

# Women Leadership in the Horticultural Sector Curriculum



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## About the Curriculum

This manual is designed to put into action a strategy for transformative feminist leadership development in the East African Horticultural sector. The objective is to strengthen the leadership capacities of women in the horticultural sector to influence and meaningfully engage in leadership and decision making processes within the horticultural industry. The content combines theory, knowledge, skills and capacity to take action on key issues that relate to the rights of women in the sector.

The objectives are to:

- a) Equip women with the necessary leadership knowledge and skills to excel in the horticultural sector
- b) Increase awareness and appreciation of the labour rights of women in the horticultural sector
- c) Enhance the confidence level of women in the sector to assume leadership and challenge discriminatory practices within the sector

The curriculum is based on Akina Mama wa Afrika's flagship programme African Women Leadership Institute P.O.T framework, that means:

**P: Personal Mastery**

**O: Organising skills**

**T: Taking Action**

Each module can be packaged and delivered to whichever audience from a given target. For these purposes, users of the curriculum can add or omit particular aspects as per the context and also the participant's profile. Below are the overall objectives for each of the modules

**Feminist Theory** aims to define and demystify the term 'feminism'. The module allows for exploration of personal gendered experiences to making the links to the more systemic factors that denote the wide ranging nature of the struggle of women in society.

**Personal Mastery** allows participants to locate themselves as activists, but also allows participants to reflect on different aspects of their own lives in terms of practices, development and also taking care of themselves as a critical part of feminist leadership development.

**Labour Rights** The module seeks to introduce participants to the concept of the employment relationship with an emphasis of workers' rights. The module covers different topics and concepts including the employment contract, rights and responsibilities of employee and employers, health and safety at the work place, dispute resolution mechanisms and the freedom of association/unionization

**Financial Literacy** This module will support participants to appreciate the concept of finance and the relevance of embracing personal financial

discipline as a leader. They will learn about the concept of money, how it is used and how each of these components can be managed effectively to attain financial freedom.

The ultimate aim of the curriculum is to include a balance of theoretical and practical inputs combined with interactive engagement of participants that supports them to process and focus on key issues; provide them with information and tools; and ultimately strategize on key actions to address critical issues to women within the sector

### **Key Principles for Guiding Feminist Learning<sup>1</sup>**

- Honour and respect voice and acknowledging the ability of participants to lead, problem-solve and make change happen.
- Creating spaces for peer learning and valuing the experiences of each participant to enhance the learning of all participants.
- Processes that prioritise experimental learning and allowing for creativity, risk-taking and an environment that allows for mistakes and processes to learn from them.
- Energy and fun as a part of social justice work.
- The personal is political means creating spaces for participants to link what they are learning to their personal experiences.
- Learning and feedback are central to feminist leadership.
- Flexibility and dancing in the moment means allowing the participants to define the flavour of the process. Whilst the manual provides a guideline, it should also allow the space for shifting elements where necessary in order to achieve the best outcomes possible for all concerned.
- Consciousness of power, which relates to issues of diversity of participants, creating spaces for voices that have not been heard.
- Providing a comfortable and safe environment is essential. Any AWLI process should include ground rules on: confidentiality, open sharing of information, nonviolent communication (including rules on sexism, homophobia, racism) and encouragement to participate.
- Support is critical as certain aspects of the course may surface memories for participants that are painful. It is essential that Facilitators know about available support services and are able to refer participants there if needed.
- Nurture and well-being – introduce rituals to value, nurture and celebrate women.

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<sup>1</sup> Adjusted from *Feminism Course Materials* developed by OSISA, Africa University and Women's Trust

## **Glossary**

**Culture:** This refers to ideas, customs, and social behaviour of a particular people or society.

**Custom:** A traditional and widely accepted way of behaving or doing something that is specific to a particular society, place, or time.

**Feminism:** a political movement that focuses on the advocacy of women's rights on the ground of the equality of the sexes.

**Theory:** Theory is the tools of ideas that is intended to explain something.

**Andro-centrism:** Is a system that favors a male point of view in culture, literature, politics, etc. For example, using words like Chairman, even when the person occupying this position is a woman.

**Biological determination:** The concept that physical differences between men and women determine their roles and responsibilities in society.

**Female:** Feminist theory believes this is the purely biological aspect of having a specific sexual organ.

**Feminist ideology:** A feminist ideology is tools of ideas that explain sexism and describes a future society in which sexist contradictions would be eradicated.

**Gender:** Gender are the responsibilities and roles assigned by society as a result of being a man or woman.

**Heterosexism:** This term refers to the unconscious assumption that a man must be with a woman as it is the only 'normal' mode of sexual and social relations

**Matriarchy:** A system or society in which women control political, economic, military, religious, and social power

**Patriarchy:** A system or society in which men control political, economic, military, religious and social power

**Patrilineal:** Line of descent through men

**Matrilineal:** Line of descent through women

**Leadership:** the process of guiding, directing, and influencing others towards the achievement of a specific task or goal.

**Feminist leadership:** leadership process that seeks to transform social structures and practices that oppress women on the basis of their gender and limit their participation in society.

**Feminist Movement** - an organized set of constituents pursuing a common political agenda of change through collective action.

## Module 1: Personal Mastery

### Introduction

Personal mastery is a set of specific principles and practices that enables a person to learn, create a personal vision, and view the world objectively. Feminists and activists use this to be able to look within rather than focus on what is wrong on the outside only.

### Exercise: The River of Life (3 hours)

Materials: Colourful A4 papers, markers, prestik/masking tape to stick papers on the wall

This exercise is designed to get participants to reflect on how past actions and incidents in their life influenced who they are.

- Start by asking participants to reflect on major incidents, both negative and positive that have happened in their lives. They should look at three stages in their lives; childhood, adolescence and adulthood.
- At each stage, think about one positive and one negative thing that happened to you.
- Distribute 6 pieces of paper to each participant.
- On each piece of paper, write or draw one positive and one negative thing that happened to you either during childhood, adolescence or adulthood. Each stage of life should have one positive and one negative experience.
- Once each participant has finished writing/drawing, they should stick their piece of paper on the wall, under the 3 life stages; childhood, adolescence and adulthood.
- Call on each participant to share their story.

### NOTE:

It is really important that a safe space is created and trust is built in order for this exercise to be successful. Everyone's experience is valid. Allow each participant the time to tell their story. If they are overwhelmed with the stories they are sharing, they can take a break to compose themselves inside or outside the room. The story telling can continue while a participant composes themselves.

After the exercise, the facilitator should affirm the participants' experiences and create a thread of connection between the stories. Comment on the

resilience exhibited and celebrate all the moments of joy and happiness shared.

Jump right into the exercise of body mapping to start the process of healing.

### **Exercise: 1 hour**

#### Materials

- Large pieces of blank paper- enough for each participant, and big enough to trace their body on (Several flip chart papers taped together can work).
- Pencils
- Colored pens (and paint if possible)

### **Exercise:**

#### Body Maps<sup>2</sup>

- Clear a large floor space in the room.
- Participants are asked to choose a partner. They should be able to choose someone that they feel comfortable with.
- Once in pairs they are given a sheet of paper each.
- In pairs participants sit on the floor or on a chair and are asked to close their eyes.
- The facilitator then takes them through a visualization process asking:
  - *Close your eyes.*
  - *Take a deep breath in, and then breathe out slowly*
  - *Focus your mind on your breath, and feel your chest rise and fall.*
  - *Now turn attention to your body and how it feels. Take your mind to your head- what kinds of emotions do you feel? And now to your chest- your heart- your arms, your hands, your abdomen, your legs, your feet.*
  - *Is there a colour for how you feel?*
  - *Open your eyes*
- One participant lies on their sheet of paper, in whatever pose they want. Their partner then traces the outline of their body. When that is done, they swap roles.
- The facilitator then takes participants through instructions on how to fill their body maps:
  - *Begin inside your body.*
  - *Now think about the things that support you being who you are and being happy in yourself and your body. Think of words or symbols that represent that. Draw a line from them to your body-*

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<sup>2</sup> Jessica Horn (2010). **Sexual and Reproductive Health and Rights and Violence Against Women in conflict-affected African contexts, An AWLI Training Guide**, by Jessica Horn/Akiiki Consulting for Akina Mama wa Afrika

*or to any part of your body that it most relates to.*

- *Turn your focus to the world outside. What affects how you live your life- how you think, what you feel and how you experience your body? Find a colour that symbolizes it. Think of a symbol, image and/or works and draw or write it in the remaining space around your body.*
- When participants are finished they are asked to volunteer to explain their body maps.
- The maps are hung on the wall of the workshop room for others to see- participants can take them home with them.

### **Exercise:**

Time: 2 hours

Materials: Workbooks and flipchart with markers, crayons and any other creative materials.

### Methodology:

1. Ask participants to share the following on a flipchart using any of the creative materials available (crayons, magazines, markers, colour paper etc):
  - *What am I like when I am at my best?*
  - *What am I like when I am at my worst?*
  - *What are my 3 accomplishments to date?*
  - *What failures can I recall in my life?*
  - *What talents and skills do I have?*
  - *What skills and talents do I want to cultivate?*
  - *What hopes do I have?*
  - *What are my fears?*
2. Following the discussion, ask participants to put up their posters around the room. Ask the group to go around the room (gallery walk) and read the posters of others. Ask at least 5 people to present their posters to the group.
3. Following this exercise, ask participants what new insights they got about themselves? What did the exercise bring up for them? What did they see from the posters or presentations of others?

### **Important to Note:**

- Our power comes from knowing where we come from and where we are. To do this, we need to look at all parts of ourselves; mental, physical, emotional and spiritual.



## **2.3 Taking Care of Yourself**

It is important for participants to affirm that they are also worthy of self-love and care. It is also a way for them to become aware how they have done that till now.

### **Exercise:**

Time: 1 hr 20 minutes

Materials: Workbooks and flipchart with markers, crayons and any other creative materials.

### **A. I am also worthy of caring and kindness**

#### **Methodology:**

1. Participants stand in a circle – group of 8 people and one person goes up and says 'I may also... (e.g. I may also be weak)
2. The rest of the group repeats at the intensity the person has done it.
3. Repeat this exercise until everyone has had a chance.
4. After the exercise, ask participants to reflect on what the exercise brought up for them.
5. Ask participants to identify what are the things that nurture them. It could be reading, dancing, music, singing, sex, massage, walking, laughing. Ask each person to identify in their journals what they commit to do more of to nurture themselves from this point onwards.

## **3. Goal Setting.**

### **The wheel of life**

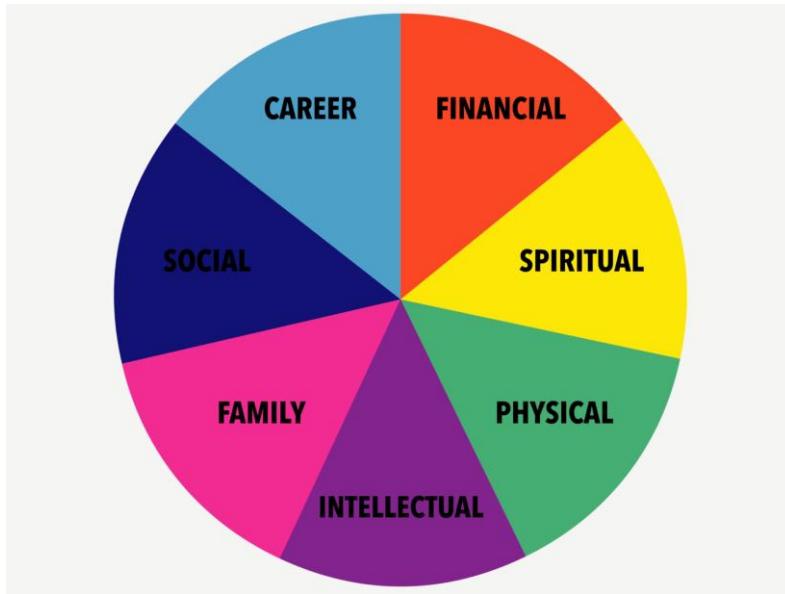
The wheel of life is a powerful tool for visualizing what areas of your life need improvement. The smoothness and roundness is a metaphor for how our lives could be going or not. When the wheel is round and smooth, it is able to roll easily. If it is jagged and shapeless, it gets harder to move. So it is with life.

### **Exercise:**

Materials

- Flip chart
- Marker pens
- Handouts with the wheel of life

Time: 45 minutes



## Instructions

### Part 1

- Examine yourself on all the areas represented in the wheel and grade yourself on a scale of 0 to 5. 0 means you are not doing anything at all while 5 means that you are doing very well.
- As you grade yourself, plot how well you are doing on the pie chart. So for example if your score is one, you may plot closer to the centre of the circle and if you are 5, then it is at the edge of the circle.
- Connect the dots you have plotted and try to form a circle
- Look at your work. Does what you have plotted form a large round and smooth circle? If not, it shows that there are areas you need to work on.

### Part 2

- Identify 3 areas in the wheel that you would like to improve on.
- For each area, list 2 to 3 things that you are going to have to do to meet your goal.
- State within which period you will accomplish these things
- Identify an accountability partner for which area of improvement.

## Module 2: Feminist Theory

### Introduction

Feminist theory provides a way to understand gender inequality by examining women's social roles and lived experiences. It is important that women are able to make a link between their own experiences and the universal factors that contribute to how all women experience life overall.

### Gender Consciousness

#### Exercise

Time: 2 hours

Materials: Flipchart, markers

#### Methodology

1. Divide the participants into groups of 4. Each group should take a flip chart and pens. Within each group participants should brainstorm all the images or sayings that they can think of relating to the roles of girls, women, boys and men and write them on the flipcharts (15 minutes)- it can be about their bodies, the roles they are expected to play etc.

Specifically ask them to share on what the different roles expected of men and women, different behaviours expected and discouraged of men and women.

2. Ask the participants to then think about why they believe the roles they have highlighted. Where did they hear them from, which institutions/individuals are responsible for emphasizing these roles?

For example, why do they believe that men are the "heads of the families"? The church for example has been instrumental in emphasizing this. Why do they believe that "men are natural born leaders"? The media has played a big role in this by the underrepresentation of women.

Ask participants to reflect deeply on the role of the different institutions (religious and cultural institutions, media, family systems, etc.) and what they believe is the natural order of men and women.

3. Ask participants to then think about the effects of what these beliefs are. What is the effect of the notion of men as breadwinners? This is usually the justification for the gender pay gap where women are paid less than men, for the same work. The exercise should focus on making those real and tangible effects of these defined roles and expectations on their own lives.

#### Important to Note:

## 1.1. Gender consciousness

It's important to note that sex and gender are different. Sex is the biological differences between men and women and gender are the responsibilities and roles assigned by society as a result of being a man or woman.

Some of the roles assigned to women include; The idea that all home-life affairs are for the women. This explains why child care, housework, etc. are left to women. Women who refuse or challenge these roles are often defined negatively as 'witches' or as people to be feared.

There are also roles assigned to men that. The idea of what a man can and cannot do are still very limited e.g. Men are strong, don't cry, men must be the breadwinners.

Gender affects how men and women navigate life. What they are allowed to do; jobs, home life, etc. Understanding our own identities as women and the connection to the different social and cultural institutions helps us reflect and understand women's place in society today. This is important because this analysis will be instrumental in understanding power and patriarchy.

### Understanding Power and Patriarchy.

#### Methodology

1. Warm up to the topic with a brainstorm: when we hear the word power, what and who do we think of? Usually provokes negative list and good to joke about. Write on flipchart paper.  
Ask participants to also reflect on why they think these what's and who's are powerful.
2. *Individual exercise: Drawing our experience with power (45 minutes)*  
Ask each person to take a flipchart and draw a line down the middle. On one side, draw a moment of powerlessness and the other a moment when they felt power. (drawing takes 15- 20 minutes)
3. *Introduce power concepts and framework (40 minutes)*  
Ask participants to start reflecting on and making the link now to the exercise to the one earlier on institutions and individuals who define the narratives on gender. Who has more to gain from maintaining of the current power dynamic? Who are the people in charge of these different intuitions i.e. who heads these institution, who has more to gain from the current power dynamics?

#### **Important to Note:**

### 1.2. Understanding Power & Patriarchy

- *What is patriarchy?*

Patriarchy is the system built on the idea that men are superior to women and women are part of men's property. Patriarchy creates male control in public and personal relationships, and is kept alive through different structures such as religion and families.

- *Understanding power relations helps us to understand why:*
  - There is nothing 'natural' about gender inequality, and that social change is possible if we shift power.
  - Different kinds of women may face different forms of violence- e.g. sex workers who are seen by society as "unimportant" and not "proper women" may be subjected to more violence in the public.
  - Men can also be subjected to gender-based violence- often men who do not 'fit' the social norm (e.g. gay men, men who cross-dress)

Patriarchy and power work together. In patriarchal societies, men are positioned as powerful while women are positioned as powerless. Many women are forced to depend on men for a living because of the gender roles and the different institutions mentioned earlier that give men more power than women.

There are different forms of power;

- Power over- The ability to control and decide for oneself or on behalf of another person, group or society. Often expressed in its negative form as oppression, discrimination and dominance.
- Power with- collective strength, mutual support and solidarity.
- Power within- The basis of personal agency; the capacity to believe in oneself, have hope. Often called 'inner strength'.
- "Power to- the potential of every person to shape their life and world. Also the enabling conditions and resources to express the other forms of power.

Ask participants to take a few minutes to discuss and share on the following;

- Reflect on power over. Who has power over them i.e. who is in charge of the laws and policies, who is in charge of the institutions that allow for the subjugation for women? Think about public institutions of government, military, etc.
- How does power over also manifest in intimate spaces such as the family and personal relationships?
- How can we have power with? How has collective power with manifested? Look at examples of the gains of the Women's Movement?
- How has the way we have internalized power affected how we see ourselves i.e. our power within?

### **1.3 Understanding feminism**

#### Methodology

1. Ask participants to pair up and discuss the following (20 minutes):
  - *What do you understand feminism to mean?*
  - *What feminists do you know?*
  - *What are some of the things (positive or negative) that you have heard about feminists or feminism?*
  - *What questions do you have about feminism?*
  - *Why do you think feminist or feminism has such a bad reputation?*
2. Following a vibrant session where participants, provide the input as per the facilitator notes below (provide as many examples as possible throughout the presentation).

**Important to Note:**

**(i)** What is Feminism?

- Feminism is a system that aims at creating equality in the relations of power between women and men. It looks at the different power imbalances between men and women in all social institutions and structures and uses that understanding to seek social change.

**(ii)** Why do we then need feminism?

Ask participants to think back to what they have understood patriarchy to be. How can we then work towards changing this? Explain that feminism gives us the tools to begin to understand the root causes of the inequality and work towards challenging and changing that.

Ask participants to think about why they might have heard so many negative things about feminism.

Use the example of political power for debate. If someone has held power for thirty years, are they likely to give it up easily? This is the same reason why feminism is so fought.

**Important to Note:**

Feminism is premised on challenging the status quo. To do this, feminists are aiming at dismantling the different systems that allow for this type of oppression. The goal therefore is not to integrate into such structures, but to uproot them and think about better alternatives.

**Locating feminism in the work context.**

Ask participants to think about how feminism can help them in their work, and their intimate spaces.

- Ask them to reflect on the ways they are oppressed in their work and intimate spaces.
- Discuss the different tools of challenging power that can be used.

## Module 3: Labour Rights

### 3.1 Introduction to Labour Rights

Labour rights simply refer to the protection and respect for human rights at the workplace. All workers have rights that are laid out in different laws. Some of these rights are;

- Freedom of association: workers should be free to form and join trade unions free from government or employer influence.
- The prohibition of all forms of forced labour: includes security from prison labour and slavery, and prevents workers from being forced to work under duress;
- Elimination of the worst forms of child labour: implementing a minimum working age and certain working condition requirements for children; and identifying the worst forms of child labour.
- Non-discrimination in employment, there should be equal pay for equal work.

#### Exercise:

On 1<sup>st</sup> January 2016, Nakaboke Lydia was employed under a contract of employment with Kikuubo Company Ltd for one year ending 31<sup>st</sup> December 2016. Lydia carried out her work so well that on 31<sup>st</sup> December 2016, Mr. Akena the Executive Director called Lydia and told her that she should continue working and the written contract of employment would be given in due course. Lydia continued to work as she had been told starting 1<sup>st</sup> January 2017. However, for the months of March, April and June 2017, her wages were not paid. When she followed up with the accountant of the company, she was told that she could not be paid because her contract had since ended in December 2016 and as an accountant, she was not aware of the new terms under which Lydia was being employed.

Lydia comes to you for help. Explain to Lydia the type of contract she was under beginning 1<sup>st</sup> January 2017.

### 3.2 Understanding the Employment Relationship

#### What is a contract?

A *contract* is a legal agreement. A contract is valid if someone makes an offer and it has been accepted. The parties involved have to have an intention of creating a binding agreement.

It lays out the terms and conditions of the employment relationship between an employee and an employer. Contracts outline the conditions of employment such as the wage rate, working hours, overtime and procedures for dispute resolution<sup>3</sup>.

Contracts of employment can either be oral or written<sup>4</sup>, express or implied.

**Oral Contract:** Is one which has not been reduced into writing. These can be proved through testimonies of fellow worker, pay rolls of the company, identity cards, gate passes and uniform among others.

**Implied Contract:** Is one that has not been put in writing or even stated directly, but is instead implied from the employer's oral and written statements and actions. These can be proved through actions, statements, and practices that led the employee to reasonably believe that she was employed or still employed.

#### Who is an employer?

An employer is any person, group of persons, company, or organization for whom a person works or has worked under contract of service.

#### Who is an employee?

An employee is a person employed for wages or salary but not limited to any person who is employed for or by the government.

In Uganda; employment is governed by the Employment Act 2006, in Kenya under the Employment Act Cap 226 and in Rwanda under the Labour Code.

#### Types of contract of employment

1. Permanent contract, this does not specify an end date
2. Temporary contract, this is for a specified period
3. Traineeship/Internship contract
4. Casual contracts, these are usually short-term contracts not more than 4 months

#### **Exercise:**

Materials: Markers of different colours, manila papers, flip charts

#### Methodology:

1. Warm up the participants by brainstorming approaches of sharing scenarios and asking participants to identify rights and responsibilities therein.
2. Ask the participants what they understand by the term right

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<sup>3</sup><http://www.businessdictionary.com/definition/collective-bargaining-agreement.html>

<sup>4</sup> *Uganda (Section. 25), Kenya (Section .8) and Rwanda (Article. 15),*



3. Record the responses from the participants on the flip chart
4. Clarify to the participants what 'right' means and put it into the context of an employer and employee relationship.
5. Distribute manila papers of different colours to the participants and markers of different colours
6. Ask each participant to write what they consider to be the most important rights of a worker in their opinion.  
Collect the manila papers and together with the participants' summaries all the suggested important rights on one or more manila papers.
7. Explain each of the suggested rights including the ones that have not been suggested.
8. Wrap up the session by seeking participant's reflections on the exercise

### **3.3: Rights and Responsibilities of Workers and Employers**

#### Rights of Workers/Employees under a Contract of Employment

##### What is a right?

A right is that to which a person has a true or legal claim. A right is protected and enforced by law.

Once an employer and an employee enter into a contract of employment, there are rights that come about to the employee and to the employer.

Some of the rights of workers and the legal provisions where those rights come from include;

- The right to equality and freedom from discrimination including equal pay for equal work.
- Every worker has the right to form, join and participate in union activities without interference from the state or the employer. This is provided for in the Constitution of Uganda 1995 Article 40(3)(a),
- Workers have a right to participate in Industrial action such as strikes, picketing in accordance with the law and are protected from prosecution for participating in the same.
- The right to a fair hearing. Every worker has the right to be heard/ defend themselves before disciplinary action is taken against them or they are terminated.
- A worker is entitled to rest. The rest includes annual leave, weekly rest and during working hours. An employee cannot be required to work for six consecutive days without a rest.
- Female employees have a right maternity leave.

- The right to be paid is a fundamental right to a worker who has performed her duties as agreed. Men and women have a right to be paid equal wages for equal work done.
- Etc.

### Responsibilities of Workers

With rights come responsibilities. Employees are to follow the terms of their contract and perform their duties and observe set rules and regulations for discipline and safety.

These include; Responsibility to report to work on/in time as agreed/set by the employer, the responsibility to work and execute duties/roles with due diligence, the employees have a duty to protect secrets of the company and not reveal them to anyone even after they have left that place of employment, responsibility to inform/notify the employer of any accident/injury or disease acquired or sustained at work, etc.

### Understanding the Rights of Employers

Since a contract is between two parties, both the employee and employer have rights.

Employers' rights include:

- Hire and fire without discrimination and termination with reason. The Industrial court has held that the employer should provide a reason/s for termination.
- Ensure that employees are availed with rules and regulations set such as a code of conduct.

### Responsibilities/Duties of Employer

Employers have duties to:

- Provide work to their employees
- Pay employees for work done
- Provide a safe and hygienic workplace (sanitizing, aeration etc.) provide emergence exits and ventilation
- Provide tools of trade and protective gear-overalls, pens, cutters, nose masks, gloves, gumboots, uniforms, helmets etc. at his/her own expenses
- Give proper notice in case of layoffs

## **3.4 Health and Safety at the Workplace**

All workers are entitled to work in an environment where risks to their health and safety are properly controlled.

### What is safety?

Safety also means keeping yourself and others free from harm or danger and avoiding accidents by being careful with what you are doing.

Workplace safety involves developing and putting in place rules and measures to ensure the safety and health of employees within a workplace.

In relation to work, health means the absence of diseases any physical and mental elements affecting health which are indirectly or directly related to safety and hygiene at work.

Some of the duties of employer in occupational health and Safety include;

- Provision of an environment free from risk (hazard free environment)
- Provision of adequate and appropriate information especially on the likely dangers of any undertaking, article or process in his or her workplace
- Safe means of handling, storage and transportation of materials or substances
- Provision of welfare facilities
- Keep medical records
- Display guide to safety precautions

Responsibilities of workers in occupational Health and Safety

- Take reasonable care for his/herself and any other persons most like to be affected by his/her action or omissions
- To cooperate with the employer on lawful orders
- Report any dangerous situations to their supervisors or immediate boss.

### **3.5: Right to form and join Trade/ Labour Unions**

A Labour union is an organization made up of members and its membership must be made up mainly of workers. One of a labour union's main aims is to protect and advance the interests of its members in the workplace.

#### **Exercise:**

Time frame: 2 hours

4.1: Understanding Trade/ Labour Unions

Materials; Markers, charts, sticks

Methodology:

1. The facilitator introduces the topic to the participants
2. Gives a brief introduction about the topic
3. The facilitator gives out a task to the participants

#### **Task**

To collect a few (20) sticks about a foot long and 5 mm thick. Each participant will get one stick and ask him/her to break it. Ask each participant to get three sticks and ask him/her to break it. Each participant will then get nine sticks and let him/her try to break it.

As the number of sticks increase, it becomes more difficult to break them. Conclude that unity is strength and this is one reason why unions are formed, for, united, even the poor can break the barriers to their development.

4. The facilitator then goes to ask the participants to share what they have learnt from the task.
5. The facilitator should connect the learning with the importance of union for workers
6. Wraps up the session

**There are many benefits of unionization that include;**

**1. Collective Bargaining** where a group of people, such as the workforce at a company, bands together to increase its negotiating power.

**2. Higher Wages** – One of the top benefits of being a union worker is that you enjoy a better wage as compared to your non-union counterparts.

**3. Support** – One other key benefit of working as a union employee is that a union representative will work with you should you have a personal issue with the employer.

Others include; Equality and fairness, job security, better training, better guarantee of health and Safety, greater rewards and benefits, better working conditions etc.

The challenges faced by Labour Unions in East Africa include; mismanagement of funds, politics, the Law in some countries such as Kenya, splitting of Unions

## Module 4: Women Gender & Globalisation

Objective: for participants to understand the definition of globalization and be able to identify the interconnectedness of the world and understand how global systems of power may further disenfranchise them or support progressive labour standards.

### Understanding Globalization

#### **Clothes label exercise**

##### **Part 1**

- Group participants into pairs
- Let each person check the label on the clothes of their partners for country of manufacture
- Participants can report back to plenary on which countries have been identified. If clothes do not have label, let them try to guess which country the outfit was made from.

#### **Processing questions**

- Which countries have you been able to identify?
- What is that country best known for?

##### **Part 2**

#### **The outfit's journey**

- How did the outfit get to you, the owner/wearer?

Working in groups of 5, use your imagination to recreate the journey the outfit undertook (Choose the most interesting country and list all the steps of the journey)

- What is the outfit made of? Where do you think the materials made are from?
- What was the outfit's life after it left the factory?
- How did it get to you?

Use responses to explain what globalization is.

**Globalization** is the interconnectedness and integration of the economies of the world exemplified by the free movement of goods, services and people across the world.

### Ask Participants

How are economies of the world integrated? What are some of the things that can be exchanged across countries? What are some of the things that move cross our borders? (Ask participants to name them).

**Expected responses** → People, food, music, ideology, electronic goods, cars, coffee, etc

### **Theory of comparative advantage**

“Globalization is grounded in the theory of comparative advantage which states that countries that are good at producing a particular good are better off exporting it to countries that are less efficient at producing that good.”

#### Questions to deepen understanding theory of comparative advantage

- Why do you think the outfit you are wearing was sent to your country?
- Are there any things that your country sends/exports to the rest of the world? What things? Why do you think they send/export them?

#### **The flower industry**

To contextualise the concept of globalization using local experiences

Ask participants.

To support the flower farm, what are the things that are imported from other countries?

Expected responses → Seeds/stems, Spraying equipment, Protective gear, Uniforms, Materials for green houses

#### Group Exercise: The flower supply chain

Divide participants into groups. Ask them to draw the supply chain in the flower industry, from the genesis of the flower, to the point at which it ends up in the hands of the consumer.

#### **Power dynamics within globalization (soft and hard power)**

This is a segue to get participants to understand how the global world order is controlled and how this may impact their daily work.

#### **Ask participants**

**Which is the most powerful country in the world? Why? (Likely answer is the USA)**

**Explain how America uses both soft and hard power to achieve world dominance.**

**Soft power**—persuasive approach. Using culture and economics

- America influences global ideology by exporting their culture through films, books, and music
- America is world's largest economy so has a lot of power in deciding who produces what and when. The US dollar is the global trading currency

**Hard power** –coercive approach using military power.

- America has the world's largest military spending and routinely engages in wars with other countries to coerce them to abide by certain ideologies. .

#### **Understanding capitalism**

**Explain:** Now that they have understood how soft and hard power works, there is a system of economic power that decides how things economic, political

and social move around the world. That system of power is called capitalism. Usually the bigger the economy, the more latitude/freedom they have to do things as this buys them and them political power and influence.

### **Ask participants**

**Who is the richest person in your country? How and why do you think they became rich? (Listen to responses from participants)**

**Look out for the characteristics of capitalist ideology below;**

- Let the free market decide the price (low supply, higher prices: high supply, low prices)
- Make profits no matter the cost
- Hard work pays. If you work hard, you'll be rewarded and you'll become rich.
- Wealth from the rich eventually tickles down to the poor (Protect the rich at all costs/give the rich tax breaks)
- More difficult work should be paid more (More difficult work is that done by men)
- Competitiveness. (The stronger/better/more effective always wins).

**Explain and debunk the principles of capitalism above. Is capitalism a system that supports the poor?**

### **Plenary**

**What is the impact of this ideology on flower farm workers?**

- Lower wages because of oversupply of labour
- Cutting corners instead of looking after employee welfare (abuse of labour rights)
- Wealthy people pay few taxes. (Unjust tax system)
- Informalization of the economy (casual labourers with no protections)
- Mechanization of work

### **Group Exercise (Groups to report back in plenary)**

**What is the impact on women on flower farms?**

- Low wages because of low cadre "easier" jobs
- Low wages because of low status of women and therefore lower expectations in pay, oversupply of women willing to do work at any cost.
- Lack of maternity protections
- Absence of nurseries/creches
- Low regard for care work
- Exploitation of women because of low status in society

### **Ask participants**

**Does globalization create any opportunities for women?**

- More opportunities to look for work in other countries and in non-traditional sectors
- Countries export more liberal cultures which are good for women's self determination

- Exposure to education opportunities in other countries

#### Explain to participants

Understanding the global supply chain facilitated by globalization should help participants the bigger systems that impact on their work. More importantly, it should also help them identify allies on the supply chain who will support ethical labour practices. Fair trade certifications have only been possible by the phenomenon of globalization. Consumers are concerned about how the products they buy are made. This concern translates into upholding labour rights for workers, especially for those in the global south that may not have the platforms to speak up about lack of compliance.

## **Module 5: Financial Literacy**

Exercise:

Participants need to appreciate that people typically go through four stages of life and need to appreciate how the needs in each of the different life stages are met.

List the 4 key stages in life with respect to our income and expenses including:

- I. Childhood;
- II. Early employment;
- III. Mid/top employment; and
- IV. Retirement

Ask participants to discuss how need funds right from:

- Stage I – Childhood; where our food, clothes, school fees, etc need to be paid for;
- Stage II – Early employment. Here, we begin to rent, start families, etc and the expenses begin building;
- Stage III – Mid/Top Employment. Here we have fully fledged families to take care of and support is expected by society to the extended family;
- Stage IV – Retirement. Here, the expenses start to go down as we may not be paying school fees anymore, children have left to start their own families, but medical bills may start rising.

Next, ask participants to reflect on the sources of income during those stages



- Stage I – Childhood. Here, we are not earning yet. Ask, “Whose income takes care of our needs?” Answer, “Our parents”.
- Stage II – Early employment. At this stage, we begin earning and, in due course, our income begins to slightly exceed our basic needs. Ask, “Whose income takes care of our needs?” Answer, “Our own”.
- Stage III – Mid/Top Employment. Here we earn the most we will ever get, with our income significantly exceeding our basic expenses. Ask, “Whose income takes care of our needs?” Answer, “Our own”.
- Stage IV – Retirement. Now, this is where the challenge comes! Our income has significantly reduced, our expenses have only slightly reduced. Ask “If we are to live a financially secure life at this stage, whose income will take care of our needs?” Ans, “What we earned under Stage II and III”. If we did not take the right financial decisions during Stage II and III, a nightmare awaits in Stage IV!

## REFLECTION

Ask participants to take a moment and silently reflect on their own lives, imagining themselves on the day they will stop earning income and yet continue living on for 1 day, 2 days, 3 weeks, 4 years, 5, 6, 8, 10, 20, 30 years!!

After a minute or two, mention that the choices they make today will determine whether they face 30 years of regret and pain or of enjoying the memories and moments of old age.

### a. Understanding Money

#### Exercise:

What you will need

- Flip Chart Paper
- Flip Chart Markers
- Multi-coloured Stickers Notes
- Pens

#### Brief Activity

- Distribute at least 3-4 multi-coloured sticky notes to each of the participants.
- Ask them to write down one idea per note on “what do we use money for”?
- After about 3-5 minutes, ask them to walk to the flip chart in front and stick the notes there randomly.

- Once done, applaud them for their contributions and try to move the notes around the chart grouping them into 4 categories (Saving, Investing, Giving, Consuming).
- If one of the categories has none, try to facilitate them in that direction so they can add 1 or 2 notes that address it.

### **Presentation**

Following the participants' brief activity, do present briefly mentioning that money is used in four main ways i.e. Consuming, Giving, Saving and Investing.

#### **b. Personal Finance Tips**

#### **Exercise:**

##### **What you will need**

- Flip Chart Paper
- Flip Chart Markers

##### **Activity: Personal Finance Tips**

- Ask the participants to stand up and make a long line in the order of their birth month – January on one end of the room to December on the other end of the room. They should do so without talking. Once done, go through to just check that they got it right [This is just a fun sorting technique, so no need to necessarily get it right].
- Divide the long line into 4 groups and ask each group to get a name, get a Flip Chart as well as Flip Chart Markers. Put the scenario below up on PowerPoint or Written on your Flip Chart.

*“You have been asked to prepare and make a 5-minute presentation to students that have just finished school and are about to start employment, what they should be aware of to ensure that they have a life of Financial Freedom. What tips can you give them?”*

- Give participants up to 10 minutes to come up with the tips and mention that one from each group will need to come to the front and present to the whole class, with the other participants acting as the students.
- After the group work, let a representative from each group present (5 minutes each).

##### **Presentation: Personal Finance Tips**

1. **Self-Discipline:** This is needed to stick to a goal, overcome laziness; and procrastination. It is the ability to do what you know you should even when you do not feel like it.
2. **Budget:** Write down a budget each month beginning with priorities – the needs, then wants, then desires.
3. **Keep Records:** Write down what you spend on, invest in, give to others and savings made during the month, and check this back to the budget at the end of the month.
4. **Allocation and Reallocation:** Allocate money to different items. During the month if one runs out of money, you need to reallocate it from somewhere else.
5. **Saving:**
  - a) Once you have received your income, do not save what remains after spending, rather save first – putting the relevant funds away from you.
  - b) Start by saving what you can afford.
  - c) Save for a reason.
  - d) Save when it makes financial sense.
  - e) Save where you cannot easily reach the money. For example – fixed deposit, Investment Club, etc. and not in a bank account that you have easy access to.
6. **Lending:** Never lend what you are not willing to lose.
7. **Giving:** Only give what you can afford to. and connections.
8. **Investing:**
  - a) Treat your money as your employees who should work for you. After working for money, let the money work for you by investing it in appropriate ventures.
  - b) It is important to ascertain why you are investing. It can be for short or long term ventures.
  - c) Investment can be in low, medium and high-risk ventures.
  - d) Expand Investments: Strive to invest in completely different types of ventures so that if some do not work out, you do not lose your entire investment.
  - e) Read widely and learn about opportunities before investing your hard-earned funds.
  - f) As a general rule, try to avoid investment opportunities that promise a “get-rich-quick” return. These are quite seductive but usually lead to loss of funds invested.

9. **Borrowing:** Do not borrow for consumption but rather for investment. Even when borrowing for investment, this should be to top up your savings, rather than borrowing all that is needed for investment.
10. **Consumption:** Especially to the impulsive spenders:
- a) *"Live within your means". "Cut your coat according to the cloth's size".* Avoid spending more than you earn.
  - b) *"Be content"*. It is possible to be content and ambitious.
  - c) *"Do not spend to please others or fit in with others. Either they do not care or they will only get jealous of what you have spent on". "We buy things we do not need with money we do not have to impress people we do not like" – Dave Ramsey.*
11. **Balance:** Have a healthy balance between saving, giving, investing and consuming.
12. **Close the Leaking Tap:** Identify areas where it is likely that your money is "leaking" and work on ending those.
13. **Increase Your Income:**
- a) Sell or exchange assets that you no longer use or do not really need and invest the funds. Look at shoes, clothing, equipment, land, etc which you do not use.
  - b) Use your undeveloped assets to make more money, for instance through hire.
  - c) Improve your skills and learn new crafts through which you can offer services or products to enable you earn more.
  - d) Set up businesses from your hobbies and talents.
  - e) Do not necessarily increase your spending when your income increases. You may increase your standard of living marginally and make deliberate effort to save or invest the excess.
14. **Accountability:** The journey to financial freedom is not easy. It can get discouraging along the way and it is easy for old bad financial habits to return. It is important to get people whom you keep accounting back to, to help you stay on track and to ask you the tough questions.

## Module 6. Taking Action: Social Movement Building

### 6.1 Understanding social movements

#### a. Objective

- To look at social movement theory and how it relates to the work that participants are doing
- To think about how to engage movements beyond the work of NGOs
- To assess how participants see women's movements in their country and strategies to strengthen them

#### Ask participants:

- What are some of the words that come to mind when you hear the word movement? (allow participants to list words)
- What movements have you heard of? (anti-apartheid, labour, feminist, anti-colonial, peace movement, women's movement, trade union movement, people power, evangelical)
- Who is usually involved in these movements? (citizens, NGOs, politicians, etc)

#### b. Defining movements:

- "A movement is an organised set of **constituents**, pursuing a **common political agenda** of change through **collective action**"- Srilatha Batliwala
- "A collective struggle around a particular issue or agenda"

#### c. Characteristics of a movement

- Large scale/ loose
- Non-hierarchical leadership (more than one leader)
- Diverse membership (intersectional)
- Voluntary
- Collective identity/ common interests
- shared goals and values

#### d. How are movements born?

Explain

- Movements are **born** in different circumstances. These can include:
  - Crises – political, social and economic (e.g. stock market crash and mass loss of jobs, appearance of a new disease such as HIV/AIDS)
  - Specific political periods- e.g. dictatorship, conflict
  - Strategic spaces- e.g. groundbreaking conferences, peace processes
  - Solidarity of dissatisfaction with another movement- e.g. women within the labour movement
  - Projects/interventions which transform into movements-.e.g. a campaign which ends up mobilising a broad base of independent allies

#### **d. Is it a movement?**

In plenary, agree on one movement to discuss (if they propose more than one). Ask participants to:

- First describe what the movement aims to achieve.
- Then ask participants to describe who is involved (be as specific as possible)
- Ask participants what kinds of activities the movement has engaged in and for how long.
- Then relate what has been discussed to the definition of a movement explored in the lecture. Does the 'movement' that they identified fit the definition of a movement?
- If it does not pass the 'test' then repeat the process for another example

#### **e. What does it take for a movement to work/succeed?**

- Clearly defined and communicated goals
- Building trust and openness
- Joint decision-making, shared assumptions and mutual respect
- Non-violence
- Connecting struggles **(There is no such thing as a single issue struggle because we don't live single issue lives"—Audre Lorde)**
- Organizing (mobilizing/recruiting, sharing ideology)

### **6.2. Mobilization and Building Alliances, Networks and Partnerships**

#### **Objective:**

- Participants look at mobilization, alliances, networks and partnerships as a critical component of movement building

#### **a. Building Solidarity**

**Materials:** Flipcharts, handouts, data projector, markers

#### **Methodology:**

##### **1. Strengthening Solidarity**

In a brainstorm, ask participants 'what does solidarity mean to you?' Record contributions together, sharing values and vision, empathy, etc. Limit brainstorm to no more than 5 minutes.

2. Tell participants that in order to explore the concept of solidarity, they will first reflect on who they feel in solidarity with. Hand them the Handout and they have to rank the extent they feel in solidarity with the image from 0 (least solidarity) to 10 (most). This is a private exercise. **[10 minutes]**

3. After participants have completed the exercise, ask them 'How did you feel doing the exercise? Ask participants to reflect in their journals on the following questions: **[15 minutes]**
- *Why do you think you felt solidarity with some people and not with others?*
  - *Many times we feel solidarity with people who are like us – was race, class, sex, sexual orientation a huge factor for you? Why or why not?*
  - *Can you feel solidarity with people who are not like you? Why or why not?*

After completing this exercise, allow participants to share their reflections in the bigger group. **[10 minutes]**

4. After this exercise, ask participants to go into two small groups, ask them to reflect on the issue of abuse of labour rights. **[40 minutes]**
- *Why is solidarity important in addressing labour issues?*
  - *What are some of the initiatives where solidarity is currently expressed on this issue? How have they done it? How has it advanced labour rights?*
  - *How can we further strengthen solidarity on these issues [think out of the box, beyond meetings, phone calls and emails].*

#### **Explain**

- "Solidarity is a feeling; it expresses who we feel aligned to politically and personally. At times we may be surprised by who we do or do not feel in solidarity with. Sometimes, a lack of solidarity stems from our own prejudice, stereotypes or fears. In many cases we feel solidarity with people who share our experiences, values, passions and beliefs – and we could be surprised to find that we need to remain connected to our own identities, politics and values – and open up with others, moving beyond surface conversations to know a person more meaningfully. Solidarity helps us to strengthen and support each other as activists."

#### **Activity: Know Your Target Audience**

- Participants choose a topic for advocacy from earlier sessions on problem identification
- Using an identified problem the participants identify and list the possible audiences for their advocacy
- Using the table below help participants to give aspects relating to targets

#### **Facilitators Note:**

In advocacy work it is imperative that you know your target audiences. Understanding your target audiences' opinions, position, objections, views and on these issues will help you determine what approach you will use to have

them on your side or support your cause. The table below summarizes some of the issues you need to look at as you analyze your target audiences:

About your target audience	Specifically
What are their political interests? What are their self-interest in relation to the issue?	What group of people do they represent?
How much information do they already have about your issue?	Are you telling them something they already knew? What New information are you offering?
Do they already have an opinion?	What is it, how strongly held is it? Have they already take a vote or taken a public opinion on your issue?
What objections might they have to your position? What could they lose as a result of your proposal?	Do you need to clear up misperceptions, or counter opposing arguments?
What are their personal interests?	What are their hobbies or passions outside of work? What do they do in their spare time?
Do their backgrounds (personal, educational or professional) suggest a bias or position	Can you link your issue to something you know they support?

**Activity: Know your Allies and Opponents**

The Spectrum of Allies diagram below further highlights which target audience you should focus on. The diagram shows the likely shift of audiences's positions from an opposing stand to being active allies in an advocacy issue.

**Plenary discussion**

Explore the participants understanding of the terms;

- Active allies
- Passive allies
- Neutral
- Passive opposition
- Active opposition

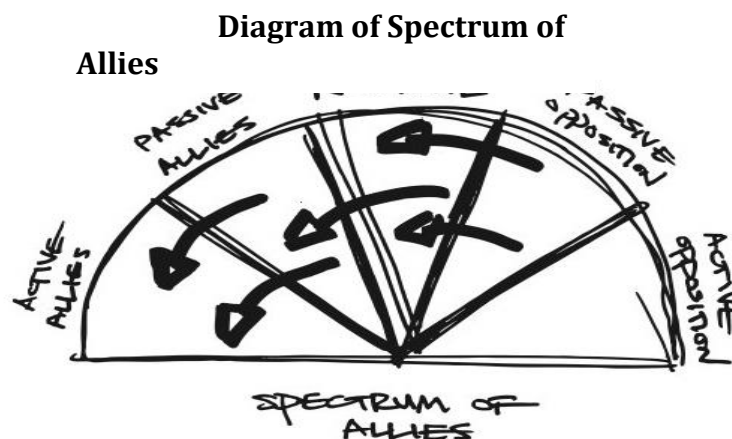


Figure 1: By Joshua Kahn Russell



## b. Mobilisation

### Objective:

- Participants learn the importance of building support for their work

**Materials:** Markers, Flipchart

### Methodology:

1. Note to participants that the power of numbers is often cited as a critical contributor to social justice successes. Ask them what mobilisation means? Record their contributions on flipchart.
  - **For purposes of this exercise we are referring to mobilization of key communities to pursue common interests by creating a sense of unity and ownership.**
2. Tell participants to imagine that they are starting a movement for women to address safety for women in flower farms. Ask them in their groups to (1) what are the considerations they need to take into account, (2) what strategies would they use. Ask them to illustrate, demonstrate in whichever way they choose their strategy [30 minutes]
3. Once participant's feedback has been received, ask the following:
  - Context for women, which women? Education, language, location and concerns for particular young women to highlight.
  - Empowerment strategies – developing capacity and skills of women in those communities to lead mobilization efforts
  - Awareness-raising
  - Bringing on board key leaders to support mobilization
  - Listen and record issues of young women in a range of different realities – give voice and visibility to those.
4. Wrap up session and highlight these key learnings.
  - Mobilizing and organising is not a linear process and does not happen in any of the neat categories. Sometimes the different steps or processes are all happening simultaneously.
  - Acting alone may seem expedient – but more sustainable change is really about ensuring there is wider support and also brings on board other drivers that will ensure that the work is done in a range of different ways and different spaces.
  - The dynamics of managing it is as critical an outcome (process) as the actual outcome of the actual mobilization and movement building