Business Entrepreneurship, Conflict Analysis and Gender Equality Handbook for Trainers

INitiative for Sustained Peaceful Inter-ethnic Relations through Economic Development

(INSPIRED)

INitiative for Sustained Peaceful Inter-ethnic Relations through Economic Development

(INSPIRED)

GENDER EQUALITY, CONFLICT ANALYSIS AND BUSINESS ENTREPRENEURSHIP HANDBOOK FOR TRAINERS

The Asia Foundation

Table of Contents

Project Overview

INitiative for Sustained Peaceful Inter-ethnic Relations through Economic Development (INSPIRED)

Project Description : Sinhalese, Tamil, and Muslim men and women, involved in the formal and informal economy in the Eastern Province, can build inter-dependence, improve inter-ethnic relations, and strengthen resilience, through collaboration on common economic interests and initiatives. This will result in greater stability and prosperity.

Why INSPIRED?

- To improve inter-ethnic relations in Sri Lanka through inter-community engagement in the business sector, in the Eastern Province.

- To advocate for institutionalization and replication of successful inter-ethnic reconciliation pilot initiatives with other local authorities.

Project Duration: January 2018 to December 2020

Project Location: Eastern Province

Location Rationale: Equal proportions of all 3 ethnic groups, as well as a need for positive economic development and prosperity, in the region.

Project Approach: A people to people (P2P) approach to build relationships and prevent and solve issues of conflict through training and dialogue.

Project Aims:

- **Transforming attitudes** amongst men and women within ethnic groups through intra-group dialogues.

- **Transforming behavior and practices** amongst men and women in ethnic groups through inter-group dialogues that support inter-ethnic cooperation on economic initiatives.

- **Improving livelihoods and promoting shared space** for economic growth and ethnic interdependencies.

Handbook Contents

This Handbook has been developed through discussion and in consensus with INSPIRED project partners Sarvodaya, ESCO and GAFSO, and with resource people involved in providing training to partners on these issues. This Handbook is meant to serve as a guide for partners when training project participants, prior to their involvement in intra and inter-group dialogues.

The Handbook is organized into three cross-cutting areas to support trainers :

- Business Entrepreneurship
- Conflict Analysis
- Gender Equality

The handbook will serve as a guide to support training, workshops, as well as intra and inter-group dialogues to :

- Increase business skills capacity;

- Examine existing attitudes towards other ethnic groups including attitudes, prejudices, and perceived differences;

- Think critically about gender equality, equity, women's empowerment, and gender mainstreaming;

- Identify common economic interests and their respective roles in a gender-diverse and ethnically-interdependent economy;

- Identify areas of potential inter-ethnic collaboration with ethnic groups other than their own.

Business Entrepreneurship Module

Objective: Provide a basic understanding of the context for business and entrepreneurship development in the Eastern Province for project participants. Encourage small and micro business owners and entrepreneurs to participate in and benefit from local economic development while ensuring a social cohesion outcome.

Participants: Men and women who engage in small and micro level business and entrepreneurship, and those interested in becoming entrepreneurs.

Duration of training: One day

Materials Needed:

- Pen and notebook for each participant

- Flip Chart and markers

- Laptop and projector (optional)

- Basic stationery items (Post-It notes, sellotape, Blu-tac, scissors, etc.)

- Any extra handouts printed or created to support training based on curriculum

Suggested Agenda

Duration	Session	Objective
9.00am (20 mins)	Ice breaker	Ice breaker and introduction to the training and participants
9.20am (1 hr)	Introduction to Business and Entrepreneurship	Understanding the difference between doing business and entrepreneurship
10.20am Tea	Networking	
10.45am (1 hr 30 mins)	Understanding the local context for your own business	Use SWOT analysis to determine the strengths and weaknesses, opportunities and threats, of your own business.
12.15pm Lunch	Networking	
1.15pm (1 hr 45 mins)	Identifying new business initiatives and ideas	How to develop new business ideas that can also have a social benefit. Define and spell out business idea.
3pm Tea	Networking	
3.25pm (1 hr)	Business plan development	Discussion on how to develop a business plan for new business ideas.
4.25pm (35 mins)	Wrap-up, evaluation and close	

1. **Ice Breaker (20 mins) –** Partners can engage participants in an ice breaker activity, and also engage with them in the discussion questions provided below.

Discussion Question 1:

What do we have in common regarding business in our diverse groups?

- Need for business training and entrepreneurial development
- Wanting to learn?

Discussion Question 2:

How will this training be helpful to us?

- Support business skill development
- Generate business ideas
- Self-improvement and poverty eradication
- Support wellbeing and a peaceful life

Discussion Question 3:

How should we behave in this training to maximize its usefulness?

- Active participation and dialogue
- Giving everyone a voice, tolerance, and patience
- Respect for other's words even in disagreement

---

2. **Introduction to Business and Entrepreneurship (1 hr)**

Step 2.1. Begin the session by asking the group 'Who is a business person? Who is an entrepreneur? What is the difference?'. Ask them to discuss with the group and write the answers on the flipchart, with examples of business persons and entrepreneurs they know of, in the country and globally, if any. (20 mins)

Definitions

A Business person:

- Someone who sets up a business with an existing idea to offer products and/ or services to paying customers and/or clients for commercial and industrial purposes.
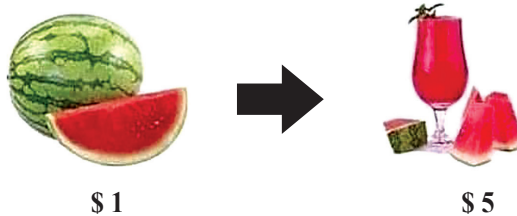
An Entrepreneur:

- An entrepreneur is a person who conceives a unique idea or concept to start an enterprise, and brings it to reality.

- An entrepreneur is a person who starts an enterprise with a new idea or concept, undertaking commercial activities.

Example:

BUSINESSMAN

$ 1 $ 1.50

ENTREPRENEUR

$ 1 $ 5
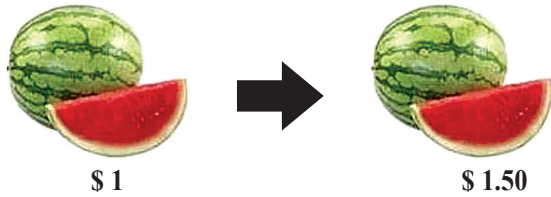
Step 2.2. Look at the answers and ask each group to explain how they differentiated between a business person and an entrepreneur. Then explain to them that a business person and an entrepreneur are mainly differentiated through their personality traits, of which entrepreneurs commonly possess the following traits :

- Passion
- High need for achievement
- Being innovative / creative
- High level of awareness – open minded
- Tolerance of ambiguity
- Resilient
- Highly self-motivated
- Charismatic
- Strong determination
- Self-confident
- Independence

Also, explain to them the other differences between the two as below : (20 mins)

	Business person	Entrepreneur
Market	Creates place in existing markets	Creates new market
Level of risk	Less	High
Orientation	Profit	People
Competition	High	Low
Nature of business	Calculative - Planning ahead for outcomes that are beneficial	Intuitive - Based on personal feelings / values rather than facts (hence associated with high risk)
Market position	Market player	Market leader
Main focus	Competition	Coordination, cooperation of resources
Examples	Hardware shops Bookshops Communications shops Restaurants etc.	Steve Jobs – Apple Mark Zuckerberg – Facebook Bill Gates – Microsoft W.K.H. Wegapitiya – Laugfs Otara Gunawardene – Odel Aban Pestonjee – Abans Merril Fernando – Dilmah Social enterprises in Eastern Province (from Good Market) : Parwathi Products – Batticaloa Jetwing Hotels Rice & Carry - Ampara

The Facilitator should also talk about why we want them to be more entrepreneurial and why it is beneficial. The points below, can be used for the discussion: (20 mins)

- Giving back to society;
- Creating innovative ideas;
- Encourages the younger generation to pursue on, looking at previous successes
- Free from wants – being passionate about what you do does not create desire for anything material;
- Aligning your personal values with career values.

Step 2.3. At the end of the session, briefly explain that it is important for them to identify the difference between a business person and an entrepreneur; and tie the explanation to gender perceptions and business. They would then understand that both males and females can belong to either category possessing these traits (Refer to the 'Gender and Business' chapter under the Gender Equality Module).

3. Understanding the local context for your own business (1 hr 30 mins)

Step 3.1. Initially, cluster the participants into groups according to their relevant business industry. (10 mins)

Step 3.2. Explain to them that this session will focus on analysing their business' internal and external environments. This will help them better understand their business and also the industry. Introduce them to the SWOT Analysis (Strengths, Weaknesses, Opportunities and Threats), and explain the importance of this tool to understand their business environment. (5 mins)

Step 3.3. The Facilitator should draw a sample SWOT Analysis on the flipchart and show participants how to do the analysis. (5 mins)

SWOT Analysis

Strength (Internal)	Weaknesses (Internal)
Opportunities (external)	Threats (external)

Step 3.4. Using SWOT, get the participants to identify at least 3 internal and 3 external challenges that they face or think they may face in their business, which affects its performance and its prospects for growth. Observe if participants come up with any gender specific challenges / obstacles they face as men or women, when doing business and when doing business with other communities. During this, the facilitator should support the groups by going around and observing their work. (20 mins)

Step 3.5. Go around each group and discuss with them how they would deal with the problems or constraints they experience. (20 mins)

Step 3.6. To end the session, ask the groups to present their analysis, and identify any common areas for all sectors (no more than 5 minutes for each

group). Then finally, discuss with them how important it is for them to know about their business environments, so they could identify any gaps and thereby improve the business further. (30 mins)

4. **Identify new business initiatives and ideas (1 hr 45 mins)**

Step 4.1. To begin, cluster participants into mixed groups. Then the facilitator should explain to participants why developing a business idea with a social cohesion and gender sensitive outcome is very important; especially given the context of the Eastern Province. (10 mins)

Step 4.2. Once the business idea is developed, explain to participants the business model canvas. (10 mins)

Business Model Canvas				
Business Idea/Description:			**Date:**	
			Designed by:	
Key Partners 8	Key Activities 7	Value Proposition 2	Customer Relationships 4	Customer Segments 1
	Key Resources 6		Distribution Channels 3	
Cost Structure 9			Revenue Streams 5	

Customer Segments : Who are the customers? What do they think? See? Feel? Do?

Value Propositions : What is compelling about the proposition? Why do customers buy, use?

Distribution Channels : How are these propositions promoted, sold and delivered? Why? Is it working?

Customer Relationships : How do you interact with the customer through their 'journey'?

Revenue Streams : How does the business earn revenue from the value propositions?

Key Activities : What uniquely strategic things does the business do, to deliver its proposition?

Key Resources : What unique strategic assets must the business have to compete?

Key Partnerships : What can the company not do, so it can focus on its Key Activities?

Cost Structure : What are the business' major cost drivers? How are they linked to revenue?

The Facilitator should discuss with them the importance of this tool for their business idea : (5 mins)

- Clearly maps out a visual chart and helps improve the focus and clarity of what your business is trying to achieve. Breaks down your business model to easily understood segments;

- Allows you to describe, design, challenge and pivot your business model;

- Helps you when you have to pitch the idea, because this lets you focus on what is important (eliminating the details like in the business plan);

- Segments 1,2,3,4,5 – customer value;

- Segments 6,7,8,9 – infrastructure

Step 4.4. Give each group the scenario and a SWOT analysis done in the previous activity. Based on the scenario and using the SWOT analysis, ask the participants to come up with a business idea, that adds value to the society. (40 mins)

> Note - The business idea should be in the same industry as the SWOT analysis that the group receives.

Go around the tables and engage with the participants and help them with developing the business idea.

Step 4.5. Get the participants to fill in the business model canvas with their business idea, and then present it so that all groups will benefit. (40 mins)

5. Business plan development (1 hr)

Step 5.1. Ask participants what a business plan is and what they think are the basic elements required in developing a business plan. (They will engage in a discussion and point out which basic element they considered when starting their own businesses). Write these in a flipchart for all participants to see. (10 mins)

Step 5.2. Then engage them in a discussion to understand why it is important to create a business plan. Discuss how it helps to strategise their business. Use the points below as a guide in the discussion : (10 mins)

- A business plan is the foundation pillar from which your company will be built;

- It serves as the first impression for many potential partners and investors;

- It is a structured way to organise and clarify your thoughts and ideas, and will serve as a roadmap for the business;

- It helps you to set out your goals, and identify potential problems / challenges in achieving them;

- It is essential for securing external finance for the business (also required if you are applying for a loan);

- It ensures your team is working towards the same vision.

Step 5.3. Explain to them the key sections that have to be included in a business plan. In the process, ask participants to prepare a business plan for the idea developed above. Whenever feasible, make sure that participants apply a gender sensitive approach when preparing their business plan. The facilitator should guide each group through each section. 30 mins)

- **Your business and key objectives :**
    - What need are you addressing?
    - What makes you different?
    - Brief description of the business and its core products or services;
    - Overview of your goals (short term and long term).

- **Your skills and experience :**
    - Overview of your experience as it relates to your business (if you have previously worked in a similar business, or if you have any transferable skills).

- **Your target customers, market and competition :**
    - Summary of key insights that demonstrate you have a strong understanding of your customers (and how to identify them);
    - Your market (and how to position yourself within it);
    - Your competitors (and how to differentiate yourself from them on factors like price, quality, brand, etc.).

- **Your sales and marketing plans :**
    - Where you will be distributing your product;
    - What your branding and logo will be;
    - Pricing of product;
    - Communication about product / services to generate demand.

- **Your operational plans :**
    - Where you will be trading (a home office or external premises);
    - Number of staff members you will need and their roles;

- Tools and infrastructure;

- Details of any processes that are important to your operations, as well as any industry, tax or legal regulations related to your business;

- Risks you may face, and how you will overcome them.

- **Financials:**

- How you will fund the activities and what revenue you expect to generate;

- Prepare a cash flow forecast.

Step 5.4. The Facilitator should ask the groups for feedback and have discussions with them regarding it. Finally, summarize the activities that were done throughout the day. (10 mins)

6. 6. Wrap up, evaluation, and close for the day

End of Training

Conflict Analysis Module

Objective: To ensure that project participants are sensitive to diversity and the need for an inclusive approach to business development. To ensure that project participants are aware of local conflict dynamics and understand the tools needed to assess and mitigate any risks.

Participants: Men and women who engage in small and micro-level business and new entrepreneurs

Duration of training: One day.

Materials Needed:

- Pen and notebook for each participant
- Flip Chart and markers
- Laptop and projector (optional)
- Basic stationery items (Post-It notes, sellotape, Blu-tac, scissors, etc.)
- Any extra handouts printed or created to support training based on curriculum

Suggested Agenda

Duration	Session	Objective
9.00am (20 mins)	Pre-training evaluation and ice breaker	Ice breaker and introduction to the training and participants
9.20am (1 hr)	Conflict vs. Violence	Understanding the difference between conflict and violence.
10.20am Tea	Networking	
10.45am (1 hr 30 mins)	Conflict mapping from an economic perspective	Understanding the relationships between key institutions and actors involved in economic issues.
12.15pm Lunch	Networking	
1.15pm (1 hr 45 mins)	Understanding conflict dynamics	Use ABC triangle to unpack and understand the inter-related dynamics of conflict.
3pm Tea	Networking	
3.25pm (1 hr)	Business and social cohesion	Understand key dynamics that influence conflict and business.
4.25pm (35 mins)	Wrap-up, evaluation, and close	

1. **Ice Breaker (20 mins) -** Partners can engage participants in an ice breaker activity and also engage with them in the discussion questions provided below.

Discussion Question 1:
What do we have in common in our diverse groups?
• Need for wellness and peace in our communities • Wanting to widen our perspectives and learn?
Discussion Question 2:
How will this training be helpful to us?
• Overcome challenges we face and solve conflicts • Support understanding and approach to similarities and differences • Support healthy and diverse business relationships • Self-improvement and development • Support wellbeing and a peaceful life
Discussion Question 3:
How should we behave in this training to maximize its usefulness?
• Active participation and dialogue • Giving everyone a voice, tolerance, and patience • Respect for other's words even in disagreement

2. **Conflict vs Violence (1 hr)**

Step 2.1. Begin the session by posing the questions 'What is conflict?' to the whole group. Ask them to brainstorm at their tables and write their answers on flipcharts. (20 mins)

Step 2.2. Go around the room and ask each table to highlight the issues they have written down. Referring to what the participants have said, discuss with them that there is a wide range of understandings of conflict. The words and phrases that participants have come up with will reflect both violent and non-violent aspects of conflict. It's important to differentiate between conflict and violence. (35 mins)

Step 2.3. At the end of the session, highlight that conflict is normal, natural, and can be a positive force if channeled constructively. For example, business competition can be a form of positive / constructive conflict. Violence, however, is destructive, and that is what we want to avoid. (5 mins)

3. **Conflict mapping from an economic perspective (1hr 30 mins)**

Step 3.1. In this session and with the Stakeholder Relationship Mapping exercise we will encourage participants to better understand the environment in which they do business. Start the session by introducing the need for mapping, and why it is a useful tool to analyze local conflict issues that may have an impact on your business. (5 mins)

Step 3.2. On a flipchart the Facilitator will then draw a sample conflict map and describe the process so that the exercise will be clear to the participants. The Facilitator should clearly explain the following guide to mapping out the relationships : (15 mins)

Normal relationship	——
Strong relationship	═══
Conflict	Ⱳ
Weak relationship	▸ ▸ ▸ ▸
Broken relationship	—⫫—
Dominance pressure	⟶

Step 3.3. The Facilitator breaks the participants into groups and assigns them the task of constructing a Stakeholder Relationship Map with regards to the topic of **'Economic relationships between institutions (government, private, civil society, etc.)** in your District'. The Facilitator should support the groups by walking around and observing their work. (30 mins)
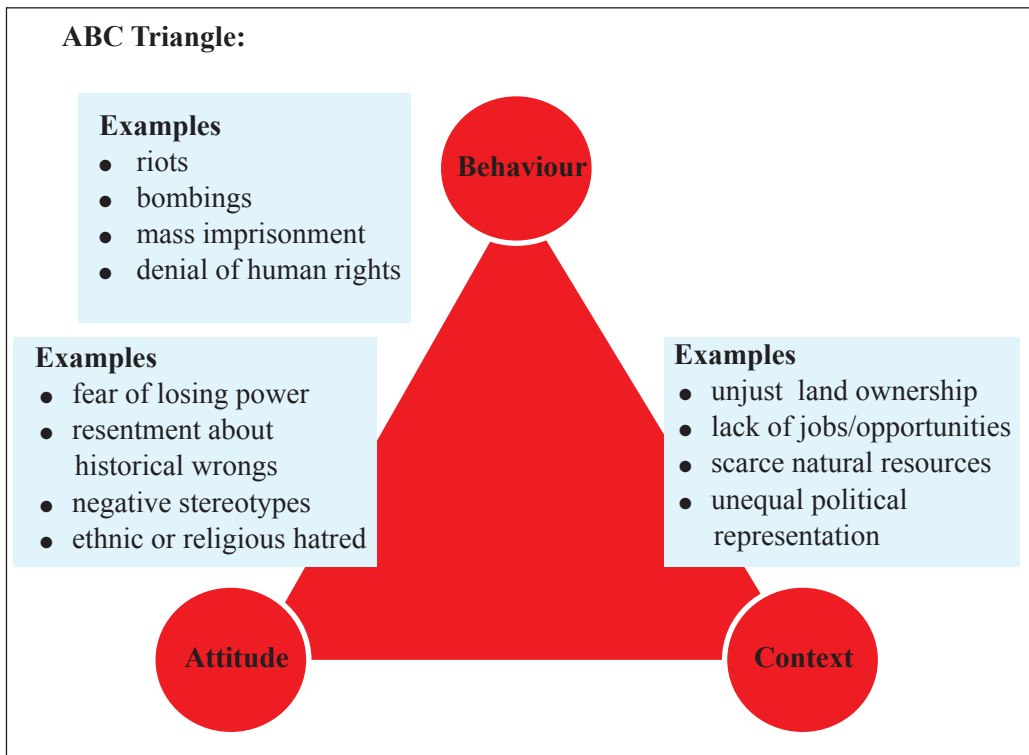
Step 3.4. Finally, all groups should present their maps to each other and discuss the different perspectives. (40 mins)

Some key questions to be asked during this step are :

- What do you notice about your relationships?

- Which are strong / which are weak?

- Where are these conflicts?

- What are the reasons for divisions?

- Are there areas where relationships can be improved?

4. Understanding conflict dynamics (1 hr 45 mins)

Step 4.1. The first step is for the Facilitator to explain the theory of the ABC triangle, given below, using examples from the ToT training. (30 mins)

ABC Triangle:

Examples
- riots
- bombings
- mass imprisonment
- denial of human rights

Behaviour

Examples
- fear of losing power
- resentment about historical wrongs
- negative stereotypes
- ethnic or religious hatred

Examples
- unjust land ownership
- lack of jobs/opportunities
- scarce natural resources
- unequal political representation

Attitude

Context

Step 4.2. Break the participants into groups and assign them the following task :

Based on the Stakeholder Relationship Mapping above, pick an important stakeholder and apply the ABC triangle. Evaluate the attitude and behavior of that stakeholder, and then list out the conflict related factors (context), within which that stakeholder operates. (30 mins)

Step 4.3. Each group should present their ABC triangle back to all participants, and the Facilitator should guide a discussion based on the issues raised. Remind everyone that the analysis from each group is their perspective. It is not about right or wrong or one truth. (45 mins)

5. Business and Social Cohesion (1hr)

Step 5.1. The final session of the day has a focus on discussion, by posing a few critical questions for reflection by project participants. The Facilitator should break the group into small groups of 3-4 participants, and assign them one of the questions below : (20 mins)

Discussion Question 1:

What business skills can contribute to a peaceful economy, and business relationships? Suggested responses are :

- Communication skills
- Time management and organization
- Goal setting
- Delegating
- Public speaking and presentation skills
- Relationship building
- Involvement in professional groups / conferences
- Passion and determination
- Civility, politeness, and respect
- Entrepreneurial and innovation skills
- Desire to learn
- Flexibility and adaptability

Discussion Question 2:

How can you contribute to strengthening social cohesion in your community through your business strategy, design or activities? Suggested response are :

- Formation of trade union or business associations with other entrepreneurs;
- Development of business network / business links;
- Development of friendship with all business communities in this region;
- Organize monthly get-together or meeting to discuss business related problems;
- Development of family links;
- Organize social activities by the business communities;
- Village / town-based business association should be linked;
- Invite to, and participate in, our / their family events and functions;
- Business community trips;
- Become a business mentor for a business owner from a different community or background than your own;

Discussion Question 3:

- Share a time when you had a conflict in your business;
- What was the conflict?
- Was it resolved? If yes, how? If no, what do you see as the best outcome for both parties involved?
- What did you learn from the experience?

Discussion Question 4:

- Share a business experience where you worked with or engaged with communities other than your own;
- What did you learn from the experience?
- Did your experience change your business strategy in any way?

Step 5.2. The Facilitator would then go through each question and ask the relevant groups to provide feedback. The Facilitator would help foster a brief discussion on the feedback, and then summarise the activity at the end. (40 mins)

6. **Wrap up, evaluation and close for the day**

End of Training

Gender Equality Module

Objective: Provide knowledge, awareness, and skills to current small business owners and entrepreneurs. to support gender equality and equity, for improved business outcomes in the community.

Participants: Men and women who engage in small and micro-level business and new entrepreneurs.

Type of the training: Basic practical training

Materials Needed:

- Pen and notebook for each participant

- Flip Chart and markers

- Laptop and projector (optional)

- Basic stationery items (Post-It notes, sellotape, Blu-tac, scissors, etc.)

- Any extra handouts printed or created to support training based on curriculum

Suggested Agenda

Duration	Session	Objective
9.00am (20 mins)	Ice breaker	Ice breaker and introduction to the training and participants
9.20am 1 hr 30 mins)	What is Gender?	Understanding gender and its key concepts (gender and sex, gender roles, equality vs. equity and power relations)
10.50am Tea	Networking	
11.00am (1 hr 30 mins)	What is Gender? (continues)	
12.30pm Lunch	Networking	
1.30pm (1 hr 30 mins)	Gender and business	Discussion on how to apply gender in business and social cohesion, and how to develop gender analysis in business
3.00 pm Tea	Networking	
3.20pm (45 mins)	Gender mainstreaming action plan for SMEs	Discussion on how to develop strategies, activities and monitoring for mainstreaming process
4.05 pm (30 mins)	Wrap-up, evaluation and close	

1. **Ice Breaker (20 mins) -** Partners can engage participants in an ice breaker activity and also engage with them in the discussion questions provided below.

Discussion Question 1:
What do we have in common in our diverse groups?
• Desire for healthy relationships
• Support for / from all members of society
• Have the ability to widen our perspectives and learnings
Discussion Question 2:
How will this training be helpful to us?
• Understand gender issues and concepts
• Support understanding and approach to similarities and differences between genders
• Support healthy and gender-diverse business relationships
• Self-improvement and development
• Support wellbeing and a peaceful life
Discussion Question 3:
How should we behave in this training to maximize its usefulness?
• Active participation and dialogue
• Giving everyone a voice, tolerance, and patience
• Respect for other's words even in disagreement

2. **What is Gender? (1 hr 30 mins)**

Step 2.1.   Explain why Gender is a concern giving the below statistics :

- Women form around 50% of the world's population *(World Bank)*

- Women perform 2/3 of the world's work *(World Bank – 2019 April)*

- Women make up 2/3 of the world's illiterate population *(UNESCO - uis.unesco.org)*

- Women earn 1/10 of the world's income *(Global Gender Gap Index 2018 -World Economic Forum)*

- Women earn less than 1/100 of the world's property *(Oxfam Ireland)*

- Women constitute 70% of the world's poor, living on less than $1/ per day *(UN Human Development Report – 1995, p. 205)*

Step 2.2.   Provide the definition for gender

'Gender' refers to the socially constructed roles, behaviors, activities, and attributes that a given society considers appropriate for men and women. (WHO)

Step 2.3.   Highlight the key concepts of gender as below :

Key concept 1: Gender and sex

Step 2.3.1. Ask participants if they know the difference between gender and sex. Clarify definitions as needed.

Step 2.3.2. Introduce the Alien Game to better understand this concept.

Tools : flash cards, white board, marker pen

How : Before you start, divide the white board into two columns, one for 'woman', and, one for 'man'. Tell participants that an alien wanted you to explain who a man is and who a woman is, as the alien did not have a clear idea about it. Ask participants to write their answer on a flash card. Collect all the answers and paste them in the relevant column on the white board. Try to explain to participants that some of their definitions are relevant to both columns while some are not. Explain the difference between sex and gender accordingly.

Sex: The physical and biological aspects which define men and women.

Gender: Gender is the range of characteristics pertaining to, and differentiating between masculinity and femininity, and are socially constructed. Depending on the context, these characteristics may include biological sex, sex-based social structures, or gender identity. It affects all parts of our lives (social, economic, political). These change over time.

Key concept 2 : Gender roles

Step 2.3.3. Introduce the below activity to provide participants with a better understanding of gender roles

Activity : 24 hr Clock exercise

How : Ask participants to make groups of 5-8, and provide them with a flipchart and marker pen. Ask each group to think about their individual context and write down what are the activities performed by male and female members in their family, during the course of the day. Ask each group to present their answers to the plenary. Using their answers, explain to participants the 3 major gender roles (productive, reproductive and community role), their patterns of discrimination and injustice. Often,

you will notice from their answers that women will be working longer hours on both reproductive and productive roles and will spend less time on community role.

Type of Activity	Who (Gender/ Age)	When	How Often	Where	How	Why
Productive						
Reproductive						
Community						

Step 2.3.4. Present the concluding points of the activity

Social construction of gender refers to the **systematic processes** and institutions, which society uses to ascribe attributes, roles, responsibilities, and expectations, to males and females **within** the cultural context.

- It is about power, how it is used and how it is shared.

- Every society, ethnic group, and culture has gender role expectations, but they can be very different from one group to another.

- Gender roles can be changed through sensitization of women and men.

In the above table, each role can be explained as follows :

- Productive Role refers to the role undertaken by men and women to get paid / wages in a monetary form or to produce goods that are not consumed (used) by themselves.

- Reproductive Role refers to the activities needed to ensure the reproduction of society's labor force. This includes child bearing, rearing, and care for family members such as : children, elderly, and workers. In most societies, these tasks are done mostly by women.

- Community Role refers to the engagement of men and women in social activities, and often men do occupy the space as it involves

power and social politics. Thus, women do not find enough time and opportunities as they endure twice the burden with these roles.

Key concept 3 : Equality vs. Equity
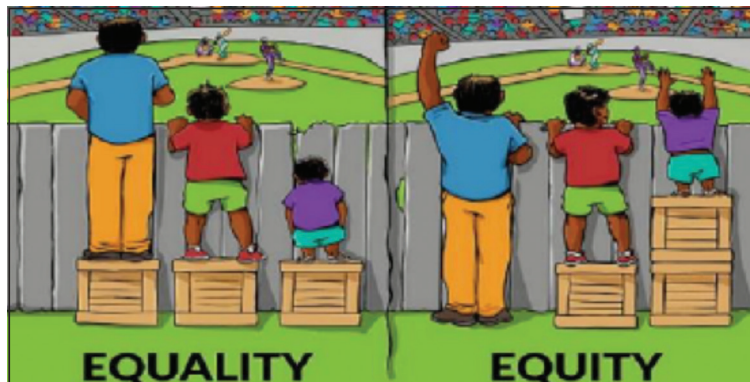
Source – Interaction Institute for Social Change (www.interactioninstitute.org) Artist – Angus Maguire

Step 2.3.5. Ask what was understood by the above illustration and explain the concept as done below :

- In the first picture, only 2 people out of 3 can see the match although all of them are watching from the same platform. Since these three have different heights, only those who are tall enough are able to watch the match.

- In the second picture, 2 different boxes are given to each person based on their needs. Now, all three can watch the match.

This is the difference between equality (sameness) and equity (fairness).

Key concept 4 : Power relations

Discussion Question 1:

What is power and why do we want it?

Have participants list as many reasons as to why people want power :

- Money
- Position
- Education
- Physical strength
- Influence or Control
- Freedom
- Decision Making
- Fear of lost power

Discussion Question 2:

When can power be a good thing?

- Used with good intention
- Used for a constructive project that supports wellbeing for yourself and society as a whole
- Inspire or positively influence others' actions or thinking

When can power be harmful to ourselves or others?

- Used with bad intentions
- Manipulation or control of others
- Used only for personal gains

Reasons for power can often be simplified to issues of **Access and Control.**

- Review the concepts below and discuss how access and control may apply to each resource in the list below.

Access to a resource does not equate control over that resource

Access	**Freedom or permission to use a resource.**
Control	**Power to decide whether and how a resource is to be used.**

Women and men have differential access to resources (both biophysical and social) and differential input in the formal and informal decision making which affects management of the resource itself.

Resources :
■ Land
■ Capital
■ Labor
■ Agricultural inputs
■ Credit
■ Education

3. **Gender and business (1 hr 30 mins)**

Step 3.1. In this session, we will encourage participants to better understand the links between gender, business and social cohesion.

Start the session by inviting participants to identify potentials and gaps that exist between men and women that are involved in the business sector. Some key questions to be asked during this step are :

- Is there a difference between the income earned by men and women?
- How different is it in each sector (trade, production, and service)
- Why is there such a difference?

The Facilitator should then help participants understand the important of developing a culture of mutual support and recognition. Some key questions to be asked during this step are :

- What is the existing situation in recognizing women and men in business?
- Who makes financial decisions in business?
- Do men and women have skills to manage business? Who lacks it more?
- How can men and women contribute to support their own businesses?

Finally, the Facilitator should help participants reflect on better understanding leadership related matters between men and women (both business and community). Some key questions to be asked during this step are :

- What economic opportunities do men and women have?
- How can these economic opportunities contribute for community development?
- What are the leadership challenges men and women have?

Step 3.2. Concluding points

- Women need to acquire certain skills and competencies to be able to compete in the business sector.
- It is essential to look for market support strategies and linkages, that will help both women and men to access the resources and services, in an equitable manner.
- Gaps in women's economic leadership and financial decision-making capacities, need to be addressed collectively. A better understanding and mutual support from business men will be highly crucial for women's economic achievements.

Step 3.3. Under the gender analysis in business, the Access and Control Profile will help participants understand who has access and control with regards to their business project or initiative. Introduce the below activity for the project participants.

Ask each participant create an Access and Control Profile for their small business or new business idea, as follows :

Step 1 : Divide the participants into mixed gender groups of 5 to maximum 8 persons.

Step 2 : Ask them to think about their own villages, or place where they come from, and list out the resources and benefits that they get in those areas.

Step 3 : Once participants have listed those resources and benefits, ask them to discuss about column 2 and 3 in the below tool, in order to better understand who, between men and women, has access and control over those.

Step 4 : If possible, ask participants to use a grading scale of their preference, to give more accurate estimates.

Step 5 : Once all groups complete their discussion ask them to present in the plenary.

Tool 2 : Access and control profile

	Access	Control
Assets, Resources Land Equipment Cash Education Training Other		
Benefits Income Education Health Water User Group Political power Other		

Source – The Internet

Step 3.4. Concluding points ; The opportunity to make use of the resource is referred by 'Access' and the power to use the resource and who has access to it defined by 'Control'. The profile will provide a clear indication of the role both male and female participants play. The facilitator will discuss the results with the participants to understand any implications and benefits which affect the project activities.

4. Gender mainstreaming action plan for SMEs

In this session, we will highlight partners' responsibilities in monitoring gender mainstreaming, throughout the INSPIRED project. Start the session by asking what your role, as a partner, is in raising awareness on gender mainstream.

It will be the prime responsibility of the partners to identify their roles in the mainstreaming process, by ensuring the use of the following :

- Gender-sensitive Language : Texts referring to or addressing both women and men must make women and men equally visible. This applies to forms, documents, telephone directories, texts on the intranet and the internet, advertising for events, folders, posters and films. Attention must also be paid to a gender-sensitive choice of images when preparing public relations material.

- Gender-specific data collection and analysis : Data must be collected, analysed and presented by gender. Social dimensions, such as age, ethnicity, income and level of education should also be reflected where possible. Gender-specific analysis of the initial situation must provide the basis for all decisions.

- Equal access to and utilisation of services : Services and resources must be assessed as to their different effects on women and men.

- Women and men are equally involved in decision making : There must be a balanced gender ratio at all levels of decision making. Measures and strategies geared towards a balanced gender ratio must be taken at all levels of decision making. This is also important when appointing working groups, project teams, community groups and advisory boards, as well as when organising events, and workplaces must be structurally gendered.

- Preparing a monitoring sheet (framework) in order to maintain a constant and periodic monitoring system for their project activities. This requires setting up their gender-sensitive indicators (these are simply indicators that measure gender-related changes in target communities over time). Using gender-sensitive indicators can also help to understand how changes in gender relations happen, which enables more effective planning and delivery of future work.

5. Wrap up, evaluation and close for the day

End of Training