TRAINING MANUAL

GENDER, PRODUCTIVE USES OF ELECTRICITY AND BUSINESS DEVELOPMENT SKILLS

Uses Of Electricity In Our Daily Life

CONTENTS

ACKNOWLEDGEMENTS

FOREWORD

This is a non-specific training manual on Productive Uses of Electricity (PUE) and Business Development Skills (BDS) developed in April 2014. It has been informed by the findings of a Training Needs Assessment and consultations with various stakeholders engaged in gender and energy development activities. The Training Manual builds on existing and ongoing work on PUE and BDS in Liberia.

During its preparation, a review of Liberia's policy documents and those of the MLME-NVE programme on electrification in the country was carried out and the findings incorporated into the manual. There was also a request for training on the uses of electricity for income generation arising from the partnership between the Ministry of Youth and Sports (MYS) and the United Nations Industrial Development Organization (UNIDO). This recognized that consumer awareness of the potential of electricity services for productive use and enterprise development was limited.

The manual can be used by all sectors that use electricity in productive ways. It addresses identified gaps and incorporates all the suggestions and experiences spelt out in the Training Needs Assessment report. It includes the issues of understanding gender and energy, where concerns have been integrated into the training modules. It is a practical guide for trainers in Productive Uses of Electricity and promotes experiential learning among adult participants. This is a step towards implementing the recommendations of the 1995 Beijing Platform for Action, which requires member countries of the United Nations to empower women to participate in public decision-making and ensure that opportunities and options are created to address their differential economic, socio-cultural, infrastructural and political concerns. For Liberian women, training in Productive Uses of Electricity and Business Development Skills is a long overdue opportunity.

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ACRONYMS

BDS	Business Development Services
BSE	Barefoot Solar Engineers
CEO	Chief Executive Officer
ENERGIA	International Gender and Sustainable Energy Network
GOL	Government of Liberia
HRD	Human Resource Development
IFC	International Finance Corporation
ILO	International Labour Organization
JPGEWEE	Joint Programme for Gender Equality and Women's Economic Empowerment
LEC	Liberia Electricity Corporation
LEWEN	Liberia Women Entrepreneurs Network
M&E	Monitoring and Evaluation
MLME	Ministry of Lands, Mines and Energy
MoGD	Ministry of Gender and Development
MSE	Micro and Small Enterprises
MYS	Ministry of Youth and Sports
NVE	Norwegian Water Resources Directorate
PRS	Poverty Reduction Strategy
PUE	Productive Uses of Electricity
P.V.	Photovoltaic
RREA	Rural Renewable Energy Agency
TOT	Training of Trainers
SE4ALL	Sustainable Energy of All
SIDA	Swedish International Development Agency
UNDP	United Nations Development Organization
UNESCO	United Nations Education Scientific and Cultural Organization
UNIDO	United Nations Industrial Development Organization
UNMIL	United Nations Military in Liberia
UNOPS	United Nations Office for Project Service
VSLA	Village Savings and Loans Associations
WAPP	West Africa Power Pool
WB	World Bank
WBI	World Bank Institution
WEA	Women Entrepreneur Association
WEPUE	Women Empowerment through Productive Uses of Electricity

1.   PART I: INTRODUCTION

1.1   ABOUT THE MANUAL

The Ministry of Land, Mines and Energy (MLME) of Liberia, in collaboration with the Norwegian Water Resources Directory (NVE) and the International Gender and Energy Network (ENERGIA) has developed this manual to promote gender equality and the empowerment of women in electrification programmes, and to facilitate the training of women so that they can participate more effectively in electrification policy, planning and implementation. This Training of Trainers manual is designed to prepare staff of the Liberia Electricity Corporation (LEC), the management team of the Ganta Solar Centre, and local women and women's groups for effective participation in electricity sector activities and businesses.

The main objective of the manual is to provide a tool that can be used to train trainers who can then organise replica workshops to benefit others in the various counties in Liberia. It seeks to equip participants in the courses with the requisite knowledge and skills to enable them to participate confidently and effectively in electricity decision-making and implementation at all levels.

The ultimate goal is to increase the number of women knowledgeable and skilled in the productive uses of electricity, entrepreneurship and gender issues in Liberia, and to ensure their effectiveness in training others to participate in business ventures and other leadership roles in the electricity sector. The manual advocates participatory training methods and adopts adult learning techniques. The sessions consist of a mix of presentations, role-playing, group discussions, case studies and experience sharing.

The manual is divided into nine parts with twenty-four modules. Part I focuses on Contextual and Introductory Activities related to a Productive Uses of Electricity (PUE) Training of Trainers Workshop; Part II focuses on establishing the basis for promoting PUE for women-led enterprises, while Part III focuses on the relevant skills and knowledge needed to design an intervention strategy for PUE. How a PUE programme can be monitored and evaluated is discussed in Part IV followed by a step-by-step process for starting a business under Part V. This is then followed with business skills in Part VII and a discussion on women's entrepreneurial associations in Part VIII. The final sections are on team building and leadership and confidence building (Part IX).

1.2   USING THE MANUAL

The manual's materials are designed to be delivered over a five-day period. We would recommend that two people deliver this programme with support from a rapporteur/workshop assistant. However, the manual is constructed such that a trainer may choose certain topics and themes and elaborate further on these to suit a specific situation or to deliver a shorter programme. Trainers are also encouraged to be creative and include their own exercises and case studies.

Method and activities
This section of the manual provides an outline of what facilitators need to do in order to run the course effectively.

Module format
The modules are structured in a user-friendly manner for trainers. They are intended to encourage participants in a workshop to Handout ideas, reflect on issues and apply them to their own realities and

situations. They are also designed to facilitate the learning of new ideas, and to encourage participants to reflect on how they feel about issues and what to do.

Participants

We see the optimum programme as involving between 25 and 30 participants made up of representatives of electricity institutions and organizations, women leaders, their groups and other women engaged in electricity enterprises and businesses. If men are to be involved, we would urge that they make up no more than 30 per cent of the group. This is to promote affirmative action for women in the electricity sub-sector, a sector that has always been male-dominated.

Required preparation

The minimum requirements that should be in place to ensure the course runs effectively include the elements listed below. Individual facilitators may want to add to these to meet their own preparatory needs:

Venue

The training needs to be organised in a room that is large enough to allow informal seating arrangements for participants. This space should be available for the whole duration for the course. There should also be small rooms/spaces that can accommodate two or three smaller breakout group sessions for undertaking group exercises.

Equipment

Trainers are expected to identify what they consider to be the most efficient ways to present the material and conduct discussions. This could include an overhead or LCD projector, a screen adequate for the size of the room, flip charts and stands, cards, pin boards and nametags. Trainers should provide participants with a bag or a file containing copies of handouts, and any other course materials (photocopies of articles, legislation, case studies, website addresses, research sources and other useful information).

Preparation of trainers

Trainers need to thoroughly read the training manual before the start of a course. This will ensure familiarity and a thorough understanding of the content and requirements.

Exercises

All the exercises that are included in the training manual are relevant for understanding the course. Facilitators should ensure that exercises are relevant and adapted to local concerns and conditions.

1.3   TRAINING METHODS

The course is intended to be delivered through the creation of an environment that facilitates adult learning and experience sharing. For this reason, sessions should be made up of a number of activities including plenary sessions, lectures, brainstorming, group discussions and presentations. Case studies should be used to demonstrate participants' understanding of the principles learnt and should reflect issues related to gender, entrepreneurship and productive uses of electricity. Reading materials and other relevant sources of information on the course topic can also be provided by the facilitators.

The methods of training that a facilitator may decide to use in any particular session should be selected carefully and take the following needs into account:

- Allocate time effectively
- Enable participants to follow the training method

- Assist the learning process

The following methods, or a combination thereof, can be applied by the facilitator in any of the modules.

Lecturing

This method involves the facilitator giving a presentation that could be combined with visual, graphic or other aids to complement the training. The facilitator should always leave some time for the participants to ask questions at the end of the lecture.

Group Work

This is an approach where participants are divided into groups, ideally with between three and seven members, and given a task, such as a question to be answered or issues to be discussed. The groups are then made to report back in a plenary session (a meeting of the full group including all participants) after which a general discussion can follow. The facilitator should ensure that a summary of the discussion points is produced and shared.

Case studies

Here, participants are given written information about an actual or imaginary event or situation, which they then have to analyse to come up with an agreement or a solution. Case studies should be as close to real life situations as possible so that participants can relate them to their working environment and think about how they could deal with similar problems they are confronted with.

Brainstorming

This can be done by posing questions about a given issue that have a range of possible answers and allowing participants to respond. This method is frequently used to determine participants' understanding of a subject matter at the beginning of a lecture. The facilitator is then able to adapt the lecture to fill the gaps and build on the responses of the participants.

Demonstration

This involves the presentation of a method of doing something. The facilitator carries out the methodology to show the participants how it is done.

Role-playing

The participants "act out" a situation or incident to test ideas, discuss problems and find solutions. During the role-plays, some participants become actors filling roles while others act as observers. The observers watch and provide feedback on the performance of the actors. The aim of role-playing is to allow participants to experience different situations and hence improve their understanding and communication skills.

Assessing the training activity

The facilitator needs to evaluate every training session to ensure that the training objectives are achieved and to be able to overcome any deviations or make necessary changes.
- Have the participants understood the course material?
- Was the training effective?
- Did the course organisation and management run according to plan?

Evaluations can be formal or informal, and might take the form of exercises and multiple-choice questions at the end of each session.

1.4   ORGANIZING THE TRAINING OF TRAINERS (TOT) PROGRAMME

The facilitator should carefully consider the key things required for a successful training activity well in advance if the training is to achieve its objectives.

It pays to prepare the at least two weeks before the training
The first thing is to plan for the number of participants. A maximum of 40 participants is recommended for each workshop to ensure effective learning and participation.

Secondly, the trainer needs to plan the physical setting. The trainer is also responsible for creating a good atmosphere to enable the participants to learn. The facilitator should look for a pleasant place that is well lit, clean, tidy and business-like and should arrange the tables and chairs in an appropriate way.
The trainer should always reach the training room before the participants to make a final check using a checklist.

The following checklists are useful guides, although the facilitator should adapt them to suit the particular module being used and the training and resources available:

Planning checklist
- Venue/accommodation/furniture
- Course publicity
- Selection and confirmation of participants
- Booking of supporting facilitators/speakers
- Programme and timetables
- Registration forms
- Folders
- Name tags
- Board markers and/or chalk
- Writing pads and pens
- Trainer's table
- Flip-chart
- Audio-visual equipment (LCD Projector)
- Laptop

Running the training activity
It is important that the facilitator and the participants arrive on time. The facilitator should always be at the venue on time and ready to welcome participants. The facilitator should have all the required materials ready and must ensure the following are available:

Logistics checklist
- Coffee/tea/refreshments for breaks. The facilitator must ensure these have been arranged and booked to arrive at the appropriate times;
- Drinking water in the lecture rooms for participants throughout all sessions;
- Enough furnished space (including break-out session rooms) for group work;
- Other administrative facilities e.g. clean toilets, security, first aid materials;
- Copies of exercises/cases studies;
- Handbook for participants if available;
- Masking tape;

- Stapler;
- Clock;
- Copies of evaluation forms;
- Transport and accommodation;
- Special training aids (if any);
- Evaluation materials.

Training Activity Checklist
- Introductions: Each training activity should start with personal introductions to ensure that everybody (the facilitator and participants) get to know each other. Whenever other resource persons are involved, they should also be introduced.
- Expectations: Each training activity should then proceed with participant's identification of their expectations from the course or module and the setting of norms (do's and don'ts).
- Programme: Ensure that each participant gets a copy of the programme/timetable.
- Objectives: For each course, module and session, objectives should be given. The facilitator should explain the objectives to the participants before proceeding to the actual training.
- Timelines: The facilitator should follow the programme and materials provided to avoid exceeding the scheduled times. In particular, the breaks should be observed. Always inform the participants of the time allowed for activities such as group work and keep to that time.

1.5   INTRODUCTION TO THE WORKSHOP: SAMPLE OPENING SESSION

An opening session for a workshop/training programme for women and community groups could follow the process suggested in the sample framework below:

1. Introduction (self-introduction)
Participants and facilitators introduce themselves along the following lines and set the tone for the workshop and the ice-breaking session.
- My name is…
- I am here because….
- Two things I do best are….

Other formats for self-introduction can be adopted depending on:
- the size of the group
- the extent of the group's familiarity with one another

2. The Group's Expectations
Participants can be asked to spend a short time writing down their expectations on a flip-chart or cards for group discussion.
One or both of the following statements could be made available to assist participants in putting their expectations in writing.

At the workshop:
- I expect to learn about….
  and/or
- I would consider this workshop a success if….

3. Going through the Programme
(Facilitator and Participants discuss the programme in a plenary session)

The facilitator should introduce the programme, setting out the rationale, objectives and course outline and invite participants' comments.
The objectives can be presented on a flip chart or PowerPoint presentation.

Similarly, the facilitator will present the programme content and timetable for the training workshop using transparencies, flip chart or PowerPoint presentation.

4. Setting Workshop Norms
The facilitator should ask questions to stimulate the group to set norms for the workshop. These could include:
- What kind of rules shall we govern ourselves by?
- Can we generate a bill of rights for members of this workshop?

For example, at this workshop
- We all agree to switch off our mobile phones, or
- We all agree to put our phones on silent or vibrate mode or,
- We all agree to start punctually at 9am and close at 5pm

After setting the workshop norms, the facilitator will lead participants in a discussion on workshop management.

5. Plenary Discussion on Workshop Management
The discussion on workshop management, led by the facilitator, should include the following points:
- Formation of a monitoring committee: two or more participants get elected to document key activities and issues emerging during the workshop process and report daily.
- Election of a focal person or a course prefect: one or two people get elected as the course prefect(s) or focal person(s) responsible for liaising with the course organizer/facilitator to ensure that all the necessary arrangements are in place to promote the smooth conduct of the workshop as well as address issues that emerge during the workshop.
- Learning diaries: key issues emerging from the training process should be documented by participants and referred to in future.
- Side issues: issues which come up during the training period that are not directly related to the topics given but which are worth discussing after the main issues of the day.

6. Exercise/brainstorming session-to stimulate thinking
Participants will break up into groups of two or three to discuss issues raised by the facilitator for a short discussion about ten minutes, on issues such as:
- What is an entrepreneur?
- What is a productive use of electricity?
- What is the role of LEC?

This short discussion session is aimed at stimulating participants to think about the role and effectiveness of the electricity sub-sector.

This is within the wider context of using this training manual to provide potential women leaders and entrepreneurs with the knowledge and skills needed to participate effectively in PUE processes and to network with officials of the electricity sector.

This exercise can then be followed by a break after which training using the modules can begin.

2. PART II: SETTING THE CONTEXT AND INTRODUCTORY ACTIVITIES

2.1 MODULE 1: WHAT ARE PRODUCTIVE USES OF ELECTRICITY?

Module 1	What are productive uses of electricity (PUE)
Objectives	• Explain what productive uses of electricity (PUE) means • Highlight gender issues to be considered at every level
Content	• Definition of Productive Uses of Electricity • The planning process for PUE • Gender considerations linked to PUE
Duration	• 1 hour
Training methods	• Brainstorming • Mini-lecture • Question and answer
Resources	• Flip charts / projector • Flipchart stands • Marker pens • Masking tape • Cards
Training aids / Handouts	• 1.1: Definition of PUE • 1.2: The concepts of 'sex' and 'gender'

TRAINER'S GUIDE

Step 1: Understanding productive uses of electricity (10 minutes)
✓ The trainer should introduce the session's objectives
✓ Ask participants to explain their understanding of productive uses of electricity
✓ Put their ideas on a flipchart. Lead the discussion towards agreeing on a working definition of what constitutes productive uses of electricity. The following points should be mentioned:
  • Productive uses of electricity are those that increase income
  • PUE also enables one to increase productivity, both at the informal and formal levels
  • For example, In the agriculture sector, rural communities can use electricity productively in agro-processing
  • Other uses can be found in the manufacturing sector
  • Also in the services sector, as in restaurants and bars for example
  • In all this, there are gender issues involved

Step 2: Definition of PUE in relation to own use of electricity (15 minutes)
✓ Distribute *Training Aid 1.1: Definition of PUE* and ask participants whether they can relate to the definition in terms of their own use of electricity.
✓ Record participants' ideas on a flip chart. The following points should be mentioned:
  • PUE is about the value we place on electricity
  • PUE begins with efficient and affordable access to electricity
  • PUE is about improving incomes
  • It is about increasing economic productive activity
  • It is also about gendered relationships on all levels

- Information is critical for PUE
- It's about having a relationship with electricity providers

Step 3: Processes of using electricity productively (10 minutes)
✓ Ask participants about their experience of using or promoting electricity productively. Highlight the following steps:
- There must be a decision on the need for a PUE programme and, once this decision is made, a basic project management cycle should be followed
- The PUE programme must be designed
- The PUE programme must be implemented
- The PUE programme must be monitored and evaluated

Step 4: Gender issues in PUE (25 minutes)
✓ Ask participants to talk about what they know about gender issues
✓ Hand out *Training Aid 1.2: What is 'sex'; what is 'gender'?*
✓ Ask participants to identify the gender issues involved in PUE. Highlight the following:
- Gender is a social construct; 'sex' is biology.
- The socioeconomic, cultural and technological basis of gender differentiation
- The different needs and uses of electricity by women and men
- Effort needed to validate women as effective entrepreneurs in PUE
- Entry points for promoting gender issues in PUE

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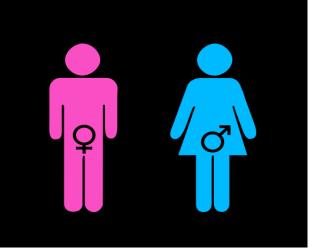
Training Aid 1.1: Definition of productive uses of electricity (PUE)

- In simple terms, Productive Uses of Electricity (PUE) are those that increase income or productivity
- In rural contexts in developing countries, typical productive uses can be found in agro-processing (e.g. grain-milling), various manufacturing industries such as carpentry, tailoring, welding and weaving, and in the service sector, e.g. in bars and restaurants that use electricity for lighting, sound systems and refrigeration, as well as for charging mobile phones
- Electricity is also often used productively for agricultural activities on various scales in rural areas including subsistence farming, e.g. for irrigation (probably the most predominant productive use of electricity in rural settings) and electric fencing
- Social uses of electricity, notably in the education and health sectors are also included under productive uses
- Conventional definitions do not address gender. The need to address gender issues in productive uses of electricity is informed by the different needs and concerns of women and men. Taking such considerations into account will strengthen women's capacities to overcome existing barriers against their entrepreneurial development.

Training Aid 1.2: Sex and Gender

What is sex?

- *'Sex'* is defined as the biological differences between men and women
- It is biological and is defined by the reproductive organs of females and males
- We are born with our sex so it is natural, universal and does not vary between cultures nor change over time

We are born men or women depending on our reproductive organs

What is gender?

- *'Gender'* on the other hand refers to the social relationships between men and women
- It is the social and cultural construction and meaning of being male or female, masculine or feminine
- Because it is a culturally determined phenomenon, it is influenced by *norms, values and beliefs*
- It defines the roles, responsibilities, behaviours and expectations that are deemed acceptable by a given society for those having born male or female
- Gender roles and responsibilities are not natural but are social and are learnt since we are not born with them
- They therefore vary between locations and at different points in history

We feel masculine or feminine depending on how we are taught to behave by society

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TRAINER'S NOTES

It is important to define what productive uses of electricity is: often energy policymakers and practitioners do not bring the different interests of women and men into the electricity sub-sector. By defining productive uses of electricity, we are able to understand the need to promote women's entrepreneurship, address gender issues in the electricity sub-sector and promote partnerships between relevant organizations and institutions.

Productive uses of electricity (PUE): A working definition of PUE is: the use of electricity in the processing of raw materials and /or production of goods and services which can be sold to enhance productivity, increase cash income and improve living conditions from an economic and social viewpoint. As such, PUE include agricultural, commercial and industrial activities involving electricity as a direct input into the production of goods or provision of services. PUE enable us to increase our productivity on both the formal and informal levels. In the agriculture sector, for example, rural communities can use electricity productively in agro-processing. In the manufacturing sector, activities such as sewing and tailoring could be impacted upon in terms of quantity and quality of products. In the services sector, electricity use could enhance businesses such as restaurants and bars. All these possibilities are dependent on the *3A's: Availability, Accessibility and Affordability*.

Examples of PUE: There are many examples of productive uses of electricity. They include:

Food production and storage
These include water pumping for irrigation, refrigeration for storage, ice production, restaurants, food vendors, bakeries, drinking water etc.

Food processing
Here activities such as milling grains, smoking fish and drying basic food items like cassava can be targeted.

Materials Processing
Sawmill activities and gypsum processing could benefit from PUE promotion.

Enterprises
Activities such as baking, brickmaking, carpentry, electronic repairs, handicraft production, sewing, welding, woodworking, workshops, battery charging, solar phone charging and internet cafes could be enhanced.

Entry points for gender in PUE: There is a direct relationship between gender issues and productive uses of electricity. This reflects the broader issue of gender relationships in all areas of life in a given society or community. There is a need for specific training for women. An example is the case of the Barefoot College in India where ordinary women are trained as solar engineers. Specific budgetary allocations are also needed for connections targeting women and their activities. Safety issues and public awareness are also useful in promoting gender in PUE. The various levels of the electricity value chain should also serve as entry points for gender in PUE:

Level of value chain: Generation
Women's practical needs can be taken into account at this level through the provision of lighting, water-pumping facilities, supporting income-generating activities and ensuring that drudgery is minimized through the use of labour saving devices such as blenders and water heaters. Women's productive needs could also be addressed by targeting their existing productive activities such as food preparation, farming activities and petty-trading in the market. Women could also be encouraged through directing them from non-traditional activities into new ventures such as repair services and installations. Women's strategic needs can also be promoted at this level by facilitating their roles as decision-makers, engineers and technicians.

Level of value chain: Transmission
At this level, women's practical needs could be served by targeting beneficiary communities where poorer women predominate. Where transmission lines do not pass through such communities, alternative sources of energy (solar and other renewables) could be promoted as part of PUE. Such facilities could enhance women's existing productive and innovative activities, as well as strengthen their technical skills. The promotion of women's decision-making roles as well as their knowledge and skills as engineers and technicians would also be critical at this level in terms of addressing their strategic needs.

Level of value chain: Distribution
The specific targeting of women as electricity entrepreneurs is a key area in addressing women's immediate needs in electricity distribution processes. In this respect, safety nets could be provided for women in terms of subsidies on electricity bills or specific payment strategies and options. Specific technologies and equipment as well as innovative pricing and credit facilities are possible ways to respond to the productive needs of women. Participation in electricity distribution decision-making processes and enhancement of technical know-how are also options for responding to women's strategic needs.

Step-by-step approach in promoting PUE: When participants have agreed on a basic definition of what PUE is, and also understood how gender issues could be addressed, it then becomes important to move on to establish the importance of a stepwise approach in embarking on a PUE programme. Simply put, a PUE programme must follow the project management cycle. This is mainly because, unless there are targeted activities, expectations about how electricity will lead to the creation of businesses and improvements in livelihoods and incomes will not be met. There is also the need to demonstrate the gendered nature of PUE

and how specific actions can be embedded in PUE programmes to specifically address women's entrepreneurial needs and concerns.

The session on explaining what PUE is is critical to build consensus on the theme of the workshop. It also clearly provides a knowledge-creation opportunity for participants to understand what PUE is and the gender issues involved. It also helps to establish the need for a systematic approach in promoting entrepreneurship in the context of Liberia in the wake of efforts to revitalize the electricity sub-sector.

Sex and gender: Highlighting the difference between *sex* and *gender* immediately enables participants to recollect earlier gender training they have participated in under the NVE/MLME/ENERGIA programme in the energy sector. It also enables participants to connect with the gender issues involved in PUE and the need to specifically target women as both current and potential entrepreneurs. This approach also strengthens the case for recognizing the various needs and concerns of different electricity customers. Participants can use this knowledge and skills about the links between PUE and gender issues in replicating the training as well as in their own individual and collective efforts as electricity customers. It will also serve as useful knowledge and skills for professionals in the electricity sector in specifically planning for PUE from a gender-responsive perspective.

The fact that professionals and representatives of women's groups are the participants of the workshop immediately provides an opportunity for networking, experience sharing and action planning on the way forward for gender and PUE in the context of Liberia. Targeting is also important given that some of the participants will be from counties that are potential beneficiaries of new LEC extensions.

2.2   MODULE 2: THE RATIONALE FOR PROMOTING PUE

Module 2	The rationale for promoting PUE
Objectives	• To explain the conventional reasons for promoting PUE • To establish the benefits and relevance of understanding PUE from a gender perspective
Content	• Reasons for promoting PUE • Gender issues in PUE • Benefits and relevance of understanding PUE from a gender perspective
Duration	• 60 minutes
Training methods	• Brainstorming • Group work • Plenary discussions • Question and answer • Mini-lecture
Resources	• Flip charts/projector • Flipchart stands • Marker pens • Masking tape • Cards
Training aids / Handouts	• 2.1: Importance of incorporating gender in PUE training • 2.2: Successful stories / Innovative PUE

TRAINER'S GUIDE

Step 1: Importance of productive uses of electricity (10 minutes)
✓ Ask participants to explain why it is important to promote productive uses of electricity.
✓ Write the participants' ideas on a flip chart. Lead the discussion towards agreeing on a set of reasons for promoting PUE. The following points should be mentioned:
   • Promoting productive uses of electricity seeks to enhance social and economic development;
   • To improve the economic and financial sustainability of electrification programmes and projects.
✓ Hand out *Training Aid 2.1: Importance of gender and PUE* and allow participants to read through it.
✓ In a question and answer discussion, allow participants to share their understandings and views about the issues raised in the training aid.
✓ Summarize their ideas and perspectives.

Step 2: Productive uses of electricity in the context of Liberia (20 minutes)
✓ Ask participants whether there are specific reasons why PUE is critical for Liberia as a country. The following points should be mentioned:
   • Liberia is embarking on an electrification expansion programme;
   • There is an opportunity for PUE under the MLME/NVE/ENERGIA programme;
   • LEC is interested;
   • Liberia's development is directly linked with increased electrification and utilization in a productive way.

Step 3: Gender issues in productive uses of electricity (20 minutes)
✓ Ask participants whether there are any gender issues that justify the promotion of productive uses of electricity. The following points should be discussed:
  • Women should benefit from electrification programmes in the same way as their male counterparts;
  • PUE as a source of enhanced women's participation in decision-making in the energy sector;
  • Women are major economic producers in many sectors of the economy. Their productivity must therefore be enhanced;
  • The need to address the different experiences of women and men in accessing development opportunities such as electrification;
  • As a means of empowering women and scaling up their productive activities (existing and potential).
✓ Ask participants to divide into three groups
✓ Hand out *Training Aid 2.2: Successful stories/innovative productive uses of electricity* among them.
✓ Each group should select one case study in the learning aid and answer the following questions:
  • What is the case study about?
  • What do we learn from it?
  • How can we modify/apply it to suit our own situation?

Step 4: Relevance of gender in productive uses of electricity (10 minutes)
✓ Ask the participants to list and discuss the benefits of promoting the relevance PUE and its gender aspects. The following points should be stressed:
  • Opportunities for technical and financial assistance provided under PUE could encourage both women and men to take advantage of electricity access for increased production;
  • Measures under PUE could lead to gender-responsive social and economic outcomes such as increased income, employment and reduced workloads;
  • Innovation and better quality products could become available;
  • Increased state accountability to poorer but productive sections of the society;
  • Higher profits for commercial users can be guaranteed.

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Training Aid 2.1: Importance of gender in PUE

The importance of gender and productive uses of electricity can be discussed in terms of the intention to achieve women empowerment outcomes, in addition to a strategic interest in addressing unequal gender relationships with specific reference to the electricity sub-sector. Key issues of importance in promoting gender in PUE are as follows:
  • Gender analysis has tended to be focused on areas such as political participation, violence against women and reproductive rights. Significant successes have been achieved in those thematic areas even though there is still a long way to go in achieving broad outcomes that will benefit women and girls. Be that as it may, it is still crucial to bring other male-dominated sectors into the gender training space.
  • By linking gender to PUE, we broaden the thematic focus. In doing so, we are able to primarily focus on women's empowerment within the energy sector, but within a broader goal of economic and social transformation.

- Women and men in the training environment will have an opportunity to be trained as trainers with the objective of empowering women to be active participants and beneficiaries of PUE initiatives, while men are persuaded to be more gender-sensitive in working with women on PUE issues.
- As such, the primary goal of linking gender issues with PUE is to empower women to increase their self-esteem, impart knowledge of PUE, create self-sufficiency in managing their own electricity based enterprises and to increase personal choice in making decisions in their businesses.
- Denying women access to vital knowledge on electricity reinforces their marginalization. When they are empowered through PUE and gender training, they directly gain knowledge about opportunities, about possible alternatives to the way they live their lives and about alternative models to the stereotypes they encounter in the energy sector.

Training Aid 2.2: Successful stories/innovative productive uses of electricity

There are a number of successful gender and PUE programmes across Africa. A few are discussed below:

Case study: Ghana
The Program for Sustainable Economic Development (PSED), by the Ghanaian Ministry of Trade and Industry, combines the provision of electricity and support to SMEs to improve business management by offering training in (i) business management and (ii) occupational health and safety, including in relation to electricity use. So far, eight entrepreneurial zones have been set up and seven more are being developed. There are 550 micro, small and medium enterprises (MSMEs) with 1,970 employees, the majority of whom are women, operating in the supported zones which has considerably enhanced electricity use for productive activities.

Case study: Kenya
Kenya Power has been promoting PUE through their efforts to extend their customer base, specifically targeting MSMEs through pre-electrification customer education on PUE opportunities, through partnerships with equipment manufacturers, financial institutions, women's groups and other stakeholders and a pro-poor loan scheme (STIMA loan) based on funding from Agence de Fracaise de Development (AfD). These partnerships have provided access to a number of forums in which Kenya Power facilitates discussions on PUE, including at exhibitions, trade fairs and public bazaars. The STIMA loan scheme has started to enable MSMEs to access electricity. Loans are disbursed directly from Kenya Power or through Equity Bank of Kenya. Applicants are advanced between Sh35,000 and Sh100,000 free of interest, repayable in instalments over 24 months. At least 1,500 applications are received every month, which has seen the company's customer base increase to 2.1 million.

Case study: Zimbabwe
The Rural Electrification Agency (REA) has implemented an Electricity End-Use Infrastructure Development (EEUID) programme, a revolving fund that extends loans to new and existing rural customers to buy electrical machinery for micro- and small-scale businesses. Targeted sectors include micro- and small-scale agro-processing and farming (irrigation). In response to poor repayment rates in the first phase of the program, when the fund was managed by the REA, a micro-financing bank has been engaged to manage the facility and train business operators in basic business skills. The bank advertises the fund as part of its promotional and marketing programmes. Individuals MSMEs submit businesses plans to their nearest REA office, which forwards them to the nearest branch of the partner bank that issues the grants.

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TRAINER'S NOTES

Productive uses stemming from electrification provide entry points for promoting social and economic development from a gender perspective. There is evidence worldwide that there has never been successful electricity uptake, especially among the poor, without concrete intervention. This is also a means of maximizing the economic and financial sustainability of electrification programmes and projects. By enhancing the incomes of customers through PUE, electricity companies are able to expand the rates of connection thereby enabling them to increase their own incomes and boost their sustainability. This promotes a win-win process for both electricity companies and customers. PUE is particularly relevant when there is an ongoing electrification programme in place to enhance accessibility and impact of electrification. It is also justifiable in a context where new areas are being electrified, with energy and gender experts leading the design and implementation of the PUE aspects. PUE programmes are also justifiable on the grounds of realizing development outcomes. They can also promote the sustainability of the electrification programmes themselves. Measures established to promote productive uses of electricity can lead to the realization of positive social and economic outcomes in terms of increased incomes and employment for women and men, a reduced workload for women and improved products and services.

Reasons for promoting PUE need to be considered. PUE contributes to national goals for economic and social development as well as to the realization of universal access to energy. Economic returns on electrification programmes have been considerably lower than expected as initiatives have mainly focused on household and community needs for lighting. Electrification programmes with a productive use component are more likely to achieve economic sustainability both for consumers and for electricity companies. Again, enterprises that generate profit from electricity-use have a higher ability to pay for energy services than consumers who use electricity for purely consumption purposes. Electricity, as an efficient energy source, reduces production costs, adds value to products/services (e.g. due to refrigeration), increases income and generates employment. Obtaining financing for energy services may be easier if financing agencies see that productive investments materialize from their loans.

Ownership and stakeholder participation is critical in promoting PUE. The programme is of interest to the Liberian government and the Liberian Electricity Corporation (LEC). There is also an opportunity for it to be supported under the MLME/NVE/ENERGIA programme and various stakeholders including LEC and women entrepreneurs are interested. Liberia's development is directly linked to increased electrification and its utilization in a productive way. The need for innovation is called for as exemplified by the solar powered system at the Ganta Youth Centre.

Gender issues and benefits of PUE

Building in a discussion about the importance of gender issues in PUE ensures that women's existing economic activities can benefit from PUE activities. Further, it ensures that the creation of new businesses recognizes the importance of women's entrepreneurship and the need to target specific women-empowerment business ideas that can be supported through access to electricity. Women must benefit from electrification programmes in the same way as their male counterparts. This means that PUE must be a source of enhanced women's participation in the electricity sub-sector as decision-makers. Women are major economic producers in many sectors of the economy. Their productivity must be enhanced through entrepreneurship development. The need to address the different experiences of women and men in accessing development opportunities such as electrification becomes a means of empowering women. Scaling up their productive activities (existing and potential) through institutionalizing opportunities for technical and financial assistance provided under PUE is necessary. Such initiatives can encourage both women and men to take advantage of electricity access for increased production. Measures under PUE

could lead to greater gender responsiveness and social and economic outcomes such as increased income, employment, reduced workloads and increased state accountability to poorer but productive sections of society. Higher profits for commercial users can be guaranteed, a women's platform on electricity can be created and women's entrepreneurship can be supported through institutionalized links between LEC and women.

International experience and SEA4All

Although productive uses have not been adequately dealt with by electricity programmes in the past, they are now high on the agenda of developing country governments, donors and development agencies and under Sustainable Energy for All (SE4ALL), to which the government of Liberia (GoL) has signed up. SE4ALL is a global initiative led by the Secretary-General of the United Nations, Ban Ki-moon, to achieve universal energy access, improve energy efficiency and increase the use of renewable energy. It was launched to coincide with 2012 being designated as the *International Year of Sustainable Energy for All* by the UN General Assembly in December 2010.

No country has been able to reduce poverty without substantially increasing the use of electricity to increase productivity and income-generation through improved developments in agriculture and other non-farming sectors. Government agencies and electricity utilities have an important role in providing an enabling environment for PUE. Short-term PUE activities tend to be least effective: continuous presence and dialogue with entrepreneurs is required to generate concrete and measurable effects. This requires long-term strategic planning with dedicated funding. Successful PUE programmes ensure reliability and quality of electricity supply since outages cause high loses to businesses. Affordability and willingness to use cash income to pay for electricity connection is correlated with productive use activities.

PUE and economic development should go hand-in-hand with initiatives to support enterprise development. This requires the cooperation of many actors and the provision of resources and skills for entrepreneurship and business. Key actors could include ministries, local authorities, renewable energy agencies, electricity utilities, women's groups, business/farmers' associations, youth groups, donors, MSMEs, NGOs and development organizations, micro-financing institutions and banks. Micro- and small enterprises, an area where women dominate, contribute to economic development but are not systematically targeted by PUE programmes. Promoting awareness regarding the benefits and offering examples of PUE should address clearly identified target groups (e.g. individual rural/urban home-based enterprises, households, cooperatives and existing MSMEs).

Establishing mandates for women's and men's issues should be to be considered in developments. In the electricity sector, critical opportunities and entry points for entrepreneurship exist and they need to be utilized such that women and men benefit equally. This can occur through strategic interventions that actively involve women.

This session on the justification of PUE is necessary both for professionals in energy sector institutions as well as for women's groups interested in developing proposals to implement PUE programmes. Participants can use their improved skills in identifying the rationale for PUE to engage with policymakers and other stakeholders. Since this module is introductory in nature, it needs to be brief in terms of how the issues are presented and the training aids used. It should therefore be delivered interactively and take up no more than 60 minutes in order to create a sense of interest in the subject and prepare participants for the following sessions.

3. PART III: PROMOTING PRODUCTIVE USES OF ELECTRICITY FOR WOMEN LED ENTREPRENEURS

3.1 MODULE 3: THE LOCAL ECONOMY AND PUE: OPPORTUNITIES AND CHALLENGES FOR WOMEN ENTREPRENEURS

Module 3	The local economy and PUE: opportunities and challenges for women entrepreneurs
Objectives	• Analyse the electricity supply situation • Discuss current ideas on gender equality and economic empowerment • Analyse the local economic structures from a gender perspective • Identify the challenges for women and men in electricity use • Identify the opportunities for women and men in electricity use
Content	• Current and proposed electrification programmes • Current issues of gender equality and women's empowerment • Challenges / opportunities in PUE for women and men
Duration	• 90 minutes
Training methods	• Brainstorming • Mini-lecture • Group/plenary discussions • Group exercise • Question and answer • Summation
Resources	• Flip charts • Flipchart stands • Marker pens • Masking tape • Cards
Training aids / Handouts	• 3.1: SE4ALL opportunity - energy and women's economic empowerment nexus • 3.2: Women's economic empowerment - entry points and key strategies • 3.3: List of economic activities by women and men • 3.4: Identifying viable productive-use opportunities

TRAINER'S GUIDE

Step 1: Electricity situation in Liberia (10 minutes)
✓ Engage participants in a brainstorming session by asking them to share their knowledge and understanding of the electricity situation in Liberia.
✓ Write the participants' ideas on a flipchart.

Step 2: Issues of gender equality and women's empowerment (20 minutes)
✓ In a mini-lecture, present the key issues of gender equality and women's empowerment and how gender and PUE fits into this Highlight the following points:
  • Gender equality implies a society in which women and men enjoy the same opportunities, outcomes, rights and obligations in all spheres of life.

- Equality between men and women exists when both sexes are able to share equally in the distribution of power and influence, and have equal opportunities for financial independence through work or through setting up businesses.
- Women and men must also enjoy equal access to education and the opportunity to develop personal ambitions.

✓ In the discussion, present new issues/knowledge being discussed in the post-2015 agenda to serve as the backdrop for highlighting challenges and opportunities for women's empowerment in the PUE programme. Highlight the following points:
- In the post-2015 agenda, women's economic empowerment is about fairer competition, making markets work for women and empowering women to compete in markets.
- This is based on the acceptance of the fact that, investing in women's economic empowerment sets a direct path towards gender equality, poverty eradication and inclusive economic growth.

✓ Distribute *Training Aid 3.1: SE4ALL opportunity*
✓ Discuss with participants and write ideas on a flip chart.
✓ Distribute *Training Aid 3.2: Women's economic empowerment – entry points and key strategies*
✓ Discuss with participants and write ideas on a flip chart.
✓ Summarize key issues discussed by emphasizing the importance of gender and PUE within the context of Liberia and current global development issues such as the SE4ALL and the post-2015 agenda.

Step 3: Economic activities by women and men (30 minutes)
✓ Distribute *Training Aid 3.3: List of economic activities by women and men*
✓ Lead participants in splitting into working groups to discuss the gendered nature of economic activities of Liberia.
✓ Each group presents ideas on a flip chart while facilitator leads a discussion towards agreeing on the gendered nature of economic activities, identifying ones which could be upgraded through the use of electricity.
✓ Record participants' ideas on a flipchart. The following points should be mentioned:
- Women are in both productive and reproductive activities
- Men are mostly involved with productive activities
- Women are active in agricultural activities which are the backbone of the economy
- Grain milling for example could benefit from electricity use and this would save costs

Step 4: Identify the Challenges for Women and Men for electricity use (15 minutes)
✓ Engage participants in a Q & A session on possible bottlenecks, by gender, in developing productive-use business opportunities. Use the following as a guide:
- Level of motivation/entrepreneurial spirit for starting electricity businesses
- Cash flow situation of the businesses or individuals who want to start businesses
- Capacity to make an informed decision in purchasing electrical equipment
- Connections and business sites and their suitability for installation of electricity equipment
- Technical skill in electrical equipment operation
- Safety concerns in the use of equipment
- Level of business management skills
- Family ties/relationships to business
- Issues related to marketing

Step 5: Identifying opportunities for viable productive activities (15 minutes)
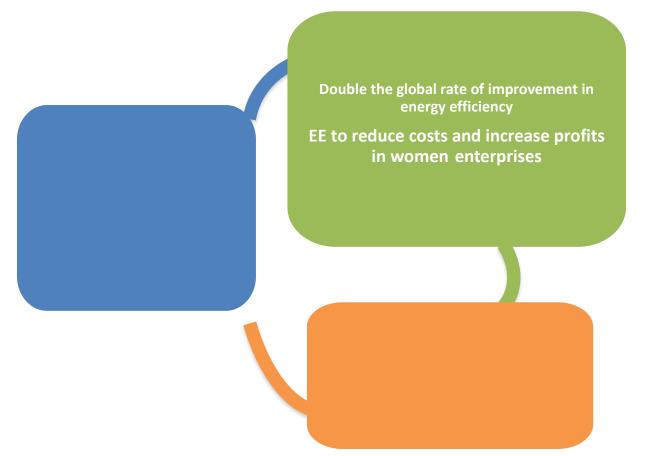
✓ Distribute *Training Aid 3.4: Steps for identifying viable opportunities for productive activities*
✓ Through a brainstorming exercise, facilitate the various steps in the handout for identifying viable opportunities for productive activities. Highlight the following:
  - Opportunities for productive use of electricity including:
    o Opportunities for export as evidenced by women's cross-border trading
    o Opportunities within the local market environment as evidenced by high demand for certain products by local consumers
  - Check the economic and technical feasibility
  - Plan activities that are feasible for PUE

✓ Highlight the various steps that participants need to go through in identifying viable productive uses opportunities. These are reflected in *Training Aid 3.4: Steps for identifying viable opportunities for productive activities* and include:
  - Important sectors with growth potential
  - Application of electricity lens to production
  - Technical analysis
  - Economic analysis
  - Social and gender analysis
  - Value chain lens
  - Relationship with PUE programme

✓ In a mini-lecture, discuss with participants the importance of two energy services that are relevant for a successful PUE programme, namely ICT and lighting. Highlight the following:
  - Lighting and ICT are critical for business success and can be applied in a wide range of businesses
  - Productive uses of lighting are in the form of extended working hours, improved working conditions for higher efficiency and quality of work and attracting customers, especially women after dark, due to safety considerations
  - ICT can also contribute to business success by enabling access to important market information (prices, product quality, market size, special sales events), both for the sale of final products and the purchase of inputs, better customer relations; opportunities for learning, including business skills, through innovative ICT-based methods
  - The use of lighting and ICT within enterprises has been shown to require minimum promotion and less external support than the use of sophisticated electrical equipment. This is because they do not require major changes in business operations.

✓ In a question and answer exercise, engage participants to now identify new business ideas that could benefit from the use of electricity. Ask the following questions:
  - What goods and services are in demand among women / men?
  - What resources (natural, physical and human) are available in Liberia that provide a comparative advantage over other countries in the sub-region in the production of goods and services?
  - Which ones are available to women / men?

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Training Aid 3.1: SE4ALL opportunity - Energy and women's economic empowerment nexus

Double the RE share in global energy mix

Women's employment and enterprises selling goods and services in RE value chain

Double the global rate of improvement in energy efficiency

EE to reduce costs and increase profits in women enterprises

Training Aid 3.2: Women's economic empowerment - entry points and key strategies

Employment & Entrepreneur-ship	Supply Chains & Financing	Capacity & Skills	Communica-tion, Information & Monitoring
Focus on sectors / value chains where women dominate	Design financing mechanisms with a gender focus	Prioritize women in technical training	Engage all stakeholders and use participa-tory methods
Lever existing networks & practices	Analyze market with WEE opportuni-ties in mind	Train women for manage-ment & leadership	Document the evidence base
Support women as own bosses	Build an inclusive value chain	Support business develop-ment	Involve women in analysis, monitoring & evaluation

Training Aid 3.3: Economic activities by women and men

Identify economic activities by women / men that could benefit from electricity use

Economic activities by women and men and possible electricity uses			
Economic Activities by Women	Possible Electricity Use	Economic Activities by Men	Possible Electricity Use

Training Aid 3.4: Identifying viable productive use opportunities

Overview of key analytical steps for identifying viable productive use opportunities

- Map out all the productive/commercial activities in the target area and prioritize the most important sectors or those with growth potential

- Apply an electricity-use lens to the production processes and services in these sectors. Could the use of electrical equipment and machinery increase production efficiency or enable higher quality products and services?

- Technical Analysis:
  - Is appropriate machinery/equipment available?
  - Can maintenance and repair services be provided?
  - Does the available electricity supply sustain the use of this kind of machinery?
  - What technical skills does it require to run the equipment – is there a match with the entrepreneur?

- Economic Analysis:
  - In the event of increased production volumes and/or higher quality output, is there a market potential?
  - Will there be savings in production costs?
  - Can higher quality output be reflected in higher sales prices?
  - Quantify profit increases
  - Financing plan for needed investment

- Apply value chain lens. Are there upstream or downstream bottlenecks along the value chain to be considered?
  - Availability of skilled labour?
  - Raw material input?
  - Transport for market access?
  - Prospects of major changes in market size in the foreseeable future?
  - Competition expected to arise and increase?
  - Environmental impacts, disposal of waste?

- Re-check against productive-use programme objectives:
  - At what level(s) are benefits being achieved: only for the business owner or also for local consumers?
  - Implications (positive/negative) for employment opportunities?
  - Will business be taken away from other enterprises? Zero-sum game at regional level?
  - Long-term impacts for the region in terms of economic upgrading?
  - Outreach to main target group?

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TRAINER'S NOTES

Productive uses and the local economy

In this Module, the electricity situation and the local economic structures are analysed in order to identify the most promising opportunities for electricity use. It is important to establish the technical, social and economic feasibility of PUE before actually starting to plan concrete support activities. The exercise to identify economic activities by gender is useful in terms of highlighting that there the different options for women and men and how they can be upgraded or supported through electricity use. Allowing participants to generate the information about their economy, will encourage them to develop inspirational ideas about possibilities for developing new electricity-based business ideas or strengthen existing ones. By the end, participants will have a list of opportunities for taking up electricity use within existing economic activities with benefits for LEC in terms of targeting and customer service development.

Issues of gender equality and women's empowerment

A critical aspect of promoting gender equality is the empowerment of women, with a focus on identifying and redressing power imbalances and giving women greater autonomy in managing their own lives. Women's empowerment is also vital to sustainable development and the realization of human rights for all. The roles that men and women play in society are not biologically determined: they are socially determined, changing and changeable. Although they may be justified as being required by culture or religion, these roles vary widely by locality and change over time. Addressing women's issues requires recognizing that women are a diverse group, in the roles they play as well as in characteristics such as age, social status, urban or rural orientation and educational attainment. Although women may have many interests in common, the fabric of their lives and the choices available to them can vary widely. Thus, in a productive uses of electricity programme to empower women, one is seeking to identify those groups of women who are the most marginalized and vulnerable (women who are heads of households or living in extreme poverty) so that interventions address their specific needs and concerns. This task is related to the critical need for sex-disaggregated data. As Training Aid 3.2 demonstrates, there are entry points along the value chain of women's economic empowerment to promote PUE to achieve gender equality outcomes.

Economic activities by women and men

Women are engaged in both productive and reproductive activities while men are mainly in productive activities. Women's home-based enterprises are usually small and informal, yet they are important contributors to family income and wellbeing. In the agriculture sector, women are actively involved in food crop production and are also in small entrepreneurial productive activities. These include the milling of corn and cassava drying/processing. Such activities could benefit significantly from electricity and reduce costs. The use of Training Aid 3.3 enables the identification of specific activities undertaken by women and men and how a process of cross-fertilization could enhance women's increased utilization of electricity for their enterprises and businesses.

Identification of bottlenecks or challenges

It is important to uncover relevant inhibiting factors that may affect women and men and their entrepreneurial capacities. Through the Q & A exercise, a clear sense should evolve of what could hinder productive use uptake, creating space for productive use promotion. It will also help in planning for capacity development among different stakeholders involved in the PUE programme. Challenges include the following:

- Motivational/entrepreneurial issues for business start-up
- Extent of capital availability for the business
- Capacity in making decisions about electrical equipment purchases

- Nature of the location of the business and its suitability for electrical equipment installation
- Extent of technical skills in electrical equipment operation
- Safety issues in the use of equipment and challenges for women entrepreneurs
- Level of business management skills
- Family ties and responsibilities in relation to businesses
- Marketing issues
- Extent of knowledge of the regulatory frameworks
- Reproductive responsibilities and implications for women's businesses
- High cost of electricity
- High up-front costs of connection are difficult to pay at once
- Lack of information on PUE
- Access to utility limited

Identifying opportunities for PUE: The use of Training Aid 3.4 as the basis for identifying opportunities for PUE provides a systematic and useful approach to identifying productive processes and services that already use energy input. It also brings participants to the centre stage as the ones who should be engaging in businesses as productive electricity users. Highlighting the specific benefits of lighting and ICT for women and men is important as it demonstrates to participants that in-built enterprise opportunities may already exist. These can be projected into future enterprises. It is also a means of inspiring participants about how they can be innovative without requiring major transformations in their business operations.

The discussion will also help in uncovering new electricity-based economic activities that are technically, socially and economically feasible. At the end of the module, participants have the possibility of strengthening their capacities to think through, in a systematic way, how they can transform their businesses and with what support. New business ideas that emerge then have the possibility of a systematic analysis. The different target groups in the workshop also have a chance to establish linkages among themselves on issues of entrepreneurship development, access to electrical equipment and maintenance services issues. This is particularly relevant for women participants in the programme.

3.2 MODULE 4: IDENTIFYING THE BUILDING BLOCKS FOR A GENDER-SENSITIVE PUE STRATEGY FOR LEC

Module 4	Identifying the building blocks for a gender-sensitive PUE strategy for LEC
Objectives	• Guidance for implementing a number of feasible productive-use promotion activities that benefit both women and men • Strengthening awareness of productive uses among both women and men in LEC • Define the key elements of a gender-sensitive strategy for PUE
Content	• Feasible productive-use promotion activities by gender • Awareness of productive uses for both male and female staff of LEC as a service provider • Key elements of a gender-sensitive PUE strategy
Duration	• 60 minutes
Training methods	• Brainstorming • Mini-lecture • Group/plenary discussions • Question and answer • Summation • Participant Inputs
Resources	• Projector for PowerPoint presentation • Flip charts • Flipchart stands • Marker pens • Masking tape • Cards
Training aids / Handouts	• 4.1: Key questions for a gender-sensitive PUE strategy • 4.2: Key elements of a gender-sensitive PUE strategy

TRAINER'S GUIDE

Step 1: Understanding gender sensitivity in PUE (10 minutes)
✓ Ask participants through a Q & A brainstorming exercise about their understanding of what constitutes a gender-sensitive PUE.
✓ Capture participants' responses on a flip chart. Sum up the Q & A exercise by highlighting the following:
  • Productive Uses of Electricity has to take women's and men's productive activities into account to ensure that women minimize the time and labour involved in their productive activities.
  • It is also important to adopt a sensitive approach to PUE because there are some reproductive activities of women that could benefit from PUE activities and indirectly promote the economic viability of women's businesses. For example, the availability of lighting for women whose productive activities are home-based could enable them to work at night and at the same time attend to their babies and children.
  • A PUE promotion programme that has gender sensitivity built into it can address the issue of providing technological innovations that enhance and add value to women's productive activities.
  • A gender-sensitive PUE promotion programme can create opportunities and entry points for women's empowerment. For example, if women work in teams through a PUE programme they can

use that space to support each other socially, economically and politically. It has been seen that women who work in collectives are able to develop their capacities and interests in local governance elections. They are also able to organize themselves and speak with one voice on issues of concern relating to their businesses. This enhances their chances of obtaining the desired responses to their concerns.

- A gender-sensitive approach is a critical requirement for programme or project success.
✓ Hand out *Training Aid 4.1: Key questions for a gender-sensitive PUE strategy*
✓ In buzz groups, allow participants to review the questions in the training aid and make additional inputs where necessary.
✓ Record their inputs on a flip chart and encourage them to continue to reflect on the questions during the breaks.

Step 2: Strengthening awareness of productive uses among LEC staff (20 minutes)
✓ Distribute cards to participants and ask them to write down one reason why it is important for both women and men in LEC to be aware of the importance of PUE.
✓ Paste the participants' cards on the wall after leading a discussion towards agreeing on reasons why an awareness of PUE among women and men LEC staff is critical. The following points should be expressed:
- It is a precondition for a successful and gender-sensitive PUE programme.
- It enables electricity service providers to see the benefits of potential additional revenues that PUE can offer. This could contribute to job satisfaction for both women and men in LEC. It could also encourage women and men to move away from job-segregated positions in the organization.
- PUE programmes could offer opportunities for enhanced capacity-building programmes with co-benefits for gender relations and equitable job opportunities. The training of women as solar engineers in Liberia has erased the myth that technical skills are mainly the preserve of men.
- PUE programmes may also collect useful information about electricity consumption patterns of certain electric appliances and the related business potential of different target groups as customers. This could enable LEC to be much more sensitive in dealing with its women customer base in relation to the specific appliances they may be using and the potential of using additional ones.
- Women's specific electricity-based businesses could be profiled and their typical electricity consumption per month calculated for policy and customer service purposes.
- Such a profile could also be used as a source for promoting environmental sustainability and energy efficiency measures specifically targeting women.

Step 3: Key elements of a gender-responsive PUE strategy (20 minutes)
✓ Deliver a mini-lecture on the topic "Towards a gender-responsive PUE strategy": the points to be touched upon include:
- The need to assess the knowledge and skills gaps of different women and men as PUE target groups is the first step in designing an effective gender-sensitive PUE promotion strategy. This can be carried out through discussions or qualitative interviews with a representative selection of women and men entrepreneurs. LEC staff trained on gender and PUE can do this.
- The assessment should also be sensitive towards the special technical training needs of women who probably will have had little previous exposure to electrical equipment due to the gendered nature of knowledge, access, use and control of technology, including electrical equipment.
- The above should take into account the position of the participants in the community where PUE is being promoted.

- It is important to utilize the gender-sensitive information generated in defining the PUE strategy. This will require data collection that is disaggregated by sex. The idea here is to maximize outreach initiatives that target women that need to part of the efforts towards implementing the strategy.
- Partner institutions must be identified for implementation. These should include organizations that specifically work on gender issues and others dealing with technical issues especially those related to the energy sector. Formal and informal financial and credit institutions should also be identified. Business associations, unions, cooperatives of women and men, and government extension agencies should also be potential partners in implementing PUE programmes. The role of the Ministry of Gender is also critical.
- Different options for the strategy need to be identified. These include working directly with women and men as individual entrepreneurs; working through technical training institutes or vocational schools with special efforts to target women and girls; working with equipment vendors and encouraging a new target group, women, to go into that sector; providing technical advisory services to both women and men productive-use entrepreneurs on an equal basis.
- Efforts need to take the local context into account: the needs of the different categories of women and men as target groups must be a priority; as should the need to strengthen local technical, economic and social capacities of PUE entrepreneurs.
- Elements on technical training should be built into the strategy that benefit both women and men. Aspects could include where women and men can purchase efficient and long-lasting electrical equipment; how to select and purchase electrical equipment; warranties, servicing and spare parts; proper installation of equipment and associated requirements; and the proper use and maintenance of equipment.
- There should be a component in the strategy regarding access to finance or credit, which is a critical component for enhanced entrepreneurship among women.
- ✓ After the mini-lecture, engage the participants in a plenary discussion to clarify issues and points raised in the presentation. Ensure that participants have copies of the presentation at the end of the session.

Step 4: Summary of the key gender elements of a PUE strategy (10 minutes)
- ✓ Distribute *Training Aid 4.2: Key elements of a gender-sensitive PUE strategy*
- ✓ Ask one participant to read the various elements outlined in this training aid.
- ✓ After this, the facilitator then asks participants to make their own inputs into the strategy to enhance its gender-sensitivity.

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TRAINING AIDS

Training Aid 4.1: Key questions for a gender-sensitive PUE strategy

The questions below serve as a useful guide for developing a gender-sensitive PUE strategy:
- Is the productive use activity particularly suited to women or men, or by members of a certain ethnic or religious company, or by a specific age group?
- What level of education is needed to successfully manage this kind of business?
- Which skills are needed? Which existing artisans or business people have similar skills?
- Does the activity demand a great deal of entrepreneurial spirit, and would it only appeal to young and/or highly dynamic community members who are prepared to take risks?
- Can the productive use business be pursued as a part-time activity?
- Would it be carried out in private premises, or does it require special workshop facilities?

- How much start-up capital is needed, and what share should be covered by an entrepreneur's private savings?

Training Aid 4.2: Key elements of a gender-responsive PUE strategy

Gender and PUE strategy: Recognizing the need to assess the knowledge and skill gaps of different women and men, as PUE target groups, is the first step in designing an effective gender-sensitive PUE promotion strategy. This can be achieved through discussions or qualitative interviews with a representative selection of women and men entrepreneurs. LEC women and men staff trained on gender and PUE could do this. The assessment should also be sensitive to the specific technical training needs of women who probably will have had little previous exposure to electrical equipment. This is mainly due to the gendered nature of knowledge, access, use and control of technology including electrical equipment. The background and knowledge base of the women in the community where PUE is being promoted must be taken into account.

Information for the strategy: It is important to utilize the gender-sensitive information generated in defining the PUE strategy. This will require data collection that is disaggregated by sex. The idea here is to maximize outreach initiatives that specifically target women as a critical element in beginning from a gender-responsive standpoint as part of the efforts in implementing the strategy.

The local context: Efforts should consider the local context. The needs of the different categories of women and men as target groups must be prioritized. Similarly, the need to strengthen local technical, economic and social capacities of PUE entrepreneurs should be a major consideration.

Identification of different options: For an effective strategy, a range of options should be identified. These include:
- working directly with women and men as individual entrepreneurs;
- working through technical training institutes or vocational schools with special efforts to target women and girls;
- working with equipment vendors and encouraging a new target group, women, to go into that sector;
- providing technical advisory services to both women and men productive-use entrepreneurs on an equal basis.

Partnerships: Partner institutions must be identified for implementation. These should include organizations that specifically work on gender issues and others dealing with technical issues and especially those related to the energy sector. Formal and informal financial and credit institutions should also be identified. Business associations, unions, cooperatives of women and men, and government extension agencies are also potential partners in implementing PUE programmes. The role of the Ministry of Gender is also critical.

Technical training elements: These should be built into the strategy to benefit both women and men. Aspects could include:
- Where women and men can purchase efficient and long-lasting electrical equipment;
- How to select and purchase electrical equipment; warranties, maintenance, servicing and spare parts;
- Proper installation of equipment and associated requirements;
- Proper use and maintenance of equipment;

- There should be a component in the strategy on access to finance or credit. This is a critical component for enhanced entrepreneurship among women.

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TRAINER'S NOTES

Gaining an **awareness of the benefits of gender-sensitivity in PUE** is an incentive for participants to commit to PUE at the institutional level. For LEC, an awareness that building the capacity of both women and men as staff of the organization to promote PUE can actually enhance revenue and promote job satisfaction is a major incentive to buy into PUE. The **mini-lecture approach** used enhances the knowledge and skills of participants on the key considerations of how to develop a gender-sensitive PUE strategy.

Key questions and elements of the strategy: Highlighting the key questions as well as the elements of the strategy in several handouts also enhances clarity among participants following the presentation. The Module then serves as a useful guide for LEC and for the other participants to use in implementing PUE programmes that will benefit both women and men on an equal basis. Building in components on technical training on electrical equipment as well as on financial and credit facilities are response to training needs expressed by LEC, the Ganta Solar Centre and women's groups from several counties in Liberia. This knowledge is critical if LEC is to play a leading role in developing an effective relationship with target communities and individual women interested in engaging in production-based business activities. It also demonstrates the need to utilize existing structures and partners in a PUE programme. The aim is to develop a basis for concrete action on PUE going forward.

The fact that participants have the opportunity to make inputs into the elements of the strategy also enhances confidence, strengthens their capacities and makes them willing ambassadors of a gender-sensitive PUE strategy. Finally, clarity about gender-sensitivity in the PUE Strategy can pave the way for equal representation of women and men on electricity decision-making bodies; promote a gender balance in recruitment and appointments, in LEC and other bodies in the electricity sub-sector; and lead to a conscious effort towards gathering sex-disaggregated data in all areas and levels of the electricity sector to promote the sector's commitment to gender equality.

4.   PART IV: DESIGNING AN INTERVENTION STRATEGY FOR PRODUCTIVE USES OF ELECTRICITY

4.1   MODULE 5: DEVELOPING A CUSTOMER OUTREACH STRATEGY FOR PUE TARGETED AT WOMEN'S ENTERPRISES

Module 5	Developing a customer outreach strategy for PUE targeted at women's enterprises
Objectives	• Explain what a customer outreach strategy is • Identify and define the target group • Define the desired messages • Select appropriate communication channels • Develop a customer outreach strategy targeting women's enterprises
Content	• Explanation of a customer outreach strategy • Definition of the target group • Key messages for the outreach strategy • Appropriate communication channels • Developing the strategy
Duration	• 90 minutes
Training methods	• Brainstorming • Mini-lecture • Group Exercise • Plenary discussions • Question and answer session • Summation
Resources	• Projector for PowerPoint • Flip charts • Flipchart stands • Marker pens • Masking tape • Cards
Training aids / Handouts	• 5.1: Gender-sensitive customer outreach strategy

TRAINER'S GUIDE

Step 1: Explanation of the customer outreach strategy (20 minutes)

✓ Ask the participants to explain their understanding of what customer outreach is.

✓ Write the participants' ideas on a flip chart. Lead the discussion towards agreeing on a working definition of what a customer outreach strategy should be.

✓ Build on participants' understanding of what a customer outreach strategy for a PUE programme should be by delivering a mini-lecture on the subject, ensuring that elements related to gender sensitivity are incorporated.

✓ Highlight the following points in the mini-lecture:

• Access to electricity within the context of Liberia has the potential of opening up a whole range of options for economic activities.

- Women are to be found in particular economic sectors and may not be able to immediately take advantage of emerging options without a targeted approach and effort.
- Women are often missing from the decision-making spaces of electricity institutions and often lack the technical know-how to make informed choices about available options.
- This is further exacerbated by the limited numbers of women working as technical professionals in electricity sub-sector institutions and the lack of available sex-disaggregated data.
- Women's issues and concerns are therefore often missing from electrification polices, programmes and projects.
- A specific outreach programme that targets women entrepreneurs and informs them about safe, profitable and efficient utilization of electricity is therefore vital as part of an effective PUE rollout programme.
- Such a programme can take many forms. They could include sensitization to options for using electricity beyond lighting, phone charging and TV/radio while targeting women as a primary public audience. It could also involve a specific campaign about a particular technology targeting women as a specific business group (use of electric sewing machines and electricity-based irrigation systems etc.) It could also target key decision-makers on productive-use opportunities and the benefits for women entrepreneurs.
- In the context of Liberia a combination of the different forms may be desirable.
- ✓ After the mini-lecture, participants should be encouraged through a question and answer session to clarify issues and make inputs based on their own experiences.

Step 2: Definition of the target group (10 minutes)
- ✓ Participants' are asked in a brainstorming exercise to explain why it is important to define a target group for an outreach programme on PUE.
- ✓ Record participants' ideas on a flip chart. The following points should be mentioned:
  - Defining the target group enables one to understand the characteristics of the group so that appropriate messages and communication channels can be adopted.
  - In this instance, the target group has been identified as women entrepreneurs. However, women do not constitute a homogenous group so there is the need to identify the different groups/individual women and their specific entrepreneurial needs and concerns so they can be specifically addressed.
  - Elements to be considered in defining the different groups/individual women should include issues such as ethnicity, marital status, number of children, location, religion, age, education, types of businesses, skills needed, resource needs, the nature and levels of reproductive activities undertaken and implications for the scale and other support needed.
- ✓ Engage participants' in a Q & A session to obtain their inputs as well as to clarify issues that may be concerning them on this issue.

Step 3: Key messages for the outreach strategy (20 minutes)
- ✓ In a Q and A session, allow participants to gain a sense of the relevance of developing key messages for the outreach strategy.
- ✓ Participants' should be encouraged to provide examples of gender-sensitive messages.
- ✓ Write the participants' ideas on a flip chart. Highlight the following as key elements needed for a gender-sensitive productive-uses outreach programme:
  - Potential labour and time saving benefits for women entrepreneurs.
  - Potential economic benefits through production efficiency or increased productive capacity. This could be illustrated through actual calculations of profit margins of a business.

- Additional social and economic benefits such as local employment opportunities for women and girls, value added to products at the local level and new services to improve livelihoods.
- Levels of investment needed for equipment, machinery and appliances, and sources where this could be obtained.
- Evidence-based information about how the productive-uses' idea has worked in other areas.
- Empowerment opportunities for women embedded in the PUE programme.
- Relevance of the programme for realizing the developmental goals of Liberia including gender equality.
✓ Enable participants' to clarify their concerns and make additional inputs.

Step 4: Selecting appropriate communication channels (20 minutes)
✓ Engage participants' in a brainstorming exercise about the relevance of being selective when it comes to communication channels.
✓ Write the participants' ideas on a flip chart. Lead the discussion towards agreeing on the importance of building gender-sensitivity into the selection of channels for communicating the outreach strategy. Highlight the following points in a mini-lecture:
- The strategy must be aligned with how women, as the target audience, prefer to receive information.
- It is critical to communicate the strategy using credible and competent communicators.
- The campaign should be sensitive to women's language skills and literacy levels. In many cases, using local languages has been useful.
- Productive-use ideas should be specific and tangible in terms of addressing women's immediate needs (elimination of labour and time constraints and enhanced productivity) as well as their strategic needs (empowerment and efficiency).
- Occasions for rolling out the outreach programme should also be used to collect sex-disaggregated data collection to strengthen follow-up actions.
- Examples that have been used in contexts similar to Liberia include:
  o Specific productive-use community meetings or workshops to discuss PUE options.
  o Building PUE ideas into meetings of community-based institutions.
  o Road shows of technical equipment, demonstrations of equipment on market days in villages and urban centres using mobile demonstration units.
  o Setting up productive-use information centres for demonstrations and expert advice.
  o Presentations of PUE ideas during meetings of women's groups and associations.
  o Organizing exchange visits for women to existing productive-use enterprises.
  o Developing and distributing gender-sensitive pamphlets, stickers and posters to be displayed at vantage points, especially those women are likely to patronize.
  o Involving community leaders (women and men) as speakers on PUE issues.
✓ Ask participants to make additional inputs into the discussion.

Step 5: Developing a gender-sensitive outreach strategy (20 minutes)
✓ Ask participants to organize themselves into four groups
✓ Distribute *Training Aid 5.1: Gender-sensitive customer outreach strategy* and ask participants to answer the questions posed. Each group should appoint a moderator and a rapporteur. Participants have 20 minutes to complete the exercise and present their ideas on flip charts in a plenary session.
✓ Clarification and inputs from other group members is encouraged. The following points should be mentioned:
- A clear gender-responsive impact from the outreach strategy should be established.

- Specific entry points for promoting gender sensitivity in the outreach should be identified (e.g. LEC milestones).
- Suggestions should be made about specific outreach events to target women.
- Both primary and secondary targets for the outreach strategy should be identified and given specific roles and responsibilities in the outreach efforts.
- Specific tools that can promote gender sensitivity should be proposed for use in the outreach campaign.
- Identifying partners is critical.
✓ Create space for participants to clarify issues and make inputs into the discussion.

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TRAINING AIDS

Training Aid 5.1: Gender-sensitive customer outreach strategy

The process below has been found to be useful as a framework for developing and assessing a gender-sensitive customer outreach strategy:

How would we see an impact through outreach: before, during and after the PUE programme?

....

1. What upcoming milestones of the Liberia Electricity Corporation (LEC) should outreach be linked to?

....

2. What outreach events should we organize?

....

3. Who are our target audience and what should our call to action be?

....

Table 1

Primary Audience	Call to Action

Table 2

Secondary Audience	Call to Action

4. What tools, products, (social) media and technologies should we consider using?

....

5. Which strategic partners should we engage in our outreach?

....

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TRAINER'S NOTES

Outreach strategy: The brainstorming session on the importance of an outreach strategy enhances the awareness-creation process going on in the workshop on PUE. Building in the gender component points to the need to promote PUE in a gender-responsive way on an ongoing basis and at all levels of the PUE promotion programme. The basic definition of an outreach strategy is a long-range plan with activities to comprehensively reach out to and educate citizens directly. Building in the gender component, we then have a definition that reads as a long-range plan with activities to comprehensively reach out to and educate women and men equitably and directly.

Definition of the target group: The definition of a target group with a direct focus on women entrepreneurs can rekindle the dynamism of women and enhance their entrepreneurial interest which is critical for PUE success. Women should be specifically targeted to enhance their ability to work together in their own spaces. In addition, they should be supported to work with men and in male-dominated institutions as a basis for challenging male biases and assumptions and enhancing mutually beneficial empowerment processes for them and their male counterparts.

Selecting communication channels: The various communication channels have different implications for different audiences. The emergence of social media has opened many spaces for different audiences to participate in knowledge creation and also to benefit from critical knowledge and information. It is always important to engage with women and local communities using appropriate communicating channels for information about the PUE programme. A multiplicity of channels is always useful. Radio and telephone have been found useful in communicating with women in recent times. These and other options should be explored in targeting women under the outreach programme.

Key messages in reaching out: The elements developed around the key messages of the outreach strategy enable participants to be creative and prepare them for the group exercise in developing an outreach strategy. The messages are very critical in terms of what they seek to provide for the different audiences. They need to be simple, catchy and relevant, especially for women entrepreneurs. The messages must also be couched such that they reflect the key components of the PUE programme. The gender components must be specifically highlighted. Issues such as who is doing what, who is benefitting, and who has access and control over which components of the electrification programme should be clearly spelt out. The specific entry points for participation in the programme should also be stressed. These issues need to be explained clearly by the trained participants when they go on to train others.

Developing the outreach strategy: The skills-building component of the programme, delivered through group work, seeks to build confidence among the participants on their own capacity to contribute to a successful and gender-sensitive PUE outreach programme. The active involvement of participants in all the various steps of the module enhances their own capacity to train others on PUE issues. The strategy is the basis for the whole programme so research here is critical. The objectives of the outreach programme must also be very clear so one can track what has finally been achieved. Gender sensitivity and respect for local communities are major priorities.

4.2 MODULE 6: IDENTIFYING INNOVATIVE FINANCING MECHANISMS AND TECHNOLOGIES TO INCREASE WOMEN'S ENTERPRISES' CONNECTIVITY TO ELECTRICITY

Module 6	Identifying innovative financing mechanisms and technologies to increase women's enterprises' connectivity to electricity
Objectives	• Explain what innovative financing mechanisms are • Explain which technologies are important for women and their enterprises and other links with PUE • Identify existing financial institutions/lending programmes and their accessibility to women • Agree on measures for improving access to finance and to technology for productive-use investments by women
Content	• Definition of innovative financing • Technology and its relevance for women's enterprises and promoting productive uses of electricity • Existing lending programmes and their accessibility to women • Measures targeting women for improving access to finance and technology for PUE
Duration	• 60 minutes
Training methods	• Brainstorming • Lecturing • Question and answer sessions • Group work/presentation • Plenary discussion • Summation
Resources	• Projector/flip charts • Flipchart stands • Markers • Masking tape • Cards
Training aids / Handouts	• 6.1: Village Savings and Loans Association (VSLAs) in Liberia • 6.2: Improving women's access to finance and technology

TRAINER'S GUIDE

Step I: Understanding innovative financing mechanisms (10 minutes)

✓ In a brainstorming exercise, ask participants to explain their understanding of innovative financing mechanisms

✓ Write participants' ideas on a flip chart and lead a discussion towards agreeing on a basic understanding of what innovative financing mechanisms are. The following points should be mentioned:

- Financial mechanisms are said to be innovative if they take account of the specific interests of target groups that usually lack access.
- They are useful for women in relation to their need for initial investment in a business.
- Formal financial mechanisms are usually not accessible to women and their enterprises because their outreach is usually targeted at formal and urban-based businesses that are usually owned by men.

- Established lenders tend to focus almost exclusively on immediate profits with minimum transaction costs and are therefore unwilling to work with small clients especially women.
- Women tend to lack legal documentation and collateral (business registration and asset ownership) and therefore tend to be seen as lacking creditworthiness.
- Consequently, productive-use promotion should have a specific component that facilitates women's access to credit and other financial services.

Step 2: Technology and women's enterprises (20 minutes)

✓ Give each participant two cards and ask them to write down on one a typical technology used by men and, on the other, a typical technology used by women.
✓ Allow participants to read out what they have written and then ensure that they paste their cards on the wall with masking tape once they have read their responses out.
✓ Sum up their ideas by highlighting the following:
- There are several electricity-based technologies available for use.
- However, because if the differences between men and women (social, economic, cultural etc.), there is a tendency for women to be closely associated with household technologies while men tend to be associated with those related to businesses or those that promote income.
- This often leads to inequalities in accessing innovative technologies that can enhance women's entrepreneurship and increase their incomes and enhance their efficiency as economic contributors.
- Through a Productive Uses of Electricity programme, women can be specifically targeted to link their productive activities to available and innovative electricity-based technologies to enhance their home-based and other economic activities.

Step 3: Financial institutions/lending programmes and their accessibility to women (20 minutes)

✓ Hand out *Training Aid 6.1: Village Savings and Loans Associations (VSLAs) in Liberia* with participants
✓ Ask participants in a brainstorming exercise to identify existing financial/lending programmes in Liberia.
✓ Ensure they mention both formal and informal financial/lending programmes.
✓ Ensure they mention those that are accessible to women.
✓ Write participants' ideas on a flip chart and lead the discussion towards agreeing on a basic list of available financial institutions/lending programmes and those that are accessible to women.
✓ Highlight the following points:
- There are commercial and public financial institutions, and microfinance schemes often run by NGOs or governmental agencies.
- However, these are often not accessible to women, especially those in poorer areas engaged in very small enterprises.
- Many of the loan products they offer are inappropriate for the kind of productive-use investments women require.
- Repayment periods are a major constraint for productive-use investments where repayment periods need to be at least one or two years. The reason is that associated changes in production processes require such time frames to become profitable. New or higher quality products must find their way to the market and be sold before profits can be generated and this takes time.
- The need for innovation in cooperating with women as partners by financial institutions/lending programmes is critical. This must be assessed and bold decisions taken under a productive-use promotion programme.

Step 4: Measures for improving access to finance and technology for productive-use investments by women (15 minutes)

✓ Hand out *Training Aid 6.2: Improving women's access to finance and technology*.

- ✓ Facilitate a process where participants discuss, through question and answer exchange, the entry points that could be used in productive use programmes to facilitate access to financing and technology for women as contained in Training Aid 6.2. This is a fifteen-minute exercise that should enable participants to understand the entry points and identify additional ones.
- ✓ Acknowledge additional inputs made by the participants. Highlight the following:
  - Specific loans have been established in some countries where PUE programmes have been initiated.
  - A case in point is Zimbabwe where the Rural Electrification Agency (REA) supports income-generating activities for medium and small-scale enterprises (SMEs) to increase electricity demand in rural areas and stimulate small-scale commercial and industrial development.
  - The REA offered loans for electrical equipment and machinery such as grinding mills, irrigation equipment and welding machines.
  - It is important to monitor and evaluate the performance of productive-use loans. This is to facilitate good practices within the scope of financial support for productive-use activities.

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TRAINING AIDS

Training Aid 6.1: Village Savings and Loans Association (VSLAs) in Liberia

The Liberian government has emphasized women women's economic empowerment since 2008 in recognition of women's critical role in the economy of the country in both the formal and informal sectors. Increasing women's access to finance was a key strategy.

Village Savings and Loans Associations (VSLAs) were initiated by the government with support from UN Women and other partners as an alternative to traditional microcredit financing schemes. VSLA ensures sustainability by building on the traditional "susu groups", which predominate the West African sub-region, by incorporating interest-based loans and share-based savings. To ensure the growth of women's savings as they invest new capital in each other's businesses, basic business and financial management skills training is used to strengthen capacities through the establishment of VSLAs. Evidence suggests that women who have participated in the programme doubled their annual savings within one year, thereby doubling their access to capital in the first to the second year of operation. This ability to increase savings and access additional loans has been useful in boosting the economic independence of Liberian women in the rural communities where VSLAs have been promoted.

Training Aid 6.2: Measures for improving women's access to loans for PUE investments

- The most appropriate entry points to facilitate access to financing for productive-use programmes will emerge as outcomes of end use financial support.
- Possible activities for improving access to financing for productive electricity use can include:
- Integrating awareness-raising about formal credit options into technical and business management training and productive-use workshops for entrepreneurs.
- Strengthening business owners' collateral by facilitating the formalization and registration of business activities and capital assets.
- Raising awareness among micro-financial institution (MFI) managers on the profit potential of productive electricity use. This could be through sample business plans and a focus on the specific needs of productive-use entrepreneurs.
- Invite MFI staff to participate in business plan preparation workshops with potential borrowers, and facilitate meetings between MFI staff and business associations.

- Assist MFIs in developing new credit lines that are particularly suitable for productive-use investments, such as with repayment periods of at least 12 months and with purchased electrical equipment eligible as collateral.
- If professional financial institutions are not interested in lending for productive-use investments, other potential partners and options should be investigated for setting up a fund for productive uses of electricity (such as a community-based or NGO-managed revolving fund for productive-use undertakings).
- Provide partial risk guarantees for productive-use investment loans (covered by donor funds or qualified entities).
- Advocate, within the scope of national and regional level policy, action to create a more enabling regulatory environment and enhance government support for productive-use loans.

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TRAINERS NOTES

Innovative financing mechanisms: Facilitating a brainstorming exercise on innovative financing mechanisms and technology sets the tone for participants to begin to think through the processes that can enable them link their productive-use business ideas to real opportunities to access capital.

Existing financial institutions and lending programmes are also discussed with a view to identifying both opportunities and bottlenecks in the formal and informal contexts of Liberia. This list will also serve as a basis for sharing experiences about efforts some of the participants may have made in the past. For the LEC participants, this stage enables them to think through how they can develop their PUE promotion ideas given innovative credit and technology access issues.

Village Savings and Loans Associations (VSLAs): Using the VSLAs as best practice enables participants to share their experience of the scheme since they are likely to be direct beneficiaries or know others who have benefitted. In so doing, all participants will benefit from the discussion in terms of what has worked or what has not.

Improving Access to credit under PUE programmes: It is possible to learn from existing loan schemes in Liberia how to improve the quality and quantity of credit for women under PUE investment programmes. Based on an understanding of what already exists, a step-by-step approach in planning for improved future initiatives under PUE that specifically addresses gender issues is critical. Business development is critical in the context of Liberia where women have been identified as critical economic actors. This means that capital must be made available, both for supporting existing initiatives and for new ones under PUE programmes. That is why points learnt from existing programmes must be harnessed as part of knowledge creation, management and utilization.

4.3 MODULE 7: MAPPING OPPORTUNITIES FOR LINKING UP WITH ONGOING PROGRAMMES WORKING WITH WOMEN ENTERPRISES

Module 7	Mapping opportunities for linking up with ongoing programmes working with women enterprises
Objectives	• To learn about other programmes in Liberia that promotes women's enterprise development • To identify opportunities for linking up with other productive uses of electricity (PUE) promotion • To identify barriers and challenges
Content	• Learning about other programmes in Liberia that promotes women's enterprise development • Identifying opportunities for linking up with other productive uses of electricity (PUE) promotion • Identifying barriers and challenges
Duration	• 90 Minutes
Training methods	• Brainstorming • Group/Plenary Discussion • Question and Answer
Resources	• Cards • Flip Chart • Marker Pens • Masking Tape
Training aids / Handouts	• 7.1: Existing programmes in Liberia on women's enterprises

TRAINER'S GUIDE

Step 1: Understanding women's enterprise development (20 minutes)
✓ The discussion begins with the trainer sharing the session's objectives with the participants.
✓ Ask each participant to write on a card one women's enterprise they know of (baking, selling cooked food and drinks, food processing).
✓ Stick the cards on the wall so participants can go round and refer to the points listed during the break.
✓ Ask participants whether they are aware of any programme at any level (national, county) where specific support is given to women's enterprises and the nature of that support. Allow the participants to share and discuss their responses in a plenary group.
✓ The training concludes by summarizing the key points of their contributions highlighting the following:
  • The government of Liberia collaborates with development partners to support women's enterprises.
  • Sometimes women, especially those living in rural areas, do not have access to information about how they can benefit from available support. Instead, they tend to find their own means of supporting each other (e.g. Susu groups).
  • Some women enterprises have also obtained support from the banking and other private sector institutions.

Step 2: Brainstorming on the links between women's enterprise development and PUE (20 minutes)
✓ Ask participants whether they see a link between women's enterprises and PUE.

- ✓ Introduce the objective of the brainstorming session: to come up with as many ideas as possible about how women's enterprises are, or can be, directly linked to PUE promotion. Emphasize that these can be an important basis for identifying existing programmes and new opportunities and ways through the productive use of electricity.
- ✓ The trainer should also explain to the participants that the brainstorming exercise, to identify links between women's enterprises and the productive use of electricity, is to help both those who already know such links exist and those who are eager to explore the possibility of establishing such linkages.
- ✓ Summarize their ideas on a flip chart and highlight the following points:
  - The main goal of PUE promotion is to ensure equitable opportunities for women and men.
  - Women's enterprise needs can be directly related to ongoing initiatives to empower women in Liberia.
  - There are other institutions that are interested in being part of the MLME/NVE programme "Women's Empowerment through Productive Uses of Electricity".
  - Programme outcomes can be enhanced if there is synergy between existing programmes and new ones on PUE.

Step 3: Existing programmes in Liberia on women's enterprises (20 minutes)
- ✓ Explain that, in the previous exercise, participants had identified a number of women's enterprises. They had also been able to link such enterprises to existing initiatives on women's empowerment in a general sense. However, it is now important to identify specific initiatives that are ongoing in Liberia so that concrete processes can be put in place to link them with PUE activities.
- ✓ Introduce *Training Aid 7.1: Existing programmes in Liberia on women's enterprises*
- ✓ Do this by printing a copy of the list for each participant and allowing them to volunteer to read them out one at a time.
- ✓ Let participants understand that even though there may be many initiatives, eight key ones have been identified as examples for the purposes of the ToT programme. Summarize the initiatives in place and the focus of their activities highlighting the following:
  - There are specific initiatives but they have some common elements.
  - Most of them aim to provide a platform for empowering women.
  - They enable women to work together as a collective.
  - Business support initiatives incorporate issues of concern to women such as women's access to justice, rights, voice and resources.
  - Others strengthen partnerships and coordination on women's empowerment and gender equality.
  - Many of the development partners work together.
- ✓ Ask the participants whether, given the above common characteristics, they see possibilities of linking the existing initiatives with PUE activities.
- ✓ In buzz groups, ask the participants to discuss and agree on what specific initiatives could be linked with PUE. Allow them to identify the benefits of such linkages.
- ✓ Summarize their responses and ensure the following points are included:
  - Innovation in women's work.
  - Cost effectiveness of the initiatives.
  - Harmonization of approaches.
  - Enhanced incomes and access to loans, technology and other resources.

Step 4: Opportunities and challenges for collaboration with existing programmes on women's enterprises (30 minutes)
- ✓ The trainer introduces the session by asking the question, 'What are the opportunities and challenges for collaboration with regard to linking existing programmes to PUE".

- ✓ Divide participants into four groups. Ask two groups to discuss and agree on existing opportunities for women and how these can be linked to PUE.
- ✓ Ask the other two groups to discuss and agree on the challenges faced.
- ✓ Allow the groups to present their conclusions in a plenary group.
- ✓ Summarize the issues and emphasize the following points:
  - Partnerships and collaboration is critical.
  - Collaboration enhances capacity, learning and sharing among women.
  - It gives a safe space for women.
  - It reduces transaction costs.
  - Working together strengthens efforts and maximizes the use of resources.
  - It creates autonomy and solidarity among women.
  - Avoids re-inventing the wheel.
  - It promotes effective and gender-sensitive PUE.
  - Institutions are strengthened.
  - Women's enterprises are scaled up.

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TRAINING AIDS

Training Aid 7.1: Existing programmes in Liberia on women's enterprises

There are many initiatives in Liberia on women's enterprises. The five below have been singled out only for learning purposes for this ToT workshop.

1.   The Liberian Women Entrepreneurship Network
- This was launched in March 2013.
- It is funded by IFC, SIDA and the World Bank Institute.
- It aims to serve as a platform for empowering women entrepreneurs to undertake business initiatives.
- Members are expected to work as a collective.
- It focuses on issues of concern to women in business and seeks solutions to shared concerns such as women's access to justice, rights, voice and resources.

2.   The Joint Programme for Gender Equality and Women's Economic Empowerment (JPGE WEE)
- Strategic support to women by the Government of Liberia in furtherance of the public sector reforms and economic development efforts.
- The programme aims at strengthening coordination and accountability mechanisms for gender equality and women's empowerment.
- Develops effective capacities for engagement and accountability in implementing gender-sensitive policies and programmes.
- Enhances women's economic empowerment by increasing women's income-earning potential, educational achievements, employment opportunities and organizational capacities.
- It is supported by ILO, UNDP, UNOPs, UNESCO, UN Women, UNMIL and the World Bank.
- Partners include the Ministry of Planning and Economic Development, the Ministry of Commerce and the Ministry of Labour.

3.   The Global Communities Initiative
- This is funded by the Goldman Sachs, Women Entrepreneurship and Leadership Certificate Programme.
- The programme works with women's groups and offers training and education.
- Women SMEs are able to access finance to enable them to increase their businesses.
- It stimulates the overall Liberian business environment.

4.   The Women Barefoot Solar Engineers (BSE)
- Seeks to improve the lives of the rural poor who live in rural communities lacking access to electricity.
- Eight women from four counties have benefitted from six months of training, with support from the Government of India and UN Women, at the Solar Barefoot Technical College on how to fabricate, install and maintain solar-powered household lighting systems.
- Follow-up activities have included replica workshops and the building of two solar centres in Montserrado and Grand Bassa.

5.   UN Women
- Has been involved since 2004 in capacity building and gender mainstreaming in Liberia.
- Supported the eight women in attending the Barefoot College.
- The only institution apart from MLME/NVE with a gender and energy programme.

6.   Other Initiatives
- These include the Liberia Women Empowerment Network for HIV Work and the Women Association for Cross Border Trade.

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TRAINER'S NOTES

Women's enterprise development in Liberia
- Ensure that participants think about all the activities in which women are involved as entrepreneurs in Liberia.
- Encourage all participants to feel that they can contribute to the discussion.
- Monitor the process of discussion to ensure both women and men participants have an equal chance to speak.
- Encourage as many ideas as possible.
- Let participants understand that initiatives at any level are important i.e. from the county to the national level.

Links between existing programmes on women's enterprises and PUE
These might involve acquiring new technology so that women can enhance their food processing activities or access to an existing loan scheme to buy technology for baking. It may also involve ensuring that there is greater coherence in donor support or in specific schemes that make it easy for women to enter into hitherto male-dominated fields. It may also mean that women are able to work with other women at different levels, such as in Parliament or in the various Ministries and Institutions. At the county level, it could mean an expanded view and actions on issues of concern to women by including women in decisions about electricity connections.

Challenges and Opportunities

This is similar to going through a SWOT analysis where participants are able to identify both the challenges as well as the opportunities for collaboration. Allowing two groups to focus on opportunities, while the other two focus on challenges, promotes cross-fertilization of ideas and learning. Indeed, in itself, the process of allowing the participants to come up with ideas enhances their own confidence and training skills and capacities.

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4.4 MODULE 8: IMPLEMENTING A GENDER-SENSITIVE CUSTOMER SATISFACTION FRAMEWORK TO MONITOR PRODUCTIVE USES OF ELECTRICITY

Module 8	Implementing a Gender-Sensitive Customer Satisfaction Framework to Monitor Productive Uses of Electricity
Objectives	• Understand a gender-sensitive customer satisfaction framework for monitoring PUE • Establish the elements of monitoring gender-sensitive customer satisfaction • Explain difference between monitoring and evaluation • Provide the steps in monitoring gender-sensitive customer satisfaction • Establish framework for monitoring gender-sensitive customer satisfaction • Explain the basic data collection methods for monitoring gender-sensitive customer satisfaction
Content	• Definition of gender-sensitive customer satisfaction • Elements of gender-sensitive customer satisfaction • Difference between monitoring and evaluation • Steps in monitoring gender-sensitive customer satisfaction • Framework for monitoring gender-sensitive customer satisfaction • Basic data collection methods for monitoring gender-sensitive customer satisfaction
Duration	• 120 minutes
Training methods	• Brainstorming • Mini-lecture • Plenary discussion • Group exercise • Question and answer session
Resources	• Flip charts and boards • Flipchart stands • Marker pens • Masking tape
Training aids / Handouts	• 8.1: Gender and energy issues in monitoring and evaluation • 8.2: Generic questions as a basis for monitoring • 8.3: Monitoring and evaluation: what is the difference? • 8.4: Targets and indicators for gender-sensitive monitoring and evaluation for PUE

TRAINER'S GUIDE

Step 1: Understanding gender-sensitive customer satisfaction (20 minutes)
✓ Introduce the session by asking the participants, based on their own experiences, to discuss what customer satisfaction is. Let participants share their contributions in a plenary group and record them on a flip chart. Discuss and agree on a common definition. Stress the importance of customer satisfaction in accessing electricity.
✓ Based on the earlier discussions, continue by asking the participants to discuss what gender-sensitive customer satisfaction is. Let participants discuss in buzz groups and then share their responses by reading from cards on which their responses have been written. Paste the responses on the wall.
✓ In a plenary group, explain to the participants that customer satisfaction is critical for initiatives such as PUE to succeed. Building a gender-sensitive component into a customer satisfaction endeavour is very

important as it acknowledges differences between women and men and the need to address women's specific needs and concerns. Ask the participants to discuss why it is important to promote customer satisfaction in PUE in a gender-responsive manner. Summarize the key points and include the following:

- Including a gender component in assessing customer satisfaction means women who are usually ignored will be considered.
- Women and men have different needs.
- Electricity means different things to women and to men.
- Women's enterprises need specific support under PUE.
- Women are relevant electricity consumers.
- Women's views are important in the promotion of productive uses of electricity.
- This lays the basis for understanding effective monitoring.

Step 2: Elements of gender-sensitive customer satisfaction evaluation (20 minutes)

- ✓ Hand out *Training Aid 8.1: Gender and energy issues in monitoring and evaluation*
- ✓ Explain the key elements of a gender-sensitive customer satisfaction approach using a PowerPoint presentation. Briefly explain that the mini-lecture is meant to reinforce knowledge on the differences and similarities of women and men in accessing electricity for productive use. The following points should be highlighted:
- ✓ A gender-sensitive approach to customer satisfaction
    - Includes a consciously managed effort to meet the needs and concerns of women as relevant electricity customers.
    - Acknowledges the different needs and concerns of different women in accessing electricity.
    - Will specifically address women's entrepreneurial concerns in electricity provision.
    - Involves putting in place systems, procedures and measures to address the concerns of women and men as electricity customers in an accountable and equitable manner.
- ✓ Hand out *Training Aid 8.2: Generic questions to consider in the monitoring process*
- ✓ Ask participants to discuss and agree in buzz groups on the benefits of promoting gender sensitivity in customer satisfaction by LEC. Facilitate a process where participants share their ideas in a plenary group. Record their responses on a flip chart. Summarize their contributions and highlight the following:
- ✓ LEC level:
    - To ensure that LEC values its women clientele.
    - To link its women staff with other women at the community level to enhance networking.
    - To be able to address specific challenges and problems facing women under its PUE programme.
    - To track changes taking place in women's lives as a result of electricity (workload reduction, enhanced productivity, empowerment).
    - That it can enhance efficiency and the achievement of concrete results in PUE.
- ✓ Women customers:
    - To access relevant technical and other knowledge on electricity.
    - To ensure easy access and affordability through efficient use of electricity.
    - To utilize electricity productively through constant interaction and learning from electricity officials.
    - To contribute to the decision-making processes of LEC and other agencies in the sub-sector.
    - To demonstrate women's leadership in a space hitherto presented as the preserve of men.

Step 3: Difference between monitoring and evaluation (30 minutes)

- ✓ Hand out *Training Aid 8.3: Difference between monitoring and evaluation* among the participants.
- ✓ Allow participants to study the differences between monitoring and evaluation as presented in the training aid.

✓ Divide the participants into four groups and ask them to list four things they would do in a monitoring exercise and another four things they would do in an evaluation exercise.
✓ Participants then present their reports in a plenary session.
✓ Sum up their presentations by stressing the importance of addressing gender issues in monitoring and evaluation.

Step 4: Steps in preparing to monitor gender sensitive customer satisfaction (20 minutes)
✓ Explain the steps involved in preparing to monitor customer satisfaction in a gender-sensitive way. Briefly explain to the participants that the discussion is meant to help them through a step-by-step approach in how they, as customers or providers of products and services, will monitor the extent of their clients' satisfaction while taking gender sensitivity into consideration. Highlight the following:
✓ Guidelines for gender-sensitive customer satisfaction assessment.
  • Set gender objectives and gender responsive targets and indicators.
  • Collect local-level baseline data among women as well as men entrepreneurs.
  • Monitor local-level institutions involved in PUE (women's involvement, their roles and responsibilities, decision-making mechanisms).
  • Monitor national-level institutions and the extent of their sensitivity towards women (women's roles and responsibilities, access to resources, and to decision-making).
  • Disaggregate data by sex throughout the analysis.
  • Assess the impacts.
  • Use lessons learnt to enhance performance in terms of gender sensitivity.

Step 5: Framework for monitoring PUE based on gender-sensitive customer service (10 minutes)
✓ Many entrepreneurs involved in PUE promotion are interested in how they can monitor the changes going on in their businesses in terms of the extent to which they are satisfying their women and men customers. Lead the discussion to identify categories of a framework that could be used and the key questions that should be posed:
✓ Programme relevance to women in terms of the main goals of the PUE (access for individuals, the relevance at the household, policy and partnership levels):
  • How did PUE activities affect women's productive uses of electricity (selling cold drinks and food, bakeries, technology use, processing grains, irrigation, etc.)?
  • What changes are occurring on various levels?
✓ Programme implementation:
  • Which PUE strategies/ structures were most critical for women?
  • Which ones promoted gender sensitivity?
✓ Lessons learnt and best practices:
  • What was learnt from the PUE programme about best practices in gender-sensitive customer service in Liberia?
  • What examples can be shared on PUE and women's empowerment?
  • How can this leaning benefit other development processes in Liberia?

Step 6: Basic data collection methodologies (20 minutes)
✓ In a plenary group, ask participants whether they are familiar with data collection methodologies that promote gender sensitivity.
✓ Record their responses on a flip chart. Participants might refer to interviews and focus group methods.
✓ Hand out *Training Aid 8.4: Targets and indicators for gender-sensitive monitoring of customer satisfaction*

- ✓ It is important to remind participants that, for women, interactive methods are useful while if the idea is to disaggregate data by sex then more quantitative methods such as using a questionnaire may be useful.
- ✓ Mention that methodologies include reviewing documents, action reflection groups, key informant interviews and national meetings.
- ✓ In using gender analysis as a tool in the above processes, it will be important to examine:
  - The extent to which the programme improved women's livelihood initiatives and minimized their labour and time use.
  - The extent to which the programme enhanced women's productive work.
  - The extent to which the programme promoted women's active decision-making and empowered them.
  - The extent to which focusing on women entrepreneurs as a group enhanced programme success.
- ✓ Explain to participants that the framework for monitoring PUE in terms of gender-sensitive customer service has a number of advantages. Highlight the following:
  - The approach can be used to monitor an outreach strategy that seeks to transform women's existing businesses and others that seek to promote new businesses under PUE.
  - Participatory approaches are preferred if community-level analysis is being undertaken.
  - Even if the approach is largely qualitative, some measurements can be included.
  - The data can be disaggregated by sex, location, age, income, etc. As such, one can quantify the number and types of businesses.
  - With specific reference to LEC, baseline data collected at the community-level is an important source for monitoring progress in implementing PUE.
  - At the institutional level, LEC can also monitor the progress being made in terms of gender sensitivity among its female and male staff who are involved in promoting PUE.
  - Capacity on gender issues at the LEC and on other institutional levels can also be monitored.
  - These approaches can establish the extent that gender capacity development has been successful.
- ✓ Stress the importance of initiating the process by including gender issues at the design stage:
  - Including gender-sensitive objectives at the onset of a gender-sensitive customer service (GSCS) is extremely important.
  - It is essential that women are able to influence policy decisions, such as the regulatory frameworks, relevant for PUE.
  - Including women in the decision-making structures of the electricity sub-sector is required.
  - Assessing the impacts of achieving gender-sensitive customer satisfaction is relevant in enabling planners to establish the extent to which changes in women's enterprise development is the result of PUE promotion rather than other factors.
- ✓ Stress the outcomes and possible uses of the data collected from the gender-sensitive customer survey. Highlight the following:
  - Concrete business opportunities that have been successfully developed could also be shared with other women entrepreneurs.
  - This can then benefit other productive-use efforts or other projects to promote gender responsiveness.
  - Lessons learnt and best practices on women's entrepreneurship that emerge from the monitoring exercise can then be fed into PUE decision-making efforts.
- ✓ Summarize the main points of the discussions as you highlight some key lessons on monitoring GSCS:
  - The framework for monitoring GSCS should enable gender-sensitive results on the effectiveness of outreach activities related to productive uses of electricity.
  - It should also provide evidence of the results of the programme
  - This can justify the relevance of targeting women as a major customer service target group.

- Lessons learnt and good practices on gender issues will be useful for the future.

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Training Aid 8.1: Gender and energy issues for monitoring and evaluation

Type of energy project	What is included	Gender and energy issues	Gender-inclusive design elements	Gender-informed M & E
Low carbon	• Renewables • Energy efficiency improvements • Clean fuels	• Indoor air pollution • Women's time • poverty	• Energy efficient stove designed with women • Men consulted about the need for stoves • Fuel diversification creating income-generating opportunities for women and men	• Reduced incidence of illnesses related to exposure to indoor air pollution • Reduced time by men and women collecting fuelwood • Increase male and female incomes

Training Aid 8.2: Generic questions as basis for monitoring

- The questions below can serve the basis for monitoring:
  o Do women and men benefit in the same way?
  o Are some women or men negatively impacted?
  o Have gender gaps been reduced?
  o Do gender relations influence programme/project efficiency/sustainability (+/-)?
  o Are new gender issues emerging within the programme/project? Does the policy need to change?
  o Are there new external factors/actors affecting women and men besides the programme/project (+/-)?
  o Are women and men satisfied with the project/policy? Do they wish to change it (partially/totally)? Who? Why? How?
  o Are men and women equally participating in project decision-making?
  o Are men and women treated with equal respect as decision-makers, implementers and participants?
  o Are those involved in project implementation continually motivated to maintain a gender perspective (such as through opportunities to update their gender knowledge and skills, and discuss gender issues in a non-judgemental environment)?

Training Aid 8.3: Monitoring and evaluation: what is the difference?

- Monitoring: is a continuous steering process to allow an assessment of progress towards achieving gendered goals. Monitoring takes place at two levels:
  o progress towards fulfilling substantive gender goals.
  o the implementation process.
- Evaluation: is an intermittent process at pre-defined moments in the policy/project cycle -often at mid-term and at the end.

Monitoring plan
It is important to plan the monitoring process. The issues below have been found useful:
- Establish a set of gender-sensitive monitoring indicators to track progress.
- Specify what kinds of gender-disaggregated data and information are going to be collected.
- Specify who is responsible for monitoring tasks.
- Define how other stakeholders will participate in the monitoring process.
- Define mechanisms through which lessons learnt from monitoring and stakeholder feedback can result in changes that improve the operation of the project or that revise/develop new policies.
- Need for a sufficient budget for monitoring and corrective action.
- Require monitoring reports at specified times on progress towards achieving the gender and energy strategy.

Evaluation team and plan
It is important to note the following in conducting an evaluation:
- The evaluation team should be multidisciplinary and have a good gender balance. All members should receive gender-sensitive training.
- A gender expert should be included in the team.
- Transparent evaluation procedures should be used, strengthened by participatory approaches.
- Qualitative data should be used to complement quantitative data.
- Should be based on the collection of gender-disaggregated data.
- Baseline data is not essential to evaluate through a gender lens
- Three levels of evaluation:
  o Outputs (Have gender goals been met?)
  o Outcomes (To what extent has the gender and development goals been achieved?)
  o Process (How were outputs and outcomes delivered?)

Independent evaluation of policies and projects
The questions below can serve as a guide:
- Are there gender development goals?
- Have gender analysis and gender approaches been used at all stages in the project cycle?
- To what extent was the need to incorporate gender in the project been accepted by the team and the policy accepted by staff at all levels?
- Was there a good gender-balance in the project team/policy formulation team?
- Was there gender capacity-building for all partner organizations?
- To what extent did the engendered development activities improve project efficiency?
- How have the gender goals contributed to national goals, especially the MDGs?
- In what way did the particular energy technology contribute to achieving these goals?

Training Aid 8.4: Targets and indicators for monitoring gender-sensitive customer satisfaction

Outcome	Performance target/indicator	Source and method of data collection
Awareness raising on PUE	Percentage increase in number of women/men targeted through customer outreach programmes on electricity usage and energy-based enterprises Percentage increase in the number of women/men demonstrating knowledge on how to apply for an electricity connection and its use for enterprise development	Participants' lists from awareness campaigns Before and after survey of target groups Focus group discussions with target groups
Increased electricity connections	Percentage increase in the rate of connections to women/men-led enterprises	
Customer satisfaction	Percentage increase in women/men-led enterprises indicating satisfaction with service	Before and after survey of target groups

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TRAINER'S NOTES

Customer satisfaction concerns identifying the needs and wants of customers and ensuring we provide the services that satisfy them. Building in gender-sensitivity is about recognizing the different needs and interests of women and men as customers of electricity products and services. Monitoring is about tracking the extent to which the GSCS is effective in terms of achieving positive outcomes for women's empowerment and addressing inequalities between women and men.

Benefits of gender-sensitive monitoring of customer satisfaction
This helps in determining whether we are satisfying both our female and male clients equally. This is extremely important given the fact that women and men are often treated differently, with male activities being prioritized. In specifically monitoring women's and men's activities, one can identify challenges and opportunities for enhancing women's entrepreneurial activities in relation to electricity use. One can also identify entry points for scaling up their initiatives and harnessing the learning arising out of their innovations. In so doing, space is created for women's voices to be enhanced, strengthening their participation capacities and advancing the goal of gender equality in the electricity sub-sector.

Difference between monitoring and evaluation: The importance of establishing the difference between monitoring and evaluation cannot be over-emphasized. Monitoring enables one to identify, on a regular basis, potential bottlenecks to the success of initiatives. In so doing, one builds a store of information and data for use in evaluating performance at specific points in time. Monitoring the activities of women entrepreneurs strengthens their confidence especially in male-dominated sectors such as electrification.

Monitoring plan: Developing a monitoring plan enables one to proceed systematically. This is a particularly important learning process for women who operate in informal settings as they are then able to emulate the example.

Quantitative and qualitative data collection

There are both quantitative and qualitative data collection methods. Qualitative methods such as focus group discussions (FGDs) and one-on-one interviews are especially useful for women in local communities. Quantitative data collection methods such as surveys and structured interviews are useful when wanting to count something.

If the data are disaggregated by sex, one can measure differential impacts on women and on men using both qualitative and quantitative methods. Information generated from monitoring GSCS can be used by policymakers, electricity providers and other stakeholders to improve their responsibility to women:
- It shows how a PUE programme is doing in terms of our women clientele.
- At the international level, it enables the building of new ways of enhancing performance with reference to women.
- It enables electricity staff involved in PUE to strengthen their own responsiveness to women.

Data collection methods
- Data collection methods are the tools used to collect information from customers.
- There is a tendency to focus only on men as clients of electricity extensions. However, under PUE, women are also prioritized and hence there is a need to identify methods that allow the collection of relevant information on how well they are satisfied as customers, particularly in terms of how they are using electricity.
- Appropriate data-collection methods enable women to enhance their voice and empowers them in making demands to fulfil their needs as customers of electricity services.

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5.   PART V: STEPS IN THE PROCESS OF STARTING A BUSINESS

5.1   MODULE 9: IDENTIFYING A BUSINESS OPPORTUNITY

Module 9	Identifying a business opportunity
Objectives	• To stimulate creativity in generating business ideas • To familiarize participants with selection criteria for decision-making about future businesses
Content	• Identification of business ideas • Micro-screening of business ideas
Duration	• 2 hours
Training methods	• Brainstorming • Question and answer sessions • Group work • Plenary discussions
Resources	• Flipchart stand • 2 large flipchart sheets • Marker pens • Masking tape
Training aids / Handouts	• 9.1: Guidelines for brainstorming exercise • 9.2: Uses of electricity in daily life • 9.3: Guidelines for rating business ideas • 9.4: Micro-screening chart

TRAINER'S GUIDE

Step 1: Understanding business ideas (10 minutes)
✓ The trainer shares the session's objectives with the participants.
✓ Introduce the topic by explaining what the term 'business idea' means and by highlighting ways through which business ideas are generated.

Step 2: Brainstorming on the development of business ideas (30 minutes)
✓ Ask participants who already have a business to share how they came up with their business.
✓ Introduce the objective of the brainstorming session: to come up with as many ideas as possible for a new service or productive business. Emphasize that these ideas can not only be a valuable basis for identifying new business opportunities but also for finding solutions to problems in existing enterprises.
✓ Explain that this brainstorming exercise is relevant for all women entrepreneurs – those who do not yet have a business and want to start one, as well as those who want to improve and expand their business by identifying more and better product /service ideas and new market opportunities.
✓ The trainer should give a practical example of how brainstorming works with participants. Show them a rope or any other object and ask them to brainstorm on how to use the rope for something else apart from tying up a box (skipping, drying clothes, making it a wall picture, turning it into a mat, making lines when planting crops).
✓ Summarize the key points on sources of business ideas identified in Step 1. The trainer explains that the same method will be used to generate business ideas on productive uses of electricity.
✓ Present the rules to be followed during the brainstorming session *(Training Aid 9.1: Guidelines for conducting a brainstorming exercise).* In buzz groups, let the participants brainstorm on the possible

business ideas related to productive uses of the resource 'electricity'. Encourage them to think 'outside the box' when doing this.

✓ Record the responses on the flip chart. Summarize the activity by sharing other ideas on productive uses of electricity that may not have been mentioned (ensure participants include uses such as welding, baking and food processing). Use *Training Aid 9.2: Uses of electricity in daily life*. Present the key points about what makes an idea a good business opportunity in a plenary discussion.

Step 3: Micro-screening of business ideas (1 hour)
✓ Recall that, in the previous exercise, the participants identified promising ideas for income-generating activities involving productive uses of electricity.

✓ In the four groups formed earlier, let the participants go back to that long list of business ideas (business ideas using the resource electricity), and list reasons why they think some of them may be more viable than others. Let them choose their best three ideas for further screening.

✓ Introduce the process of screening ideas using the criteria provided in *Training Aid 9.3: (Guidelines for rating business ideas)*. Ask the participants for ideas on additional screening criteria to help determine if the selected ideas are feasible and realistic.

✓ Explain that the next step will confirm whether the final subset of three business ideas are worth following up.

✓ Introduce *Training Aid 9.4: Micro-screening chart* on a double-size flip chart and give examples of each screening criterion.

✓ Give examples which are relevant to the circumstances and situations of the target group that relate to productive uses of electricity before they start the exercise.

✓ Explain that, for each criterion, they should put up a number of smiling, indifferent or sad faces depending on the extent to which that criterion is satisfied.

✓ Explain that the business idea that receives the most smiling faces is judged to be the most feasible. Further, criteria that receive few or no smiling faces, or get indifferent and sad faces, represent likely difficulties in the development of the product or service idea.

✓ Ask the groups to present their preferred business idea and show their group's rating with the 'faces'. One selected idea for each group will be discussed in a plenary session. Let the other participants give their comments on each other's presentation. Remind the participants that their experiences with the exercise can be tapped into in re-assessing their own business ideas.

✓ Let all the participants reflect on their business ideas with the objective of ensuring that the idea they have chosen is the best. If there is doubt, explain to them that they can subject their second or third choice to similar screening.

Step 4: Linking business development skills and gender equality (20 minutes)
✓ In buzz groups, ask the participants to discuss and agree on whom, between them and their spouses, should make decisions about the type of business to start. Let them explain the benefits and challenges in such decision-making.

✓ Summarize the feedback and ensure the following points are included: women's lack of financial and social support, unpredictable business performance due to segmented work schedule, a woman's heavy workload limits the amount of time she can spend on her business.

✓ In groups, let the participants discuss and agree, with relevant examples, the types of businesses that they think are more appropriate for women and men respectively.

✓ Ask participants to give reasons why they believe men and women have traditionally been involved in different types of businesses (i.e. gender roles and stereotypes).

- ✓ Explain that established cultural views of what women and men can and cannot do are often harmful and hinder or stop women from starting businesses that bring enhanced incomes or can force them to start businesses that keep them around the home and add a work burden.
- ✓ Summarize by emphasizing that these gender-role stereotypes can be changed and that, when generating and assessing business ideas, the biological makeup of the person does not matter. Rather, the skills and interests of the entrepreneur are crucial to the type of business that should be started.

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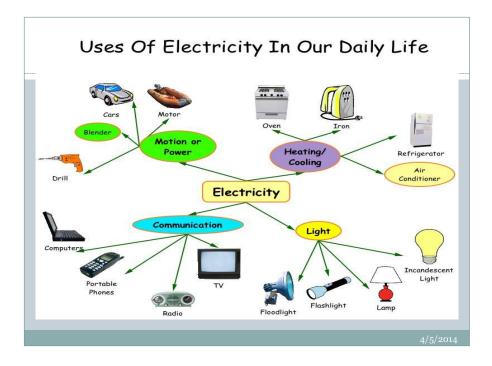
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Training Aid 9.1: Guidelines for conducting a brainstorming exercise

Keep the following key points in mind during the brainstorming:
- All trainees must participate in the exercise.
- Establish a warm and supportive environment.
- Encourage trainees to develop creative business ideas.
- Everybody gives one idea at a time.
- Emphasize that a valid brainstorming process should generate as many ideas as possible. It is the quantity and not the quality of ideas that is important.
- Write down every idea clearly where everyone can see them.
- Where trainees are less literate, use both symbols and words so that everyone can remember what symbol stands for which business idea.
- Discourage critical comments as all contributions should be accepted without judgement at this stage.
- Participants should listen carefully and politely to the contributions of others.
- Let participants think 'outside the box'.
- Existing ideas can be used to trigger new ideas.

Training Aid 9.2: Uses of electricity in daily life

Uses Of Electricity In Our Daily Life

Training Aid 9.3: Guidelines for rating business ideas

<u>**Skills and Competencies**</u>:
- ✓ Assess the extent to which you, as a potential entrepreneur, possess the required skills (technical and interpersonal). Ask yourself if you have enough competencies to undertake the business (e.g. baking, making yoghurt or salon management)? If you do not have all the required skills, you can try and find someone else with these skills to help out.
- ✓ Can you afford to pay for this person and their assistance (the additional costs from employing someone might mean a reduced profit)?
- ✓ If the required skills are held by the women entrepreneur, this should receive a high rating.
- ✓ If her skill level is low or non-existent, and she has nobody to help her, then it should be rated low.

Resources Are the required financial resources, equipment and raw materials available?

<u>**Available equipment**</u>: Some types of equipment also need certain skills. In other situations, the desired equipment might not be available locally, or cannot be easily repaired, or is simply too expensive to justify the investment (such as a large commercial bakery oven).

<u>**Access to raw materials**</u>: Emphasize that any economic activity needs an inflow of essential inputs, such as raw materials. This input is made into another product (*e.g. milk into yoghurt or cheese*), utilized for providing a service (*e.g. water pumping*), or simply sold at a higher price (*e.g. buying yoghurt from a producing entrepreneur and retailing it closer to customers*). If all the raw materials required are readily available throughout the year, this warrants a high rating. If there are problems or seasonal fluctuations in availability and price, then the rating should be lowered accordingly.

Financial resources: When starting a new business, there is often a need for financial resources to be able to invest in equipment, space or other start-up expenses. An entrepreneur may be able to take a loan from a bank or a microfinance institution to complement her own savings. Cash will mainly be required for the day-to-day working capital requirements of running the business, such as for financing the purchase of raw materials, paying wages and obtaining other inputs. A very positive rating **(☺☺)** would only apply if participants think they have all the money required to start the business. A very low rating **(☹☹)** indicates that they have no cash or savings.

Demand: Will people buy your product/service? Is the product or service affordable to potential customers?
✓ The demand for a product or a service is the extent to which it is sought by customers, including individuals, institutions and other businesses.
✓ Demand is also related to the purchasing power of customers. Customers may have a need for a product or service but no money to pay for it. In this case, the actual demand is low.

Competitors: If there are many competitors in the market selling the same product, sales will be lower. High competition also forces prices down, which makes it more difficult to make a profit.

Training Aid 9.4: Micro-screening chart

Use the following symbols (or symbols of your choice) to depict the ratings below:
☺☺   **Very good or positive**
☺   **Good or reasonable**
😐   **Indifferent**
☹   **Difficult or negative**
☹☹   **Very difficult or negative**

Name of business idea	Skills and competencies	Available equipment	Access to raw materials	Financial Resources	Sufficient Demand	Competitors

Preparation:
- Copy the Micro-Screening Chart onto a large sheet of paper (2 flip charts taped together)
- Long table, space on a wall or the floor for presenting the outcome of the micro-screening on a large sheet of paper

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TRAINER'S NOTES

The Importance of coming up with new business ideas: Often, many entrepreneurs do the same thing and offer the same products or services in the same place.

Possible Productive Uses of Electricity might include the following business ideas: mobile phone charging; selling energy saving devices for making work more efficient (blenders, beaters, vacuum cleaners etc.); food processing (e.g. making juices, baking, making yogurt and jam); battery charging; chicken rearing; internet cafés; dry cleaning; salons and barber shops; eating places, cooling; entertainment establishments (e.g. video shows); typing and photocopying; repair shops for electric equipment, energy shop selling electrical equipment (e.g. iron boxes); telephone call services; irrigation (horticulture and greenhouses); and technical training on productive uses of electricity).

Criteria for Ranking Business Ideas
- Available resources (such as financial and human resources, raw materials)
- The business idea is targeting services that are in demand since this makes it attractive, e.g. products or services which are not available in the community; non-traditional and new skills for women; or responding to demands expressed by individuals or institutions.

Criteria A: Skills
These could be skills that women are likely to use in their daily lives: (e.g. preparing food, pumping water for farming, managing the household, going to the market, welding etc.). Include non-traditional skills such as where women are engaged in repair services. Discuss how to build a business around these (for example, catering, restaurant, bakery, solar installation).

Criteria B: Resources
- **Financial resources:** savings, financial institutions, farmland, crops, savings groups etc.
- **Human resources:** family/group members, young people with relevant skills such as catering, welding etc.
- **Raw materials**: fruit and vegetables, fish, wood, milk, clay etc.

Criteria C: Demand
Demand includes a variety of needs that are expressed by different groups and that are sometimes ignored: for example by a hospital; church, school, village council, business centre, hotels and restaurants or development projects that may require your products and services. There may be other demands for services/goods that a village needs but does not presently have.

5.2   MODULE 10: CONDUCTING A SWOT ANALYSIS FOR A BUSINESS

Module 10	Conducting a SWOT Analysis for a business
Objectives	• Discuss the benefits of carrying out a SWOT Analysis in a business • Practice on how to conduct a SWOT analysis of a business
Content	• Elements and benefits of a SWOT Analysis • Conducting a SWOT Analysis
Duration	• 1 hour 30 minutes
Training methods	• Brainstorming • Question and answer session • Group exercise • Plenary discussions
Resources	• Flipchart stand • 2 large flipchart sheets • Marker pens • Masking tape
Training aids / Handouts	• 10.1 Key questions for SWOT Analysis and matrix • 10.2: Possible responses to a SWOT Analysis in a productive use of electricity enterprise

TRAINER'S GUIDE

Step 1: Understanding a SWOT Analysis (45 minutes)
✓ Share the session's objectives with the participants. Let them explain what they understand by the acronym 'SWOT'. Record this on a flip chart. Summarize their responses by explaining that it is a strategic planning tool used to assess the potentials and constraints of a business in relation to its goals and objectives.
✓ Present the definition, the components of the SWOT Analysis tool, and highlight the benefits of a SWOT Analysis (refer to trainer's notes).
✓ Let the participants form two groups. Each group should identify a business of their choice and subject it to the SWOT Analysis tool by responding to the questions provided (Training Aid 10.1) to guide their discussions. Let them begin by assessing external factors that are considered to have an impact (threats and opportunities), followed by the internal factors considered to have an impact (strengths and weaknesses) on the business.
   • Let each group provide their findings in a plenary session.
   • Summarize the key learning points.

Step 2: Analysis of SWOT outcomes (30 minutes)
✓ In the groups, discuss the strengths and weaknesses of the chosen business in the previous exercise. Look at each strength and weakness and assess if any can be converted into additional business opportunities. A good example could be changes in legislation that enable you to diversify your business streams. For example, an entrepreneur selling solar lanterns could start stocking parts for solar home systems if the duty on these parts is reduced or waved. This would increase the range of energy products they stock leading to an increase in revenue.

Step 3: Using SWOT Analysis results to formulate strategies to improve/start a new business (15 minutes)

✓ List some of the weaknesses identified in your group on a flip chart and discuss what actions you would take to address them in your business.
✓ Discuss how you can build on the identified opportunities to improve or start a new business.
✓ Explain how you can address the threats you have identified to ensure your business is successful.
✓ In a plenary session share and discuss the possible outcomes of a SWOT Analysis in a Productive use of Electricity enterprise *(Training Aid 10.2: Possible responses to a SWOT Analysis in an enterprise).*

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TRAINING AIDS

Training Aid 10.1: SWOT Analysis Matrix and Key Questions
The easiest way to start filling in each section of the matrix below is by answering a series of questions. The following questions are the most relevant for a business:

Strengths: Characteristics of the business, product or service that give it an advantage over others The entrepreneur should think about qualities of herself/himself and the business that will help to achieve desired objectives. The questions to consider are: • What do you do well? • What are your unique skills? • What expert or specialized knowledge do you have? • What experience do you have? • What do you do better than your competitors? • Where do you get most of your profits from in your business?	**Weaknesses: Characteristics that place the business, service or product at a disadvantage relative to others** Think of yourself and your business and what could hurt your progress in achieving your business objectives. The questions to consider are: • In what areas do you need to improve? • What resources do you lack? • What parts of your business are not very profitable? • Where do you need further skills and/or experience? • What costs you time and/or money?
Opportunities: Elements that the business, product or service could exploit to its advantage. The entrepreneur should think about the external conditions that will help to achieve the business objectives. Questions to consider include: • What are the business goals you are currently working towards? • How can you do more for your existing customers or clients? • How can you use technology to enhance your business? • Are there new target audiences you have the potential to reach? • Are there related products and services that provide an opportunity for your business?	**Threats: Elements in the environment that could cause trouble for the business, product or service.** Entrepreneurs should think about the external conditions that could damage their business's performance. The following questions are important: • What obstacles do you face? • What are the strengths of your main competitors? • What are your competitors doing that you are not? • What is going on in the wider economy? • What is going on in your industry?

Training Aid 10.2: Possible outcomes from a SWOT Analysis in an enterprise

Strengths:	Weaknesses:
• Technical expertise • New improvements to product • Good network with customers • Managerial experience • Distribution system • Comparatively cheap price • Packaging • Superior technology • Product features (utility, durability)	• No control over raw material • Limited product life • Poor design of product • Weak selling effort • Comparatively high price • No technical expertise of owner • Lack of promotion experience • Technological obsolescence • Inexperienced managers/owner • Lack of working capital • Low level of stocks in times of peak sales
Opportunities:	Threats:
• Few and weak competitors • Rising income of target market • Growing demand • Similar products making profit • Technical assistance available • Access to cheap raw materials • No such products on the market • Scarcity of product in the local market • Favourable government policy • Favourable government programmes • Adequate training opportunities • Low interest on loans • Opportunities include market growth, ability to give better value to customers and good perceptions about your company, according to Business Plan.	• Rising raw materials costs • Government bureaucracy • Raw materials shortages • Natural disasters • Graft and corruption • Changing government regulations • Too much competition • Restive labour force • Piracy of skilled labour • Insufficient power • Poor infrastructure • Threats include bad media or publicity, a bad economy, price increases or a technology that makes your product outdated.

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TRAINER'S NOTES

A SWOT analysis is a business-planning tool that helps a business owner to identify his/her own strengths and weaknesses, as well as any opportunities and threats that may exist in a business. A SWOT analysis is most commonly used in drawing up a marketing plan, but it is also a good tool for general business strategizing. It is usually depicted as a square matrix divided into four quadrants.

Why carry out a SWOT Analysis?
✓ To complete a business plan.
✓ To make a decision whether or not to start a business based on a certain product /service.
✓ To find solutions for certain problems in the business.
✓ To inform the identification of new strategies and goals for your business. For example, you can:
- Create a plan to further build up your strengths.
- List ways you can work on addressing your weaknesses.

- Set SMART goals for each of the opportunities you have identified.
- Look at your weaknesses and opportunities to create a list of areas for improvement.
- Take note of areas that can increase your business growth.

✓ Once you understand how to compile SWOT data and use it strategically, you can use it over and over in your business to explore new opportunities and improve your decision-making processes.

Taking advantage of Opportunities and Time Frames

✓ As you list opportunities for your business, discuss appropriate time frames for each one. Although opportunities are external, your company can take advantage of them to grow. If you can, assign a time frame to opportunities, noting which are long term and which are constrained by limited time. Because the latter have a defined window, you may need to move swiftly to get the most benefit from these opportunities.

Threats are External

✓ The factors you identify as threats exist outside your business and are largely beyond your control. While a threat places your plans or business at risk, you can turn it around by viewing it as a challenge to be overcome. If, for example, market conditions reflect an economic downturn that is changing consumer behaviour, it suggests you should make your company more visible to the public. The actions you take can position your company to survive the economic downturn – or lead to its closure. When assessing threats, look at everything, consider whether they are real or speculative.

5.3   MODULE 11: DEVELOPING A BUSINESS PLAN

Module 11	Developing a business plan
Objectives	• Increase understanding of the rationale for preparing a business plan • Explore the steps in preparing a business plan
Content	• Steps in preparing a business plan • Stages of implementing the business plan
Duration	• 3 hours
Training methods	• Brainstorming • Question and answer session • Group work • Plenary discussions
Resources	• Flipchart stand • 2 large flipchart sheets • Marker pens • Masking tape
Training aids / Handouts	• 11.1: Exercise: drawing a visitor's map • 11.2: Steps in preparing a business plan • 11.3: Contents of a business plan • 11.4: Template for developing a business plan • 11.5: Business Action Plan

TRAINER'S GUIDE

Step 1: Understanding what a business plan is (45 minutes)

✓ Introduce the session by asking the participants to discuss their experiences of business planning.
✓ Ask the participants, in two groups, to each draw a 'visitor's map' using the instructions in *Training Aid 11.1*. Let them share and discuss their maps in a plenary group while you record responses on a flip chart. Discuss the similarity between the map and a Business Plan. Emphasize the importance of planning before starting a business. Provide a working definition of a Business Plan.
✓ Summarize the key points including the following:
   • A business plan is like a map, that shows travellers:
      o Where they are
      o Where they want to go
      o The distance to cover and the time they have
      o The obstacles
      o What is required to arrive at the destination
      o How to get there
   • If you want to have a good business you will also need a map explaining:
      o what you need to strengthen your business
      o the objectives of the business
      o the activities that must be carried out
✓ In the plenary group, explain to the participants that a business plan has a lifespan, for example three or five years, and may be reviewed from time to time.
✓ In buzz groups, ask participants to discuss and agree on the uses of a business plan. Let them share their thoughts in a plenary session while you record the responses on flip charts.

- ✓ Summarize both **external** and **internal** benefits of preparing and using a business plan in a plenary group (see trainer's notes).

Step 2: Steps in developing a business plan (15 minutes)
- ✓ Present the steps in developing a business plan in a plenary group using *Training Aid 11.2: Steps in preparing a business plan.* Ensure participants understand all the questions in the diagram and how each step relates to a business that is just starting or to an existing business. Emphasize that the steps can help an entrepreneur to ask questions to get information that supports the preparation of a business plan.
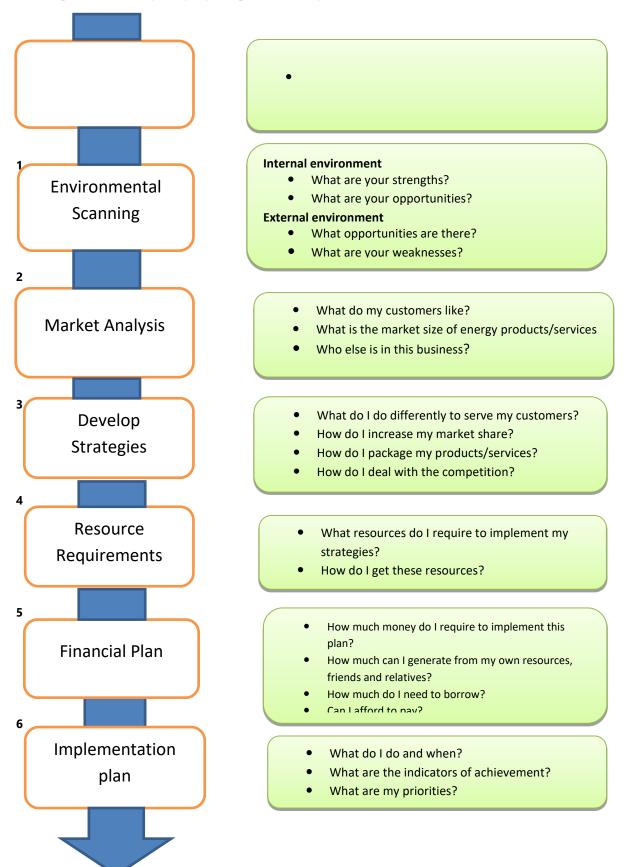
Step 3: Contents and uses of a business plan (2 hours)
- ✓ Hand out *Training Aids 11.3: Contents of a Business Plan* and *11.4: Template for Developing a Business Plan* and relate these to the steps in developing a business plan discussed in the previous steps. Discuss the content as participants seek clarifications.
- ✓ Ask the participants to choose a business and practice filling in the Business Plan Template *(Training Aid 11.4)* in pairs. Let them refer to the guiding points in the template and the questions in *Training Aid 11.2: Steps in preparing a business plan* as they complete the template.
- ✓ Introduce *Training Aid 11.5: Business Action Plan.* Ask participants to complete the main points in their Plan. This can be done either individually or in a group, depending on the plans, needs and interests of the participants and whether they plan to cooperate in the future. The training team needs to remain available to help participants on an individual basis if necessary.
- ✓ This will facilitate appropriate follow-up after the training.
- ✓ Summarize the exercise by asking 2 or 3 participants to share their future goals, priorities and activities which they will carry out when they are back home.

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Training Aid 11.2: Steps in preparing a business plan

1

Environmental Scanning

Internal environment
- What are your strengths?
- What are your opportunities?

External environment
- What opportunities are there?
- What are your weaknesses?

2

Market Analysis

- What do my customers like?
- What is the market size of energy products/services
- Who else is in this business?

3

Develop Strategies

- What do I do differently to serve my customers?
- How do I increase my market share?
- How do I package my products/services?
- How do I deal with the competition?

4

Resource Requirements

- What resources do I require to implement my strategies?
- How do I get these resources?

5

Financial Plan

- How much money do I require to implement this plan?
- How much can I generate from my own resources, friends and relatives?
- How much do I need to borrow?
- Can I afford to pay?

6

Implementation plan

- What do I do and when?
- What are the indicators of achievement?
- What are my priorities?

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Training Aid 11.3: Contents of a business Plan

1.   Background and objectives of the business

2.   Strategic direction
- Vision, mission and purpose of the business
- Values and principles

3.   Production plan
- Production method
- Materials (buy wholesale or retail, source, delivery and quality)
- Machinery
- Production and sales location (kiosk, workshop, home, shop)

4.   Marketing plan
- Target market (households, hotels, youths, parents)
- Competition (this can be another product, other retailers, hawkers etc.)
- Marketing proposal (posters, leaflets, presentations etc.)

5.   Organization and management
- Organizational structure
- Staff duties, transport to market, stock management

6.   Finance
- Source of capital (MFI, SACCOS, banks)
- Expenditure (rent , wages, electricity)
- Cash flow
- Costing and pricing
- Sales and projects

7.   Potential Risks and Opportunities
- Competitors
- Lack of raw material
- Potential to link up with more suppliers and expand business
- Risk mitigation plan

Training Aid 11.4: Template for developing a business plan

Individual's name or group's name (include names of members):
....

My/Our Proposed Business is:
....

Our business location is: ....

We have these skills: ………

We have to learn these skills: ………

We have these assets (building, good location, equipment)……………………………………………………………………
We need these assets: ………

Market:

I/we will sell to: ……

Competitors: ……
(who, where, why) ………
I/we will promote our products/services as folows:
……
……………………………………………………………………………………………………

Business Operation:
Production Plan for one year (schedule and quantities):

Each day   ………………………………

Each week   ………………………………

Each month   ………………………………

The total amount to be produced (service: service hours/days delivered) in one year is (note: take into account seasonal ups and downs):
………
………

The people who will work are (who, how many):
………
………
I/we will divide the work as follows:
………
The people responsible for managing my/our business are (director, treasurer, sales manager, etc.).

List all the management positions and what they do:
………
………

Business Expenses:

Start-Up expenses: Operating expenses (for one year):

....

....

....

....

....

....

....

Total ....   Total ....

Sales Income:

The price of the product/service is: ....

Estimated sales (quantity): per day .... per week ....

Estimated sales (quantity): per month .... per year ....

Competitor's price per product (item)/service: ....

Estimated sales (quantity): per day...................... per month................... per year ....

Estimated sales income for one year: ....

Business Opportunities and Challenges:

The business opportunities and benefits (positive factors) are:

....

The business risks and challenges (negative factors) are:

....

Training Aid 11.5: Business Action Plan

Name of Individual/Family or Group Business:

....

Date:

....

What are your **Business Goals and Priorities** for the coming weeks and up to three months ahead?

....

....

The business carries out the following **activities**:

Activity 1: ....

Activity 2: ....

For each activity, there may be opportunities (+) or difficulties (-)

Note all of them down, activity by activity:

Activity 1 **opportunity (+)** **problem (-)**
....

Activity 2 **opportunity (+)** **problem (-)**
....

What has to be done to use the opportunities and to solve the problems? Note down your ideas and the resources you need to tackle the problems and grasp the opportunities:
....
....
Priorities: What action should be taken to address the above, and by whom and when? List the activities in the order of importance:

Who is responsible? **With whom else?** **When?**

Activity 1: ....

Activity 2: ....

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TRAINER'S NOTES

A business plan is like a 'road map': it shows where YOU want the business to go, and what YOU as the businessperson need to do to get there. Business plans are prepared to systematically cover and plan all business activities, including its expected levels of sales (in units and selling prices); expected costs for buying, processing and selling these goods; and the costs related to the overall management and financing of a business. A business plan can be prepared for the benefit of the owner(s), as well as to support a loan application (e.g. to a microfinance institution or a commercial bank).

A business plan is a document that gives a complete description of the business and its plans for a period of time (e.g. 1-5 years). It can be prepared when someone intends to start a business or for an existing business.

There are potential dangers in starting a business based on a product that another person is already trading in, and there is need for market research first. Expectations that there will be a high demand for a product might not be realistic if one has not done a market survey among potential customers, especially ones where the products or services will be sold.

- The 'Business Action Plan' provides for the development of a more detailed business plan for a new or existing enterprise. These planning tools may need to be adapted to the local context, and to the level, needs and interests of the participants. Encourage the participants to make modifications during the training because this will increase the likelihood that they will actually use the plans later.
- Many business and credit support institutions and programmes have their own planning tools and formats.

- Ensure that both the participants and the training team each receive a copy of the action plans prepared by the participants before the end of the workshop for use after the workshop.

Benefits of preparing and using a business plan

✓ **Internal use:**
- To see how the business is progressing.
- To spot problems and opportunities as they arise.
- To plan for the growth of the business.
- To think of the type of changes needed.
- To control the business.
- To determine what resources (not only financial, but also labour, capacity, marketing drives etc.) are needed to sustain the business.

✓ **External**
- As a marketing tool
- In resource mobilization (securing a loan from a lending institution) to help in determining the following:
  - o What you want to borrow for.
  - o How much you need to borrow.
  - o When you will be able to repay.
  - o If the business can survive financial setbacks.
  - o What security is available to lenders.

6. PART VI: BUSINESS SKILLS

6.1 MODULE 12: FINANCIAL PLANNING SKILLS

Module 12	Financial Planning Skills
Objectives	• Explain the importance of managing money in a business • Practice how to prepare a budget • Learn how to manage cash flow in a business • Explore the sources of business finance • Learn how to manage cash flow in a business
Content	• Elements of a financial plan • Budgets and budgeting in a business • Sources of business finance • Cash flow management
Duration	• 3 hours
Training methods	• Question and answer sessions • Brainstorming • Group exercises • Plenary discussions
Resources	• Flip chart stand • 2 large flipchart sheets • Marker pens • Masking tape
Training aids / Handouts	• 12.1: The 'Private and Family' kitty and the 'Business' kitty • 12.2: The Story of John's family • 12.3A: Steps in preparing a budget • 12.3B: Example of a Projected Income and Expenditure record (Budget) • 12.4: Steps in preparing a projected cash flow • 12.5A: Template for recording sources of cash (Cash Inflow) • 12.5B: Template for recording use of cash (Cash Outflow)

TRAINER'S GUIDE

TOPIC 1: FINANCIAL PLANNING SKILLS

Step 1: Uses of family income (1 hour)
✓ Introduce the session's objectives.
✓ Ask each participant to write down on a card what one needs money for. Lead the participants to come up with things that relate to private expenses (buying food for the family, school fees) and business expenses (buying stock or raw materials, transportation to the market). Collect in and stick the cards randomly on the wall.
✓ In a plenary group, ask the participants to state which expenses are for the family and which ones are for the business. Reorganise the written cards into two columns "Personal/Family Kitty" and "Business Kitty" while letting the participants guide the trainer on where to place each card.
✓ Ask the participants to give their opinions on whether money for family expenses should be kept separate from the money in the business kitty. Let them give reasons for their answers.

- ✓ Hand out *Training Aid 12.1: 'Personal/Family Kitty' and 'Business Kitty'.*
- ✓ Explain that it is important to make a distinction between the money you need for yourself/your family and the money you need for your business.
- ✓ Explain that it is important to know what you need money for by referring to the flip charts developed by the team at the start of the exercise (Personal/Family Kitty" and "Business Kitty').

Step 2: Linking family income and gender equality (30 minutes)
Ask the participants to discuss the following questions in pairs:
- ✓ Who in the family – husband or wife – manages household income? Who can do it better? Why? What changes would you like to make in your household in relation to who makes decisions?
- ✓ Record the responses on flip charts. Participants may conclude that one sex is better at managing household incomes than the other (e.g. that women are better than men). While it is important to value women's and men's abilities (e.g. in financial management) remind the participants that these types of skills can be learned, and can be developed by anyone, man or woman.
- ✓ Point out that being responsible for keeping money and deciding on small expenditures does not mean that that person has control over large financial decisions. In many households in Africa, wives have less overall financial control than their husbands.

Step 3: Cash flow management (45 minutes)
- ✓ Ask participants to share their experiences in pairs on how they manage their personal/business income (how the money that comes in and goes out of the family or a business is controlled) by responding to the following questions:
  - What are your sources of income?
  - How do you project how much income you will have each month from your business or other sources?
  - How do you keep track of your personal and business incomes and expenditures on a monthly basis?
  - How has that helped you manage your income OR how has that affected your ability to meet all your personal/business financial needs each month?
- ✓ The responses are likely to include the following:
  - Some people may keep track using their memory only.
  - Others will keep receipts but not put them in a record keeping system.
  - Owners of small shops may keep a record of all things sold, and/or they may keep a record of the amounts bought or sold on credit.
  - Some experienced and established businesswomen may have an elaborate book-keeping system already.
- ✓ Discuss the benefits and challenges of keeping track of business finances. Participants could brainstorm and discuss this in pairs or small groups for five minutes, followed by a plenary discussion.
  Summarize the challenges (e.g. lack of skill, illiterate, limited time, tiresome work, no money to acquire the skills or to hire somebody to do it).
- ✓ In the plenary session, ask the participants to brainstorm on the benefits of simple book-keeping in a business (see trainer's notes).
- ✓ Assure the participants that everyone can keep track of cash transactions and that there are simple ways of doing this.

Step 4: Gaining access to financial resources (45 minutes)

Many entrepreneurs ask where they can obtain money for their business as they perceive 'finance' to be their 'number one challenge'. Lead the discussions through the following questions:

- ✓ **How well do we use our own resources (individual, family and/or group)?**
    - Do we have bank savings or deposits (individual or group savings)?
    - Do we have access to informal loans from family and friends?
    - Can we use our house, plot of land or premises as 'security', collateral or 'own share'?
    - Do our business partners or investors contribute financially to the business (shares)?
    - Do we have business profits or earnings?
- ✓ **Do we have access to external sources** as women entrepreneurs or income-generating groups? Focus on the distinction between the following sources of finance during discussions:
    - **Grants**: a gift of money that does not have to be paid back.
    - **Loans:** an amount of money that needs to be paid back, usually with interest, to banks, microfinance institutions, village banks, moneylenders or other sources (see trainer's notes for more examples).
- ✓ Guide the participants in discussing the following questions:
    - Do you really need a loan, or can you mobilize your own resources?
    - Is taking out a loan a difficult and lengthy process where they come from, especially for women? Are women able to access loans? If not, why not?
- ✓ Summarize the main points as you highlight some key lessons on money management:
    - Many entrepreneurs think access to finance is their biggest challenge. However, often it is not access to finance but its management that is difficult. This is also one of the most common reasons for business failure.
    - A business owner needs to have control over the flows of 'money in' and 'money out' in an enterprise; otherwise it will not be successful.
    - The need to make a distinction between your 'private/family kitty' and your 'business kitty' and keep them separate, otherwise your business may not be successful.

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TRAINER'S NOTES

Benefits of simple record keeping as a function of financial management

- Know how much money comes in and goes out of your business.
- Can check your expenses regularly.
- Keep better control of your cash (plan ahead and budget).
- Monitor how much you have sold (sales performance).
- Manage your losses and your profits.
- Make comparisons (costs/sales of other products; estimates against actual turnover; comparing with competitors, benchmarks etc.).
- Able to instantly see who owes you money to you.
- Check whether money has been lost or stolen.
- ✓ A loan is a debt, and as such will be a financial burden on the business. If you take a loan, be aware that this involves costs. Besides the interest to be paid, there are other costs such as application fees and bank administration fees Changes in local currency exchange rates can mean that the costs of a loan can increase over time.
- ✓ Issues to consider in the discussion on challenges include: guarantees and guarantors; interest rates and currency fluctuations; repayment period; delays in processing a loan proposal; time from approval to final disbursement. The training team should stress the importance of seeking advice on these

matters before borrowing money from both informal channels (family and moneylenders) and formal channels (bank loan).

Financial management involves recording those business activities that are of a financial nature (bookkeeping), organizing and summarizing this data and presenting it in reports for use in improving the business.

Managing Your Money
✓ Most small entrepreneurs say that 'finance' is their main challenge. However, there are many other 'holes' when one looks closer at how the money is spent. This is because many business women and men do not make a clear distinction between their 'personal kitty' and their 'business kitty'.

What do you need money for?
In a Family:
✓ Starting up a home (building a new home)
✓ Day-to-day items (buying food for meals, cleaning materials)
✓ Items for long-term use (a radio, a television, a motor cycle)

In a Business:
✓ Equipment
✓ Registration fees
✓ Land, a building
✓ Raw materials
✓ Paying wages

Sources of finance

Informal sources	Formal sources
Relatives and friends	Banks
Money Lenders	Microfinance Institutions
Rotating savings and credit associations	

- **Personal, family and group resources:**
  - Savings (individual or group savings)
  - Money borrowed informally from family and friends
  - Contributions (shares) by business partners or investors
  - Profits or earnings of your business
  - House, plot of land (not as a cash resource but as security)

- **External sources** (accessible to women micro-entrepreneurs or to women groups):
  - **Loans:** an amount of money that needs to be paid back with interest to banks, microfinance institutions, money-lenders or other sources).
  - **Issues to consider**: collateral; guarantees; interest rates; repayment period; delays in processing loan proposals; and approval and disbursement of loans).
  - **Grants:** a cash gift that does not have to be paid back.

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TOPIC 2: FINANCIAL PLAN/BUDGET

Step 1: Elements of a financial plan/budget
- ✓ Read the story of John's family *(Training Aid 12.2)* in the plenary group. Ask the participants the lessons they have learned from John and Martha about money management?
- ✓ Ask the participants to describe their understanding of what a financial plan is. Record their responses on the flip chart: Summarize these points and ensure that the following key information is included:
  - Cash flow
  - Projected Income
  - Expenses
- ✓ Ask participants to work in four groups and respond to the following questions.
  - When should you prepare a budget (for home or for your business)?
  - What are the benefits and challenges you have encountered fin preparing and using (or not preparing) a budget?
  - Why is budgeting important?
- ✓ Summarize using the summary in the Trainer's Notes (purpose of having a financial plan / budget)

Step 2: Preparing a budget
- ✓ Using *Training Aid 12.3A: Steps in preparing a budget*, practice preparing a budget for a baking business or some other business of choice. Present and discuss this in a plenary group. Compare the budget generated with the sample budget *(Training Aid 12.3B)*.
- ✓ Present in the plenary group the definition of cash flow management.
- ✓ Present and discuss the steps in preparing a cash flow and the type of information required including:
  - Cash at the beginning (or opening balance) including:
    - o Cash in the office safe.
    - o Money at the bank.
    - o Money in transit.
  - Expected collections / money coming in.
  - Expected payments for expenses and obtaining assets.
- ✓ Guide the participants to develop, in groups, a cash flow projection for an entrepreneur who runs a solar business as follows:
  - Estimate the sources of income for this kind of business **(cash inflow).**
  - Follow the steps provided in *Training Aid 12.4* (steps in preparing projected cash flow).
  - Record this in the table provided *(Training Aid 12.5A)*. More items may be added.
  - Record how you think the solar entrepreneur uses the money in the second table *Training Aid 12.5B* **(cash outflow)**
- ✓ Summarize using the learning points of financial management (in the trainer's notes section)

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Training Aids

Training Aid 12.1: The 'Private and Family' Kitty and the 'Business' Kitty

Adapted from ILO GET ahead for Women in Enterprise Training Package and Resource Kit, 2004

Training Aid 12.2: The story of John's Family

John and his wife Martha have two young school-going children. Although they are a young couple with average jobs, they own a house in the city thanks to John's strict financial control systems. When they first got married, Martha would spend her salary on anything she felt like and often found herself having to turn to John for the bus fare before the month was over. John decided that he needed to do something about this uncontrolled spending or otherwise their future plans would remain as plans. He introduced a record book where they record all financial transactions. They record all their income in the book and keep track of all their purchases/expenses. They set aside allocations for all anticipated expenses: school fees, mortgage, entertainment, fuel, holidays etc. They follow their financial plan/budget strictly and do not buy anything on impulse, even if the children request it. If the children insist, they are asked what they will forego to get something else they prefer. John and Martha have now managed to pay a deposit for a second house...

Training Aid 12.3A: Steps in preparing a budget

✓ Estimate the expected income from sales, services and other sources. These estimates are based on expected activity level as described in the business plan. Indicate the assumptions made when making the projections e.g. sales will grow by 5% each month.
✓ Estimate the cost of goods sold: The estimate could be based on average margin made per unit of stock sold. For example, if a solar panel is bought for 16,000 and sold for 20,000, the cost component of the selling price will be 80%. Then, to get the cost of sales, the amount of sales per month is multiplied by 80%.
✓ Calculate the projected gross profit by deducting the cost of sales from the sales each month.
✓ Estimate the expected expenses for each period. These include salaries and wages, transport, rent, telephone etc. Add up all the expenses per period.

Training Aid 12.3B: Example of a Projected Income and Expenditure record

Income	Jan	Feb	March	April	May	June	Total
Sales	50000	55000	60500	66550	73205	80526	385781
Less: Cost of sales	40000	44000	48400	53240	58564	64421	308625
Gross profit	10000	11000	12100	13310	14641	16105	77156
Add: Other Income	5000	5000	5000	5000	5000	5000	30000
Total Income	15000	16000	17100	18310	19641	21105	107156
Expenses							
Salaries and wages	6000	6000	6000	6000	6000	6000	36000
Rent	1000	1000	1000	1000	1000	1000	6000
Transport	500	500	500	500	500	500	3000
Telephone	1500	1500	1500	1500	1500	1500	9000
Personal expenses	2000	2000	2000	2000	2000	2000	12000
Other	1250	1250	1250	1250	1250	1250	7500
Total expenses	12250	12250	12250	12250	12250	12250	73500
Net profit	2750	3750	4850	6060	7391	8855	33656

Adapted from Training Manual for Micro, Small and Medium Entrepreneurs in Energy Business Financing, GVEP International, 2010

Training Aid 12.4: Steps in preparing projected a cash flow

Step 1: Prepare a schedule of cash balances e.g. money in the office, money in the bank and cash in transit.

Step 2: Prepare a schedule of expected sources of cash (from sales and fees from services or from loans or grants). A total of all cash coming in is then computed.

Step 3: Prepare a schedule of expected cash payments for furniture, stock, salaries, wages, rent, transport, transport, insurance, telephone etc. Compute the total cash outflow.

Step 4: Deduct cash outflow from cash inflow to get cash balance for each month.

Step 5: Add this net cash balance for the month to the opening cash balance to get the cash balance to be carried forward to the next month.

Step 6: Repeat the same exercise every month.

Training Aid 12.5A: Template for recording sources of cash (cash inflow)

		Month 1	Month 2	Month 3
	Sources of cash (cash inflow)			
1	Sales of solar panels and accessories			
2	Sales of solar batteries			
3	Installation services			
4	Sales of electrical appliances			
5	Other (specify)			
6				
(a)	Total cash inflow (**1-6**)			

Training Aid 12.5B: Template for recording use of cash (cash outflow)

		Month 1	Month 2	Month 3
1	Purchase of business stock			
2	Payment of labour (salaries and wages)			
3	Payment of expenses (transport, rent, water)			
4	Purchase of business assets (fridge, shelves)			
5	Loan repayment			
6	Salary or withdrawal for personal use			
7	Others (specify)			
b)	Total Cash outflow (**1-7**)			
c)	Net Cash inflow (**a- b**)			
d)	Cash balance brought forward (b/f)			
e)	Cash balance carried forward (c/f) to next month **(c +d**)			

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TRAINER'S NOTES

The contents of a Personal/Family Kitty" and a "Business Kitty"
When thinking about expenses, make sure to distinguish between personal expenses and those of your enterprise – keep them separate.

Yourself and your family	Your business
Money used to feed the family and for personal items	Money used to buy materials, supplies, equipment, etc.
Money used for needs and obligations of one's family, children and friends (e.g. hospital charges, school fees, close friend's personal expenses, etc.)	Money needed to pay salaries and other labour expenses (e.g. including social protection, health insurance, pensions etc.)
Money used for recreation, buying a TV etc.	Money used to buy machines, recording books etc.
Cash kept in a safe place at home or bank account in your personal name	Cash kept in business drawer, savings scheme or business bank account

A financial plan is a plan about money: the needs for and the sources of finance. It is presented in the form of a cash flow or as projected income and expenses, or both. For a business, both cash flow and projected income and expenses are important.

Purpose of keeping a financial plan or budget:
- ✓ With a business, a budget presents the business activities to be undertaken during the planning period in monetary values.
- ✓ States clearly what an entrepreneur expects to earn and what she /he will spend for each period in the future.
- ✓ States the expected goals in clear, formal terms to avoid confusion and ensure they are attainable.
- ✓ Communicates the plans to everyone involved so that the plans are implemented.
- ✓ Helps coordinate the activities and efforts in such a way that resources are properly used.
- ✓ Provides a means for measuring and managing business performance.
- ✓ (Note that the opposite of all the above will happen if there is no plan/budget)

Key learning points in financial management:
- ✓ **Determine your costs including labour costs.** You have a business to earn money for yourself and your family. TIME is MONEY. When you run your business, you cannot be doing something else. Ask yourself: Do I have the time? Will the business earnings be sufficient to justify the time I spend on it?
- ✓ **Calculate your breakeven point.** This is the minimum amount you need to make to cover all your costs. Your profit is the money left over once you have covered all your expenses.
- ✓ **Set your price:** This will depend on how much it costs to run your business, on the prices charged by your competitors and on what your clients are willing to pay for your product.
- ✓ **Make decisions based on your sales predictions and your expenses.** Be realistic, and do not be afraid to look at your numbers a couple of times.
- ✓ **Maintain a bookkeeping system.** Check regularly whether the amount of cash in your business is in accordance with your record book.
- ✓ **Carry out these financial exercises continuously.** Keep your bookkeeping system up-to-date and check regularly whether you are making a profit and whether you will have enough cash for the coming weeks or months.

6.2   MODULE 13: MARKETING AND NETWORKING SKILLS

Module 13	Marketing and Networking skills
Objectives	• Identify the principles of marketing • Familiarize the concept of 'the market' and the importance of marketing • Identify the conditions for successful business networks • Discuss the benefits and risks of working together
Content	• Understanding the market place • Marketing concepts and terms • Advantages and risks of belonging to a business network • Conditions for successful business networks
Duration	• 3 hours
Training methods	• Brainstorming • Group exercise • Plenary discussions • Question and answer sessions • Role playing
Resources	• 2 flipchart stands • 2 large flipchart sheets • Marker pens • Masking tape • Different coloured pieces of paper
Training aids / Handouts	• 13.1: Role play on the Market Place • 13.2: Case study of Ms. Hawa and the chicken business • 13.3: The Five Ps • 13.4: Benefits and Challenges of Networking

TRAINER'S GUIDE

TOPIC 1: MARKETING

Step 1: Understanding the Market Place (1 hour)
✓ Introduce the session's objectives
✓ In a plenary group, ask the participants to explain what they understand by the terms 'market' and 'marketing'. Record their responses on the flip chart.
✓ Ask them to share their experiences of marketing a service /product (two examples from those already having a business). Conclude by emphasizing that 'marketing' is one of the key characteristics of a successful business.
✓ Guide the participants to prepare and perform a role-play exercise on the 'market place' using the instructions in *Training Aid 13.1: Understanding the market place.*
✓ In a plenary format, summarize the main lessons by emphasizing the key elements of a market.

Step 2: Understanding marketing (30 minutes)
✓ Hand out *Training Aid 13.2: The Case of Ms. Hawa* with the participants and ask them to read and discuss the following questions as a plenary group:
  • What challenges did Ms. Ellen and her group face when marketing their product? Group the challenges under the following categories: 'need', 'demand' and 'supply'.

- How do you think the problems under each of these categories can be resolved?
- What challenges have you experienced that may be similar to these in the market?

✓ Prompt them to share their own experiences that may be similar to Ms. Ellen's story.
✓ Introduce key terms such as purchasing power, competitiveness and marketing strategy to the participants.
✓ Conclude the session by providing a definition of the concept of marketing and link this to the next session.

Step 3: The Principles of Marketing (Marketing Mix) (30 minutes)

✓ Ask the participants to list the most important aspects of a business. Record their responses on a flip chart. Ensure they include the following 5P's (person, product, price, promotion and place).
✓ Using *Training Aid 13.3: The Five P's*, explain to the participants that the 5 P's of marketing are crucial factors for the success of any business: the **P**erson is the key to making and marketing the **P**roduct or service, as well as in deciding the 'Ps' of **P**rice, **P**lace and distribution, and **P**romotion. Let them understand that going through these five P's in a practical and experiential way will enable them to discover how the market works and how they can influence the market through their own behaviour.
✓ Ask the participants to discuss, in buzz groups, the differences between needs, demand and offer. Guide them in understanding these terms and their importance in sales promotion and market research.

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TRAINING AIDS

Training Aid 13.1: Understanding the market place

The participants will prepare a short marketing message (maximum 2 minutes). The message should consist of four elements:
- **Who** you are targeting with your service or product.
- The **problem** for which you are offering a solution.
- The **solution** you are offering.
- How customers will **benefit** from it.

- They should present their message to the group.
- Each group gets an opportunity to present their role-play in the plenary session.

> **Note:** The training room is turned into a market place during the session, with different types of goods and services. Some participants become the sellers of one or two products, or providers of a service, while others will play the role of customers coming to the market place for the products and services. Each of the customers will have 100 Liberian dollars to buy one or two products per person or negotiate for a service that is being offered.
>
> The participants are encouraged to make their own products by using the available materials on the table. Let them improvise the money using paper. The items to be sold may be shoes, clothes etc. The trainer should ensure there is a reward for the best marketer (e.g. a sweet, ballpoint pen, note book etc.)

Training Aid 13.2: The Case of Ms. Hawa

Problem Level 1

Ms. Hawa goes to town to visit her sister Leah. Leah tells her that she raises and sells chicken and makes money this way. Ms. Hawa returns to her village and calls some of her women friends together. She tells them about the **need** in the area for more chickens and proposes that they do the same business together. Everybody agrees and they all contribute 1 dollar each. The following day, two women from the group go to town intending to buy 25 one-day old chicks. By the time they reach town, there are no chicks left because the demand was high. They spend the night in town, ready to buy young chicks the next day. Since they had to spend some money on food and lodging, they could only afford to buy 15 baby chicks.
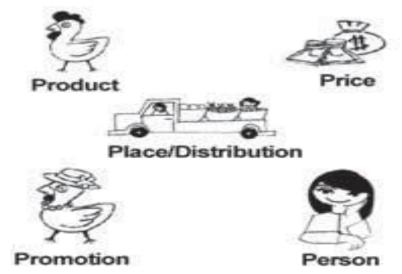
Problem Level 2

When they get back to the village, they realize that they also need chicken feed. Ms. Hawa's brother starts to build a shed for the chickens while the women go and buy chicken feed from the village shop. This is expensive and the quality is low because the shop cannot afford to buy fresh stock every week. The next day, three chicks are found dead in the shed due to the hot weather and because the brother did not finish the protective roof. Over the next few weeks, the women take turns looking after the chickens. For various reasons (a dog making its way through the fence, an illness killing some chickens), only seven of the fifteen chickens remain. Eventually the chickens are old enough to be sold. However, in their own village, nobody wants to buy them because everybody has their own chickens. Due to this lack of **demand** the women decide to sell the chicken in the town market.

Problem Level 3

At the market, it appears that everybody is selling chickens that look healthier and larger than theirs. In fact, the women start to see that there is a lot of variety in the market. When they finally manage to sell their small chickens, they realize that they did not make any profit on their initial investment. Back home in the village, they discuss what went wrong.

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Training Aid 13.3: The Five P's

Adapted from ILO GET ahead Training for Women in Enterprise training Package and resource Kit, 2004

✓   This strategy consists of five key elements, also known as the '5 P's of Marketing'.

- ✓ The **product** or the **service** itself: Does it respond to the needs of the client(s)? What uses does it have? What does the product or service look like?
- ✓ The **price**: Is the product affordable by potential customers? Will the product or service be sold at a reduced price (for example, if sold in quantities or to repeat customers)? Is it possible to fix different prices for different income-levels of clients?
- ✓ The **promotion**: Is the product/service being advertised through promotional activities or publicity that attracts clients? Does buying the product or service bring about other advantages beyond obtaining the product itself? For example, a free sample or other small gift, a lottery ticket or other chance to win something.
- ✓ The **place**: Where is the product sold? Is the place of sale easily accessible? Is home-delivery offered? Does the selling place attract people to buy?
- ✓ The **person**: What are the skills and capacity of the businesswoman to do this type of business? What is the relationship between the woman entrepreneur and her clients? Is she approachable and friendly? Is she known in the area, village or town? What is her reputation?
- ✓ Summarize by discussing any other important aspects of marketing a business.

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TRAINER'S NOTES

- ✓ **Marketing** is about identifying the needs and wants of customers and satisfying them at a profit. It is about the businessperson getting to know the market in terms of:
  - its demand side (customers, their needs, their income levels)
  - its supply side (competitors, their offer, their sales strategies)

- ✓ Marketing is concerned with identifying, anticipating and meeting the needs of customers with the objective of making a profit for the business. Meeting customers' requirements involves applying a relevant marketing mix. For example, acknowledging first and foremost that the Person is the key to making and marketing the Product, providing the right Product, at the right Price, through the right distribution channels (Place), and supported by the most suitable Promotional activity. These 5 P's help the entrepreneur to understand and discover how the market works and how they can influence the market through their own behaviour.

- ✓ The focus of all marketing tasks is the customer: identifying and fulfilling their needs and encouraging their loyalty to your product. Marketing is about how a business and its products are perceived by the public, as well as the methods by which the business encourages consumers to buy it products. There are several approaches that can be used to expand a market. They range from capturing customers from rival businesses to expanding into a previously unserved segment of the market. Customers who are not accessing any products or services related to productive uses of electricity form a potentially untapped market. The following marketing concepts are important to remember:

✓ **Demand side:**
1. The **need** for a certain product or service: a person or household wants to obtain a product or service in order to meet her or his needs.
2. Certain needs can be met (at least partially) by the household itself, such as by harvesting fruit or vegetables grown in the yard. For such items, the household would not express its need in the market (this is common in a subsistence economy).
3. The needs that cannot be satisfied by the household are expressed as a **demand** on the market. Needs are different from demands because a lack of financial means can make it impossible for a person or household to purchase the goods or services available in the market. In the business literature, this is known as 'intentional demand': clients would like to buy, but cannot do so.
4. When a client is ready and able to purchase the product or service at the price demanded by the market, we can speak of an actual or **effective market demand**.
5. The **purchasing power** of a customer is the ability (financial means) of the customer to buy the goods or services at the price stated. This ability is determined by the income of the client or customer and by the price level. When income remains the same over a period of time but prices increase considerably (for example, due to inflation), the purchasing power of that customer diminishes. With the same income as earlier, she or he is no longer capable of purchasing the same amount or quality of products and services.
6. For an entrepreneur (producer, salesperson, marketing person), only those needs that express themselves as a real or effective **demand** constitute a market. This market is shared with competitors who offer the same (or similar) products and services at the same time and in the same place.

✓ **Supply side:**
The **Offer** amounts to all the same or similar goods and services available at the same time and in the same place. For an entrepreneur (producer, salesperson, marketing person), this means that her product or service is going to be compared with those of her competitors. The competitiveness of her product or service in relation to other competing 'offers', is likely to determine her share in the market.

✓ The term '**competitiveness**' involves all the advantages that one product or service has over the ones offered by competitors, for example, in terms of price, functionality, outer appearance and after-sale services.

✓ **PRICE: Setting Your Price to Make a Profit**
- Calculating the costs of producing and selling.
- Setting your price.
- Taking prices of competitors' products into account (price segmentation).
- Setting special prices to attract customers to your business for quick sales.
- Finding out if customer purchases are based on price, quality or both.
- Since demand can change in different seasons of the year, in different locations or by type of customer, this will determine the setting of different prices.

✓ **PLACE and DISTRIBUTION: Finding the Best Way to Distribute your Product**
- Who will sell your product?
- Will you use a retailer, a subcontractor or other agent, or will you sell directly?
- Getting your product to the market or customer
- Type of transportation, cost of transportation
- Cooperation with other business people to sell or distribute together

- Where to sell: house-to-house, markets, shops
- Methods and the cost of storage
- Place (location) of business, condition of place (clean and dry)

TOPIC 2: NETWORKING

Step 1: Understanding networking
✓ Introduce the idea of networks by asking the participants to form a circle and hold hands. Explain that by holding hands they are forming a kind of network.
✓ Identify participants to share their experiences of networks or groups that they know or belong to.
✓ Form two groups, and let the participants discuss the challenges of belonging to a network /group using the following questions to guide their discussions:
- What kind of business networks /groups do you belong to (women's, men's or mixed groups)?
- What has been your experience in belonging to a mixed group (easy, difficult, impossible)?
- What challenges do you think women starting up as entrepreneurs face in joining or benefiting from certain business networks or groups?
- What are the benefits and challenges of belonging to a network or group?
✓ Let the participants then share their conclusions as a plenary group.
✓ Summarize the discussions by sharing the benefits of networks *(Training Aid 13.4: Benefits and characteristics of networks and challenges of working in networks)* with the participants.
✓ Give some examples of existing business networks such as local Electricity Users Associations, Farmers Associations or other employer networks.

Step 2: Planning a Productive use of Electricity Network (45 minutes)
This session encourages women entrepreneurs to organize and participate in networks. By practicing how to build a network, the women entrepreneurs will realize the benefits of cooperation when there are common interests and goals.
✓ Divide the participants into two groups and let them discuss the following questions/tasks:
Task 1: Review your experiences with networking and belonging to a group. List the successes and challenges experienced. (Refer to the experiences with networking, both successes as well as challenges, identified in the previous session).
- Get them to record their discussions on flip charts.
Task 2: Planning for the future as Productive Use of Electricity Entrepreneurs:
- On which issues would you like to work together and why?
- What are potential difficulties in working together?
- What practical action(s) would you plan to take following this workshop?
  - For yourself?
  - In your individual, family or group business?
  - List possible ideas to strengthen how you can work together in the future.
  - What services and support systems will be most useful as women entrepreneurs?
  - Are these services and support systems accessible? If not, what needs to change?
  - What have you learnt about networks of businesswomen and men?
  - How useful and possible is it to join such a network?
  - Do you want to set up your own network as productive users of electricity?
✓ Let the participants present their reports in a plenary group.
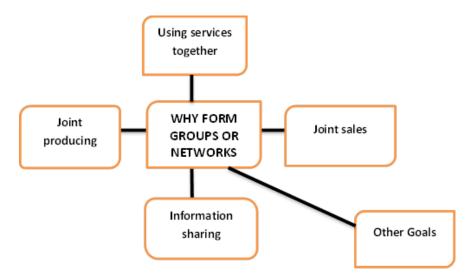✓ Conclude the exercise by discussing the following points together:

- If there are no networks of businesswomen in place, discuss their interest in and the feasibility of setting up a Women in Business Network among the participants or among businesswomen where they live. This women's business network could also seek participation in larger business networks.
- Conclude the discussion by summarizing the key points listed in the trainers notes 'Why are networks important for women PUE entrepreneurs" and distribute as appropriate.

✓ Discuss the conditions for establishing successful business relationships (see trainer's notes).

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Training Aid 13.4: Benefits and characteristics of networks

- Networks are **social arrangements** based on communication and exchange between people to make things happen by doing them together. Their success depends on the members' commitment to joint exchange, action and learning.
- Networks are **forums for social exchange** that foster new relationships and allow people to share tasks in a defined way. Their success depends on direct interaction among members, allowing them to continuously reflect on their actions and thinking, thus creating a 'networking culture' and feelings of shared ownership.
- Networks provide **open opportunities**, linking the activities of entrepreneurs to complement each another for mutual gain and to enable them to collectively mobilize and pool resources for a common goal.
- Networks **strengthen capacities** of individual members by identifying needs and creating learning opportunities for their members.
- Networks **enable creativity** and risk-taking by overcoming institutional limitations (e.g. microfinance, markets etc.) and creating support systems for risk taking. As such, networks provide space to think in new ways and to engage in activities beyond the normal range of the individual activities of each entrepreneur.

Services provided by entrepreneur networks

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Challenges of working in networks
- Lack of coordination and commitment among members.
- Insufficient capacity due to poor communication, weak institutional base and limited human, infrastructural and financial resources.
- Inadequate selection or vetting of members, often due to the open character of networks.
- Loose control over the dynamics of networking.
- External interventions in the operations, form and function of the network.
- Labour intensive follow-up required to manage and sustain the network (who is the driving force?).

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TRAINER'S NOTES

Why are networks important for women PUE entrepreneurs?
Business support and networking are crucial factors for the success of small-scale businesses especially for women because:
- Women entrepreneurs face greater constraints in their economic undertakings than men, although their contribution to the economy and to the wellbeing of their families is increasingly acknowledged.
- For women in particular, the lack of time, mobility and affordability of support services can be countered by increasing their knowledge and access to business development services.
- If women organize themselves and get involved in networking activities, they will gain confidence and become empowered to start and manage a business on their own, with their family or as part of a group.
- Networks can take different forms, ranging from informal social networks to more formal business networks based on membership, a cooperative agreement or a partnership contract. Some professional networks focus only on economic activities while others have a more social function.
- Many women's business networks and associations do not undertake any joint economic activities but have a strong social and lobbying function.

Conditions for establishing a successful business relationship
- A common interest and potential for a relationship, such as working in the same locality or sector; already knowing each other; having become friends during the training.
- A shared goal, for example, to earn money, to get access to information, common market and transport needs.
- A concrete reason or occasion, such as grasping a business opportunity that cannot be met by one person alone; providing goods or services for a large social event; or utilizing a new social and economic fund for local development initiatives.
- It is acceptable for people's aims in joining a network to differ, as long as people agree to cooperate on certain common goals.

6.3   MODULE 14: RECORD KEEPING AND KEY ADMINISTRATIVE SKILLS

Module 14	Record keeping
Objectives	• Become familiar with book keeping tools • Become aware of the importance of record-keeping for managing a business successfully • Learn about key administrative skills and the role of a Business Manager
Content	• Basics of record and book keeping • Types of records
Duration	• 2 hours 30 minutes
Training methods	• Brainstorming • Group/plenary discussions • Question and answer sessions
Resources	• Flip charts • Flipchart stands • Marker pens • Masking tape • Coloured cards
Training aids / Handouts	• 14.1: Cashbook (blank) • 14.2: Customer Account Record (blank) • 14.3: Record keeping of Mary Shop

TRAINER'S GUIDE

Step 1: What is record keeping? (30 minutes)
✓ The trainer shares the objectives of the session.
✓ Introduce the topic by asking the participants to discuss as a plenary group what they know about bookkeeping. Ask if they currently keep records or have done so before in their businesses.
✓ Encourage participants to share even the simplest methods of 'keeping track' of where their money goes.
✓ Summarize their responses to include the following key points on record keeping:
  • How much money your business receives.
  • How much money your business pays out.
  • How much different people owe you.
  • How much you owe to other people.
✓ Explain to the participants that there are many types of records that help in financial management but the focus will only be on using a Sales/Cash Book and Customer Account Records during the training.
✓ Give examples of money that comes in (sales, donations) and goes out (purchases, wages) of a given business. Let participants give more examples.
✓ In buzz groups, ask the participants to discuss the benefits of keeping records in a business. Summarize using the Trainer's notes 'Advantages of keeping records'.
✓ Explain to the participants that a record-keeping system should be as simple as possible. Explain that the system should only include the information you need to put on record for your financial management.

- ✓ Relate the discussion to gender equality by asking the participants:
  - Who, you or your spouse, usually does the record keeping in your business? Why?
    (They may answer that husbands usually do it because women cannot read or write (unequal access to education) or they are very busy with household activities (unequal division of workload).
- ✓ Point out that, if the husband keeps the business records, women may not have access to all the necessary information about the transactions that have taken place and will not be able to participate fully in decision-making about the business.
- ✓ Let participants brainstorm about what can be done to encourage/enable women to get involved in keeping records of their businesses and summarize the discussion.

Step 2: Record-keeping tools (30 minutes)
- ✓ Present *Training Aids 14.1 (Cashbook)* and *14.2 (Customer Account Record)* on a flip chart**.** Explain to the participants that they are going to learn how to make entries in a Cashbook and a Customer Account Record. Explain the meaning of each column.
- ✓ Present some data for participants to practice making entries as follows:
  - Last week, on Monday, Jane sold 10 bottles of yoghurt for a total of 10,000 cash;
  - On the same day she paid 3,000 for plastic bags;
  - The next day she sold 100 bottles of yoghurt to a restaurant for 60,000. Payment will be made in 5 days;
  - On Saturday, Jane was paid 60,000 by the restaurant.
- ✓ Demonstrate how to record these transactions in Cash and Customer Account books. Explain to the participants that Jane is able to see and monitor how much cash she should have in hand at any time.

Step 3: Practicing how to enter records (1 hour)
- ✓ Distribute copies of Training Aids *14.1 (Cashbook), 14.2 (Customer Account Record)* and *14.3 (Records of Ms. Amina's Cake Shop).*
- ✓ Go through the details of the records with the participants and clarify as required.
- ✓ Let participants work in pairs and make entries in the Cashbook and the Customer Account Record based of the data provided for Ms. Amina's Cake Shop
- ✓ Let participants practice making entries, and make corrections as needed.
- ✓ Encourage participants to raise questions about how to keep records and address them appropriately.
- ✓ Ask one of the groups to present their work in a plenary group. Invite questions/comments from other groups.
- ✓ Conclude the session by explaining the advantages of using records (see trainer's notes).

Step 4: Administrative skills / Business management (30 minutes)
- ✓ Ask the participants to form four groups and choose a business with which they are familiar.
- ✓ Let them discuss what they understand to be the role of an entrepreneur as a manager of a business. Ensure the participants include the following in their responses: planning, organizing, controlling, business management.
- ✓ Let them present their ideas in a plenary group and summarize using the trainer's notes (Administrative role of a leader in a business)
- ✓ Conclude by emphasizing the importance of leadership in a business.

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TRAINING AIDS

Training Aid 14.1: Cashbook: Blank

	Date	Transaction	Cash in	Cash out	Balance
1					
2					
3					
4					
5					

Training Aid 14.2: Customer Account Record: Blank

Customer's Name:

Date	Details	Quantity	Credit sales	Amount paid	Balance	Signature

Customer's Name:

Date	Details	Quantity	Credit sales	Amount paid	Balance	Signature

Training Aid 14.3: Record-keeping of Amina's cake Shop

Early in the morning of 1/9 Amina has 300,000 Liberian Dollars in her cake shop.

1/9:   Amina sold Alice's restaurant 100 cakes for 70,000 Liberian Dollars.
          Alice paid 20,000 in cash, owing the other 50,000 Liberian Dollars.
2/9:   Amina paid 150,000 Liberian Dollars for 300 kg of beans
2/9:   Amina received 40,000 Liberian Dollars from selling cakes
3/9:   Amina sold Alice's restaurant 35 cakes for 35,000 Liberian Dollars on credit
4/9:   Alice paid Amina 70,000 Liberian Dollars

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TRAINER'S NOTES

Benefits of keeping records

- **Helps you control your cash:** Your records show how much money the business should have at any point. Use the records to make sure that money does not disappear or is unaccounted for.
- **Shows you how your business is doing:** Your records help you spot problems before it is too late. Use your records to find out if something is going wrong, if costs are too high, if sales are falling, if there is a leakage point (yourself or another person misusing the money), and so on.
- **Shows others how your business is doing:** You need proper records when you apply for a loan and pay your taxes. Use your records to show that everything is in order and that you are in control of your business.
- **Helps you to plan for the future:** Records show how well your business did in the past and how well it is doing now. When you know your business strengths and weaknesses, you can plan properly for the future.
- **Helps you to remember debtors and creditors:** Your records help you know the total amount of money that you should receive from your customers as well as their names. They also help you to remember the amount of money you still have to pay to others (your suppliers for example).

Types of records

Order Book: A book in which you register the orders you have placed with your suppliers (including date of order and delivery, prices etc.)

Purchase Book: A book in which you register what you have purchased with the money that you have earned through the shop.

Cash Book: An accounting book in which all receipts are registered so that you know how much cash you have at the end of each day.

Sales book: A book in which all your sales are registered on a daily basis (including some customer details, date and price).

Debtors book: A book in which you write down who owes you money if you give credit (including customer details and preferably the customer's signature).

Creditors book: A book in which you register who you owe money to (including details of the creditor such as a supplier, the amount you owe, the interest they request and the date of repayment).

Administrative role of a leader in a business

- Lead and communicate with those who work in the business.
- Provide strategic direction to staff on where the business is headed.
- Make decisions regarding the business growth.

- Coordinate all business activities.
- Communicate with staff and the outside world.
- Handle customers and public relations.
- Keep staff motivated.

For a business to be successful, women entrepreneurs must be effective managers of both resources (cash and raw materials) and employees, if any. As an owner-manager, the entrepreneur has the following responsibilities:

Planning
- Planning business resources and activities (finance, marketing, stock and staff).
- Setting business goals, targets and short-term plans.
- Monitoring if the business is achieving the desired targets.

Organizing
- Organizing work, recruiting staff and allocating work to herself and staff.
- Deciding on tasks and order in which they will be implemented (purchasing, banking, selling).
- Allocating responsibilities to others- family or staff.
- Delegating.

Controlling
- Controlling resources (business premises, equipment/machines, finances etc.).
- Ensuring that everything that has been planned and invested in is going according to plan.
- Controlling the budget.
- Controlling cash movement.
- Controlling credit sales.
- Controlling stock held.

Business management
- Marketing her business.
- Mobilizing resources to invest in the business.
- Networking with others outside the business.
- Gathering information on matters that affect the business.
- Reviewing the business plan to inform growth of the business.

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6.4   MODULE 15: COSTING AND PRICING SKILLS

Module 15	Costing and pricing skills
Objectives	• To increase level of understanding on how to calculate the cost of a product or service • To practice how to set prices for products or services
Content	• Types of costs • Costing and pricing of a product or service • Challenges related to costing and pricing in a small business.
Duration	• 3 hours
Training methods	• Brainstorming • Group work • Plenary discussions • Question and answer sessions • Group exercises
Resources	• Flip charts • Flipchart stands • Marker pens • Masking tape • Manila cards
Training aids / Handouts	• 15.1: Chart for Cost per Unit (blank) • 15.2: Formula for calculating the total cost of a product per month and cost per product • 15.3: Complete chart for costs per unit for producing cakes.

TRAINER'S GUIDE

TOPIC 1: COSTING

Step 1: Understanding Costs (45 minutes)
✓ Trainer to share session's objectives.
   Ask the participants to brainstorm on what they understand by the terms 'cost' and 'costing'. Summarize the responses by providing a definition of a 'cost' and 'costing'.
✓ Ask participants to form four groups. Let them list on flip charts the main inputs for starting a cake-making enterprise (business premises, baking equipment, energy etc.) Do not forget costs related to finding a market for the cakes and include any legal requirements that need to be fulfilled before starting a business. Explain the different categories of costs related to running a business.
✓ Ask the participants to group the costs they have listed on the flip chart under: Start-up Costs; Operational Costs; Fixed Costs and Variable Costs. This information on categories of costs will be used during Step 2.
✓ Ask participants whether there are any other costs an entrepreneur incurs when producing and selling cakes. What other costs can they think of? (business registration fee, tax, rent for the work place, interest on loans, electricity, water, transport, advertising and promotion etc.).
✓ Write the answers on cards and stick them on the wall. Add any other costs they have overlooked. Explain that these costs are **overhead costs**.
✓ Explain the difference between fixed costs, variable costs and start-up costs (see trainer's notes).

Step 3: Calculating the cost of a product or service (30 minutes)

✓ Ask the participants to discuss if one can simply add up the material costs, the labour costs, the cost of equipment and all the other costs mentioned earlier to calculate the cost of a single cake. Explain that this is not possible because some of these costs are higher when we produce more. Other costs remain the same when we produce more.

✓ Introduce *Training Aid 15.1: Chart for Cost per Unit (blank)* and explain that this will be used to calculate the cost per product (e.g. a cake) or per service (e.g. a hair styling).

✓ Guide the participants through the steps in calculating the cost of producing a single cake.
Tell the participants to assume that the business produces and sells 1,500 cakes every month and that the only labour time involved is the time needed to produce the cake. This is because the cakes are sold through a supermarket that picks them up every day in a supermarket van). Demonstrate how to calculate the cost of making a cake:

- Cost of Materials per Month: Invite a participant to calculate this using the form.
- Equipment Costs per Month: Demonstrate how to calculate depreciation cost of tools and equipment. For example: the monthly depreciation cost of a piece of equipment such as a knife or an electric mixer is the cost of this item divided by the number of months that it can be used. Insert the monthly depreciation on the form.
- Labour Costs per Month: Invite a participant to calculate this using the form.
- Overhead Costs per Month: Demonstrate how to calculate other overhead costs (transportation, water for cleaning etc.) per month and add these to the form.

✓ Invite a participant to calculate the total cost per month and the total costs per product using the formulas provided in *Training Aid 15.2: Formula for calculating cost of a product and services*.

Step 4: Practicing how to calculate costs (45 minutes)

✓ In groups, let participants make their own cost calculations. The groups can use their own product/ service business as an example or create an imaginary business.

✓ Get them to use *Training Aid 15.1: Chart for Cost per Unit (blank)* to calculate:
- The costs of materials per month.
- The labour costs per month.
- The equipment costs per month (depreciation).
- The overhead costs per month.
- The total costs per month.
- Product cost.

✓ Get them to present their findings in a plenary group.

✓ Summarize the topic by asking the participants to state why it is important to include labour costs in calculating the cost of a product or service and share with them the completed chart for unit costing in a cake business

✓ Hand out *Training Aid 15.3: Sample completed chart for costs per unit* for producing cakes with the participants.

✓ Lead a discussion on viewing the time that women entrepreneurs spend on their business as a cost. Emphasize the need to include this as a cost when calculating the price of a product or a service (see gender issues in trainer's notes).

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Training Aids

Training Aids 15.1: Blank chart for cost per unit (for services and products)

	Product		Monthly production	
	Raw Material	Purchasing Unit	Purchasing Price	Cost
1				
2				
3				
4				
	Equipment	Purchasing Price	Number of months it can be used	
1				
2				
3				
	Labour costs			
1				
2				
3				
	Overhead costs			
1				
2				
3				
	Total costs per month			
1				
	Total costs per product/service			
1				

Training Aid 15.2: Formula for calculating cost of a product or service

Total Costs per Month	=	Material Costs per Month	+	Labour Costs per Month	+	Equipment Costs per Month	+	Overhead Costs per Month

To be used for the **pricing exercise.** Charts produced by participants could also be used.

Example costing chart of an imaginary 'cake' business

Product: Cakes		Monthly production: 15000 pieces	
Raw materials	Quantity	Price per Unit	Cost
Sugar	10 kg	70	700
Flour	20 kg	100	2000
Eggs	5 trays	400	2000
Milk	15 lts	50	750
Water	20 lts	30	600
Margarine	5 kg	120	600
Equipment	Purchasing price	Number of months it can be used	
Brick Baking oven	15000	36 months	416
Mixing bowls	2000	12 months	166
Electric beater	4000	24 months	166
Baking spoons	2000	12 months	166
Labour costs			
Labour time	60 hrs	1000/hour	60000
Overhead costs			
Water for cleaning	200 lts	20/ltr	400
Electricity	200 Watts	25	5000
Total costs per month			72,964
Total costs per cake			4.9

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TRAINER'S NOTES

A cost: is the price charged to acquire specific goods or services. A cost is usually measured as the monetary amount that must be paid to acquire goods or services: i.e. the money paid for products or expenses incurred while running a business.

Costing on the other share is the process of calculating the amount spent on production and selling a product or a service. It is important to know how much it costs to make a product, sell a product or provide a service.

Once the cost of producing a unit of product has been established, the next step is determining a reasonable price to charge customers while guaranteeing some profit margin to the entrepreneur.

Importance of costing
- Set your selling prices so that you will attract customers.
- Know if you are then making a profit or a loss.
- Identify which items are the most costly to investigate if you can reduce business costs.
- See what effect a growth in the business has on your costs.

In most cases, the information that an entrepreneur needs for costing comes from the bookkeeping system, from books such as:
- Purchase book
- Sales book
- Cashbook

Type of costs for establishing and running a productive use of electricity enterprise:
- ✓ Start-up costs are the costs that are only incurred once to start the business (business registration fee, fee to open a bank account, purchase of land etc.).
- ✓ Direct costs:
  - Costs that can be traced back to specific products, activities or outputs such as the cost of buying liners for a stove assembly.
  - The direct costs can also be split between:
    - o material - these are costs of materials which are used to produce a product
    - o labour - the cost of labour paid to the workers for the time they spend producing the product.
  - Direct labour and material costs are called prime costs
- ✓ Indirect costs:
  - Indirect costs are all the other costs made in running your business which are not directly related to the production of the items. These could include the rent of a building, water and electricity bills, transport and advertisements.
- ✓ Variable costs: costs that vary with the number of goods or services produced by the business (such as raw materials, salaries of workers who are paid per unit of output or who are hired as extra labour to deal with extra production/sales).
- ✓ Fixed costs: costs that tend to be unaffected by increases or decreases in the volume of output. Fixed costs are independent of the current level of activity and not expected to change in the short term (typically salaries and rent). Although rent, for example, can increase over time, this has nothing to do with the amount of products produced or sold.

Important note:

✓ The cost of tools and equipment are viewed as fixed costs. Tools and equipment have to be replaced when they are old. Therefore, one has to calculate the replacement costs of tools and equipment per month or per year. These replacement costs are called "depreciation costs".

✓ Labour costs can be fixed or variable. The time that a businesswoman spends at her market stall each day – no matter how much she produces or sells – amounts to a fixed labour cost. The hours that she, other family members and workers spend producing cakes are variable labour costs.

✓ Gender issues in costing
  - When women entrepreneurs are busy with their business, they cannot use that time for other purposes. This is referred to as 'opportunity costs'.
  - Women tend to consider that the time spent working in the household for their family or in their business is 'free' time. In both cases, this is not true. Their labour contribution is vital for the wellbeing of their family and it is also necessary for business success.
  - They have to decide whether they want to pay themselves a regular salary, and see this as a 'cost' to their business, or whether they will pay themselves only if there is a profit.
  - All businesswomen need to check regularly if their business is bringing in sufficient money or not. It does not make sense to work very hard for many hours and earn very little or nothing.

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TOPIC 2: PRICING

Step 1: The definition of 'price' (15 minutes)

✓ Ask participants to define 'price'. Ensure answers address the following: *the amount of money that customers are willing to pay, or the customer's definition of the value of a product or service.*

✓ Stress that every price should cover the cost of production and profit.

✓ Present the results of the product-costing exercise from the previous session on costing on the flip chart. Alternatively, the trainer may use *Training Aid 15.3: Sample completed chart for costs per unit of producing cakes.*

✓ Refer to Session 13: Marketing and Networking to remind the participants of the role of 'price' as one of the five marketing tools.

✓ Emphasize the importance of 'setting prices' to reinforce other marketing elements.

Step 2: How to set prices (30 minutes)

✓ In the plenary group, ask participants to look back at the total costs per cake in the cake costing exercise. Ask them to respond to the following:
  - If you sell your cake at the price which you set, will you be making a loss or a profit?
  - How many cakes do you sell per month (i.e. 15000 cakes per month)?
  - How much money do you get from sales (i.e. selling price x 15000 cakes)?
  - How much does it cost you to produce these cakes (Total Costs per cake x 15000 cakes)?

✓ Ask the participants to explain what they understand by the term '**break-even'.** Explain that this refers to the situation where **Total Sales = Total Costs.** It implies that the entrepreneur is neither making a profit nor a loss. A 'break-even' situation means that the entrepreneur did not price their product or service correctly.

✓ Refer the participants to *Training Aid 15.3: Sample completed chart for cost per unit of producing cakes.* Let them respond to the following:
  - If you sell your cakes at the set price, are you making a profit? (Yes).

- How much profit do you make per cake? (Profit per cake = Selling price per cake – Total costs per cake).
- How much profit in total do you make every month? (Profit per cake x 15000 cakes).
- Summarize the discussion by explaining the importance of correct costing and pricing of a product or service. Emphasize to the participants that profits are crucial for the survival of an enterprise.

Step 3: Importance of including labour costs in pricing a product or service (15 minutes)
✓ Ask the participants, in their groups, to revisit *Training Aid 15.3: Sample completed chart for cost per unit of producing cakes* and determine:
- Whether labour costs are included in the costing and pricing of the cakes.
- The labour cost per month.
✓ Discuss the results as a plenary group.
✓ Summarize the discussion by highlighting the importance of building in labour costs in the costing and pricing of a product or service.

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TRAINER'S NOTES

Pricing: is a method or system used in setting the price of a particular product or service. That is, the price is the worth (value) of a product or service expressed in monetary terms. Pricing is important in improving the marketing skills of women entrepreneurs.

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?

Importance of pricing
✓ Selling prices need to attract customers.
✓ Know if you are making a profit or a loss.
✓ Work out which items are most costly in running your business so that you can reduce the costs.
✓ Monitor how the cost of the business affects its growth.

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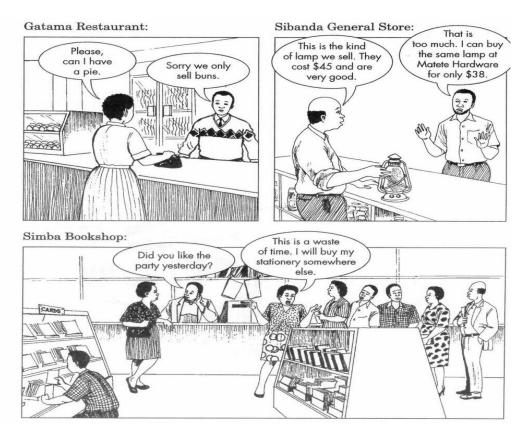## 6.5   MODULE 16: MEASURING CLIENT SATISFACTION

Module 16	Measuring client satisfaction
Objectives	• Differentiate between a satisfied and a dissatisfied customer • Learn how to measure client satisfaction
Content	• Customer satisfaction • How to tell if a customer is happy with your products or services
Duration	• 1 hour
Training methods	• Brainstorming • Role play • Group/plenary discussions • Question and answer period
Resources	• Flip charts • Flipchart stands • Marker pens • Masking tape • Manila cards
Training aids / Handouts	• 16.1: Customer care scenarios

TRAINER'S GUIDE

Step 1: Understanding and measuring customer satisfaction (1 hour)

✓ The trainer introduces the session by highlighting the session's objectives.

✓ Ask the participants to form two groups and come up with definitions of 'customer' and 'customer satisfaction'. Discuss the responses in a plenary group and summarize (refer to trainer's notes).

✓ Ask one group to list the things that make them satisfied as customers when they go to a shop or when they receive a service. Let them record the feedback on a flip chart and label it **'satisfied'**.

✓ Let the second group discuss what in their view makes a customer dissatisfied. Record their feedback on a flip chart and label it **'dissatisfied'**.

✓ Ask each group to develop a role-play based on the points recorded on the respective flipcharts labelled 'satisfied' and 'dissatisfied'. Let them present their role-plays to the plenary group.

✓ Present *Training Aid 16.1: Customer care scenarios* to the participants. Let them discuss as a plenary group their interpretations of what is happening in the three businesses and what they would do differently in each of these businesses.

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TRAINER'S NOTES

Customer satisfaction: delivering customer satisfaction is a business process in which a trader, supplier or any other person or institution convinces customers to continue buying from them.

A customer/client who refers other customers to your business is a satisfied customer. A customer who is convinced about your product's qualities, competitive prices and customer care services will feel free to talk about your business to others without fear.

Measuring customer/client satisfaction
✓ As an entrepreneur, you can assess customer satisfaction by:
- Regularly conducting sales, purchasing, market and customer opinion surveys. This will help you to develop quantitative patterns that you can rely on as a measure of customer satisfaction. A satisfied customer is one who will:
  - o Continue to buy from you – displays loyalty.
  - o Refer other potential customers to you and in general be a good advocate for your business.
  - o Perceive quality – be happy with the quality of the products/services you offer.
  - o Never question because they trust you.
  - o Rarely shop around.

- o Intend to repurchase from you – even when contacted by the other entrepreneurs.
    - o Ask you to provide other products and services in addition to those already stocked so as to have a one-stop shop.
    - o Verbally acknowledge their satisfaction with your product or service.
- ✓ An entrepreneur is likely to know when customers are dissatisfied by the number of times they tell you they cannot buy your product for of one reason or another (price, quality) or sometimes they may simply walk away without talking. If you are able to count the numbers, then you are measuring customer satisfaction.
- ✓ Measuring customer satisfaction is somewhat abstract and follows no standard formula. By regularly conducting sales, purchasing, market and customer opinion surveys, it is possible to develop quantitative patterns that you can rely on as a measurement. When you get positive responses such as "the product was great", "I was impressed by the quick service I received" or "I will come again" – these are responses that can help an entrepreneur gauge the level of customer satisfaction.
- ✓ The quickest way to measure satisfaction levels is to focus in on particular products and raise questions about the attributes of the product being discussed: for example, "Do you like the finishing?", "Are you comfortable with the price?", "Do you like the size?", "Would you buy it again?" and "What don't you like about the product?".
- ✓ Measuring customer satisfaction is very important for both product development and for improving business support.

7. PART VIII: WOMEN ENTREPRENEUR ASSOCIATIONS

7.1 MODULE17: ROLE OF WOMEN'S ASSOCIATIONS IN SUPPORTING WOMEN'S ENTERPRISE DEVELOPMENT SKILLS

Module 17	Role of Women's Associations in Supporting Women's Enterprise Development Skills
Objectives	• To identify challenges facing women entrepreneurs • To create awareness on gender diversity in WEA membership • To identify the benefits of belonging to a Women Entrepreneur Association
Content	• Challenges faced by women entrepreneurs • Benefits for women of belonging to a WEA
Duration	• 1 hour
Training methods	• Brainstorming • Group work • Plenary discussions • Question and answer session
Resources	• Flip charts • Flipchart stands • Marker pens • Masking tape • Manila cards
Training aids / Handouts	• 17.1: Role of Women Enterprise Associations • 17.2: Services offered by WEAs • 17.3: Example of coaching as a service provided by WEAs • 17.4: Steps for creating and following WEA roadmaps

TRAINER'S GUIDE

Step 1: Challenges facing women entrepreneurs (30 minutes)
✓ Hand out the session's objectives.
✓ Ask the participants' to pair up and discuss some of the common challenges that they have seen women entrepreneurs face in running their businesses. Why do you think women entrepreneurs face these challenges? Record their views on a flip chart. The list should include the following:
  • Lack of individual property rights, resulting in a lack of collateral.
  • Businesses not formally registered.
  • Insufficient access to finance and credit facilities.
  • Lack of control over income and household investments.
  • Lack of confidence and ability to enter new areas of activity.
  • Lack of access to information and networks.
  • Lack of time and autonomy.
  • Limited education and technical skills training.
  • Lack of an enabling environment for women's participation in income-generating activities.
✓ In a plenary group, the trainer summarizes the participants' feedback and adds further input on items not addressed.
✓ Let the participants form three groups and come up with suggestions on how the listed challenges can be addressed.

- ✓ Summarize and observe that it is easier for them to come up with suggestions when the challenges are discussed as a group than when this is done at the individual level.
- ✓ Ask the participants if they belong to or know of any informal groups or associations. Let them give examples of networks they know by sector (Health, Water, Energy, Agriculture, Productive Uses of Electricity etc.). List the responses on a flip chart or cards and ask them to specify if these are women only, men only or mixed groups.
- ✓ Summarize by giving a definition a Women Entrepreneur Association (WEA). Emphasize that such associations can help women entrepreneurs address some of the challenges they face in their businesses.

Step Two: Benefits of belonging to a WEA (30 minutes)
- ✓ Ask the participants to discuss, in small groups, the specific benefits of belonging to these groups. Let those who already belong to groups guide discussions in each group. Let them also discuss the challenges that belonging to a group may have, and why.
- ✓ Hand out *Training Aid 17.1: Role of WEAs* and discuss each of the points in a plenary group.
- ✓ Present *Training Aid 17.2: Types of Services Offered by WEAs*. Explain to the participants that this categorization of services summarizes the roles filled by WEAs, as discussed above.
- ✓ Ask the participants to group together, on the flip charts, the various roles in *Training Aid 17.1: Role of WEAs* under the appropriate service categories listed below:
  - Business Development Services;
  - Advocacy;
  - Financial;
  - Marketing;
  - Commercial;
  - Social Support.
- ✓ In a plenary group, summarize by reviewing their lists.
- ✓ Emphasize why it is important to belong to a WEA or to form one for women entrepreneurs in Productive Uses of Electricity (PUE).
- ✓ Present *Training Aid 17.3: Mentoring as an example of a WEA service* and discuss it in the plenary group.
- ✓ Lead the participants in a plenary discussion on different subgroups of women entrepreneurs in the country. Summarize the discussion by emphasizing the importance of embracing gender and disability diversity in WEA membership in order to embrace members with disabilities and those living with HIV/AIDS etc. (see trainers notes).
- ✓ Hand out *Training Aid 17.4: Steps for establishing a WEA* and inform the participants that this provides simple steps for establishing a WEA. Encourage them to seek support from relevant government department to establish one.
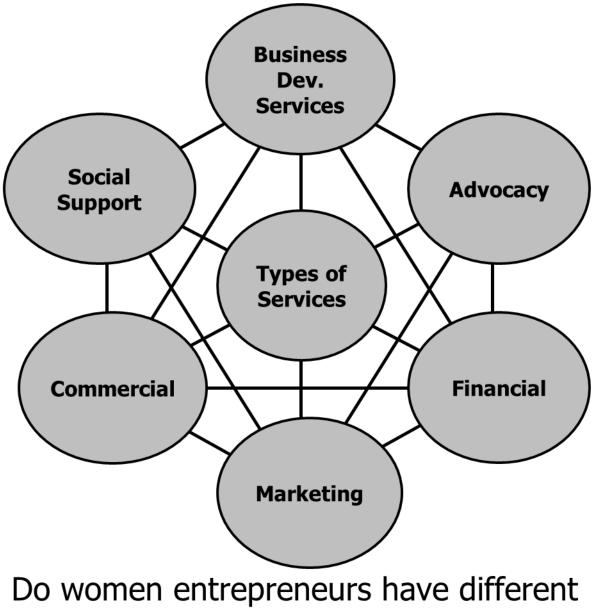
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TRAINING AIDS

Training Aid 17.1: Role of women entrepreneur associations

- ✓ Ensuring that women entrepreneurs have greater access to representation and greater voice in their business affairs and in influencing the policies and decisions that affect them.
- ✓ Providing a forum for women who manage or own commercial enterprises.
- ✓ Promoting entrepreneurship among women and thereby empowering them to join the economic mainstream.

- ✓ Encouraging and facilitating training of women in modern business administration and technologies.
- ✓ Designing and developing training programmes to address the peculiar needs of women entrepreneurs and their subgroups (special groups).
- ✓ Facilitating access to finance.
- ✓ Lobbying and advocacy.
- ✓ Working with existing financial institutions and participating in their special programmes for women customers.
- ✓ Linking women mentors with mentees.
- ✓ Learning and sharing from others, networking and exposure.
- ✓ Developing successful models of entrepreneurship that others can use.
- ✓ Offering mentoring services to entrepreneurs.
- ✓ Making joint approaches in sourcing finance for their enterprises as a group.
- ✓ Providing relevant information to member entrepreneurs: on markets, price fixing, common promotional activities, experience sharing.
- ✓ Negotiating: the common goals create an ability to negotiate/bargain on a broad range of issues related to the enterprises.
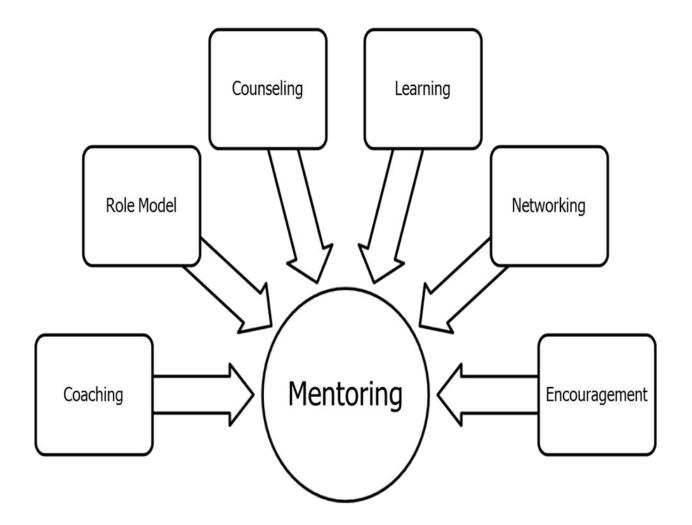
Do women entrepreneurs have different needs to those of men?

Source: The Women Entrepreneurs' Association Capacity Building Guide (WEA Capacity Building Guide International Labour Organization, 2010)

Training Aid 17.3: Example of mentoring as a service provided by WEAs

Source: The Women Entrepreneurs' Association Capacity Building Guide (WEA Capacity Building Guide International Labour Organization, 2010)

Training Aid 17.4: Steps for starting and developing a WEA roadmap

STEP 1: What was the starting point for the association and where is it headed? (Five-year time frame). Choose appropriate points for the beginning, middle and/or end of the 'journey' and start to draw the road. Is it straight, diagonally upwards, does it go down? Does it have ups and downs?

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

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

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

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

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

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

STEP 5: What are the key conclusions?

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

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

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

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

(Adapted with permission from Linda Mayoux
http://www.lindaswebs.org.uk/Page3_Orglearning/PALS/PALSIntro.htm

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TRAINER'S NOTES

✓ **Women Entrepreneur Associations (WEAs)** are normally voluntary, member-based non-profit organizations of small-business people that encourage entrepreneurship through leadership and mentorship, networking, training and advocacy.
✓ In WEAs, business owners cooperate to pursue common interests, such as accessing finance for their members or negotiating with governments to improve policies, strategies and administrative procedures.

Why Women Entrepreneur Associations?
- ✓ Women entrepreneurs have different needs to men because of the many barriers they face in their enterprises as a result of their relative disadvantage regarding access to and control over resources. Decision-making regarding the use of household income is usually a man's role in most African countries. Women also tend not to own assets that would enable them to secure financing for their businesses.
- ✓ Provide BDS services to women entrepreneurs.

Inclusivity in WEAs
- ✓ Inclusivity means accepting a mixture of people with different group identities within the same social system.
- ✓ It offers opportunities for growth through diversity of membership.
- ✓ Acknowledges that people who bring a variety of backgrounds, styles, perspectives, values and beliefs constitute an asset for the WEA.
- ✓ Inclusivity is a voluntary exercise that a WEA embarks on in order embrace diversity, including embracing members with disabilities and those living with HIV/AIDS.

7.2   MODULE 18: CREATING PARTNERSHIPS AND ALLIANCES

Module 18	Creating Partnerships and Alliances
Objectives	- To increase understanding of partnerships and alliances - To identify the benefits and challenges of entrepreneur partnerships/alliances - To familiarize the steps in establishing a PUE enterprise partnership
Content	- Defining partnerships/alliances - Benefits and challenges of partnerships/alliances in a business - Establishing partnerships
Duration	1 hour 30 minutes
Training methods	- Brainstorming - Group/plenary discussions - Question and answer session - Role play / Debate
Resources	- Flip charts - Flipchart stands - Marker pens - Masking tape - Manila cards
Training aids / Handouts	18.1: Benefits of partnerships and alliances 18.2: Role-play 'The retreat': How to avoid challenges in partnership 18.3: Crucial areas to address in a PUE enterprise partnership agreement

TRAINER'S GUIDE

Step 1: Understanding partnerships and alliances (15 minutes)
- ✓ The trainer introduces the session's objectives.
- ✓ Introduce the session by asking the participants to brainstorm on the definition of the term 'partnerships or alliances'. Record the responses on the flip chart. Let participants give examples of partnerships that they are familiar with or that they belong to. Conclude by giving the definition of a partnership/alliance.

Step 2: Benefits of partnerships/alliances (15 minutes)
- ✓ Analogy of the ant or bee: in groups, let the participants take time to reflect and brainstorm on how ants or bees work and list their answers on a flip chart. Let them discuss what they find unique about the work ethics of the two insects and what the two insects are able to achieve.
- ✓ The trainer should reflect that, although both insects are very small, collectively they achieve enormous tasks such as building a huge anthill or continuously collecting nectar to produce large volumes of honey while protecting the queen bee. Emphasize that each insect has a particular role to play, for example, in the case of the bees, there are those skilled in protecting the security of the queen bee, while others perform a role in collecting water and nectar.
- ✓ The trainer can then link this analogy to PUE entrepreneurs coming together to form or strengthen an existing enterprise. Emphasize that these entrepreneurs are coming together by virtue of shared goal and interests. This coming together (partnership) offers the following benefits:
  - Skills and expertise.
  - Capital and financing.
  - Access to markets.

- Range of products and services offered.
- Relationships with customers and others.

✓ Summarize the discussion using the points in *Training Aid 18.1: Benefits of Partnerships and Alliances*.

Step 3: Challenges to partnerships/alliances and how to address them (45 minutes)
✓ Ask participants to brainstorm on possible challenges in establishing a productive use of electricity enterprise with another person or with other people. Let them share their experiences regarding resources they may own with other partners/family. Discuss their responses in a plenary group.
✓ Lead the participants in a role play exercise based on *Training Aid 18.2: 'The Retreat'.*
✓ Conclude by explaining that setting up partnerships/alliances requires a clear roadmap and a partnership agreement, even when it involves a business owned by family members. Although partnership agreements are not a legal requirement, they are strongly recommended and it is considered extremely risky to operate without one.

Step 4: Forming partnerships and partnership agreements – 15 minutes
✓ Lead a brainstorming session on the three forms of partnerships (general, limited and joint ventures) highlighting the most suitable for entrepreneurs in productive uses of electricity. Let participants give examples of each from their own experiences and summarize the form that best suits them.
✓ Explain to the participants the steps involved in forming partnerships /alliances as follows:
  1. Registration of the partnership/business with the relevant authorities to gain recognition and authority to operate (procedure varies from one county to another).
  2. The name that appears on your registration certificate should match the legal names of individuals in the partnership agreement.
  3. Obtain business licences or permits to operate the business within a locality, industry, county or country.
✓ Let the participants discuss and share the crucial areas to address in a PUE enterprise partnership agreement. Summarize using *Training Aid 18.3: Crucial areas to address in a PUE enterprise partnership agreement.*
✓ The trainer should assure the participants that help will be available locally if one wants to establish an enterprise partnership.

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TRAINING AIDS

Training Aid 18.1: Potential benefits of partnerships/alliances for PUE enterprises

Partnerships/alliances are generally an inexpensive and easily formed business structure. The majority of time spent in starting a partnership often focuses on developing the partnership agreement. In a partnership, each partner has equal investments in the success of the business. Benefits accruing from this may include:

✓ Pooling resources to obtain capital: this could be beneficial in terms of securing credit, or by simply doubling your seed money.
✓ A good partnership utilizes the strengths, resources and expertise of each partner for the benefit of the business including:
  - Accessing new resources.
  - Diversifying product/service lines and markets.

- Providing access to new markets and product knowledge.
- Reducing or sharing potential risks.
- Reducing competition.
- Avoiding 'reinventing the wheel'.
- Enhancing your capacity to supply large orders/contracts for goods and services.
- Strengthening customer, supplier and other relationships.

✓ Partnerships have an employment advantage over other entities if they offer employees the opportunity to become a partner. Partnerships with incentives often attract highly motivated and well-qualified employees

✓ As an important part of a successful marketing strategy:
- Partnerships/alliances allow an entrepreneur to achieve advantages in scale, scope and speed in their market. The faster you can do these things the more likely you are to become the market leader in your key markets.
- Strategic alliances increase market penetration as early adopters of your technology. You are able to leverage your partners' credibility to find marque clients for products and services.
- You are able to enhance your visibility across a wider range of markets. Your partners are able to increase your competitiveness in key local, national and international markets.
- It allows you to determine potential market niches for your products and services. This allows you to invest your limited resources in a more targeted way to increase both sales and profits.
- You are able to uncover new business opportunities by applying the knowledge you acquire through the partners' selling processes. You are able to provide marketing and product development support to key clients within their customer portfolio.
- It allows you to expand your market activities because of the lower cost of customer acquisition. Your partners can also help by developing implementation teams with required business expertise to help you expand your market more quickly.
- These new partnerships can open the door to other business opportunities within their market. Since you have a great product development team, you can seize new opportunities as they become available.

Training Aid 18.2: Role-play 'The retreat': How to avoid challenges in partnership

A team of four entrepreneurs have carried out a SWOT analysis of the country's dairy sector and have concluded that they should start a business processing dairy products to serve the whole country. They want to start processing and selling milk and milk products to take advantage of an identified gap as well as the availability of electricity in the city where they intend to set up a processing plant. They are at the planning stage of the business partnership and are determined to do things by the book from the start. They have gone on a three-day retreat together to ensure that the nine points on the checklist below are addressed thoroughly to ensure a successful business partnership.

Form two groups. Each group will select the four people to act out the role-play based around 'the retreat'. The rest of the team members will support the four actors to incorporate all the points below in the role-play.

Checklist
1. People or businesses going into partnership need to understand the backgrounds of the partners to avoid future problems.
2. It is important to know the strengths and weaknesses of each of the partners.
3. Their values, principles, ethics, goals and skills need, at least to some extent, to be compatible.

4. The partnership should yield synergies to strengthen capacities.
5. Potential partners may want to consider taking a two or three-day retreat to go over their individual expectations for the business and partnership, one by one, and compare notes.
6. It can help the conversation to have the partners guess each other's expectations before revealing them to each other.
7. Due diligence on each of the partners is important to avoid future embarrassment. Like many marriages, business partnerships can end in bitter divorce.
8. Consider whether you are willing to risk hurting your relationship if the partnership falls apart.
9. Thoughtfully plan and prepare for every aspect in advance so there is no uncertainty how difficult situations will be handled.

Training Aid 18.3: Crucial areas to address in a PUE enterprise partnership agreement

Once the decision has been made to start a business together:
✓ You should create a partnership agreement with help from a lawyer and an accountant.
✓ Take this step no matter who your partner is.
✓ People with strong personal connections may feel that their supposedly unbreakable bond will help them overcome any obstacles along the way - this is a big mistake.
✓ Get a written partnership agreement signed and acknowledged by all partners. The agreement should cover the following areas:

1. Compensation
- Include who owns what percentages of the business, who is investing what, where the money is coming from and how and when partners will be paid. Often, partners have equal ownership and each contributes 50% of the initial investment. However, terms can vary greatly. For instance, one partner might contribute more money if the other partner can bring in expertise or business contacts.
- As the business grows and changes, adjust the compensation accordingly. For example, partners may agree to work initially without compensation, and only to get paid after a certain revenue target is reached.
- In addition, if the business partnership brings in more people, or if a particular partner is putting in more or less time than originally expected, building some flexibility into the contract can let you adjust payments.

2. Exit clauses - dissolving the partnership
- Include clauses that spell out situations in which one partner may be obliged to buy out the other's interest — for instance, if someone wants to quit the business. For instance, it can state that the other partner must buy him or her out for a pre-negotiated percentage of the business's value.
- If neither partner wants to continue the business, partners can also liquidate and divide up all the assets.
- It is also a good idea to agree in advance how to assess the total value of the business upon dissolution. The agreement should specify who appraises the business and the methodology to use.

3. Roles and responsibilities
- State clearly the roles of each partner with targets and timelines.
- Establish routines for daily communication. For example, agree to talk twice a day at designated times and to re-evaluate your goals on a regular basis.

- At least once a quarter, sit down and discuss how you envision the future of the business and what steps to take to get there.
- Addressing these issues up front will help you focus better on your business later
- How you work out the details of setting up a partnership could be an indicator of how well or poorly your prospective venture will operate.
- It is likely that some potential partners will realize through the process that they do not want to be involved.

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TRAINER'S NOTES

Partnerships
- ✓ A partnership is a form of business where two or more people or businesses come together to share ownership. Each partner contributes to all aspects of the business, including money, property, labour and skills. In return, each partner shares in the profits and losses of the business.
- ✓ Given that partnerships entail more than one person in the decision-making process, it is important to discuss a wide variety of issues in advance and develop a legal partnership agreement.
- ✓ This agreement should document how future business decisions will be made, including:
  - Dividing profits.
  - Resolving disputes.
  - Changing ownership (bringing in new partners or buying out current partners).
  - Dissolving the partnership.
- ✓ Although partnership agreements are not a legal requirement, they are strongly recommended and it is considered extremely risky to operate without one.

Forms of Partnership
- ✓ General Partnerships assume that profits, liabilities and management duties are divided equally among partners. If you opt for an unequal distribution, the percentages assigned to each partner must be documented in the partnership agreement.
- ✓ Limited Partnerships (also known as a partnership with limited liability) are more complex than general partnerships. Limited partnerships allow partners to have limited liability as well as limited input to management decisions. These limits depend on the extent of each partner's investment percentage. Limited partnerships are attractive to investors in short-term projects.
- ✓ Joint Ventures act as general partnership, but for only a limited time or for a single project. A joint venture can turn into an ongoing partnership if the venture continues, but partners must file as such.

Forming a Partnership
- ✓ To form a partnership, you must register the business with the relevant authorities to gain recognition and authority to operate.
- ✓ The procedure for registration varies from one country to another.
- ✓ The name that appears on your registration certificate should be the legal name that appears in the partnership agreement.
- ✓ Once the partnership is registered, you may need to obtain business licenses or permits to operate the business within a locality, industry, country or county.

Partnership Taxes
- ✓ Partnership businesses pay tax like any other business.

- ✓ They are expected to file an "annual information return" to report the income, deductions, gains and losses from the business's operations.
- ✓ Instead, the business may "pass through" any profits or losses to its partners.
- ✓ Partners include their respective share of the partnership's income or loss on their personal tax returns.
- ✓ Some common tax responsibilities include annual income returns, employment deductions, excise taxes and income tax.

Challenges to Partnerships
- ✓ Similar to sole proprietorships, partnerships retain full, shared, liability among the owners.
- ✓ Partners are not only liable for their own actions, but also for the business debts and decisions made by other partners. In addition, the personal assets of all partners can be used to satisfy the partnership's debt.
- ✓ With multiple partners, there are bound to be disagreements. Partners should consult each other on all decisions, be willing to make compromises and resolve disputes as amicably as possible.
- ✓ Since partnerships are jointly owned, each partner must share the successes and profits of the business with the other partners. Unequal contributions of time, effort or resources can cause discord among partners.

7.3 MODULE 19: RATIONALE FOR WORKING IN A TEAM

Module 19	Rationale for working in a team
Objectives	• To establish the need to work in teams • To learn about gender sensitivity in team work • To highlight the importance of team work with PUE • To enhance team-working skills
Content	• Establishing the need to work in teams • Learning about gender sensitivity in team work • Highlighting the importance of team work with PUE • Enhancing team-working skills
Duration	• 60 minutes
Training methods	• Brainstorming • Mini-lecture • Role Play • Buzz Group • Summarizing • Plenary Discussion
Resources	• Flipchart Stand and Paper Cards • Marker Pens • Masking Tape
Training aids / Handouts	• 19.1: "The early bird gets the worm; but the second mouse gets the cornbread' • 19.2: The importance of working as a team

TRAINER'S GUIDE

Step 1: Understanding what teams are (10 minutes)
- ✓ Using a question and answer technique, let the participants demonstrate their understanding of what teams are. Record their responses on a flip chart.
- ✓ Participants should then be asked to share their experiences of working in a team or in teams. Conclude by reminding the participants that even their participation in the ToT workshop is an example of working in a team.
- ✓ Again using the question and answer technique, ask participants to suggest benefits of working in a team.
- ✓ Record their responses on flip charts. Summarize by highlighting the following:
  - Working in a team means maximizing the use of resources.
  - A chance to learn from others and share what you know.
  - Ability to enhance voice to effect change.
  - Numbers count.
- ✓ Explain to the participants that you want them to conduct a role-play on 'Teambuilding'. Give them the instructions as contained in *Training Aid 19.1: The early bird gets the worm; but the second mouse gets the cornbread'.*

Step 2: Deepening team-building skills
- ✓ Read out the exercise and give copies to all the participants.
- ✓ Divide the group into two and let each complete the exercise.
- ✓ Let each group present in a plenary session.

✓ Explain to the participants that it was important for each group to use the knowledge, capabilities and views of all its team members in creating the presentation. Once everyone has a chance to contribute to the exercise, they then have a sense of belonging and ownership in the group

Step 3: Teams versus individuals
✓ After the presentations, get the two groups to debate the topic:
- "Early Bird or Second Mouse, which is the most effective strategy for a woman entrepreneur?"
✓ Listen to the debate and then see what the overall group as a team believes by holding a 'free' vote.
✓ Share the learning points in the plenary group by highlighting the following:
- Different strategies can be used for different situations - adaptability versus consistency.
- Different strategies can be used for different types of women/men and personalities or organizational culture.
- In this learning situation, the exercise has demonstrated how to quickly assemble an argument/case/presentation against a tight deadline.
- Presenting a concise argument or presentation is always critical.
- The exercise has shown how groups or teams consider issues and decide.
- To have a constructive debate and discussion, it is important to use evidence, examples, structure and passion.
- The wording of a question is significant when a group is asked a question. There is a tendency to distort or to focus on the main issue.
- It is therefore important for those in authority to assist and foster a clear understanding of the issues, the debate and decision-making.
- There is always a tension between 'personal views' and 'team views'.
- Real life examples include: parliamentary voting, keeping in line versus following personal convictions, local constituency management dilemmas in implementing corporate policy with which a manager may personally disagree.

Step 4: Gender issues in team building
✓ In a brainstorming phase, ask participants to discuss whether there are gender issues in teambuilding. Record their responses on a flip chart. Summarize their responses and share the following points:
- Women and men have different needs and interests. This is apparent in any team endeavour.
- In teams, men tend to be more vocal and exercise greater power. This is due to the incorrect assumption that men must be the decision-makers. Sometimes, to avoid a situation where women are silenced in mixed gender groups, it is a good idea to have them work together as a team of women.
✓ Share with the participants the following basic gender-analytical questions in promoting women's participation in teams:
- Who is doing what?
- Who has what (access and control) regarding resources, services and decision-making powers?
- What is the socioeconomic context (structural factors)?
- What can be done (needs and concerns of women and men built into the teambuilding space)?
✓ Hand out *Training Aid 19.2: Working as a team* and discuss the implications of the images for working in teams.

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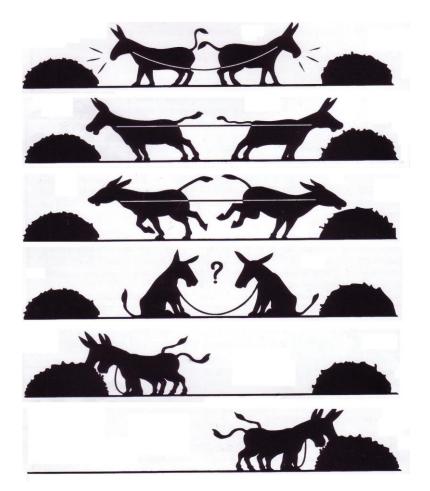
TRAINING AIDS

Training Aid 19.1 Exercise on: "The early bird gets the worm; but the second mouse gets the cornbread"

- The group is divided into two teams.
- One of the group is called, "the early bird" and the other group is called, "the second mouse"
- Give each group five to ten minutes to develop a two-minute presentation on why their strategy ('early bird' or 'second mouse') is good for women's business entrepreneurship.
- Each team should try to make use of the knowledge, capabilities and views of ALL its members in creating their presentations.
- After the presentations have been given, facilitate a five-ten minute debate between the teams on the topic:
  "Early bird or second mouse: which is the most effective strategy for a woman entrepreneur?"

After the debate hold a 'free' vote to see what the group now believes about the question. Encourage group members to vote as individuals, putting their team loyalty to one side. There are many possible learning areas to review after this exercise, depending on the situation and development purposes. Share the learning points in a plenary group.

Training Aid 19.2: The importance of working as a team

TRAINER'S NOTES

Teambuilding is about identifying shared and differential needs and concerns and then working together to achieve the desired goals or results. It is about harnessing the strengths of various individuals and building on this to maximize benefits as well as identifying limitations/weaknesses and finding ways of either minimizing them or turning them into positive outcomes. When we work together as a team, we become stronger because numbers count. We also become confident and visible which enables us to become respected and heard.

Gender issues in teambuilding: There is a tendency in a team for women to be overshadowed by men. That is why it is important for women to strengthen their capacity so that they can take active responsibility for decisions in the team. In addition to working with men in a team, women can also work together on their own in a team. This has been encouraged by the women's movement as means of ensuring that women have a safe space to discuss specific issues of concern to them (reproductive health, their relationships with men etc.).

In the promotion of productive uses of electricity, women will have to operate in teams with men so they can become part of a previously male-dominated sector. At the same time, women should organize themselves independently to address electricity connection issues and women's businesses and enterprises.

In working in a team, there is always a conflict between the **group's interests** and **personal interests**. For women, it is always important to clarify what decisions are being made and whether a group need/interest is being addressed at a particular time. One should always clarify if personal issues are being addressed. These clarifications are critical for women because of the relevance of both personal and group interests, and these are often linked. This aspect enables us, as women, to enhance empathy and solidarity and avoid situations where powerful groups point their fingers at us and erroneously accuse us of being unable to work together. It is always important for women to present a united front and demonstrate our ability to work together in a team, even in a male-dominated field like electricity.

7.4   MODULE 20: GUIDELINES AND PROCEDURES OF TEAMBUILDING

Module 20	Guidelines and procedures of teambuilding
Objectives	• Discuss the basic guidelines and procedures of teambuilding • Identify types of guidelines
Content	• Basic guidelines and procedures for teambuilding • Types of guidelines
Duration	• 60 minutes
Training methods	• Brainstorming • Group/Plenary discussion • Question and answer session
Resources	• Flip charts and Stand • Marker Pens • Masking Tape • Cards
Training aids / Handouts	• 20.1: Developing guidelines for team membership • 20.2: Applying the guidelines

TRAINER'S GUIDE

Step 1: What should guide us in team-building efforts? (20 minutes)
✓ Introduce the topic by asking the participants whether they have operated with guidelines in the teams they have worked in before.
✓ Encourage participants to share as many examples as possible of the different ways of ensuring that working in teams has some rules and regulations, whether formal or informal.
✓ To simplify the discussion ask the questions 'What rules keep members in a team?' and 'Have you ever been asked to leave a group?' Share your experiences.
✓ Summarize the responses from the participants to include the following aspects concerning guidelines for teambuilding:
  • What you should do as a member of the group.
  • What you should not do as a member of the group.
  • What qualifies someone to lead the group?
  • What is required to retain membership of the group.
  • What will lead to your removal from the group.
✓ Explain to the participants that there are many types of guidelines that are helpful in managing teams. For the purposes of this ToT workshop, the focus is on guiding principles imposed by the state as well as those we set ourselves for building a team.
✓ Give examples of registration requirements for operating in a team (company limited by guarantee, constitution, certificate of registration, certificate to commerce business, etc.).
✓ Allow participants to provide further examples within the context of Liberia. Summarize the discussion using the points in the 'Guidelines for Working in Teams' trainer's notes
✓ Explain to participants that the principles and guidelines for operating in a team should always be as simple as possible. Explain also that the guidelines should include only the key information needed to keep the team operating. The information should aim to make it easy for members to want to belong to the group or team.

- ✓ It is important to inform the participants that whatever the group or team decide will be their guiding principles, they should ensure they are written up as a procedural or organizational manual. Emphasize that, even if it is only two pages, it should be written up and agreed upon by all members. Any person joining the team for the first time must be given a copy of the document. It is also important to explain the content to team members and they must agree to abide by the guidelines if they intend to stay in the group.
- ✓ For low-literacy groups, it is important they are given support in the development and understanding of the issues agreed upon in the guidelines.
- ✓ Relate the discussion on guidelines to women's empowerment and gender quality outcomes
  - Women working in a team must act responsibly and lead by example.
  - Ensure that women have a voice, even in a mixed group.
  - Ensure women as well as men are given key leadership roles and responsibilities in the team.
  - Even if the men are more educated that the women, the women should be encouraged to actively take part in team decisions.
  - If family members are part of a team, the principles of quality and equality must also apply to them.
- ✓ Encourage participants to brainstorm on what can be done to ensure that the goals of gender equality and women's empowerment are retained in a team.
- ✓ Summarize the responses ensuring the following are included:
  - The need to work in a team where women can have a voice and decision-making powers.
  - Need to work with those who share in your vision and believe in a common goal.
  - Identifying the qualities (good and bad) of your team members.
  - Appreciating each other as team members. This can be encouraged by putting a reward system in place. A corresponding sanction should also be in place and enforced to promote discipline and accountability within the team.
  - Setting the tone of the team.
- ✓ Present *Training Aid 20.1: Developing guidelines for team membership*. Explain that they are now going to learn how to develop their own guidelines as members of a team. This is a group exercise, and the participants should be split into four groups before you explain what is included in the Training Aid.

Step 2: Developing guidelines for team membership (20 minutes)
- ✓ Provide some information to allow the participants to practice developing guidelines as follows:
  - A group of women and men have benefitted from a ToT workshop on 'Gender and Productive Uses of Electricity' in Liberia.
  - They have decided to form a group and work as a team to engage in productive uses of electricity at all levels.
  - They are all enthusiastic and are determined to formalize their operations.
- ✓ Demonstrate how they can go about recording their ideas on how the team should function. Explain that the process is a sure way of retaining interest and commitment among the members.
- ✓ Allow each group to complete their template providing support and explanation where necessary.
- ✓ Each group presents its efforts in a plenary session.
- ✓ Draw out some key points in your summary including:
  - The exercise itself is an effort in team building
  - We can all contribute to developing our own guidelines for our teams

Step 3: Applying the guidelines (20 minutes)

✓ Distribute copies of *Training Aid 20.2: Applying the team-building guidelines*

✓ Let one of the participants volunteer to read out the instructions. Let the participants go back into their groups to work on the issue in the case study. Ask each group to make a presentation in a plenary session. Invite questions/comments as each group presents.

✓ Conclude the session by highlighting the following points:

- Working together is critical for successful PUE and women's entrepreneurship.
- We can work together as a team, either on our own as women, or in a mixed team with men.
- Clarity of vision is a priority.
- Ground rules and guidelines are critical.
- Supporting each other to perform and realize the team's vision is important

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TRAINING AIDS

Training Aid 20.1: Developing guidelines for team building

The Name of the Group

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Vision

……

Mission

………………………………………………………………………………………………………

Core principles

……

Activities

……

Criteria for membership

……

Leadership positions

……

Criteria for leadership

……

Reward system

……

Sanctions

………………………………………………………………………………………………………..

Training Aid 20.2: Applying the guidelines of a team

A: Reward system
A member of your team at Gbarnga facilitated the team meeting the Head of the Liberia Electricity Corporation (LEC). Three months after the meeting, your team is given soft loans to purchase a range of electrical equipment for your businesses. How will you reward the member?

B: Sanctions
A member of your team begins to organize another team using your guidelines. How will you apply sanctions to this member?

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TRAINER'S NOTES

Guidelines for teambuilding efforts: The first rule of team building is, to lead a team effectively, you must first establish your leadership with each team member. Remember that the most effective team leaders build relationships based on trust and loyalty, rather than on fear or through the power of their positions. Every team member's ideas are valuable. Leaders should set an example to team members by being open with employees and sensitive to their moods and feelings and look for opportunities to mediate and resolve minor disputes while highlighting the team's higher goals. In addition, the following are important for a leader to be aware of:

- How you communicate with team members: when giving directions, pronouncements must be very clear.
- The relationships that team members establish among themselves are every bit as important as those you, as leader, establish with them. As the team begins to take shape, pay close attention to the ways in which team members work together and take steps to improve communication, cooperation, trust and respect in those relationships. This is especially critical among women working together as a group. Facilitating communication does not mean holding meetings all the time, rather it means setting an example by remaining open to suggestions and concerns, by asking questions and offering support, and by doing everything you can to avoid confusion in your own communications.
- The importance of each team member's contribution should be stressed from the outset. Specifically, show how everyone's contributions add up to move the entire team closer to its goal of entrepreneurship and organizational strengthening.
- Establish team values and goals, and evaluate team performance. Be sure to talk with members about the progress they are making towards the established goals so that employees get a sense both of their success and of the challenges that lie ahead. Address teamwork in performance standards. Discuss with your team:
  - What should we really care about in performing our jobs?
  - What does the word success mean to this team?
  - What actions can we take to live up to our stated values?
- Make sure that you have a clear idea of what you want to accomplish; that you know what your standards for success are going to be; that you have established clear time frames; and that team members understand their responsibilities.
- Seek consensus in setting objectives, solving problems and planning for action. While it can be a lengthy process to establish consensus, this method ultimately provides better decisions and greater productivity because it secures every employee's commitment to all phases of the work.

- Set ground rules for the team: these are the norms that you and the team establish to ensure efficiency and success. They can be simple directives (Team members are to be punctual for meetings) or general guidelines (Every team member has the right to offer ideas and suggestions), but you should ensure that the team sets these ground rules by consensus and commits to them, both as a group and as individuals.
- Establish a method for arriving at a consensus. You may want to conduct open debate about the pros and cons of proposals, or establish research committees to investigate issues and deliver reports.
- Encourage listening and brainstorming. As the leader, your first priority in creating consensus is to stimulate debate. Remember that employees are often afraid to disagree with others, and that this fear can lead your team to make mediocre decisions. By encouraging debate, you inspire creativity and that will spur your team on to better results.
- Establish parameters for consensus-building sessions. Be sensitive to the frustration that can arise if the team is not achieving consensus. At the outset of your meeting, establish time limits and work with the team to achieve consensus within those parameters. Watch out for a false consensus: if an agreement is quickly reached, be careful to probe individual team members to discover their true feelings about the proposed solution.

Guidelines for teambuilding activities: Teamwork has many benefits for organizations, and teams should be encouraged to work collaboratively. When developing guidelines with the aim of team building, remember that team building is a process that develops over time and occasional exercises are unlikely to yield the desired results. It is necessary to put some thought into what your goals are, then move consistently towards them:
- Get to know your team members. Make an effort to understand their different personalities, needs, aspirations, likes, dislikes, strengths and weaknesses. You need to know their preferences when you plan team-building activities so that you can plan appropriately and not make anyone feel uncomfortable by assigning duties outside their areas of expertise and interest.
- Discuss with your team the rationale behind team building and communicate your goals to them so they know what you hope to accomplish. You must also create opportunities for team members to contribute to planning the team building activities in which they have the most interest. This will help them take ownership of the project and motivate them to work together.

Applying the Guidelines:
Every team should have a team leader who can hold the team together and extract the best out of the team members. The team leader should be inspirational so that team members want to seek advice and guidance whenever required. The team leader must be fair and treat women and men equally, irrespective of the differences among and between them. Motivation is also critical so that the team can perform even better in the future. Never make fun of anyone's mistakes, rather, correct the person in a polite way. Create a positive ambience among the group and avoid provoking individuals to fight. Make sure that the team members do not fight among themselves. In the event of a conflict, try to resolve it immediately. Listen to both parties before coming to any conclusion and try to come to a solution that is acceptable for all. Problems may crop up at any time in a team, and the leader must be readily available to the team. Team members should have the liberty to walk up to the mentor whenever they feel unable to take a decision on their own. Team members should always be able to fall back on their leader without the fear of getting rebuked.

7.5 MODULE 21: CONSENSUS BUILDING AND CONFLICT RESOLUTION

Module 21	Consensus building and conflict resolution
Objectives	• Understanding of consensus building and conflict resolution • Familiarization with the key elements of consensus building and conflict resolution • Share the principles of consensus building and conflict resolution • Outline the benefits of consensus building and conflict resolution
Content	• Definition of consensus building and conflict resolution • Elements of consensus building and conflict resolution • Principles of consensus building and conflict resolution • Benefits of consensus building and conflict resolution
Duration	• 2 hours 30 minutes
Training methods	• Brainstorming • Group/plenary discussion • Question and answer session • Group exercise • Mini-lecture • Role play and summary
Resources	• Flip charts and stand • Marker pens • Masking tape • Cards
Training aids / Handouts	• 21.1: Elements of success in consensus building • 21.2: The nine steps in reaching consensus • 21.3: How to uncover underlying needs and interests in a conflict • 21.4: Worksheet: mapping needs and fears

TRAINER'S GUIDE

TOPIC 1: CONSENSUS BUILDING (70 MINUTES)

Step 1: Understanding consensus building (10 minutes)
✓ Using a Question and Answer technique, allow participants to give their understanding of 'consensus building'. Record their responses on the flip chart. Ensure the following are included in their responses:
   • Consensus is defined as a group, as a whole, reaching an opinion or position.
   • Consensus building covers a number of approaches. Generally, these are voluntary processes in which group members seek a mutually acceptable resolution of their differences.
   • Consensus building is sometimes referred to as 'Alternative Dispute Resolution' or ADR.
✓ Ask participants to share their experiences of consensus building.
✓ Conclude by emphasizing that consensus building is important in resolving conflicts.

Step 2: The elements of consensus building (20 minutes)
✓ Hand out *Training Aid 21.1: Elements of success in consensus building*. Ask each participant to read through the list. Let them add to the list, especially within the context of gender, productive uses of electricity and business development services.

✓ Ask participants to indicate how they will work in their groups to ensure that these features are prominent in their consensus-building efforts.

✓ Encourage them to share their previous experiences of building consensus and whether the elements included in *Training Aid 21:1* are reflected in the approaches they use.

✓ Let them discuss key strategies such as: fear, civil all affected parties represented, reading agreements that are implemented

✓ Conclude the discussion and close the session by summarizing the following points:

- Underlying conflicts should not be avoided.
- Without understanding and accepting differences, women and men cannot jointly solve problems and challenges.
- Not all expressions of conflict are constructive. Dispute resolution methods focus on structuring incentives to deal with differences and establishing improved communication between parties in order to better identify options that satisfy the different interests and values.

Step 3: Principles of consensus building (20 minutes)

✓ Ask participants to list the most critical components of consensus building. Record their responses on a flip chart. Ensure the following five requirements of consensus decision-making are included:

- Inclusion: As many community members as possible should take part in the decision-making process. No one should be excluded or left out unless they ask to be excluded.
- Participation: It is important to ensure that every person is included. At the same time, each person is expected to actively participate by contributing their views and suggestions. While various members of the group may fill specific roles, each person has an equal share and stake in the final decision.
- Co-operation: All the women and men involved should agree to collaborate and build upon each other's concerns and suggestions as the basis for coming to a decision or solution that will satisfy everyone in the group. This is always preferable to adopting the majority view and ignoring the minority.
- Egalitarianism: Nobody's contribution is weighted more or less than anyone else's. Everyone has an equal opportunity to amend, veto or block ideas.
- Solution-minded: An effective decision-making body works towards a common solution despite the differences. This is achieved through collaboratively shaping a proposal until it meets as many of the participants' concerns as possible.

✓ Finally stress the importance of the above principles in promoting women's empowerment and gender equality

Step 4: Benefits of consensus building (10 minutes)

✓ Ask participants through a Question and Answer process what they can say about the benefits of consensus building.

✓ Record their responses on a flip chart. Ensure that the following points are captured by the participants:

- A consensus process often results in all parties reaching a common ground.
- Better decisions are made because everyone's views are taken into account
- Better group relationships are established because there is collaboration rather than competition. Resentment and rivalry between winners and losers is minimized.
- Decisions are implemented in a better way. Since everyone has participated, the follow-up activities gain from high levels of cooperation.

✓ Conclude by acknowledging the relevance of the above benefits for women once they are enabled to be part of such processes.

Step 5: Consensus building: the nine steps (10 minutes)

✓ Hand out *Training Aid 21.2: The nine steps in reaching consensus* and ensure each participant has a copy.
✓ Ask participants how they could interpret each of the nine steps. This should be done either in a buzz group or using a Question and Answer process.
✓ Prompt them to consider their own experiences in referring to each of the nine steps
✓ Conclude the session by stressing that consensus building is a process used to generate widespread agreement within a group.

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TRAINING AIDS

Training Aid 21.1 – Elements of success in consensus building

The elements of effective Consensus Building processes fall into three categories: Substance, Process and Relationships.

Substance
- Reaching agreements.
- Reaching an agreement that satisfies interests or solves real problems.
- Reaching a better agreement than would otherwise have been achieved.
- Reaching agreements that are then implemented.

Process
- Fair.
- All affected parties represented.
- No undue delay.
- Allows adequate consultations and constituencies.
- Not overly costly in time and money.
- Consistent with applicable procedures and laws.
- Does not set precedents for other parties not at the table.
- Encourages the exchange of accurate and complete information.

Relationships
- Civil.
- Provide mutual recognition and respect.
- Improve capacity to solve future problems together.

Training Aid 21.2: The nine steps in reaching consensus

1. Understand the principles of consensus decision-making.
2. Understand the benefits of a consensus process.
3. Generate as much agreement as possible.
4. Understand what it means to give consent.
5. Clearly outline what needs to be decided.
6. List all the concerns that participants want a proposal to address.
7. Pre-test to see how much support a proposal idea has.

8. Apply your final decision rule.
9. Implement the decision.

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TRAINER'S NOTES

Consensus building often includes four aspects in its definition:
- **Conciliation:** This consists of an attempt by a trusted party, generally one with stake in the dispute, to discuss separately with disputing parties for the purpose of reducing tensions and agreeing on a process to resolve the issues.
- **Negotiation:** A process in which parties meet face-to-face to reach a mutually acceptable resolution of the issues.
- **Mediation:** Involves a neutral third party in the negotiation process to assist and enable the involved parties to reach their own agreement.
- **Arbitration:** Here, the parties voluntarily submit their cases to a neutral person/authority for a decision through using a set of procedural rules that they agree to follow.

The principle of focussing on interests, not positions, is at the core of dispute resolution. To understand this conceptual distinction, it is important to understand **issues** as the questions to be resolved; a **position** as the stance one party takes in answering these questions, and their **interests** as the reasons why they hold that position.

Consensus-building processes can be useful in implementing Productive Uses of Electricity programmes. Gender issues should be at the core of the process. Experience has shown that some situations are more likely to result in successful consensus-building efforts. These aspects be adapted to suit genders, PUE and women's entrepreneurship processes:
- Everyone can gain something they value from the process.
- All key players are willing to participate.
- Participants agree on the process structure and goal, including a definition of the problem.
- No one is asked to compromise a basic value.
- Participants share the information with each other and seek information together early in the process.
- Interests are identified and communicated.
- Multiple options are encouraged and parties discuss criteria by which to evaluate them.
- The time necessary for negotiation is made available.
- The issue is ripe for resolution and there is a deadline or urgency.

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TOPIC 2: CONFLICT RESOLUTION

TRAINER'S GUIDE

Step 1: Understanding conflict (10 minutes)
✓ Introduce the theme of conflict resolution by asking participants what comes to mind when they hear the word 'conflict'.

✓ Write their responses on a flip chart and ask participants to review whether the words describe conflict as positive or negative. Summarize by making the following points in the plenary group:
- Conflict is a phenomenon found in all relationships and groups.
- Conflict is in itself neither good nor bad.
- It is one's attitude and reaction to it that makes it either constructive or destructive.
- Constructive conflict leads to positive outcomes.
- Destructive conflict leads to .further conflict or negative outcomes.

Step 2: Defining conflict (10 minutes)
✓ Begin this session by asking participants to divide themselves into four groups.
✓ Provide each group with a flip chart, paper and marker.
✓ Ask the groups to write down their responses to the question: 'What types of conflict do young women entrepreneurs face in their daily lives?'
✓ Briefly review the responses given as presented by each group to a plenary session. The trainer should note both the common responses and those that were unique and surprising. Summarize their responses by highlighting the following:
- In our everyday lives, we inevitably become involved in a number of conflicts.
- Sometimes the conflicts may be small and sometimes more serious.
- Whether big or small, conflicts are not confined only to a person and those around him or her.
- Conflict does not only occur at the personal level, it also occurs at the household, community, national and international levels.
- Apart from external conflicts between individuals or groups, there can also be internal conflicts within an individual. That is why we say there are different types of conflicts; intra-personal, inter-personal, intra-group and inter-group.
✓ Explain each of the types of conflict and ensure participants provide examples to enrich the discussion.

Step 3: Elements of gender and conflict (20 minutes)
✓ Introduce the gender dimension of conflict by asking participants whether they think there are differences between women and men when it comes to conflict and conflict resolution.
✓ Encourage the participants to discuss these in a buzz group.
✓ After the discussion, ask the following questions:
- What kinds of conflict have you been involved in?
- What challenges have you faced as a woman trying to resolve a conflict?
- What are the benefits for women in engaging in conflict resolution?
✓ Explain to the participants the different faces of conflict (causes; detection; coping; manipulation; results)
✓ Explain that each of the phases of a conflict can be handled skilfully and women must be involved in the processes.
✓ Give an example of how conflict can arise among women entrepreneurs involved in the productive uses of electricity.

Step 4: Approaches to Conflict Resolution (30 minutes)
✓ Explain to participants that there are different techniques in dealing with conflict. The technique adopted should be related to the nature of the conflict itself.
✓ Explain that the styles used often move from competing, to accommodating, to compromising and to collaborating.
✓ Hand out *Training Aid 22.3: How to uncover the underlying needs and interests in a conflict*

- ✓ After everyone has read the training aid, get the participants to role-play a conflict scenario. Divide the participants into two groups. Each group should sketch out a situation, building in elements they are familiar with.
- ✓ As the trainer, watch each group as they act and shout 'Freeze' after five minutes thereby pausing the conflict.
- ✓ Ask the participants from the other observing group to take over and continue the conflict. Someone in the group should attempt to negotiate a solution to the conflict.
- ✓ Engage participants in a brief discussion about the issues acted out in the role-play. Now distribute *Training Aid 22.4: Worksheet: mapping needs and fears.*
- ✓ Explain the worksheet to the participants and ask them to fill it in, in their groups, based on the role-play they have just completed.
- ✓ Allow each group to share what they have entered in the worksheet. Discuss the two presentations by the two groups, and focus on the following:
  - How, in your own words, would you describe peace building?
  - When we say the 'gender effects of war and conflict', what do we mean?
  - How have the exercises helped you to better understand conflict?
- ✓ After the Q&A session, give some examples of how gender and PUE issues could generate conflict at different levels. Build into the discussion how women could use the different techniques to resolve them.

Step 5: Benefits of conflict resolution skills and techniques (10 minutes)
- ✓ In a buzz group, ask participants to discuss the benefits of conflict resolution skills and techniques. Support them in relating the benefits to the gender and PUE context. Conclude the discussion with the issues related to benefits as contained in the trainer's notes.

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TRAINING AIDS

Training Aid 21.3: Conflict resolution: how to uncover the underlying needs and interests in a conflict

Probing and paraphrasing are both very helpful techniques in trying to understand a person's underlying 'needs' and for effective communication in general.

Probing/Asking Questions: You 'probe' when you:
- ✓ Ask a question and let the other side talk.
- ✓ Ask for clarification about the other side's needs, positions or feelings.
- ✓ Use open-ended questions rather than closed ones.

Examples of probing questions are: 'Tell me more about that from your perspective?' and 'Can you tell me a little more about what concerns you about this situation?'.

Paraphrasing:
You paraphrase when you ask or say;
- ✓ So what you are concerned about here is .... (your interpretation of the other person's needs or interests).
- ✓ If I understand it correctly, you are proposing that .... (the other person's position).
- ✓ It sounds like you are feeling .... (the other person's feeling).
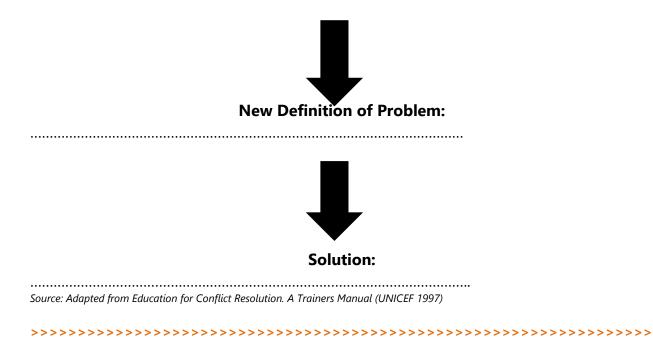
Paraphrasing is most effective if;

✓ You begin to understand what the other person's needs or interests are, and want to check with them that your understanding is correct.
✓ You can state their need or interest as something positive (rather than negative).
✓ You show respect for the other person's needs or interest. You can assist by increasing the other person's understanding of their real needs.

Training Aid 21.4: Worksheet: mapping needs and fears

Problem: ………………………………………………………………………………………

Person A	Person B
Wants/Position:	Wants/Position:
Needs/Interests:	Needs/Interests:

New Definition of Problem:

……………………………………………………………………………………………………

Solution:

……………………………………………………………………………………………………

Source: Adapted from Education for Conflict Resolution. A Trainers Manual (UNICEF 1997)

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TRAINER'S NOTES

Understanding the causes of conflict enables one to develop relevant skills for consensus building, negotiation and resolution. When participants have enhanced their understanding of the dynamics and causes of conflict, they will be better able to examine their own experiences of dealing with conflict and, after the ToT workshop, factor in the new learning and skills to improve upon their practice.

Imparting knowledge about methods for dealing with conflicts and enhancing their problem-solving skills will facilitate their own abilities in training others. It will also equip them with the capacities to deal with conflict issues as they engage in PUE activities.

Gender dimension of conflict: It is important to constantly remind participants that gender manifests itself in different ways, including in situations of conflict, and therefore there is a need to take gender issues into account when resolving conflicts.

Approaches to consensus building generally move from:

Competition - where individuals strive to win or prevail over others - to

Accommodation – where individuals recognize that conflict is a zero-sum game - to

Compromise – where individuals give and take or share out- to

Collaboration – where a desire emerges to satisfy the concerns of all parties involved. It is important to move away from competitive negotiations, a form of 'win-lose' bargaining, to collaborative negotiation, a 'win–win' process.

In consensus building, the following skills are needed:

- Reflection.
- Critical thinking and analysis.
- Decision-making.
- Imagination.
- Communication.
- Conflict negotiation.
- Group building.

If we want to benefit from an electricity connection in a productive way, we have to work together as a team. This also means we should understand each other and ourselves. It also means we need to approach issues critically and with an open mind.

- We should find out more through research, questioning, evaluating, interpreting the evidence and challenging prejudices before acting.
- We also need to analyse the situation, consider alternatives, make decisions and plan for the implementation of the decisions.
- The idea is to create new ways of thinking and living. That is why it is important to encourage participants to always listen to others and show empathy while clearly expressing ideas and needs.
- It is also critical to analyse conflict situations systematically and suggest a range of non-violent solutions.
- This requires gender-responsive approaches and effective communication skills.

Finally, it is important to work cooperatively with one another to achieve shared gender, PUE and entrepreneurial goals. Always remember that everyone has something to contribute, everyone is part of the solution.

7.6   MODULE 22: WHAT IS LEADERSHIP?

Module 22	What is leadership
Objectives	• Understand the meaning of leadership • Understand the main theories of leadership and relate them to everyday experiences • Understand the different styles of leadership and be able to identify one that is appropriate in a certain situation
Content	• Meaning of leadership • Main theories of leadership and how to relate them to everyday experiences • The different styles of leadership and how to identify one that is appropriate in a specific situation
Duration	• 120 minutes
Training methods	• Brainstorming • Group/Plenary Discussion • Question and Answer exchange • Summarizing
Resources	• Flip Chart and Stand • Markers • Masking Tape • Cards • Handouts
Training aids / Handouts	• 22.1: Leadership • 22:2: Leadership styles - activity examples

TRAINER'S GUIDE

Step 1: Understanding leadership (10 minutes)
✓ The trainer should begin by sharing the session's objectives.
✓ Get the participants to organize themselves into four groups. Each group should discuss what leadership is and come up with a working definition.
✓ Each group should record their thoughts on flip charts and present them in a plenary discussion.
✓ Ensure these points are captured:
   • A leader is one who facilitates change.
   • A leader is someone who works with others to make things happen.
   • A leader is someone who has a vision and works with others in an inclusive way to improve a situation.
   • A leader is someone who creates opportunities for others through partnerships and hard work.

Step 2: The importance of leadership (20 minutes)
✓ In a question and answer session, engage participants on the question: 'Why is leadership important?'
✓ Record responses from the participants on flip charts. Ensure the following points are included:
   • Leadership facilitates change.
   • It helps to unify individual efforts.
   • It motivates team members.
   • It creates confidence.

✓ Sum up the session by reminding participants of the importance of women's leadership in the context of productive uses of electricity and women's entrepreneurship.

Step 3: Theories of leadership (20 minutes)
✓ In buzz groups, ask participants to discuss whether 'leaders are made or born'.
✓ Get them to write their responses on cards and stick them on the wall. Add other ideas and explain the differences between 'nature' and 'social construction'.
✓ In a mini-lecture, add the following points:
  • There are many theories and modules of leadership that describe, identify and predict outstanding leaders.
  • These theories include: the Traits Module, the Behavioural Module and the Contingency Module. Elaborate on the characteristics of each of the modules
✓ The trainer should then move on to discuss the sources of power that leaders draw upon: Legitimate Power; Reward Power, Coercive Power, Reverent Power and Expert Power. Elaborate on each of these sources of power, on their manifestation and ask the participants to share their experiences in a plenary discussion.

Step 4: Qualities of an effective leader (20 minutes)
✓ The trainer asks participants to each pick up a piece of card.
✓ Each participant should then write down, on their card, one quality of an effective leader.
✓ Allow some of the participants to share their responses in the plenary group and they should then be encouraged to identify one leader they admire and associate those qualities with. Conclude by highlighting the following attributes of an effective leader:
  • Encourages dissenting views.
  • Brings emotion into the group.
  • Gives direction.
  • Encourages accountability over responsibility.
  • Has emotional and intellectual stability.
  • Has integrity and is consistent in action.
  • Able to communicate effectively.
✓ Summarize by once again highlighting the differences in women's and men's leadership roles and how to avoid stereotypical roles in leadership.

Step 5: Leadership styles (30 minutes)
✓ Share Training Aid 21.1: Leadership and explain that the chart provides information about the different leadership styles that can be used in different situations and with what consequences.
✓ After going through the chart with the participants, divide them into six groups and ask each group to develop a role play based on one of the leadership styles (Autocratic, Exploitative and Authoritarian, Democratic, Consultative, Participative and Laissez-faire).
✓ Allow the groups to present their play in a plenary session while the others give comments.
✓ Summarize the key elements of each presentation, highlighting the gender aspects and stressing the importance of leadership for women's businesses and electricity promotion and use.

Step 6: Leadership styles activity (20 minutes)
- ✓ Explain to the participants the need to enhance their skills in identifying the types of leadership being utilized in a given situation and in assessing their suitability for the situation and context.
- ✓ Hand out *Training Aid 21:2- Leadership styles - activity examples*.
- ✓ Let the participants divide themselves into three groups such that each group takes responsibility for one of the three leadership examples in the training aid.
- ✓ Get the participants, in their groups, to make their own assessments of the leadership style(s) in use. The groups can use their own experiences as the basis for making the analysis.
- ✓ Get them to present their findings in a plenary group.
- ✓ Summarize the topic by asking the participants to state why it is important to have skills in assessing different leadership styles and appropriate situations. Let them explain how the exercise is going to strengthen their own leadership capacities in terms of working with others on gender, PUE and women entrepreneurship issues.

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TRAINING AIDS

Training Aid 22.1: Leadership

Leadership styles chart

Leadership style	When effective	When ineffective
Autocratic	Time is limited and action needs to take place immediately. No other member in the group has the skills or knowledge to make a sound decision. The decision to be made is self-evident.	A decision requires careful consideration and should not be rushed. Group holds a fair amount of knowledge and/or skills. Consultation and teamwork are established as important group values.
Exploitive / Authoritative	In advancing the agenda of the leader at the expense of others. This type of leadership is considered abusive.	Always ineffective for group members.
Democratic	Group is highly motivated. Group holds a fair amount of knowledge and/or skills. Teamwork and participation are important values in the group. A variety of perspectives should be considered before making a decision.	Group is unmotivated and/or disinterested. Group holds virtually no knowledge or skills. A decision needs to be made urgently.
Consultative	The decision being made requires direction and/or feedback from the group that will be affected by the decision.	The decision being made has little effect on the lives of others.

Leadership style	When effective	When ineffective
Participative	When the leader wants a decision to be guided by members of a group that have a real stake in the decision.	There is a high degree of conflict amongst group members.
Laissez-Faire / Delegative	Protocol is familiar and routine to the group. Group is highly motivated and self-sufficient. There is a high degree of trust in the group's capabilities, minimizing the need for central coordination.	Group holds limited knowledge. Group members are unfamiliar with one another or have a poor sense of teamwork. There is a high level of conflict among the group members. Group expects directions or instructions.

Training Aid 22.2: Leadership styles - activity examples

The car crash
A car crash has occurred at a busy junction. One of the victims of the car crash is suffering near fatal injuries. A crowd forms around the site of the car crash. People are very concerned, but aside from calling for the police, there is not very much any of them can do to improve the situation. The victim is stuck in his vehicle and, lacking the appropriate medical knowledge, people in the crowd are afraid of making the situation worse by attempting to remove the victim. Suddenly, a bystander emerges from the crowd who claims to be a doctor. He shouts at people to move aside and starts medical treatment on the victim. People are standing idly by, watching the doctor act. The doctor points to one person in the crowd and orders him to go and buy water. He then points to another person and tells her to call for an ambulance immediately. All the while, the doctor is doing everything he can to keep the victim alive.

The Student Representative Council
The President of the Student Representative Council (SRC) at the University of Liberia has just received word about an unprecedented opportunity to apply to a new pool of funding. According to the guidelines, the funding can only be used for _one_ of the SRC's activities. Given the range of activities carried out by the SRC, deciding which activity to fund will be difficult. The President reviews the guidelines in greater detail and realizes that the deadline for submitting a proposal is tomorrow!

That night, the President calls an emergency SRC meeting. She tells the group about the new funding opportunity and asks them for their inputs as to which activity or programme they should select for their funding request. The group makes several suggestions - each valid in its own right. A few hours pass and the President realizes that there is little agreement. The group has become increasingly agitated, frustrated and hostile. Some of them are complaining about being tired and hungry. In the hopes of reviving the group, the president reminds them that she hold their opinions in high regards and wants them to know that their input is integral to the success of the SRC, and that she feels it is very important that this decision is made by the whole group. The President suggests that no one leave the meeting until the group reaches a consensus.

A new manager in the office

Elisabeth has recently become the new manager of a team of employers at a small company. Elisabeth's supervisor informs her that the team has been working together for nearly a decade, producing high quality work on schedule.

Prior to Elizabeth's arrival, the team was worried that a new supervisor would try to restructure the way they work. The team was expecting a new manager to impose her own system, forcing the team to change the system they are comfortable with. Much to their surprise, when Elizabeth joined the team, she did not change a thing. She simply asked the team to continue their hard work.

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TRAINER'S NOTES

Leadership can be defined as a social influence process in which the leader seeks the voluntary participation of subordinates in an effort to achieve organizational goals.

Importance of leadership

Leadership is important because it facilitates change. It is a mechanism to convince women and men of the need for change. For example, in the current efforts to extend the reach of electricity in Liberia, it is important for change to happen in terms of enabling women to actively take part in all the decisions along the electricity value chain. Leadership is also about effective coordination that helps to unify individual efforts. This enables women entrepreneurs, the LEC and other agencies to come together and work on productive uses of electricity while recognizing the differential needs and concerns of women and men. Leadership is also crucial in terms of motivating team members. Good leadership creates an environment that is conducive to high performance. It also creates and sustains self-confidence and enthusiasm among followers.

Theories of leadership

✓ Traits model: The Traits Model is based on the observed characteristics of leaders. According to this theory, personality traits may lead some people to naturally take on leadership roles. However, many personality traits such as self-confidence, initiative, intelligence, maturity and people-centeredness are learnt through social conditioning. Hence, the claim that leadership is 'natural' to some people is debatable.

✓ Behavioural models: These theories suggest that leadership abilities depend more on how someone behaves than on their personality traits. This means that we can choose to become leaders by learning leadership skills. This theory is much more widely accepted today. For women, this theory helps us to move away from the erroneous idea that 'only men lead' and to reject years of exclusion from key leadership roles. Since we can learn the skills of leadership, it means we as women can break through barriers to become who we want to be. This is very critical for us in Liberia with regards to electricity connection and productive uses.

✓ Contingency theory: this argues that the occasion makes the leader. Thus, a leader must be prepared to change behaviour as circumstances change. This means that different work situations will require different leadership styles.

Sources of power: There are five sources of power:

- ✓ Legitimate power: Here, followers may do something because the leader has the right to request them to do it. The followers have an obligation to comply. This source of power is derived from the leader's position in the organization.
- ✓ Coercive power: Here, followers may do something to avoid punishments that that the leader controls such as loss of position, demotion and reprimand.
- ✓ Reward power: Followers may do something to obtain rewards that the leader controls such as promotion, technology, equipment, pay raises and better assignments.
- ✓ Reverent power: Followers may do something because they admire the leader and want to be like the leader and receive her approval.
    - This power is usually associated with individuals who possess admired personal characteristics such as charisma, integrity, intelligence and eloquence.
- ✓ Expert power: Followers may do something because they believe the leader to have special knowledge and expertise and to know what is needed to accomplish the task.

Qualities of effective leaders: Effective leaders:

- ✓ Encourage ideas and opinions from individuals and are able to resolve conflicts when they arise. They are able to continuously energize the group they lead, recognizing that achieving the goal /vision can be exhausting.
- ✓ Give direction – they are the vision bearers, the strategic thinkers and should be able to direct the team to develop goals through which the vision can be achieved and enable others to act.
- ✓ Encourage accountability over responsibility – they delegate duties and authority to others and allow others to grow through doing the job they have been assigned.
- ✓ Offer intellectual and emotional stability – they are able to observe accurately; infer, gather, select and evaluate facts; be creative; use inductive and deductive reasoning; and to tolerate stress and endure frustrations.

7.7   MODULE 23: OPPORTUNITIES AND CHALLENGES FOR LEADERSHIP

Module 23	Opportunities and challenges for leadership
Objectives	• Identify challenges for effective leadership • Identify the opportunities for effective leadership • Innovative ways of promoting women's leadership under PUE
Content	• Challenges for effective leadership • Opportunities for effective leadership • Women's leadership under PUE
Duration	• 60 Minutes
Training methods	• Brainstorming • Group/plenary discussion • Question and answer session • Summarizing
Resources	• Cards • Flip chart and stand • Markers • Masking tape
Training aids / Handouts	• 23.1: Challenges of leadership • 23.2: Opportunities for leadership • 23.3: Women as leaders - parliaments worldwide

TRAINER'S GUIDE

Step 1: Challenges of effective leadership (20 minutes)
✓ Introduce the session by referring to the objectives of the session.
✓ Engage participants in a brainstorming session on their experiences with regard to the challenges of effective leadership. Explain that leadership can be exercised at any level so that these experiences can be about themselves or about someone they know.
✓ Distribute *Training Aid 23.1: Challenges of leadership* among the participants.
✓ Allow them to read the information and engage them in a discussion.
✓ Let the participants share their responses in a plenary discussion while you record them on the flip chart. Discuss and agree on some of the key challenges. Stress how challenges could be much greater for women leaders.

Step 2: Opportunities for effective leadership (20 minutes)
✓ Provide each participant with a card.
✓ Ask each participant to write two points on their cards that show that there are opportunities for effective leadership in Liberia. Let the participants stick their cards on the wall.
✓ Distribute *Training Aid 23.2: Opportunities for leadership* among the participants.
✓ In a plenary group, explain to the participants that, despite the challenges, there are many opportunities for effective leadership in the context of Liberia. This is to an extent because the country is rebuilding itself after several years of war and it is important that women and men of integrity offer themselves for service.
✓ Summarize the key points and ensure the following are included:
   • Liberia is growing through a process of national building.
   • Policies and systems are being put in place.

- Several programmes are being implemented.
- LEC is implementing innovative programmes on electricity.
- Women's leadership is being prioritized.
- The president is a woman so a role model is therefore readily available.
- There is a need to improve livelihoods.
- Women have built their capacities.
- International and bilateral agencies are eager to support transformational leadership efforts.
- Women groups exist.
- Young women and men are eager.

Step 3: Women as leaders (20 minutes)

✓ In a question and answer session, ask the participants: "Besides the general challenges that face every leader, do women face any extra challenges?"
✓ Record their responses on a flip chart. Discuss and agree that women do face additional challenges as leaders because of the discriminating practices and inequalities they experience as women.
✓ Hand out *Training Aid 23.3: Women as leaders - parliaments worldwide* and discuss the implications for Liberia and the sub-region.
✓ Explain that unless women work effectively together as leaders, such challenges could affect their participation in PUE programmes.
✓ In the plenary group, ask the participants to discuss why it is important to overcome gender- specific challenges of leadership as women. Summarize the key points to include the following:
  - Working together is critical for women.
  - Women cannot afford to fail because everybody is looking at them.
  - Working together in PUE partnerships can strengthen effective leadership in our entrepreneurial efforts.
✓ Conclude the discussion by asking two or three participants to share their plans for effective leadership once they complete the TOT workshop.

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TRAINING AIDS

Training Aid 23.1: Leadership challenges[1]

Leadership challenges vary, but many of the most common have to do with motivating, encouraging and effectively managing people through recognizing their gender differences. This is particularly the case in business settings, where employees must learn to work together in order for the business to function and be profitable. Any situation in which there are both leaders and supporters can have leadership challenges, including in volunteer organizations, community and women's movements. What is often referred to as 'good leadership' is often a lot easier to describe than to actually implement. Many of the most common leadership challenges arise when leaders are unaware of common pitfalls or are inattentive to developing problems.

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[1] This was originally written by: Sheri Cyprus (2014) and has been edited to fit this module.

Motivating those we work with: No organization, be it formal or informal, will get far if its workers are not motivated. Workers who lack focus or are uninterested in the end goal are usually not very productive, and can often undermine a leader's efforts and authority. When gender issues are not addressed, women in particular can feel undermined and become unsupportive of the organization's vision. Sometimes, the fix is as easy as clearly communicating the mission. In other instances, leaders must work with individual employees to work out an effective incentive structure. Much of worker motivation has to do with the workplace environment. For women, incentives such as childcare facilities, flexible working hours and time-off are usually useful. The happier and more valued employees feel, the more likely it is that they will give the organization their best efforts. Investing in employee happiness sometimes seems far-fetched but this is a sure way of developing a culture of ownership which in turn promotes productivity. This is especially important for spaces where women work together.

Fostering leadership experience: One of the hardest parts of running any sort of organization is ensuring that those in superior positions are actually capable of leading effectively. The skills needed to head up a cause or execute specific goals are not usually intuitive, and they cannot always be learnt in a classroom. Those who have attended workshops, both students and trainers, are often able to describe leadership styles and techniques quite well. However, to actually execute them, some experience is usually required. Women and others looking to hire or appoint leaders are usually wise to consider much more than what is on a paper résumé.

Strengthening team unity: Leaders are often responsible for helping to build unity among staff members. Teams that do not work well together often take a lot longer to complete even routine tasks. It can take some time for women and men working together to develop trusting relationships with one another, and the role of a supervisor or manager is to set an appropriate framework so these relationships can grow. Prioritizing gender issues is critical in this respect. Employees do not need to become each other's best friends, but they do need to be able to work effectively with one another. This does not always come as naturally as some might assume. It is a social relational process involving all staff and member of an organization.

Facilitating open communication: One of the hardest things many leaders face is finding ways to be approachable without losing authority. Effective teamwork depends on a culture of open communication, where superiors and subordinates can freely discuss progress and problems. Employees who feel that their bosses are distant have a tendency to make mistakes that could have been avoided had parties felt more comfortable talking to each other.

Encouraging action and innovation: Particularly in larger organizations, encouraging employees to be creative with their ideas and to take risks in their work is one of the more difficult leadership challenges. While it is important for workers to have boundaries and parameters in order to stay focused, some latitude is essential for growth. Organizations that never generate new ideas are often surpassed by innovative competitors. Leaders must find a balance between keeping employees focused and giving them space to think creatively. The amount of freedom that workers should have necessarily depends on the setting and the sort of work being done, but is important in nearly all disciplines including gender and PUE settings.

Managing information: Leaders are often overwhelmed by the sheer number of things, apart from staff management, that have to be done to keep a business or organization going. Being a good leader usually requires a close attention to detail, and an ability to manage a lot of competing demands at once. Most of the time, those in more senior positions must stay on top of enormous amounts of data, information and paperwork. Such organizational work is often only tangentially related to managing staff, but it must be

done. Adjusting to different roles is, for many, one of the most surprising challenges that come with a leadership position.

Training Aid 23.2: Opportunities for leadership[2]

As a leader, when we move on to a new opportunity, who will take our place? Will there be a successor who has been carefully groomed to fill our specific job title, or will we depart having developed the capabilities of as many women and men as possible? What legacies are we leaving as gender and PUE trainers and entrepreneurs? One definition of leading is "to show the way by going in advance." If we use this definition of leadership, we see all sorts of opportunities to develop others, and far beyond just promoting them to a leadership role. At some point in our lives, we all have the chance to show the way for others. When we provide our team members with an opportunity to exercise their leadership capabilities, we are giving them an invaluable treasure. As such, leadership development need not be just for those who aspire to an official job title or increases in their monetary earnings. The key is seeing leadership development opportunities in everyday situations and working with our teams to implement them. This is the case with the gender and PUE training programme. Common workplace scenarios where development opportunities are obvious include the following:

Setbacks: Character is the bedrock of leadership, and nothing builds character like a project that faces challenges. If we, as leaders, frame the failure as a learning opportunity, we are able to set in motion a powerful motivator to grow. A good example is a women's organization facing the possibility of closure due to lack of funds. As a team leader, if you adopt a positive attitude of 'all hands on deck', you can quickly strengthen fundraising capacities and get team members to begin taking responsibility. The confidence expressed will enable the team to quickly learn from earlier mistakes and become better project leaders with effective fundraising capacities. This could save the organization.

Transition: Any time when a change is imminent, there is an immediate opportunity to coach women and men to lean into leadership, either formally or informally. Possible opportunities include promotions, appointment to project leadership, department restructuring or procedural changes such as incorporating gender sensitivity. Identify any situation that requires others to be carried along into a new future. Then, identify someone on your team who has both the competence and enthusiasm about the change to act.

Technical expertise: Do you have a highly skilled "technician" on your staff — someone who excels in a particular skill that others would benefit from learning? Work with that individual to craft a series of "lunch and learns" for your team. You can also look for ways you can showcase your team members' talents beyond your department — send them in your place to meetings or have them make presentations at company-wide meetings.

Differences in opinion: In the work environment, there are many different opinions about how things should work. When those viewpoints conflict, it is important for someone to help bring the group to a consensus. That person does not always need to be you. If you help others in your team develop the skill of facilitating dialogue, there are multiple paybacks. Not only do your discussion leaders gain key business skills, your team also works more smoothly together. There is no need to create followers; the objective should be to create more leaders. There are many opportunities to grow leaders especially among women

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[2] Source: http://smartblogs.com/leadership/2012/12/06/discovering-opportunities-develop-leadership/

and girls, each and every day. When we know what to do in the different spaces we occupy or function in, we will identify many leadership development opportunities that can strengthen our role as entrepreneurs and trainers.

Training Aid 23.3: Women as leaders - parliaments worldwide[3]

A survey has shown a record number of women serving as members of parliament worldwide. A report by the Inter-Parliamentary Union (IPU) shows that, in 2013, women occupied nearly 22 percent of parliamentary seats. That is an increase of 1.5 percentage points in one year - double the average rate of increase in recent years. A 1.5 percent increase in the number of women members of parliament globally may not sound like a lot but the Inter-Parliamentary Union notes that, if this trend continues, it could lead to gender parity within 20 years. The IPU says the increase in the number of women MPs is due to more countries using measures such as legislative and voluntary quotas to make it easier for women to become elected or appointed to houses of parliament.

A survey of 189 countries shows that Rwanda, Andorra, Cuba, Sweden and South Africa top the rankings of women in national parliaments. Micronesia, Palau, Qatar and Vanuatu, which have all male legislatures, are at the bottom of the rankings. The report notes that the Americas lead as the region with the highest share of women MPs at 15.2 percent. It also notes that the Arab world made the largest gains last year, with the appointment of 30 women to Saudi Arabia's Shura Council and 18 women elected to the Jordanian parliament.

IPU Secretary-General Anders Johnsson says Africa continues to make steady progress. He says almost 20 years ago, Africa had less than 10 percent women parliamentarians. Today it has 22.5 percent. "Some of the world's best performing countries are in Africa, including the best performing country, which is Rwanda where it is the first country ever to have more than 60 percent women in parliament," he said. "When there is public focus, public pressure, public attention and public support - and that is the case particularly in African countries - then you get results. So, you have seen that last year in Cameroon. You have seen it in Kenya. You have seen it in Togo. You have seen it in Zimbabwe - all countries that did very well."

While the number of women MPs continues to grow in Europe, the report notes the Asia-Pacific region is bucking this healthy regional trend. It says, without Australia to shore up the numbers, women would count for just 3.2 percent of all parliamentarians in the Pacific region. The manager of IPU's Gender Program, Kareen Jabre, tells VOA that a parliament without women is not representative of the world. She says a parliament without women cannot be effective because it is not aware of the realities and priorities of half of the population of the world.

"We carried out a survey of parliamentarians three, four years ago where we asked them what did women bring when they came to parliament and the first thing that MPs responded, they changed the priorities that were discussed in parliament and brought new priorities to the floor of parliament and one of the first issues they brought up was violence against women, in particular domestic violence, which, of course, concerns women more than men and which, of course, if you were in a gathering of only men will be less likely to come up as an issue, than if you have women around the table as well," she said. The IPU report finds that more women last year were targets of political violence. It says electoral violence - which includes

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[3] http://www.voanews.com/content/record-number-of-women-serving-in-parliaments-worldwide/1863938.html

intimidation, threats, physical assault and other aggression - acts as a deterrent to keep women out of politics.

TRAINER'S NOTES

Challenges of leadership
There are many challenges of effective leadership. A key source is at the organizational level where many conflicts occur. The need to create a fair and gender-responsive organizational culture is therefore important. Organizational culture is a system of shared meaning held by members that distinguishes it from another entity. The philosophy, values and standards of an organization are critical in developing an organizational culture where both women and men can strengthen their capacities and give of their best. There are also challenges with delegating responsibility, especially in situations where the leader wants to be the one who knows it all or where trust has not been built. Women tend to experience such challenges when they work in male-dominated settings. Another area of challenge is when change has to occur. For years, women have worked in small-scale informal emprises and businesses, and processes of upscaling that might be required under a gender and PUE programme may be daunting. These might therefore need specific support strategies. In order to overcome resistance, a process for addressing, systematically confronting and overcoming the bottlenecks women entrepreneurs may face will have to be put in place.

Succession planning is also an area of challenge. How do we ensure that the women and men we work with feel a sense of ownership such that they can step in as leaders when we move on? It is not so much that we have many followers; the issue is whether the followers are themselves leaders able to embrace change where necessary.

Opportunities for leadership
Leadership opportunities are around us all the time. Especially in a post-conflict context, such as in Liberia where institutions are being strengthened to lead the process of reconstruction, women and poorer sections of communities have a chance to enhance their voices in consultative meetings and processes to have their needs and concerns addressed. Women in particular have the backing of the UN and national constitutions to be representatives in both key and informal decision-making spaces. A 30 percent representation of women is seen as a minimum for decision-making to be effective. This means that programmes and initiatives, such as the gender and PUE initiative, have to be fully embraced by women leaders. Liberia has a very important opportunity as it is headed by a female president, Ellen Sirleaf Johnson. This provides an ideal role model for both women and girls.

Women as leaders
Many of the challenges women face as leaders are grounded in erroneous assumptions about women's place in society. In some cultures, women are not supposed to lead, stand before men to speak or instruct them. Many religions also think that God is a man, and so many religious leaders are men. In various professions, we find women occupying stereotypical jobs and positions. These are often in the lower ranks. When jobs are about taking care of others, you find women there. The situation is also worsened by the fact that women's educational levels are often lower than that of their male counterparts. The need to balance household and economic demands also affects women's leadership. This is why men are the ones who are usually seen taking public decisions. There are also prejudices against women leaders. Some of these are:
- Women cannot take pressure.

- Women are not decisive.
- They are afraid of making decisions.
- Women are difficult to work for.
- They allow their families and personal issues to get in the way of their job.
- Women are too emotional.

All the above assumptions are incorrect and serve to exclude and discriminate against women. However, the good news is that things are changing and all governments are expected to promote women's leadership. It has been said by the UN that, for effective decision-making, women must have at least 30 percent representation. As women, we should use the opportunity to strengthen our presence in public life as effective leaders. In the context of Liberia, the electrification programme provides such a space. We should promote our businesses using electricity; we should participate in decision-making on electricity; and we must enhance our skills and knowledge of electrical appliances and equipment.

7.8 MODULE 24: BUILDING SELF-ESTEEM AND CONFIDENCE

Module 24	Building Self-Esteem and Confidence
Objectives	• Understand self-esteem and confidence • Understand the skills for building self-esteem and confidence • Understand the benefits of self-esteem and confidence for women
Content	• Understanding self-esteem and confidence • Developing skills for building self-esteem and confidence • Benefits of self-esteem and confidence for women
Duration	• 60 minutes
Training methods	• Brainstorming • Group/plenary discussion • Role play • Question and answer session • Summarization
Resources	• Cards • Flip chart and stand • Markers • Masking tape
Training aids / Handouts	• 24. 1: How to establish the characteristics of your own self-esteem

TRAINER'S GUIDE

Step 1: Understanding self-esteem and confidence (10 minutes)
✓ Using a brainstorming technique, let the participants explain what "self-esteem" and "confidence" mean to them. Record their responses on the flip chart.
✓ Ask participants to share their experiences with regard to coming to terms with their own self -esteem and their self-confidence. Conclude by emphasizing that "self-esteem" and "confidence" are key characteristics that women as leaders and entrepreneurs need.
✓ Inform them that such characteristics are critical for effective engagement with PUE processes at all levels.

Step 2: Skills relating to self-esteem and confidence (25 minutes)
✓ Divide participants into two groups.
✓ Hand out *Training Aid 24.1: How to establish the characteristics of your own self-esteem.*
✓ Give each group a flip chart sheet and ask them to list all the reasons why they are the best group in the TOT workshop.
✓ Remind them to list things such as being funny, being active, punctual etc.
✓ After the groups have listed all their characteristics related to self-esteem, ask them to act out the qualities listed in a role-play.
✓ Ask the groups to act out these scenes in a plenary session and then discuss with them how they came to highlight these characteristics.
✓ Summarize as follows:
   • Always feel comfortable with yourself.
   • Get along with others.
   • Know that you can handle yourself in various situations.

- Growing up you may have faced certain things that still make you feel insecure. However, you can learn specific skills right now to become more confident.

Step 3: Steps towards becoming self-confident (15 minutes)
✓ Allow participants to brainstorm on what makes them confident or makes them feel they lack self-confidence.
✓ On one side of a flip-chart sheet, record all the responses related to "being confident" while add responses of "not feeling confident" on the other side.
✓ In a mini-lecture, build on participants' responses by highlighting the following steps that can help build up your confidence as a woman:
- Understanding the things that make you feel unsure of yourself. Remember that everyone has something they are not comfortable with about themselves, and that this might not necessarily be true.
- Spending a lot of time with those who share similar interests and concerns. Being around women and men who love and appreciate you can quickly boost your confidence and they can help you overcome your insecurities.
- Be yourself. It is important that you do the things that make you happy rather than focusing on what others may be expecting of you.
- Your health is critical. Being healthy will increase your confidence and enable you to advocate on the issues that concern you. Thus, it is important to make time for yourself and your health. As a woman entrepreneur, it is critical that your business activity enhances your ability to enjoy life.
- After this TOT workshop on gender, PUE and business development, it would be beneficial to you, as a participant, to demonstrate its impact in your behaviour, attitudes and practices. It will become obvious that there is a change in your life, and you will then become a role model for others in your community.
- Through that, you will be able to share our experiences of the TOT workshop with others and this can boost your self-confidence.
- There are individuals who try to put others down so they can feel better about their own inadequacies. There are others whose positive energies can impact on you and boost your confidence, rather than put you down. While one should always be polite and respectful, it is not always necessary to justify yourself to others. It is, however, important to be assertive about the things that are true about you.
- In engaging with other women, or men, on the personal or business levels, try to avoid relationships that are stressful and strengthen others which make you feel appreciated, useful and loved.

Step 4: The benefits of being confident (10 minutes)
✓ Let participants go through a brainstorming exercise on the benefits of being confident.
✓ Record their responses on a flip chart.
✓ Divide the participants into two groups and ask them to plan how to exhibit confidence traits in their capacity as gender, PUE and business entrepreneurs. Let them explain how they will deal with LEC and related agencies on issues of connections, costs and other aspects of electrification. Let them discuss the possible challenges they might face and the practical actions they would put in place to ensure they are confident when engaging on issues of electricity and their businesses after the workshop at the personal, family and organizational levels.
✓ Participants should then list possible ideas on how they can continue to enhance their confidence going forward. Ensure the following points are included:
- Increasing performance as a woman entrepreneur.
- Achieving greater happiness and acting with greater energy and determination.

- Relaxing in challenging social settings such as meeting new people.
- Gaining a sense of freedom without fear of rejection.

✓ Conclude by stressing that, as women, they are more able to more quickly influence others and situations. Having a positive attitude comes from feeling good about yourself and knowing that your place in the spaces you occupy are important and very meaningful.

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TRAINING AIDS

Training Aid 24.1: Worksheet on self-esteem and confidence

Instructions:
List all the things that undermine your self-esteem. Then list all the ones that strengthen your confidence as a person.

Worksheet on self-esteem and confidence

	Undermines self-esteem	Enhances confidence
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

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TRAINER'S NOTES

Self-esteem and confidence

Self-esteem and a healthy self-confidence are tools that can help in managing fears as well as when dealing with challenges and help in developing a positive attitude to life. Past experience shows that we improve in this regard as we work hard and increase our success. We need to be self-confident so we can achieve high performance.

Developing skills for building self-esteem and confidence

Sometimes a lack of self-confidence is mainly about a lack of experience. Although you may not feel that confident about answering questions out loud in a workshop or at a meeting, such feelings will likely change as you become much more experienced. Sometimes, however, a lack of self-confidence will stem from feelings of insecurity; and when we feel insecure we tend not to assert ourselves. A lack of self-confidence is somewhat normal and common. However, we can change that feeling and become confident. In building self-confidence, the first goal is to develop a realistic understanding of your strengths and weaknesses. Once you have a full understanding of your situation, your fears become less significant. When the fear goes away, you lose your self-doubt and become able to assert yourself more. We should also feel good about our strengths and celebrate when we achieve successes. Planning also helps us to act more decisively. It is important we make time to plan for each day, activity or event. That way, we increase our preparedness, which enhances our confidence.

Steps towards becoming self-confident

A number of actions can be taken to promote our self-esteem. Women in particular are often affected by the negative attitudes of society towards their capacities and situations. It is therefore important that we avoid the negative thinking that leads to low self-esteem.

Deal with negative thoughts: When we have negative thoughts, we become prone to poor decisions and become susceptible to abusive situations. A useful strategy to overcome negative thoughts is to assess the accuracy of our own thoughts. These three questions are useful:

- What evidence supports my thinking?
- Would others say this is true about me?
- Does feeling this way make me feel good or bad about myself?

Once we are able to honestly answer the above questions, we can then move on to replace our negative thoughts with positive ones. It is important that our positive thoughts are factual and meaningful. For example, in the context of PUE and women's entrepreneurship, we should be able to replace negative thoughts that technology is not for women with positive thoughts that women can use technology to improve their businesses. These positive thoughts can then be backed up by concrete evidence of women's groups acquiring electrical equipment for productive economic use.

Another critical point to stress for participants is that every human being, both women and men, has strengths and weaknesses. With a solid self-esteem, we are able to accept and appreciate all our sides. Even though we face daily challenges in living in patriarchal society, women and men with a good and healthy self-esteem are able to feel good about themselves for who they are. They also appreciate their own worth, and take pride in their abilities and accomplishments. More significantly, they are also able to acknowledge that, while they are not perfect and do have faults, these faults do not play a major part in their lives or how they see themselves and lead their lives.

Keep a journal: Women and men who keep only negative thoughts in their mind increase their sense of low self-esteem. Putting such thoughts down on paper enables us to visualize them and assess the extent of their true importance. In so doing, we are also able to see the good elements in our scheme of things. We should also be able to record positive aspects of our lives such as the opportunity to participate in programmes such as this gender and PUE programme, the love we have for others and others have for us, and the good health we enjoy. So for every negative thought, try to put something positive alongside it.

Seek positive support: It is critical that, as women, we always interact and move along with those who celebrate our strengths and not our weaknesses. When we operate in positive environments, we feel good about ourselves and it strengthens us positively.

Create positive images: Images that are positive, such as bright pictures and objects, provide a perspective that diminishes negative thinking and talking. Even the colours we wear speak a lot about how we feel about ourselves. In our communities, singing and dancing are useful ways of building a sense of self-worth.

A positive start to the day: Beginning the day with something good influences our positive thinking for the whole day. Laughter, reading inspiring messages, saying something positive to a child or a partner are all useful ways of making us feel good about ourselves.

Treat yourself: Many women spend all their time doing things for others. That is good, but it is important that we make time to do something as a routine that relaxes us. A sporting activity, going out with friends, reading a book, taking a nap after returning from the farm or cooking the family meal are all useful ways of relaxing and making us feel good about ourselves. We should nurture our mind, body and soul in ways that makes us feel special. These ways do not have to cost money. For instance, you might create a quiet time in your day where you remain still and spiritual. One way of building self-esteem is to celebrate what you already have and not what you wish to have.

Identify and pursue your passions: Sometimes we feel very low and that then affects our self-esteem. This is when we need to remember our passions. For example, if we used to love to plant vegetables on our farm, but stopped, this is the time to begin again. There may also be things you always wanted to do, such as writing, but never managed to start. You can begin by listing all of them and then acting concretely on them. For example, deciding to become a trainer after the gender and PUE workshop could boost confidence and self-esteem.

Understand what failure really is: With a low self-esteem, the tendency is to think we are total failures. This happens a lot if we are not making good returns on our business ventures. The interesting thing is that failure is part of success. When we fail at something, it should not determine who we are, or our self-worth. As women, our goal should not be that we become like men. On the contrary, it is about trying all the possible opportunities open to human society and not accepting that we are limited merely because we are women. Trying to do something is always better than remaining static. Women and men everywhere face rejections and setbacks. The good news is that perseverance enables us to move on, even in the midst of multiple rejections. In the context of PUE, there is no guarantee that every aspect of our initiatives will bring positive results. However, if, in the context of PUE, we only get as far as organizing ourselves as women interested in electrification issues then that should be seen as a mark of success, and then we can build on that. Finally, strengthening one's self-esteem is not an easy process. However, the above steps can serve as a guide in the process of working at feeling good about ourselves.

Benefits for women of self-esteem and confidence

Confidence is an indispensable part of our development and wellbeing as women, both on the personal and the professional levels. With confidence we are able to forge ahead to fulfil our potential and perform at our peak level in our businesses and in any other endeavour we choose. Having confidence is what enables us, as women entrepreneurs, to achieve our true potential in any situation; in our relationships, our work or career, our finances and our self-image. Experiencing a lack of confidence can stop us from moving forward to the things that are of interest and concern to us as women, such as actively participating in PUE initiatives.

If we improve the way we think and feel about ourselves, we will strengthen our confidence and enhance our capacities to succeed and overcome life's challenges.

7.9   MODULE 25: INTRODUCTION TO THE TRAINING

Module 25	Introduction to the training
Objectives	• Differentiate between training and facilitation • Describe the linkage between a training aim and training objectives • Identify a variety of training methodologies
Content	• Difference between training and facilitation • Developing training aims and objectives • Training methods
Duration	• 2 hours
Training methods	• Question and answer session • Brainstorming • Group work • Plenary discussions
Resources	• Flip charts • Flipchart stands • Marker pens • Masking tape • Cards
Training aids / Handouts	• Training Aid 25.1a: Training cycle • Training Aid 25.1b: Training gaps/needs

TRAINER'S GUIDE

Step 1: Differentiating training from facilitation
✓ The trainer introduces the session objectives.
✓ In pairs, ask the participants to discuss the difference between 'training' and 'facilitation'. Record their responses on the flip chart.
✓ Summarize by explaining that a trainer is concerned with developing knowledge and skills, while a facilitator is concerned with the management of a process.
✓ Explain to the participants the reasons why training is done (to fill in gaps in performance between what people can do now and what they will do the future).
✓ Introduce a diagram of a training cycle *(Training Aid 25.1: the training cycle)* and to explain to the participants that it is a tool used by trainers to help them organize their work.
✓ Ask the participants to name other methods used to identify training needs. Record these on a flip chart and summarize by explaining that identifying training needs may involve any of the following: interviews, performance appraisal, review of documents etc.

Step 2: Setting training aims and objectives
✓ Ask the participants to explain what they understand by a 'training aim' and a 'training objective'. Record their responses on the flip chart.
✓ Explain that the 'training aim' is what the training hopes to achieve, while the 'objective' is what the training needs to accomplish for learning to take place.
✓ Give an example of a training aim and a training objective and asks participants to do the same.
✓ Ask the participants to form four groups. Give each of the groups a topic on which to develop a training aim and two objectives. The trainer can let the groups choose a different topic if they find the ones offered difficult. Get the groups to share their responses in a plenary discussion. Summarize the

responses and emphasize that the 'aim' and the 'objectives' together help to shape the design of a training programme.

Step 3: Planning and Preparation Stage

✓ Ask the participants to list some requirements that can ensure effective training. Record these on a flip chart.

✓ Summarize the responses and ensure the following are addressed: venue, accommodation, meals, training hall, lighting, toilets; materials such as marker pens, cards, masking tape, writing pads, scissors, pens, LCD, computer, video, stand, rapporteur and driver.

✓ Explain to the participants the importance of taking the following into account:
  • The focus of the training.
  • Duration/timetable/sequence of the training.
  • The background of participants.
  • Content of the training and training techniques to be used.
  • Motivators /energizers.

✓ The planner of a training programme needs to provide a title for each session. S/he defines the aim of the session and develops objectives of the training (e.g. by the end of the session, the participants should be able to (a) ……. and (b) …….).

✓ The following aspects of a training session should be addressed with the participants:
  • CONTENT OUTLINE: Summary
  • KEY LEARNING POINTS: The key aspects only
  • METHODOLOGY: Devise a mix of methods - include participatory methods
  • RESOURCES & MATERIALS: Select as appropriate
  • TIMING: Determine the time needed to cover the content

✓ Summarize by explaining to the participants that it is important to prepare for the training in advance. Emphasize the need to ensure that a presentation:
  • Is ATTRACTIVE
  • Has a title
  • Uses bullet points
  • Uses 2-3 complementary colours
  • Has BIG & BOLD headings
  • Is legible from ten metres
  • Has CAPITALISED KEY WORDS
  • Is NOT written in long sentences or does not use capitals only
  • Is Simple and Short – the ideal is four or five lines with spacing

Step 4: Implementation/Delivery Stage (Role-play)

✓ To develop skills
✓ Practical work/demonstrations
✓ Role play
✓ To impart knowledge or share information
✓ Lecture
✓ Case studies
✓ Story telling
✓ To change attitude
✓ Brainstorming
✓ Discussion groups

✓ Role play
✓ Reflection

Step 5: Monitoring and Evaluation
✓ Ask the participants to define 'monitoring' and 'evaluation' within a training context. Record the responses on the flip chart.
✓ Explain that 'monitoring and evaluation' is a continuous process of following up all stages of the training cycle, with a focus on the participation of the attendees, the effectiveness of the training methods and the achievement of session's objectives.
✓ Explain that 'monitoring' takes place during/within the training period and that evaluation may come in the middle or at the end of the training period.
✓ Summarize by explaining that 'monitoring' to a large degree informs the results of the evaluation.
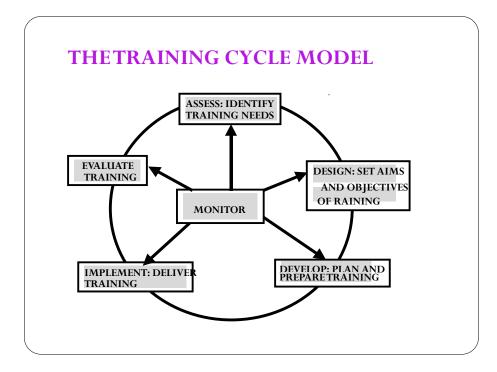
Step 6: Training Practice
✓ Introduce the aim and objectives of the training practice.
✓ Depending on the number of participants, ask them (singly, in pairs or in groups of four etc.) to prepare plan, implement and evaluate a training session.
✓ State the objectives as:
By the end of the training of trainers (TOT) workshop, the participants should have:
  • Planned and run a 30-minute training session.
  • Evaluated their own performance as trainers.
  • Given and received relevant feedback on their presentation.
✓ Ask the participants to do the following:
  • Choose a topic and give it a title.
  • Define the aim of the session.
  • Develop "SMART" objectives.
  • Think about the content – start with an outline, and then fill in the details.
  • Write down the key learning points.
  • Decide on appropriate methods and approaches.
  • Identify required resources/materials and make them available.
✓ Encourage the participants to do the following while remaining available for advice/guidance:
  • Work together: ensure the thirty minutes is used equitably by the group members. If you do not prepare together, you lose continuity in the presentation.
  • Improvise and use as many local materials as you can find in your training aids.
✓ Ask the participants to present their thirty-minute sessions.
  • Do this as a plenary group and let each group of participants / potential trainers be observed by the other groups as they present their session. Encourage them to give each other written feedback on their presentations.
✓ Congratulate the participants on their effort to become trainers. Encourage them by explaining that 'practice makes perfect'.

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Training Aid 25.1a: The training cycle

THE TRAINING CYCLE MODEL

Training Aid 25.1b Training gap/needs

STAGE 1
IDENTIFICATION OF TRAINING NEEDS

- **What is a training need?**

- **Basis for training programme**
- **Need for prioritization before planning and designing the training programme**

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TRAINER'S NOTES

Training is a skill that requires the trainer to be innovative. S/he may decide, for example, to ask the participants to state their expectations of the session, followed by linking and sharing the session's objectives.

A trainer is concerned with the development of knowledge and skills, with the objective of impacting on the attitudes and behaviour of the participants. This means that the trainer should be an expert on the topic of the training. Conversely, a facilitator is concerned with the management of a process. S/he does not need to be an expert on the. S/he should be a process expert.

Training is undertaken to develop the participants' skills and knowledge so as to improve their performance in their present tasks and/or to prepare them for more challenging responsibilities. Its purpose is to fill the performance gaps between what people can do now and what they will do in the future. Methods to identify training needs include reviewing documents, interviews, tests and direct questions, observation and use of performance appraisal reports.

The training cycle is a tool used by trainers to help them organize their work. It helps trainers to be systematic in their approach to training and includes all the essential stages of training.

Training methods serve different purposes:

To develop skills:
✓ Practical work/demonstrations
✓ Role playing

To impart knowledge or share information:
✓ Lectures
✓ Case studies
✓ Story telling

To change attitudes:
✓ Brainstorming
✓ Discussion groups
✓ Role playing
✓ Reflection

The following tips are important for a trainer:
✓ Remember names
✓ Use your voice (Projection, Articulation, Modulation, Speed)
✓ Dress comfortably – check zips and buttons before standing
✓ Scan your audience and maintain eye contact
✓ Don't keep your eyes on your notes
✓ Pause often
✓ Use humour and be enthusiastic
✓ You may be nervous the first time, this is normal, don't panic
✓ KISS - **K**eep **I**t **S**imple and **S**hort

An effective trainer continuously monitors the process that takes place throughout the training cycle. Checks on participation, facilitation and achievement of a session's objectives. When a need arises, s/he makes changes or takes corrective measures informed by the monitoring process.

At the end of the training period, the trainer assesses the effects and value of the training programme: content, practical aspects, facilitation, handouts/references, venue.