end of this session.</p> <p>At the beginning, we said that by the end of the session you would be able to document the different stages of production</p>	10 mins

<p>and techniques used, as well as highlight any areas you think you could make a cost and/or time saving and how you would be able to do that.</p> <p>Raise your hand if you agree!</p> <p>Now please tell me if this session has gone well.</p> <p>Put a tick or mark against the face on the chart. This will tell me what you think.</p> <p> = Session has gone well. I have learnt something new.</p> <p> = Session has been OK. I could have learned more.</p> <p> = Session has not gone well for me. I haven't learned very much.</p> <p>Is there anything else anyone would like to say?</p> <p>Thank you all for attending.</p>	
---	--

Total time: About 2 hours. Time for this session will be tight so you, the facilitator, need to watch this closely or timing could run over schedule.

NOTES

A large rectangular area with rounded corners, containing 25 horizontal lines for writing notes. The lines are evenly spaced and extend across the width of the page.

TRAINING MODULE 7

Improving Innovation and Production Techniques

SESSION 4 The Importance of Innovation to Business Success



Marian Nakutu Photo: C. Wills

“Now what I do is sell charcoal and make crafts. I joined the group in 2014. I gained knowledge and advice and I learnt how to make crafts because I didn’t know before. I learnt how to save and to budget. I have also learnt skills and have become more innovative in what I do.” Marian Nakutu, Kyebaija Group, Uganda

Participants are invited to bring some examples of their own products to the session.

Objective

To understand the importance of innovation to business success.

Learning Outcome

Participants understand innovation and new product development, why this is important to business success, and how to identify and work within business constraints to develop desirable products.

SESSION 4:

THE IMPORTANCE OF INNOVATION TO BUSINESS SUCCESS

	Activity	Timing Guide
	<p>Welcome and Introduction</p> <p>At the start of every training session, the facilitator takes time to make sure that everyone is comfortable and that participants know each other by name. S/he invites a person to open the session in a manner in keeping with local custom.</p>	10 mins
1.	<p>This training session will discuss what innovation means and why it is important to the success of a business.</p> <p>At the end of the session, participants will know what innovation means, be able to give some examples of innovation, and know why innovation is linked to business success.</p>	5 mins
2.	<p>What is Innovation?</p> <p><i>(The facilitator starts by asking participants what they think innovation means and notes down the suggestions on a flipchart).</i></p> <p>Answers to include:</p> <ul style="list-style-type: none"> • Newness – a new idea, technique, product, design. • A better way of doing things. • Development of something that people need or want, so they buy it. • Development of a technique or product that is original. No one else is doing it. • New products, shapes, colours, and patterns. <p><i>(Next, the facilitator asks the participants for examples of innovation in the products they make and in their local markets, like new products offered, new materials used, new colours used in dyeing, and new techniques used, etc. Note these down on a flipchart).</i></p> <p>Now, we'll break into smaller groups of between 4-5 people. Each of the groups will innovate/make changes to one of their</p>	<p>5 mins</p> <p>10 mins</p>

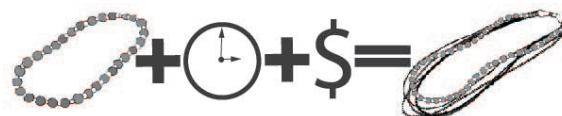
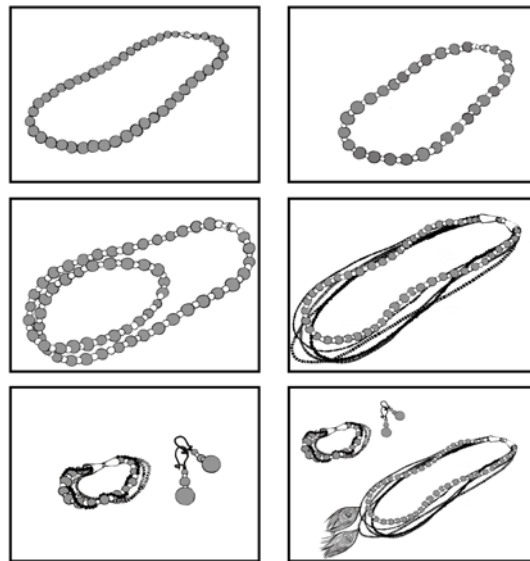
own products that they have bought with them. The groups should think of at least five changes to make.

This could include:

- Changing the pattern.
- Changing the size.
- Changing the shape/design.
- Making other items to match the product so they are in a set (e.g., if the product is a necklace, maybe make a bracelet and earrings to match; if the product is a table mat, make a table runner and napkins to match, etc.).
- Applying some different techniques, e.g. beading, applique.
- Using a different material to make the different products.




20 mins

Total
35 mins



(After 15 minutes, the facilitator asks the groups to join the others and discuss.)

3.	<p>The business side of innovation</p> <p>There are things that groups must think about when innovating/changing the products.</p> <p><i>(The facilitator asks participants what business-related factors they need to think about and why, and will note answers on a flipchart).</i></p> <p>Answers to include:</p> <ul style="list-style-type: none"> • Cost of materials. • How much it will cost them to make, and how much the retailer will pay. • Difference in the time it takes to make (their cost). • Difference in difficulty. • How easy are items or additions are to buy and the cost of these, e.g. if adding some beading onto some textiles, how much are the beads, where can you buy them, how long do they take to sew, etc. 	20 mins
4.	<p>Why being innovative means more business and what this offers to the clients</p> <p><i>(The facilitator shows the participants an illustration example, then asks the participants for their comments on why being innovative might mean more business, noting down the answers on a flipchart):</i></p> <p>These could include:</p> <ul style="list-style-type: none"> • People like new things (the latest trends). • More products for people to choose from. • It is unique – there is no one else making the same thing, so everyone must buy from you. 	<p>10 mins</p> <p>15 mins</p> <p>Total</p> <p>25 mins</p>
5.	<p>We are coming to the end of this training session.</p> <p><i>(The facilitator asks the participants what they have learned from this session including):</i></p> <ul style="list-style-type: none"> • What is innovation? • Can you give examples of innovations/changes that could be used on products? • Why is being innovative better for business? 	10 mins

<p>At the beginning of the session, we said that by this time you would know what innovation means, be able to give some examples of innovation, and know why innovation is linked to business success.</p> <p>Raise your hands if you agree!</p> <p>Now please tell me if this session has gone well.</p> <p>Put a tick or mark against the face on the chart. This will tell me what you think.</p> <p> = Session has gone well. I have learnt something new.</p> <p> = Session has been OK. I could have learned more.</p> <p> = Session has not gone well for me. I haven't learned very much.</p> <p>Is there anything else anyone would like to say?</p> <p>Thank you all for attending.</p>	
--	--

Total time: About 2 hours

NOTES

A large rectangular area with rounded corners, containing 25 horizontal lines for writing notes. The lines are evenly spaced and extend across the width of the page.

NOTES

A large rectangular area with rounded corners, containing 25 horizontal lines for writing notes. The lines are evenly spaced and extend across the width of the page.

NOTES

A large rectangular area with rounded corners, containing 25 horizontal lines for writing notes. The lines are evenly spaced and extend across the width of the page.

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

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



Ministry of Foreign Affairs of the
Netherlands