

EVERY GIRL IN SCHOOL ALLIANCE

DECEMBER 2019

# #SHETALKS

LABOUR RIGHTS CURRICULUM



COMMISSIONED UNDER THE #SHETALKS PROJECT; FUNDED BY HIVOS UNDER THE WOMEN@WORK CAMPAIGN



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## **SECTION A: GETTING STARTED**

- Workshop opening
- Introduction of trainers and participants
- Pre-test questionnaire
- Introduction to the training methodology
- Participants' expectations and concerns
- What to expect during this week
- Selection of daily feedback team

### **1. Training of Trainers Workshop opening**

The workshop starts with a brief welcome from the host organization, EGISA. This gives organizers an opportunity to explain the purpose of the workshop and to give the participants any additional information about the training sessions or about special arrangements and housekeeping issues (for example, accommodations, meals, or excursions). Trainers should make sure that the trainees are given a voice during this important first meeting. At the very least, the trainees should each be invited to introduce themselves to the whole group, stating their names and their areas of origin.

### **2. Introduction of trainers and participants**

Members of the training team should introduce themselves and briefly tell the participants about their background and training, emphasizing their enthusiasm for the opportunity to work with this group.

### **3. Pre-test questionnaire**

A pre-test is administered to participants to obtain a baseline level of knowledge, attitudes, and skills (or perceived skills) regarding the issues to be covered in this training. The facilitator should encourage the participants to answer the questions from their own perspectives. A sample pre-test questionnaire is provided in Annex 1. A pre-test questionnaire, aimed at assessing the initial knowledge, attitudes, and skills of the trainees, is an evaluation tool similar to those used to evaluate the impact of an intervention within the target group of young people. Monitoring and evaluation is a significant aspect of quality control and sustainability of any programme. This issue will be further explored in a session on monitoring and evaluation on Day 2

### **4. Introduction to the training methodology**

The trainer explains very briefly the experiential and highly interactive training that will be used during the six-day session. This is a good time to invoke the old saying: Tell me ... I forget, show me ... I remember, involve me ... I understand. Explain that this training will be one of 'involvement', of experiential learning.

## **5. Participants' expectations and concerns**

Participants are given an opportunity to speak about their expectations for the training session and to state any concerns regarding peer facilitation that they would like to have addressed. Responses are recorded on a flip chart. Assess which expectations are likely to be met in the course of the training workshop and which ones may go beyond its scope. At the end of the workshop, a review of these initial expectations should be part of the evaluation

## **6. What to expect during these 2 Days**

The facilitator provides a brief explanation of the training team's expectations for a successful workshop, being sure to incorporate participants' expectations. The facilitator explains what will happen during the training sessions in the next few days, so that participants are aware of what to expect.

## **7. Selection of daily feedback teams**

The facilitator explains that daily feedback from participants on all aspects of the training (not only on the content of the training, but also on organizational and logistical issues) allows the trainers to make changes as needed. She or he suggests appointing an evaluation team made up of two volunteers (called the 'eyes and ears') for each day of training. Their task will be to collect feedback from the group and report to the whole group the next morning.

## **SECTION B: PREPARING THE PEER TRAINER**

### **TRAINING TOPIC 1: INTRODUCTION TO ICEBREAKERS, WARM-UPS, AND ENERGIZERS**

#### **Objectives of the session**

To begin the process of getting to know each other in this workshop and to help participants understand the purpose of icebreakers and get experience using them.

#### **Introduction**

The trainer first introduces one of the icebreakers suggested in the exercises below and then leads a group discussion on the use of icebreakers, warm-up activities, and energizers in training and peer facilitation sessions. If there is enough time, trainees could do a second exercise. When a trainer first walks into a group, participants may not react favourably. By 'warming up' the group with enjoyable icebreakers or energizers, trainers help participants relax, be more responsive, and participate more positively. Icebreakers are also essential for helping participants get to know each other and for relieving the initial tension that is to be expected among a new group of people. Subsequently, it is recommended that training sessions begin with warm-up activities and icebreakers.

Icebreakers help the facilitators play and learn together and set the stage for continued training together.

Warm-up activities are usually used to begin a session on a positive note or to 'recharge' if the group's energy seems to be low. Some groups begin with a simple stretching exercise to get warmed up.

At other times, energizers may be introduced. Even when people are interested and concerned about the subject being covered, they can get tired and sleepy. Energizers give people a quick break and may add some humour, contributing to a positive group spirit.

#### **Things to consider when using energizers**

- Use energizers frequently during a training session, whenever people look sleepy or tired or to create a natural break between activities.
- Try to choose games that are appropriate for the local context. Think carefully, for example, about games that involve touch, particularly of different body parts.
- Try to select games in which everybody can participate and be sensitive to the needs and circumstances of the group. For example, some games may exclude people with disabilities.
- Try to ensure the safety of the group, particularly with games that involve running. For example, make sure that there is enough space and that the floor is clear.

- Try not to use only competitive games, but also include ones that encourage team building.
- Try to avoid energizers that go on too long. Keep them short and move on to the next planned activity when everyone has had a chance to move about and wake up.

*Based on: 100 Ways to Energize Groups: Games to Use in Trainings, Meetings and the Community. London: International HIV/AIDS Alliance, 2002*

### **Exercise: Pass the beat**

#### **Objectives**

- To help participants get to know each other and become aware of their dependence upon one another
- To raise the group's energy

**Materials:** None

#### **Process**

Have all participants form a circle. To introduce the exercise, say: 'I am going to face and make eye contact with the person on my left, and we will try to clap our hands at the same moment [demonstrate]. Then, she or he will turn to the left and clap hands at the same time with the person next to her or him. We will "pass the beat" around the circle. Let's try it now and remember to make eye contact and try to clap at the same time.' The rhythm builds up and the facilitator can call out 'faster' or 'slower' to increase the speed. Once the handclaps have passed around the circle, say: 'Now we will try to make the rhythm go faster and faster. Always be ready, because we might send additional rounds of handclaps around the circle, chasing the first. The 'beat' begins to be passed around the circle, from one person to the next. Remind people to keep it going, even if it stops for a moment when someone misses the beat. When the first round of handclaps is well established, start a new round. Eventually there might be three or four beats going around the group at the same time. This will often result in an enjoyable, high-energy chaos with lots of laughter.

#### **Closure**

Briefly ask whether participants enjoyed the exercise. Ask the group to describe, without singling anybody out, what happens in an interdependent team game when a player drops the beat. Remind the group that, to get the best results when working as a team, everyone depends on the other team members.

## **TRAINING TOPIC 2: SETTING GROUND RULES**

### **Objectives of the session**

To agree on ground rules for the workshop and to identify common ground rules for peer facilitation.

### **Introduction**

The facilitator and participants first decide upon the ground rules for this training workshop. This activity is followed by a group discussion on the importance of setting ground rules in any training activity. At the beginning of a training session, the group needs to identify and agree upon ground rules or guidelines for its work, and also to understand why rules are important. The trainer should ensure that certain common rules are included. An especially important rule in a workshop dealing with sensitive issues is to respect all participants' privacy and confidentiality; it should be made clear that no one is allowed to share personal information about other trainees outside the group. Some groups also operate with a rule encouraging people to share their feelings if they are offended or hurt by someone, so that the offender has a chance to apologize. This can be especially relevant in cases where participants feel hurt or insulted by jokes or remarks related to gender, ethnicity, or personal characteristics. Once all participants have agreed on a set of rules, the list is posted in the training room for the entire duration of the workshop. At times, it may be necessary to remind participants of the agreed-upon rules.

### **Common ground rules**

- Respecting each other, even when you disagree
- Agreeing to participate actively
- Having the right not to participate in an activity that makes you feel uncomfortable
- Listening to what other people say without interrupting them
- Using sentences that begin with 'I' when sharing values and feelings (as opposed to 'you')
- Not using 'put-downs' (i.e., snubbing or humiliating people on purpose)
- Respecting confidentiality
- Being on time
- Turning off cell phones

## TRAINING TOPIC 3: PEER FACILITATION – THEORY AND PRACTICE

### Objectives of the session

To help participants to understand the nature and purpose of peer facilitation and to gain insight into the mechanisms of behaviour change and how these relate to peer facilitation.

### Exercise: Peer facilitation – what and why?

#### Objectives

- To have a common understanding of the concept of peer facilitation
- To identify the benefits and the limits of peer facilitation

**Materials:** Three flip charts and markers

#### Process

Prior to this exercise, review the content in Section 1. Conduct three consecutive group 'call-outs' (an activity similar to brainstorming, in which participants call out their responses) on the following questions:

- What do we mean when we say 'peer facilitation'?
- What are the possible advantages of peer facilitation?
- What are the possible disadvantages of peer facilitation?

Record all responses on the flip charts. When agreeing on a working definition of peer facilitation, it is important to come as close as possible to the following description: 'Peer (women farmer) facilitation is the process whereby well-trained and motivated lead women farmers undertake informal or organized facilitation activities with their peers (women farmers). These activities, occurring over an extended period of time, are aimed at developing fellow women farmers' knowledge of their rights and at enabling them to be responsible for and to protect their own rights.'

*A peer is a person who belongs to the same social group as another person or group. The social group may be based on age, sex, sexual orientation, occupation, socio-economic or health status, and other factors.*

When discussing major advantages and disadvantages of peer facilitation over other forms of facilitation, have the following table at hand to add essential points if necessary:

<b>Advantages</b>	<b>Disadvantages</b>
<ul style="list-style-type: none"><li>• Women farmers take on programmatic responsibilities</li></ul>	<ul style="list-style-type: none"><li>• As peer educators age, they grow out of their role; new people always have to be recruited and trained</li></ul>

<ul style="list-style-type: none"> <li>• Facilitators and target group members often use the same slang terms</li> <li>• Peer Facilitators gain skills that are important for their continued personal development</li> <li>• Peer facilitation can supplement other interventions, such as the work of teachers, social workers, and health service providers</li> <li>• Peer facilitation is a community-level intervention that can provide a link to other community services</li> <li>• Peer facilitators can gain access to groups that are otherwise difficult to reach</li> <li>• Peer facilitation can be relatively inexpensive when compared to other interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Peer education programmes pose large management burdens on NGOs, schools, etc., and require skilled supervisors to be on the staff of a programme</li> <li>• It is difficult to evaluate the impact of peer education, especially when proper monitoring and evaluation budgets have not been set aside for the programme</li> <li>• If educators are not well trained, peer education can have a harmful effect (misinformation and unprofessional advice)</li> <li>• If not properly targeted, activities called peer education may really be outreach or general education interventions</li> </ul>
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**Closure**

At the end of this activity, the trainers should emphasize that peer education is not the solution to every problem, and sometimes it may be better to use other approaches. The objectives of the intervention, the characteristics of the target group, and the specific setting are all elements when considering whether peer education is appropriate.



## **TRAINING TOPIC 4: INTRODUCTION TO PUBLIC SPEAKING**

### **Objective of the session**

To allow participants to identify and practise skills in public speaking and facilitation.

### **Introduction**

Peer educators might be nervous about speaking in public or being in the spotlight. To ensure that tasks are carried out successfully, educators should not be asked to undertake activities that are beyond their limits.

The following exercises will help participants gain experience in speaking in public and improve their public speaking skills.

### **Exercise: Public-speaking skills**

#### **Objective**

To help participants identify and practise their skills in public speaking and facilitation

#### **Materials:**

None unless a participant chooses to use relevant materials, such as a flip chart

#### **Process**

Tell participants that they are now going to focus on public speaking techniques. Discuss the major features of effective public speaking, such as:

- Use of engaging and interactive techniques
- Movement into and out of the audience
- Use of gestures
- Eye contact (of appropriate duration)
- Modulation of intonation
- Appropriate use of humour

Practise these techniques as you explain them, and ask participants to watch closely. This allows the group to see how theory of good public speaking is actually applied. Then ask for feedback: 'How would you describe what I'm doing at this moment?' Make sure the main components of good public speaking are mentioned.

After this, start a discussion about other factors that aid effective public speaking. Be sure to bring up the following areas:

- Use of storytelling as a technique to capture attention
- Caution about inappropriate use of slang terms or other unacceptable language
- Creation and maintenance of a safe learning environment for the audience
- Ways to respond to incorrect answers from the audience

## **Closure**

Tell the participants that they will receive feedback on how they use their public-speaking skills throughout the training session.

## **Exercise: Thirty seconds of fame**

### **Objectives**

- To give participants an opportunity to speak in public
- To make the experience as positive as possible in order to build confidence

### **Materials**

Chairs for all participants

### **Process**

Explain that each participant will be given 30 seconds to speak to the group about anything she or he would like. Tell the participants that: 'At the end of the 30 seconds, I will start to applaud to show appreciation for your effort. Don't be alarmed if you are in mid-sentence. My applause will be the signal for everyone else to begin applauding, which will show positive appreciation for your effort. During your 30 seconds, you can do whatever you want. However, even if you stop speaking, we will not begin to applaud until your 30 seconds are over. It is the job of everyone in the group to give each speaker their undivided attention and delighted, enthusiastic interest. Please do not interrupt any speaker in any way at all. Do not try to rescue them in any way. We should applaud as loudly for the last person as we did for the first, and for everyone in between.'

Ask the first person to begin; after 30 seconds, even if she or he is in mid-sentence, you should begin applauding. You may sometimes have to remind the group to remain silent while a person speaks and to give every speaker their undivided attention. Also remind them to wait until you give the signal before they begin clapping.

## **Closure**

After everyone has had 30 seconds to speak, lead a group discussion in which participants talk about how they felt doing the exercise. Which speeches best displayed effective public-speaking skills? How can these skills be applied to peer education training?

## **TRAINING TOPIC 5: USE OF ROLE PLAY**

### **Objective of the session**

To introduce role play as a highly interactive method that can be used effectively in health education.

### **Introduction**

The facilitator first highlights the importance of acting skills in peer education. She or he points out that this session will introduce the technique of role play. During the rest of the full workshop, role play will be used frequently as an educational tool and participants will have opportunities to develop their acting skills further. Role play is a multi-purpose tool in peer education. Many peer education programmes use role plays to illustrate challenges and to model important skills.

Effective role play engages the hearts and minds of the audience and motivates them to begin the all-important move towards real behavioural change. When setting up a role play for presentation by trainees, the following guidelines are important:

- Usually two or more people are asked to take on the roles of certain characters and then act out a scene focusing on a predetermined situation. In some cases, details might be given about how a situation should unfold, and role players are asked only to create an ending.
- Make sure that no one is bullied or forced to act in a role play by other participants; some young people may not feel comfortable acting. However, if a group member only seems to be a little shy or reluctant, encourage her or him – gently, not forcefully – to try acting a role.
- Suggest that male participants play female roles and female participants play male roles from time to time so that they have a chance to place themselves in situations encountered by members of the opposite sex.
- Visit small groups as they are creating a role play to make sure that they are developing a scene that is no longer than five to seven minutes long and to ensure that all members of the group are involved in some way.
- Make sure that the group does not spend all the exercise time devising a script – they need to practise their role play as well.
- Create sufficient space for the performance so that all other participants can see it when it is presented.
- Encourage the players to speak loudly so that the whole audience can hear the dialogue.
- If the role play goes on too long or seems to get 'stuck', invite the players to stop so that everyone can discuss the situation.
- Allow the other participants to offer their observations after each group has performed. For example, you might ask the audience what they saw and then ask the actors whether they intended to portray that.

- Sometimes, when doing a very serious or emotional role play, it might be necessary to 'de-role', so that the actors can acknowledge who they are in real life, outside the role of the character they just played.
- If you have time, ask the participants how the role play relates to their own lives.

### **Exercise: Role play revolution**

#### **Objectives**

- To serve as a topic lead-in to introduce various sides of an issue
- To provide information, motivate people to change behaviour, and demonstrate a variety of negotiation and decision-making skills
- To model appropriate behaviour
- To provide information about accessing resources

**Materials:** Two chairs

#### **Process**

Have eight to ten volunteers stand in a semi-circle behind the backs of two chairs. Ask two volunteers to sit on the chairs; explain that they will do a little acting. Ask one of the players sitting on the chairs to start an improvised role play by saying something to which the other player responds. Explain that at any point, one of the participants standing behind the chairs can 'tap in' and take over by simply lightly tapping the shoulder of one of the actors in the improvisation (provided this kind of touch is acceptable in the local culture). The participant who taps in can either continue the story or start a new scene.

#### **Closure**

After most or all of the participants have had a chance to act, end the role play and start a discussion about what the participants experienced while playing their roles. Make sure to explain the benefits of this type of role play. It can generate realistic dialogue that could be used to develop scenes in the future or to develop the skills of peer educators. For example, if the group began by brainstorming the ways to negotiate safer sex, the group could practice using those communication skills with this type of role play. The role play would continue until participants didn't have any new ways of asking a partner to use a condom. When finished, they may have even identified additional ways to convey the same message. Any incomplete or incorrect information that appeared in the story can be discussed. It is very important to note that the actors were 'in character' and not necessarily playing themselves.

#### **Training note**

This exercise is a valuable example of how peer educators can practise supporting each other as a team. For example, make clear to them that when they are standing in the background, behind the chairs, they need to be quiet. They can be instructed to behave in such a way that it appears as though the role play is 'the most fascinating thing happening at this moment on the planet!'

# SECTION C: #SHETALKS

## TRAINING TOPIC 6: LABOUR RIGHTS

**Format:** TED Styled + Circle of Power

### Objectives

- To educate women on their basic human rights: how and where to demand them
- To educate women farmers on their labour rights and how and where to demand them

**Materials:** Chichewa handouts

### PROCESS

#### Icebreaker:

Get the group to do an activity together e.g. Song

## SECTION A: TED STYLED PRESENTATION FROM FACILITATOR

### 1. Defining Key Terms (15 minutes)

Facilitator defines key terms and uses examples to explain these concepts.

- Who is a Human being
- What are Human Rights
- What are Labour Rights
- Policies & legal frameworks
- What is Decent Work
  - ✚ The Malawi Decent Work Programme

Facilitator can ask audience to also give examples of these key terms

### 2. Policies & legal frameworks in Malawi (10 minutes)

Facilitator spends time discussing what policies and legal frameworks exist in Malawi that seek to improve the working conditions of women in agriculture. These include:

- The Malawi Decent Work Programme
- Labour Act

## PART B: CIRCLE OF POWER

In the part of the #SheTalks, participants sit in a circle and have an open discussion, moderated by the facilitator

### 3. Discussion questions

- What do you think about all these laws and policies? Are they working for you?
- What are the gaps and how can they be addressed?

- What are the factors that threaten efforts to improve the working conditions of women in agriculture
- Do you feel that Malawi women horticulture farmers are benefiting from the Decent Work Country Programme?

## **FACILITATOR NOTES**

### **Background**

The agricultural sector in developing countries is further characterized by the prevalence of self-employed farmers, producers and small-hold operators that employ family labour. For example, almost three quarters of Africa's economically active rural population are smallholders (ILO, 2011b; FAO, 2014a), and many of them are engaged in self-employment or unpaid family work. Many of the rural poor are subsistence producers, family farmers or landless agricultural workers, who suffer from different forms of marginalization. Often, rural workers are considered to be neither employers nor workers to be governed by labour laws (ILO, 2015b). Most Women farmers are seasonal workers who during farming seasons, are working in the farms and during off season, are forced to look for other sources of income.

### **List of Labour Rights**

- Freedom of association. Collective bargaining.
- Child labor. Unfree labour.
- Equal pay. Employment discrimination.
- Legal working age. Eight-hour day.
- Annual leave. Minimum wage.
- Occupational safety and health. Employment protection.

### **List of Policies & Frameworks**

- **Constitution** for the Second Republic, finalized in 1995, which incorporates labour issues within its human rights clauses.
- **The Labour Relations Act 1996** attempts to give effect to the Constitution and to international labour standards on issues such as formation of workers' and employers' organizations, collective bargaining, the taking of industrial action and dispute resolution.
- **The Employment Act 2000** attempts to give effect to the Constitution and international standards on issues such as basic terms and conditions of employment, employment of women and young persons, and dismissal and other forms of termination of employment
- **The Malawi Decent Work Country Programme** seeks to, among other things, increase gainful and decent employment generation by promoting employment opportunities for the vulnerable groups, particularly the youth, women and people with disabilities etc

## **Threats to improved labour conditions**

1. *The nature of agricultural business:* Agricultural business/work is seasonal hence it makes sense to employers to employ seasonal/casual workers than employing workers as permanent on permanent contracts.
2. *Working arrangement:* Women are not being paid on daily wage rates but on amount of work done. This makes it hard to promote a living wage
3. *Labour supply:* Lack of paying jobs means women are forced to farm for little or no returns.
4. *The legal framework:* legal framework caters for those in formal employment not seasonal workers like farmers
5. *The minimum wage:* With the minimum wage, companies in Malawi are not obliged to pay more than the minimum wage so it will be a challenge to promote the living wage.
6. *Capacity at the Ministry of Labour:* Ministry can't conduct inspections due to short staffing
7. *Exporting challenges:* high cost of exporting and lack of financing that supports exports

## **TRAINING TOPIC 7: SEXUAL HARRASMENT AND GBV**

**Format:** Circle of Power

### **Objectives**

- To educate women farmers on what GBV is
- To train women to discern both obvious and subtle forms of violence against them
- To share knowledge on reporting mechanisms

**Materials:** None

**Personnel:** Facilitator & Rapporteur

### **PROCESS**

#### **Icebreaker:**

Get the group to do an activity together e.g. Song

#### **PART A: INTRODUCTION**

Facilitator opens the conversation by highlighting the key pillars of #SheTalks which are:

4. Safe space – this is a space for everyone to openly speak without fear of victimization, discrimination etc
5. Valuing women's voices – your voice and story matters here. We will listen to you and give you attention
6. Breaking the silence – we break harmful practices by speaking out.
7. Critical conversation – we want to have serious, open and honest dialogue not shallow, artificial conversations

#### **PART B: DISCUSSION**

Facilitator opens the discussion by giving a short summary of

- what is GBV and some of the causes?
- Legal frameworks in existence

#### **Discussion questions**

- What is GBV to you and what do you think are the causes?
- In what forms does it manifest? Using role play, ask participants to demonstrate in the circle the various forms of GBV
- How prevalent is it in the farming sector?
- Have you ever experienced any form of GBV? Please share your story (Facilitator should re-emphasise that this is a safe space)



- What measures exist in your community to deal with these issues?
- How can we end GBV against women farmers?

## **PART C: REPORTING MECHANISMS**

Facilitator shares the available reporting mechanisms.

- Facilitator also shares details of organisations that can assist
- Women lawyers Association

## **FACILITATOR NOTES**

### **Background**

GBV is a global health, human rights, and development issue that transcends geography, class, culture, age, race and religion impacting every community on the globe. It has been estimated that at least one in every three women around the world has been beaten, coerced in to sex, or otherwise abused in her lifetime.

### **Types of GBV**

There are four main types of GBV (physical, sexual, emotional or psycho-social and economic).

- Physical violence is the most prevalent in Malawi. Experience of this form of violence was twice as high among females as compared to males (24.5% versus 12.4%).
- Sexual violence includes rape; attempted rape; defilement; marital rape; incest; forced early marriages; coerced sexual intercourse; sexual harassment, unwanted sexual touch or any forced sexual touching that the other person may find degrading or humiliating.
- Psycho-social or emotional violence includes purposeful name calling, insulting, belittling
- Economic violence includes acts such as depriving a family financial support or preventing a spouse from any economic activity, forcing partners to go to others for money, preventing them from access to, knowing about the family income earning and their own income has also been reported in Malawi. Data collected on intimate violence in Malawi showed a prevalence of 27.7 % for lifetime experience of economic violence among ever-partnered women ages 18 and older

### **Legal Frameworks**

- International Instruments - Universal Declaration of Human Rights (UDHR), the Convention on the Elimination of All forms of Discrimination against Women (CEDAW), the Convention on the Rights of the Child (CRC) Protocol to the African Charter on human and Peoples' Rights on the Rights of Women in Africa and the SADC Protocol on Gender Development.
- National Gender Policy 2000 and reviewed 2012.

- National Strategy to Combat Gender Based Violence (2002-2006).
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**Reporting Mechanisms**

- Freedom of association. Collective bargaining.
- Child labor. Unfree labour.
- Equal pay. Employment discrimination.
- Legal working age. Eight-hour day.
- Annual leave. Minimum wage.
- Occupational safety and health. Employment protection.

**Supporting Organisations**

Name of Organisation	Services Offered	Contact Details

## **TRAINING TOPIC 8: ACCESS TO MARKETS**

Format: TED Styled + Circle of Power

### **Objectives**

- To demonstrate the importance of strengthening market linkages within the Malawi context with specific focus on contract farming as a model.

**Materials:** Chichewa handouts

### **PROCESS**

#### **Icebreaker:**

Get the group to do an activity together e.g. Song

### **SECTION A: TED STYLED PRESENTATION FROM FACILITATOR**

#### **1. Defining Key Terms (15 minutes)**

Facilitator defines key terms and uses examples to explain these concepts.

- What is contract farming?
- The link between contract farming and access to markets

Facilitator can ask audience to also give examples of these key terms

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#### **2. Models for market access (15 minutes)**

Facilitator spends time discussing the models for market access that can work to improve the working conditions of women in agriculture. These include:

#### **3. Market Specification**

The farmer is assured of the following

- Possible price structure before production begins if the desired quality is met
- An outlet (Market) for their produce

#### **4. Resource Provision**

- Farm inputs are provided to farmers in this model
- This is done to control the quality of produce

#### **5. Production Management**

- The firm enforces conditions of production

## **PART B: CIRCLE OF POWER**

In the part of the #SheTalks, participants sit in a circle and have an open discussion, moderated by the facilitator

### **Discussion questions**

- Do you feel that contracts will benefit you as a farmer?
- What do you think about these models? Would they work for you?
- What are the gaps in access to markets and how can they be addressed?
- What are the factors that threaten efforts to improve the working conditions of women in agriculture

## **FACILITATOR NOTES**

### **Background**

Across the developing world, people rely on agriculture to generate income and support livelihoods. For those in poverty, however, farming is often characterized by low-value added activities – such as subsistence, barter or selling in local markets. Smallholders find themselves 'locked out' of more lucrative markets serving regional, capital, or export value chains. The reasons for this are due to a lack of economies of scale, low awareness of market demand as well as insufficient knowledge about production practices required to meet this demand and poor infrastructure leading to high transaction costs. Smallholder farmers often lack access to profitable, value-added markets. In the absence of critical supporting functions – such as infrastructure and service provision – farmers struggle to shift from subsistence and barter to more productive forms of exchange.

Contract farming can be defined as a verbal or written contractual agreement between a farmer and a firm stipulating conditions of production and intentions for the firm to buy the produce upon harvest.

### **Prerequisites of Contract Farming**

- Willing parties
- A comprehensive or well detailed contract
- Well organised farmers body
- Reward for compliance
- Existence of safety nets
- Some degree of profit sharing
- Government support

### **Benefits to the Farmer**

- Access to Farm inputs
- Increased production and productivity

- Improved farmer welfare
- Readily available markets
- Planning tool and for budgeting purposes
- Quality management
- Enhancing partnership platforms

## **Models for Market Access**

### **1. Market Specification**

The farmer is assured of the following

- Possible price structure before production begins if the desired quality is met
- An outlet (Market) for their produce

### **2. Resource Provision**

- Farm inputs are provided to farmers in this model
- This is done to control the quality of produce

### **3. Production Management**

- The firm enforces conditions of production

## **Potential Markets for Horticulture Products in Malawi**

- AHCX
- NASFAM
- ACE

## **TRAINING TOPIC 9: ADVOCACY AND ACCOUNTABILITY**

Format: TED Styled + Circle of Power

### **Objectives**

- To understand the role of advocacy and accountability in horticulture farming
- To educate women farmers on how they can leverage on their collective power to advocate for their rights

**Materials:** Chichewa handouts

### **PROCESS**

#### **Icebreaker:**

Get the group to do an activity together e.g. Song

#### **PART A: TED STYLED PRESENTATION FROM FACILITATOR**

##### **1. Defining Key Terms (15 minutes)**

Facilitator defines key terms and uses examples to explain these concepts.

- What is advocacy
- What is accountability

Facilitator can ask audience to also give examples of these key terms. Facilitator can also ask the group to collectively come up with a common shared definition of advocacy and accountability- relating to their context.

#### **PART B: CIRCLE OF POWER**

In the part of the #SheTalks, participants sit in a circle and have an open discussion, moderated by the facilitator

##### **2. Discussion questions**

- How have you previously tried to hold institutions to account?
- What issues have you faced as women farmers and how can they be addressed through advocacy and accountability?
- What would help you to be better advocates for yourselves?

## **FACILITATOR NOTES**

### **Background**

Accountability refers to an assurance that an individual or an organization will be evaluated on their performance or behaviour related to something for which they are responsible. It is the state of being held liable or to be answerable for.

- Smallholder farmers should play an active role in defining, implementing, and evaluating projects intended to improve their productivity and lives.
- When agricultural development projects include systematic farmer participation and feedback, they tend to be better-targeted, locally owned, and hence more sustainable.
- Smallholder farmers and implementing organizations should work hand-in-hand in a joint learning process and be mutually accountable for results.

Advocacy - refers to an activity by an individual or group that aims to influence decisions within political, economic, and social systems and institutions. Advocacy includes activities and publications to influence public policy, laws and budgets by using facts, their relationships, the media, and messaging to educate government officials and the public. Advocacy can include many activities that a person or organization undertakes including media campaigns, public speaking, commissioning and publishing research.

- **Factors that increase women's vulnerability in horticulture farming**
  - Sexual harassment
  - Pricing and market negotiations
  - Representation of women in traditional labour institutions
- **The potential of advocacy to change the narrative of women farmers.**  
**Advocacy:**
  - Provides a voice and protects the basic rights of vulnerable people
  - Improves communication between clients and service providers (farmers)
  - Decreases social isolation and vulnerability
  - Facilitates participation and inclusive problem solving
  - Builds confidence to enable people to speak up for themselves