



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

Compiled by Elaine Jones and Carol Wills



TRAINING MATERIALS

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TRAINING MODULE 6

Quality Management Systems

SESSION 1 Looking at How to Improve Quality in Products



Joyce Naruryo Photo: C. Wills

“Being a member of the group has shown me how to make things of good quality. Before we made baskets anyhow. Now we know how to make it properly.” Joyce Naruryo, Lwadda Tukulere Wamu Women’s Group, Uganda

Objective

To create understanding of the importance of quality and how it may be improved.

Learning Outcome

Participants have discussed what makes a good quality product, why this is important, and how they can improve quality even further. They are able to draw a chart of their group or organization structure.

Preparation

Participants are invited to bring samples of their products with them to discuss during the session.

SESSION 1: LOOKING AT HOW TO IMPROVE QUALITY IN PRODUCTS

| | Activity | Timing Guide |
|----|---|-----------------------------------|
| | <p>Welcome and Introduction</p> <p>At the start of every training session, the facilitator takes time to make sure that everyone is comfortable and that participants know each other by name. S/he invites a senior person to open the session in a manner in keeping with local custom.</p> | 10 mins |
| 1. | <p>This training session is all about the importance of making good quality products.</p> <p>At the end of the session, participants will have discussed what makes a good quality product, why this is important, and how they can improve quality even further.</p> <p>First of all we need to know what the word “quality” means. Can anyone tell me?</p> <p>Quality is all about excellence. It is about making or growing a product that is free from defects or mistakes or variations. A quality product matches its specifications.¹</p> | 10 mins |
| 2. | <p>Participants have brought samples with them to discuss.</p> <p>Break into small groups to discuss why good quality is important, what makes a good quality product, and why some products are poor quality.</p> <p><i>(After 10 minutes, the facilitator asks the small groups for feedback).</i></p> <p>Why is good quality important?</p> <ul style="list-style-type: none"> • It helps us sell the product at a good price. • It encourages customers to buy a second time. • It gives a good impression of our group and business. | 10 mins + 10 mins = 20 mins |

- What else?

What makes a good product?

- The design matches the specifications.
- The finish is good.
- The colours are right.
- It is of the right moisture content and free from defects (in the case it's a crop).
- Customers buy it if it's a crop.
- What else?



Why would you describe some products as poor quality?

- The design does not match the specifications.
- The finish is poor.
- The colours are not good.
- The size is wrong.
- The coffee beans are mouldy or mixed with stones.
- Customers do not want to buy.
- What else?

**3. How is quality managed in your business/ group?
How do you set about improving quality?**

(The facilitator invites participants to talk about what happens in their business or group. Then the facilitator asks the participants to break into groups again. Each group draws a chart showing the following):

- **Who does what.**
- **What happens where.**
- **What participants would like to change in order to improve quality.**




While filling out the chart, participants can consider these questions:

- How is raw material purchased? (Individually or as a group)
- How is raw material stored?
- If raw material has to be dyed, who does the dyeing? Is it done collectively or by each individual?
- Where does each person in the group work? At home or together in a workspace?
- How do participants know what to make? Are they given specifications?
- How do participants know how many products to make?
- Is there a person who carries out quality control for the participants' business or group?
- Do producers ever receive training?
- How are products taken to market?
- What would participants like to change?

20 mins
+ 20 mins
= 40 mins



(The facilitator brings the participants back together and asks for feedback).

| | | |
|----|---|---------|
| 4. | <p>How good is the quality of the sample products?</p> <p><i>(The facilitator invites participants to take another look at the samples they have brought with them).</i></p> <ul style="list-style-type: none"> • Which samples are really good quality and why? | 15 mins |
| 5. | <p>We are coming to the end of this training session.</p> <p><i>(The facilitator encourages the participants to say what they have learned and captures these points on a flipchart).</i></p> <p>At the beginning, we said that you were going to discuss what makes a good quality product, why this is important, and how they can improve quality even further.</p> <p>Has that happened?</p> <p>Raise your hand if you agree!</p> <p>Now please tell me if this session has gone well.</p> <p>Put a tick or mark against the face on the chart. This will tell me what you think.</p> <p> = Session has gone well. I have learnt something new.</p> <p> = Session has been OK. I could have learned more.</p> <p> = Session has not gone well for me. I haven't learned very much.</p> <p>Is there anything else anyone would like to say?</p> <p>Thank you all for attending.</p> | 10 mins |

Total time: About 2 hours

FOOTNOTES

- 1 Participants may need an explanation of specification. A specification is a detailed description of a product. If the product is a handmade craft, the specifications may include, for example, size, colour, and raw materials to be used. If the product is an agricultural crop such as coffee or cocoa, it will need to be of the right moisture content and free from impurities.

NOTES

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

TRAINING MODULE 6

Quality Management Systems

SESSION 2 Quality Management and Its Core Elements



Mpuliziganya Women's Group Photo: C. Wills

*"We have learnt to do quality work. We learnt that we cannot sell poor quality whereas good quality gets more money."
Member of Mpuliziganya Women's Group, Uganda*

Objective

To create understanding of the meaning and importance of quality management and its core elements and how to introduce a simple QMS into a group or small business.

Learning Outcome

Participants have learned how to introduce a basic Quality Management System into their business or group in order to satisfy customers and grow sales.

SESSION 2:

QUALITY MANAGEMENT AND ITS CORE ELEMENTS

| | Activity | Timing Guide |
|----|---|--------------|
| | <p>Welcome and Introduction</p> <p>At the start of every training session, the facilitator takes time to make sure that everyone is comfortable and that participants know each other by name. S/he invites a senior person to open the session in a manner in keeping with local custom.</p> | 10 mins |
| 1. | <p>This training is all about Quality Management and its core elements (planning, quality control, quality assurance, and quality improvement).</p> <p>By the end of the session, you will have learned how to introduce a basic QMS into your business or group in order to satisfy your customers and grow your sales.</p> <ul style="list-style-type: none">• Planning is the process of thinking about what you need to do to reach a goal and then organizing the activities needed to get there.• Quality Control is all about having a way to identify defects or faults in your products and putting them right.• Quality Assurance is about preventing problems in your business so that the products you make are as good as possible.• In Quality Improvement, you study how your group or organization performs in every way and find ways to improve this (such as increasing efficiency or using your time more effectively). | 10 mins |



2. In Session 1, you drew a chart of your group showing:

- Who does what.
- What happens where.
- What you would like to change in order to improve quality.

In this session, we are going to build on that exercise.

What do you think a Quality Management System is?

A QMS is a collection of business processes that, together, help you to achieve a high standard of quality in your organization and in the production of the products you make. The QMS combines planning, quality control, quality assurance, and quality improvement.

Why do you think that having a system in place will help you grow your sales? ²

(The facilitator collects and notes thoughts of participants).

45 mins

Who can tell me what the difference is between quality assurance and quality control?

- Quality Assurance is all about preventing problems in your business so that the products you make are as good as they possibly can be.
- Quality Control is about identifying defects in your products and putting them right.

So what do you think quality improvement is?

In the last session, we talked about how you could improve the quality of your products. Now we are going to talk about **managing the improvement of quality in your business/ group** so that your sales grow and your business becomes more profitable.




This is called having a Quality Management System or QMS.

(The facilitator shows and explains the following QMS chart):



- **Plan:** What do you want to do to improve what is going on in your business/ group? Set some goals. (Goals = your target or vision for your business).
- **Do:** Put the plan into action. Record the results (e.g., of buying raw materials collectively; of having a quality control point for products, etc.).
- **Study:** What lessons are you learning from the changes you have introduced?

| | | |
|----|---|--|
| | <ul style="list-style-type: none"> • Act: What are you going to change as a result of the lessons you have learned? <p>The chart is round. Why do you think that is?</p> <p>The chart is round because in order to manage quality in your business well, you need to be in a constant cycle of planning, doing, studying, and acting.</p> <p>Any questions?</p> | |
| 3. | <p>In this training session you won't do the Do, the Study, or the Act (because they come later of course!)</p> <p>But for now, in small groups, please think about some goals for your group or organization and then share them with us. These goals should aim to improve quality management in your groups.</p> <p><i>(The facilitator brings the groups back together and asks them to share their goals).</i></p> <p>When you return home, I invite you to talk about this more in your group meetings and to do some more work on a QMS, particularly the do, study, and act!</p> | <p>15 min + 15 min = 30 mins</p> |
| 4. | <p>What have you learned from this exercise?</p> <p><i>(The facilitator invites participants to say what they have learned and captures these points on a flipchart).</i></p> | <p>15 mins</p> |
| 5. | <p>We are coming to the end of this training session.</p> <p>At the beginning, I said that by this time, you would have learned how to introduce a basic QMS into your business or group in order to satisfy your customers and grow your sales.</p> <p>Have you done that?</p> | <p>10 mins</p> |

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

Total time: About 2 hours

FOOTNOTES

2 You may need to explain the word "system". A system is a set of connected parts making up a whole.

TRAINING MODULE 6

Quality Management Systems

SESSION 3 Quality Assurance



Twekembe Women's Group Photo: C. Wills

“Through training I learnt to make quality products. Before I made poor quality and I didn't get paid because the quality was poor and I was very discouraged. The training inspired me not to lose hope. I learn how to make quality products and my quality has improved a lot.” Christine Naluwoza, Twekembe Women's Group, Uganda

Objective

To familiarize participants with the concept of quality assurance and tools available to help improve the quality of products.

Learning Outcome

Participants have discussed quality assurance in their groups, become familiar with several tools to help improve the quality of products, and worked on their own list of common quality control problems and possible solutions.

Preparation

Participants are invited to bring samples of products along to this session.

SESSION 3: QUALITY ASSURANCE

| | Activity | Timing Guide |
|----|--|--------------|
| | <p>Welcome and Introduction</p> <p>At the start of every training session, the facilitator takes time to make sure that everyone is comfortable and that participants know each other by name. S/he invites a senior person to open the session in a manner in keeping with local custom.</p> | 10 mins |
| 1. | <p>This training session builds on Quality Management Sessions 1 and 2 and focuses specifically on quality assurance.</p> <p>By the end of the session, participants will have discussed quality assurance in their groups, become familiar with several tools to help improve the quality of products, and worked on their own list of common quality control problems and possible solutions.</p> | 10 mins |
| 2. | <p>What is Quality Assurance?</p> <p><i>(The facilitator asks participants what they think quality assurance means).</i></p> <p>Quality Assurance is a way of preventing mistakes and defects in products. It is part of a quality management system that ensures that quality requirements will be met. Many groups do quality control but not quality assurance. In quality control, you check a product against a sample that meets the specifications.³</p> <p>Quality Control identifies and corrects any faults in the finished product. However, quality assurance systems can help to avoid the product not meeting the specifications in the first place.</p> | 20 mins |



20 mins

(The facilitator asks the participants if they do quality assurance in their groups. If so, how do they do it)?

- Do they have a **Quality Assurance Checklist** to help monitor quality and consistency?
- Do they have a **Production Planning Calendar** to help plan when products need to be made and finished to be on time in meeting the orders placed by buyers?
- Do they have a **Product Information Sheet** to help in the identification of products for buyers?

20 mins

Product Information Sheet

- Product name
- Product code
- Product description
 - Product size
 - Product image
 - Product price
- Producer name

20 mins

Why do participants think these could be useful?




Discussion of why a Production Planning Calendar and Product Information Sheet could be useful.

This chart (handout) shows steps that can be taken in your group to assure the quality of the product you make. Is there anything else you would add?

| Quality Assurance Steps | |
|-------------------------|--|
| 1. Raw material | Careful selection of the raw material to be used. |
| 2. Production process | Does your product match the sample approved by the buyer? |
| 3. Training | Do the producers know what is required? Has this been communicated well? Do the producers understand what quality is? Do the producers receive regular training? |
| 4. Working conditions | Where do producers work? Is the space clean, safe, and well lit? Do producers have the equipment they need? Are wages or piece rates considered to be fair? |
| 5. Packing | How do you pack your products? Products need to be protected from damage until they reach the buyer. If they are not, there will be losses that will be charged to you. |
| 6. Others | What other steps can be taken to assure quality? |

(The facilitator invites participants to work in small groups to list or draw common quality control problems in their business and suggest some possible solutions):

| Quality Control Problems | Possible Solutions |
|---|--|
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| <i>(While the participants are working, the facilitator gets ready to put up this chart to act as a checklist during feedback):</i> | |
| Common Quality Control Problems | Possible Solutions |
| 1. Availability, suitability & quality of raw materials | Training |
| 2. The way the product is made a) Trained, skilled producers? b) Appropriate tools, technology? | Consultation with producers |
| 3. Design | Control samples: <ul style="list-style-type: none"> • Always make samples • Supply producers with samples • Retain a sample as the standard against which to compare production |
| 4. Working conditions | Make sure that the workspace is clean, well lit, and airy and that workers have reasonable working hours with breaks. |
| 5. Mould, bugs, moisture due to climate | Provide clean, dry storage for raw materials and finished products |
| 6. Rushed orders | Negotiate necessary time for production with buyers |
| 7. What else? | |

| | | |
|----|---|---------|
| | Take your list back to your groups to use as a tool for controlling quality. | |
| 3. | <p>Facilitator asks what participants have learned from the session?</p> <p>A quick round for participants to say what they have learned. <i>(Capture these points on a flipchart)</i></p> | 10 mins |
| 4. | <p>We are coming to the end of this training session.</p> <p>At the beginning, we said that by this time, you would have discussed quality control in your groups, become familiar with several tools to help improve the quality of products, and worked on your own list of common quality control problems and possible solutions.</p> <p>Raise your hands if you agree!</p> <p>Now please tell me if this session has gone well.</p> <p>Put a tick or mark against the face on the chart. This will tell me what you think.</p> <p> = Session has gone well. I have learnt something new.</p> <p> = Session has been OK. I could have learned more.</p> <p> = Session has not gone well for me. I haven't learned very much.</p> <p>Is there anything else anyone would like to say?</p> <p>Thank you all for attending.</p> | 10 mins |

Total time: About 2 hours

FOOTNOTES

3 A specification is a detailed description of a product. If the product is a handmade craft, the specification may include e.g., size, colour, raw materials to be used.

TRAINING MODULE 6

Quality Management Systems

SESSION 4 Action Planning



Festus Makokha Photo: C. Wills

“My learning has been not to mix personal and business money, how to start a business, how to plan and how to make the business sustainable. Also about the empowerment of the women’s group. Empowering the women is very good.” Festus Makokha, Tujengane Self Help Group, Kenya.

Objective

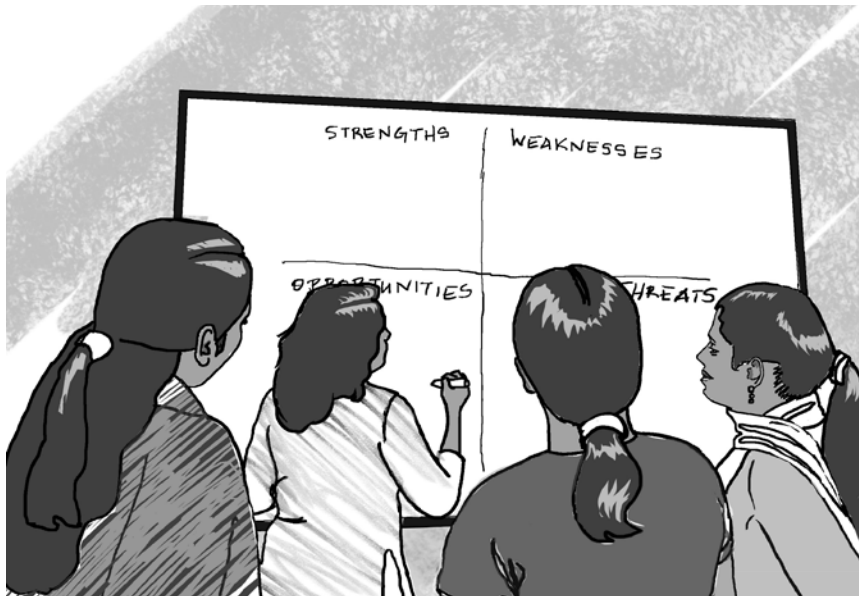
To teach participants how to carry out SWOT analysis and to develop an action plan to address any weaknesses in and threats to their group/ business in relation to quality management.

Learning Outcome

Participants are able to identify strengths and weaknesses in quality management in their own group/ organization and have had the opportunity to develop an action plan to address the weaknesses.

SESSION 4: ACTION PLANNING

| | Activity | Timing Guide |
|----|---|--------------|
| | <p>Welcome and Introduction</p> <p>At the start of every training session, the facilitator takes time to make sure that everyone is comfortable and that participants know each other by name. S/he invites a person to open the session in a manner in keeping with local custom.</p> | 10 mins |
| 1. | <p>This training session builds on Quality Management Sessions 1, 2, and 3.</p> <p>By the end of the session, you will have taken another look at your own business/ group and identified its strengths and weaknesses, opportunities and threats, and any gaps in Quality Management that these reveal. You will have an action plan in place to deal with these.</p> | 10 mins |
| 2. | <p>SWOT Analysis:⁴ Understanding Strengths, Weaknesses, Opportunities, and Threats</p> <p>SWOT Analysis is a very effective way of identifying your Strengths and Weaknesses and of examining the Opportunities and Threats you face. Carrying out an analysis using the SWOT framework helps you to focus your group activities into areas where you are strong and where the greatest opportunities lie.</p> <p>How do you think we use this tool?</p> | |



Strengths:

- What are your advantages?
- What does your group do well?
- What resources do you have?
- What do other people see as your group's strengths?

Don't be modest. Be realistic.

Weaknesses:

- Does your group do anything less well?
- What could you improve?
- What should you avoid?

Do other people seem to see weaknesses in your group that you do not see? Are your competitors doing any better than you? It is best to be realistic now and face any improvement points as soon as possible.

What could a strength be?

- A new, innovative product.
- Your business is geographically close to good markets.

20 mins

+ 20 mins

= 40 min

- You have good quality management processes in place.
- Anything else that adds value to your product.

What could a weakness be?

- Lack of marketing expertise.
- Similar products to everyone else.
- The location of your business far away from a town or good transport.
- Poor quality goods.

Opportunities:

- Where are the good opportunities facing you?
- Are you aware of any trends you could make use of?

Useful opportunities can come from such things as:

- Changes in technology and markets.
- Changes in government policy relating to, for example, the informal economy.
- Changes in social patterns, lifestyle changes, etc.
- Local Events.


What could an opportunity be?




- A new market that offers higher prices.
- An alliance with another group.
- A new international market.
- A market vacated by an ineffective competitor

Threats:

- What obstacles do you face?
- What is your competition doing?
- Are the specifications for your products changing?
- Is changing technology threatening your business?

| | <p>What could a threat be?</p> <ul style="list-style-type: none"> • A new competitor in your home market. • Decline in the availability of raw materials. • Steep rise in price of raw materials. • A competitor has a new, innovative product. • Competitors have better access to channels of distribution. <p>Opportunities and threats are external to your group or business.</p> <p>Any questions?</p> <p>Now please move into groups and do your own SWOT on these large sheets of paper using drawings or writing</p> <p>Keep your SWOT short and simple. Remember that the SWOT is in relation to quality management systems.</p> | | | | | | | | | | | | | | | | | | | |
|---|--|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|----------------|
| <p>3.</p> | <p>Staying in your groups, start to think about what prevents or hinders you overcoming those weaknesses and threats and taking advantage of the opportunities you have. In other words, where are the gaps in your system?</p> <p>In another column, write down or draw what would help you.</p> <table border="1" data-bbox="272 1458 1184 1977"> <thead> <tr> <th data-bbox="272 1458 695 1644">Hindrances (these are your challenges)</th> <th data-bbox="695 1458 1184 1644">Benefits (these will help you overcome your challenges)</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table> | Hindrances (these are your challenges) | Benefits (these will help you overcome your challenges) | | | | | | | | | | | | | | | | | <p>20 mins</p> |
| Hindrances (these are your challenges) | Benefits (these will help you overcome your challenges) | | | | | | | | | | | | | | | | | | | |
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| <p>4.</p> | <p>Finally, still in your groups, think about the action you can take home to your business/groups to improve your Quality Management System and be a more efficient business, selling more products and making more money. Then write or draw them on a piece of flipchart paper.</p> <div data-bbox="308 573 1147 880" style="border: 1px solid black; background-color: #d4c08c; padding: 10px; margin: 10px 0;"> <p>ACTION PLAN FOR <i>name of group.</i> DATE</p> <p>These are the actions we are going to take to improve the Quality Management System in our group:</p> </div> <div data-bbox="467 936 879 1346" style="text-align: center;">  <p>The illustration shows a woman in a white top and dark skirt pointing to a flipchart. The flipchart has the heading 'CHANGES:' followed by a numbered list of five items, each with a scribbled-out name: 1. [scribble], 2. [scribble], 3. [scribble], 4. [scribble], 5. [scribble].</p> </div> | <p>20 mins</p> |
| <p>5.</p> | <p>What have you learned from this exercise?</p> <p><i>(The facilitator asks participants to share what they have learned and captures these points on a flipchart).</i></p> | <p>10 mins</p> |
| <p>6.</p> | <p>We are coming to the end of this training session.</p> <p>At the beginning, I said that by this time you would have taken another look at your own business/ group, identified its Strengths and Weaknesses, Opportunities, and Threats and any gaps in Quality Management that these reveal. You will have an action plan in place to deal with these.</p> | <p>5 mins</p> |

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| <p>Raise your hands if you agree!</p> <p>Now please tell me if this session has gone well.</p> <p>Put a tick or mark against the face on the chart. This will tell me what you think.</p> <p> = Session has gone well. I have learnt something new.</p> <p> = Session has been OK. I could have learned more.</p> <p> = Session has not gone well for me. I haven't learned very much.</p> <p>Is there anything else anyone would like to say?</p> <p>Thank you all for attending.</p> | |
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Total time: About 2 hours

FOOTNOTES

4 Other words for "analysis" are "study", "examination," and "enquiry".

NOTES

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

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

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



Ministry of Foreign Affairs of the
Netherlands