

Traidcraft Exchange
FINAL REPORT FOR FAO
GCP/RAF/401/IFA “Rural Knowledge Network Pilot Project for East Africa”

Introduction

The Food and Agriculture Organization of the United Nations has made available to Traidcraft Exchange a financial contribution in the amount of US dollars 104,160 in support of the development of appropriate learning resources for the experiential training workshops as defined in the project document GCP/RAF/401/IFA - “Rural Knowledge Network Pilot Project for East Africa”

Progress on Deliverables

First draft of the learning resources

The service contract requires Traidcraft Exchange to develop the first draft of learning resources for the Market Access Companies Training and development programme, covering experiential style training workshops on:

- Using the LLL internet learning support tools
- The MAC business model
- Service provider skills
- Business administration and finance

Progress on the deliverable.

Outlines detailing workshop structure have been developed for all 4 training areas. These are included in the tables in appendices 1-4. The first draft of the content and material for these workshops has also been developed. Material developed to date is included in the attached CD rom.

Strengths and weaknesses assessment instruments

The service contract requires Traidcraft Exchange to:

- Develop strengths and weaknesses assessment instruments for entrepreneurs operating or interested in operating market access companies
- Design strengths and weaknesses assessment workshops to be conducted with IFAD and FAO programme managers and beneficiaries in Kenya, Uganda and Tanzania

Progress on the deliverable

The assessment instrument and workshops have been developed. These are detailed in appendix 5.

It was originally planned that the assessment workshops would be delivered during an assessment visit to the region scheduled to take place in November 2007. This visit was to be funded as part of the separate IFAD funded project, “Building Effective Commercial Rural Market Services in East Africa”. However, funding for this project has been delayed and it is now planned that these workshops will be delivered early in 2008. Fine tuning and refinement of the workshops will take place immediately prior to delivery, based upon learning and feedback obtained from workshop participants as part of the assessment visit.

Collated results of e-questionnaire

The service contract requires Traidcraft Exchange to develop and send e-questionnaires to the AMSDP and Firstmile projects and other relevant on-going IFAD and FAO programmes and collate the results.

Progress on deliverable

The e questionnaire has been developed and widely circulated. Responses have now been received and the collated results from these are detailed in appendix 6. Use of the questionnaire will continue during the above mentioned project, “Building Effective Commercial Rural Market Services in East Africa”. In particular, further responses will be generated during the assessment visit, referred to above. The collated results will be amended on an ongoing basis to reflect additional responses.

Training materials for mentors on business counselling, action research, LLL online exchange

The service contract requires Traidcraft Exchange to develop training materials and design a one week training workshop for mentors and members of the project management team covering:

- Business counselling / coaching
- Facilitating an action research process
- Managing LLL online peer exchange

Progress on deliverable

The design of this workshop is complete. The workshop outline is included in appendix 7. The full workshop content is included in the attached CD rom.

Proceedings of training workshop delivered to mentors

The service contract requires Traidcraft Exchange to deliver the one week training workshop described above in Uganda to mentors and members of the project management team.

Progress on deliverable

The workshop was delivered in the region in November 2007, although the venue was changed to Arusha in Tanzania. Proceedings of the workshop are included in the attached CD rom.

Training materials on experiential learning workshops

The service contract requires Traidcraft Exchange to develop training materials and design a one week training workshop for mentors and members of the project management team covering:

- Facilitating experiential training workshops
- Familiarizing mentors with the learning resources and design of the experiential training workshops that will be attended by MACs and co-facilitated by the mentors during year 2 of the project.

Progress on deliverables

This workshop has been developed. An outline detailing workshop structure is included in appendix 8. Full workshop materials are included in the attached CD rom. The workshop will be delivered under the IFAD funded project, “Building Effective Commercial Rural Market Services in East Africa”.

CD ROM of training resources

The service contract requires Traidcraft Exchange to produce a CD ROM of training and resource materials to be given to mentors and members of the project management team.

Progress on deliverable

This CD ROM has been produced. A copy is included with this report. It will be distributed during January and February 2008. The content of the CD includes details of the programme for the training workshop delivered to mentors in November 2007; training workshop materials; a mentors handbook; a sample workshop evaluation form for use by trainers when they deliver workshops; and the proceedings of the workshop delivered to mentors in November 2007.

Appendix 1: LLL training Programme

Dates & Times	Modules	Learning objectives	Topic/Activity	Resources/Materials	Who
Day 1 Session 1	Welcome, introductions, election of evaluation group and housekeeping issues Objectives of the training The Principles of LLL The Behaviour needed for LLL	To clarify the objectives of the training To understand the principles and behaviour needed for successful LLL	Plenary introduction Participant Introduction Plenary presentation of workshop objectives Slides: Principles of LLL Game: Behaviour needed for LLL	Handout: Contact list Handout: Programme Slide show: Principles Handout: Principles 6 Cards, markers Slide show: Behaviour Handout: Behaviour	
Break					
Session 2	The LLL Process Linking – information flow for the MACS etc	To understand the face to face action learning cycle To learn the importance of peer to peer exchange	Plenary presentation of the Action Learning Cycle Slides: LISSA Slide: The Knowledge Pool	Flip chart Handout: Action Learning Cycle Slide show: Action Learning example LISSA Slide: The Knowledge Pool Handout: Information flows	
Lunch					
Session 3	Introduction to the LLL online learning service	To be able to logon to the LLL and to see what online tools are available	Introduction to the LLL online tools	Online demonstration (Computer connected to a screen) Handout: ID sheet Handout: Introduction to LLL Handout: LLL logon	
Break					
Session 4	Online learning tools: People Online learning tools: Discussion	To be able to use the People and Discussion online tools	Online practice: People and Discussion	Online computers Handout: People Handout: Discussion Handout: Do's and Don'ts Word document	

Dates & Times	Modules	Learning objectives	Topic/Activity		
Day 2 Session 1	Online learning tools: Library Online learning tools: Search	To be able to use the Library and Search online learning tools	Online practice: Library and Search	Online computers Handout: Library Handout: Search Handout: Quick Guide Word document	
Break					
Session 2	Learning contract	To develop a learning contract for the future	Learning Contract	Flip chart, pens and tape	
Lunch					

Appendix 2: Business Model Training Programme

Dates & Times	Modules	Learning Objectives	Topics/Activity	Resources/Materials	Who
DAY 1 Session 1	Introduction	<ul style="list-style-type: none"> To participants to one another, the workshop, its objectives and process 	<ul style="list-style-type: none"> Introductions / participants intro game Programme Objectives and Process / plenary present Workshop rules / plenary brainstorming 	<ul style="list-style-type: none"> Training Kit Programme flip chart Objectives flip chart Flip charts, pens, tape 	
BREAK					
Session 2	Market Access Company Concept	<ul style="list-style-type: none"> To understand the business opportunity 	<ul style="list-style-type: none"> Business experiences / plenary presentation of case studies 	<ul style="list-style-type: none"> H/O on business opportunity Flip charts, pens, tape 	
LUNCH					
Session 3	MAC concept	<ul style="list-style-type: none"> To understand the MAC business model 	<ul style="list-style-type: none"> What makes a good MAC / plenary negative brainstorming Converging business model / plenary development of model 	<ul style="list-style-type: none"> H/O on MAC concept Flip charts, pens, tape 	
BREAK					
Session 4	Supporting Environment	<ul style="list-style-type: none"> To understand the supporting environment for a MAC 	<ul style="list-style-type: none"> What support MACs need and get / plenary presentation and brainstorm What roles of MAC and PNC's / group work on roles of MAC/PNC and how work together on commercial basis 	<ul style="list-style-type: none"> H/O on support environment Flip charts, pens, tape 	

Dates & Times	Modules	Learning Objectives	Topics/Activity	Resources/Materials	Who
DAY 2 Session 1	Market inefficiencies	<ul style="list-style-type: none"> How to identify market inefficiencies 	<ul style="list-style-type: none"> Recap of day 1 Identifying market inefficiencies / group work 	<ul style="list-style-type: none"> HO and GU market inefficiencies 	
BREAK					
Session 2	Market inefficiencies and Future vision	<ul style="list-style-type: none"> How to identify market inefficiencies How to develop a future efficient market chain 	<ul style="list-style-type: none"> Presentations of group outputs Group work on developing future vision 	<ul style="list-style-type: none"> HO GU future vision 	

Dates & Times	Modules	Learning Objectives	Topics/Activity	Resources/Materials	Who
LUNCH					
Session 3	Future market chains	<ul style="list-style-type: none"> How to develop a future efficient market chain 	<ul style="list-style-type: none"> Presentations of future market chains / group carousel exchange 	<ul style="list-style-type: none"> 	
BREAK					
Session 4	Future market chains	<ul style="list-style-type: none"> Understanding the importance of market chains 	<ul style="list-style-type: none"> Ideal market chains / plenary brainstorming 	<ul style="list-style-type: none"> 	

Dates & Times	Modules	Learning Objectives	Topics/Activity	Resources/Materials	Who
DAY 3 Session 1	Market Improvements	<ul style="list-style-type: none"> How to identify ways to improve the efficiency of market chains 	<ul style="list-style-type: none"> Recap of day 2 Identify market chain improvements / group work 	<ul style="list-style-type: none"> HO GU Flip chart, pens, tape 	
BREAK					
Session 2	Key player collaboration	<ul style="list-style-type: none"> How to facilitate collaborative partnerships 	<ul style="list-style-type: none"> Collaborative partnerships / group work 	<ul style="list-style-type: none"> 	
LUNCH					
Session 3		<ul style="list-style-type: none"> How to facilitate collaborative partnerships 	<ul style="list-style-type: none"> Collaborative partnerships / plenary presentation of group work outputs 	<ul style="list-style-type: none"> 	
BREAK					
Session 4		<ul style="list-style-type: none"> Understanding the five key service areas 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	

Dates & Times	Modules	Learning Objectives	Topics/Activity	Resources/Materials	Who
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Dates & Times	Modules	Learning Objectives	Topics/Activity	Resources/Materials	Who
DAY 4 Session 1	Convening key players	<ul style="list-style-type: none"> Convene 	<ul style="list-style-type: none"> Recap of day 3 	<ul style="list-style-type: none"> 	
BREAK					
Session 2	Brokering deals and organizing producers	<ul style="list-style-type: none"> Broker and Organize 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	
LUNCH					
Session 3	Informing clients	<ul style="list-style-type: none"> Inform 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	
BREAK					
Session 4	Exploring new opportunities	<ul style="list-style-type: none"> Explore 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	

Dates & Times	Modules	Learning Objectives	Topics/Activity	Resources/Materials	Who
DAY 5 Session 1	Project Support	<ul style="list-style-type: none"> To understand what support MAC and PNC will get from the projects 	<ul style="list-style-type: none"> Recap on day 4 	<ul style="list-style-type: none"> 	
BREAK					
Session 2	Commitment to learning	<ul style="list-style-type: none"> To identify learning agenda action plan to develop MACs 	<ul style="list-style-type: none"> Identifying the learning agenda / group work and plenary brainstorm 	<ul style="list-style-type: none"> 	
LUNCH					
Session 3		<ul style="list-style-type: none"> To develop commitment to sharing with other MACs and mentor follow up 	<ul style="list-style-type: none"> Learning contract / plenary brainstorm 	<ul style="list-style-type: none"> HO on learning behaviour 	
BREAK					
Session 4	Closing	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Participants evaluation Closing programme 	<ul style="list-style-type: none"> HO evaluation form 	

Appendix 3: Service Provider training programme

Dates & Times	Modules	Learning Objectives	Topics/Activity	Resources/Materials	Who
DAY 1 Session 1	Introduction	<ul style="list-style-type: none"> To participants to one another, the workshop, its objectives and process 	<ul style="list-style-type: none"> Introductions / participants intro game Programme Objectives and Process / plenary present Workshop rules / plenary brainstorming 	<ul style="list-style-type: none"> Training Kit Programme flip chart Objectives flip chart Flip charts, pens, tape 	
BREAK					
Session 2	Market Access Company Concept	<ul style="list-style-type: none"> To understand the business opportunity 	<ul style="list-style-type: none"> Business experiences / plenary presentation of case studies 	<ul style="list-style-type: none"> H/O on business opportunity Flip charts, pens, tape 	
LUNCH					
Session 3	MAC concept	<ul style="list-style-type: none"> To understand the MAC business model 	<ul style="list-style-type: none"> What makes a good MAC / plenary negative brainstorming Converging business model / plenary development of model 	<ul style="list-style-type: none"> H/O on MAC concept Flip charts, pens, tape 	
BREAK					
Session 4	Supporting Environment	<ul style="list-style-type: none"> To understand the supporting environment for a MAC 	<ul style="list-style-type: none"> What support MACs need and get / plenary presentation and brainstorm What roles of MAC and PNC's / group work on roles of MAC/PNC and how work together on commercial basis 	<ul style="list-style-type: none"> H/O on support environment Flip charts, pens, tape 	

Dates & Times	Modules	Learning Objectives	Topics/Activity	Resources/Materials	Who
DAY 2 Session 1	Market inefficiencies	<ul style="list-style-type: none"> How to identify market inefficiencies 	<ul style="list-style-type: none"> Recap of day 1 Identifying market inefficiencies / group work 	<ul style="list-style-type: none"> HO and GU market inefficiencies 	
BREAK					

Dates & Times	Modules	Learning Objectives	Topics/Activity	Resources/Materials	Who
Session 2	Market inefficiencies and Future vision	<ul style="list-style-type: none"> How to identify market inefficiencies How to develop a future efficient market chain 	<ul style="list-style-type: none"> Presentations of group outputs Group work on developing future vision 	<ul style="list-style-type: none"> HO GU future vision 	
LUNCH					
Session 3	Future market chains	<ul style="list-style-type: none"> How to develop a future efficient market chain 	<ul style="list-style-type: none"> Presentations of future market chains / group carousel exchange 	<ul style="list-style-type: none"> 	
BREAK					
Session 4	Future market chains	<ul style="list-style-type: none"> Understanding the importance of market chains 	<ul style="list-style-type: none"> Ideal market chains / plenary brainstorming 	<ul style="list-style-type: none"> 	

Dates & Times	Modules	Learning Objectives	Topics/Activity	Resources/Materials	Who
DAY 3 Session 1	Market Improvements	<ul style="list-style-type: none"> How to identify ways to improve the efficiency of market chains 	<ul style="list-style-type: none"> Recap of day 2 Identify market chain improvements / group work 	<ul style="list-style-type: none"> HO GU Flip chart, pens, tape 	
BREAK					
Session 2	Key player collaboration	<ul style="list-style-type: none"> How to facilitate collaborative partnerships 	<ul style="list-style-type: none"> Collaborative partnerships / group work 	<ul style="list-style-type: none"> 	
LUNCH					
Session 3		<ul style="list-style-type: none"> How to facilitate collaborative partnerships 	<ul style="list-style-type: none"> Collaborative partnerships / plenary presentation of group work outputs 	<ul style="list-style-type: none"> 	
BREAK					
Session 4		<ul style="list-style-type: none"> Understanding the five key service areas 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	

Dates & Times	Modules	Learning Objectives	Topics/Activity	Resources/Materials	Who
DAY 4 Session 1	Convening key players	<ul style="list-style-type: none"> Convene 	<ul style="list-style-type: none"> Recap of day 3 	<ul style="list-style-type: none"> 	
BREAK					
Session 2	Brokering deals and organizing producers	<ul style="list-style-type: none"> Broker and Organize 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	
LUNCH					
Session 3	Informing clients	<ul style="list-style-type: none"> Inform 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	
BREAK					
Session 4	Exploring new opportunities	<ul style="list-style-type: none"> Explore 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	

Dates & Times	Modules	Learning Objectives	Topics/Activity	Resources/Materials	Who
DAY 5 Session 1	Project Support	<ul style="list-style-type: none"> To understand what support MAC and PNC will get from the projects 	<ul style="list-style-type: none"> Recap on day 4 	<ul style="list-style-type: none"> 	
BREAK					
Session 2	Commitment to learning	<ul style="list-style-type: none"> To identify learning agenda action plan to develop MACs 	<ul style="list-style-type: none"> Identifying the learning agenda / group work and plenary brainstorm 	<ul style="list-style-type: none"> 	
LUNCH					
Session 3		<ul style="list-style-type: none"> To develop commitment to sharing with other MACs and mentor follow up 	<ul style="list-style-type: none"> Learning contract / plenary brainstorm 	<ul style="list-style-type: none"> HO on learning behaviour 	
BREAK					
Session 4	Closing	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Participants evaluation Closing programme 	<ul style="list-style-type: none"> HO evaluation form 	

Appendix 4: Business administration and finance training programme

Dates & Times	Modules	Learning Objectives	Topics/Activity	Type of activity	Resources	Mins
DAY 1 Session 1	Introduction	<ul style="list-style-type: none"> To introduce participants to one another, the workshop and its objectives 	<ul style="list-style-type: none"> Introductions Objectives Workshop rules 	<ul style="list-style-type: none"> timeline 	<ul style="list-style-type: none"> timeline laminates 	90
BREAK						
Session 2	Good businesses, bad businesses and money	<ul style="list-style-type: none"> Understanding what are the characteristics of good & bad businesses Understanding the impact that money / cash have and why they are important When does a business need money? Introduce the structure of the workshop 	<ul style="list-style-type: none"> What makes a bad business What makes a good business Identifying the phases of a business Agenda 	<ul style="list-style-type: none"> Negative brainstorm of what makes a bad business Use laddering to explore causes and effects Rich pictures to describe good businesses Debrief session to show the importance of managing money 	<ul style="list-style-type: none"> 	90
LUNCH						
Session 3	Business Planning and sources of money	<ul style="list-style-type: none"> To emphasise the need for business planning To understand why businesses need money To evaluate whether a business has enough money To identify the sources of capital 	<ul style="list-style-type: none"> Debrief sweets and lollipops Consider a business's start up costs and initial running costs Consider what funds and assets the business already has Plenary: Where else can a business get funds from? 	<ul style="list-style-type: none"> Sweets and lollipops 	<ul style="list-style-type: none"> 	90
BREAK						
Session 4	Evaluating a business	<ul style="list-style-type: none"> To understand the interests of potential investors 	<ul style="list-style-type: none"> Game – participants will be divided into groups to represent investors and will analyse a case study and make recommendations 	<ul style="list-style-type: none"> Questioning skills based around a case study 	<ul style="list-style-type: none"> Case study with information 	90
BREAK						
Evening session		To understand the interests of potential investors, to analyse basic business information	Analyse information to make a decision to support the business or not and to justify why. To prepare a short presentation	<ul style="list-style-type: none"> Group work 	<ul style="list-style-type: none"> Flip chart paper 	

Dates & Times	Modules	Learning Objectives	Topics/Activity	Type of activity	Resources	Mins
DAY 2 Session 1	Evaluating a business continued	<ul style="list-style-type: none"> To identify the factors that make a business a good opportunity To identify the interests of potential providers of funds 	<ul style="list-style-type: none"> Follow up and debrief the group work from the previous day 	<ul style="list-style-type: none"> Group presentations 	<ul style="list-style-type: none"> 	
BREAK						
Session 2	Costing	<ul style="list-style-type: none"> To identify different costs To specify where costs come from To categorise costs To understand the process of costing products and services 	<ul style="list-style-type: none"> Brainstorm different types of cost Deconstructing different services and products to analyse the costs involved 	<ul style="list-style-type: none"> Plenary brainstorm Group work to deconstruct services and items Step by step example of costing products and services. We will cost up a single service offered by the case study company 	<ul style="list-style-type: none"> 	
LUNCH						
Session 3	Pricing Estimating sales	<ul style="list-style-type: none"> Where do prices come from? Pricing mechanisms Researching demand and the competition 	<ul style="list-style-type: none"> To consider the factors that determine price To look at ways of researching the market and the competitors 	<ul style="list-style-type: none"> Plenary sessions of what types of factors affect prices Further exercises / analysis of the case study to decide on pricing strategies Price up a service based on the case study 	<ul style="list-style-type: none"> 	
BREAK						
Session 4	Breakeven analysis Introduce the basic reports	<ul style="list-style-type: none"> To understand whether the prices that can be charged will actually cover the business costs and how many sales have to be made before the business can start making profits To be introduced to the basic financial reports and what they mean 	<ul style="list-style-type: none"> Initial analysis of a business's costs and prices Calculating breakeven points Analysing financial reports 	<ul style="list-style-type: none"> Calculate the breakeven point for the case study service Introduce the basic financial reports 	<ul style="list-style-type: none"> 	
BREAK						
Evening Session	Costing, pricing and breakeven analysis	<ul style="list-style-type: none"> To practice costing, pricing and breakeven 	<ul style="list-style-type: none"> Further prepared examples as worksheets. 	<ul style="list-style-type: none"> Prepared exercises and debrief 	<ul style="list-style-type: none"> 	

Dates & Times	Modules	Learning Objectives	Topics/Activity	Type of activity	Resources	Mins
DAY 3 Session 1	Businesses need information	<ul style="list-style-type: none"> To identify what information is useful in running a business To see the importance of using the information needs as a guide in planning the business's finance systems 	<ul style="list-style-type: none"> Brainstorm on what participants want to know about a business (refer back to day 1's session on being an investor) Plenary session on where this information can be found Looking at transactions and what they can tell us 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	90
BREAK						
Session 2	Record Keeping	<ul style="list-style-type: none"> To understand the importance of record keeping To understand what records are kept To introduce bookkeeping techniques To discuss who keeps the records 	<ul style="list-style-type: none"> What does record keeping mean and why do it Plenary discussion of records, transactions etc. Work through the different bookkeeping stages (collecting the info, logging, reporting, analysing) Advantages & Disadvantages of different methods 	<ul style="list-style-type: none"> Plenary discussions and group work around the different methods 	<ul style="list-style-type: none"> 	90
LUNCH						
Session 3	Financial Reports	<ul style="list-style-type: none"> To understand what the profit and loss report, the balance sheet report and the cash flow report say about a business To understand the structure of the profit and loss report, the cash flow report and balance sheet. 	<ul style="list-style-type: none"> Revisit previous day's material on financial reports Introduce the reports and their major parts 	<ul style="list-style-type: none"> Analyse some dummy reports 	<ul style="list-style-type: none"> 	90
BREAK						
Session 4	Analysing Business Performance	<ul style="list-style-type: none"> To understand how to analyse the financial reports To understand the importance of monitoring performance To consider plans, budgets and forecasts 	<ul style="list-style-type: none"> Look at the relationships between the different reports Looking at variances Taking action 	<ul style="list-style-type: none"> Analyse some dummy reports 	<ul style="list-style-type: none"> 	90
BREAK						
Evening session	Practice Bookkeeping	To demonstrate how double entry bookkeeping works		Exercises around "made up" transactions that need to be recorded and reported		

Dates & Times	Modules	Learning Objectives	Topics/Activity	Type of activity	Resources	Mins
DAY 4 Session 1	Credit Control and Working Capital	<ul style="list-style-type: none"> To introduce the importance of Credit Control To practice credit control techniques To demonstrate the importance of cash and working capital 	<ul style="list-style-type: none"> What is the relationship between sales, debtors and cash What are the benefits and problems of offering and seeking credit Techniques for managing credit and collecting debts Working capital 	<ul style="list-style-type: none"> Plenary discussions Roleplays on credit control techniques Describe the working capital cycle 		90
BREAK						
Session 2	Growing the Business	<ul style="list-style-type: none"> To identify and evaluate methods of growing a business 	<ul style="list-style-type: none"> Consider options such as organic growth - how to grow the business organically How to grow through acquisition 	<ul style="list-style-type: none"> Produce a variety of informative reports e.g. market research, financial reports, news stories etc. to be evaluated 		90
LUNCH						
Session 3	Financial Decision Making	<ul style="list-style-type: none"> To provide participants with the tools to consider financial aspects into the decision making process 	<ul style="list-style-type: none"> Payback Return on investment 	<ul style="list-style-type: none"> Plenary discussion exercises 		90
BREAK						
Session 4	Preparation for presentations	<ul style="list-style-type: none"> To give participants the opportunity to practice the various skills learnt so far 	<ul style="list-style-type: none"> A case study will be provided. The participants will analyse the case study as well as think about the case study's future business plans. They will prepare and make a presentation which will describe their analysis and recommendations 	<ul style="list-style-type: none"> Group work leading to a presentation 		90
BREAK						
Evening session	Continued preparation	<ul style="list-style-type: none"> As per session 4 				

Dates & Times	Modules	Learning Objectives	Topics/Activity	Type of activity	Resources	Mins
DAY 5 Session 1	Preparation and presentations	•	•	•	•	90
BREAK						
Session 2	Preparation and presentations		•	Debrief the presentations and collate the learnings	•	90
LUNCH						
Session 3	Action Planning	<ul style="list-style-type: none"> To develop action plans to improve financial management within the participant's organisations 	<ul style="list-style-type: none"> Introduction to action planning (this depends on whether action planning has been covered in previous workshops) Developing the plans 	•	•	90
BREAK						
Session 4	Workshop Evaluation	<ul style="list-style-type: none"> To evaluate participants' perceptions of the workshop 	•	•	•	90

Appendix 5 MAC assessment instruments

Assessing MAC training needs

Introduction

Our assessment of the training needs of entrepreneurs developing Market Access Companies will look into the following key areas:

- the kinds of services being offered;
- the levels of capital and resources available to rural entrepreneurs for setting up and operating a MAC;
- the skills and aptitudes needed by people to be successful entrepreneurs; and
- the kinds of experiences they should have to be successful service providers.

Our assessment process for determining the training needs of entrepreneurs developing Market Access Companies includes three steps.

1. The first step is to send out a short questionnaire to each group of entrepreneurs on the DDS team. The questions focus on getting some basic information about the services, clients, income streams and future plans of the emerging MAC. Also included in the questionnaire is a request for each MAC to prepare a short case study featuring one of its success stories. It is anticipated that these cases will be used as 'real life' examples in the workshop.
2. The second step is to visit a number of selected MAC's in Kenya, Uganda and Tanzania. The focus of the visit is to obtain a deeper understanding of how services are being offered and the challenges entrepreneurs face in developing a commercial Market Access Company.
3. The third step is to bring some twenty entrepreneurs who are committed to developing a MAC together in an assessment workshop. Workshops are planned for Kenya, Uganda and Tanzania. Based on the results of the online questionnaire and the field visits participants will first determine what the attributes of a good Market Access Company are. Following this they will develop their own learning needs based on their understanding of what a good MAC is. Individual learning needs will then be analyzed across all the participants to develop a common learning agenda for the next six months.

The prioritized learning agenda emerging from the assessment exercise will form the basis of the subsequent mentoring work both online and field visits as well as the design and conduct of the formal training workshops.

Key Areas for Assessing Training Needs of Potential 'MACs'

Services offered

- Broker deals
- Organise collection and storage of produce
- Convene market chain players
- Explore new opportunities (Products, Markets, Ways of adding value)
- Gather and share market intelligence

Capital and resources available

- Cash
- Transport
- Staff
- Support network of expertise and fundis
- Customer base

- Computers, office equipment and space with Internet access

Skills and aptitudes needed

- Understand the MAC unique selling points of Trust, Honesty, Fair, Transparency
- Entrepreneurial ability to identify opportunities for people to make money; motivated; completer; proactive, creative.
- Know how for negotiating, convening key players, facilitation of learning events
- Networking good communication and many contacts
- Learning attitude and being collaborative
- Organisational, financial, managerial and administrative skills
- IT skills
- Credibility and good customer relations

Experiences they should have

- Agricultural marketing/trading - know how it works
- Information gathering, analysis, dissemination
- Agricultural production
- Learning /trying out something new
- Planning- business, project, community
- Working with others in collaboration
- Running a business profitably
- Internet use

Email Questions sent to DDS team

To make sure that we meet your specific training needs we would like to hear from you about this. Please answer the following questions which will help us to make the best possible use of the September visit.

About Your Service:

- Q1. What services does your business currently offer?
Q2. Who does it offer services to?
Q3. Do you charge for your services and if so for which?
Q4. Has your income changed in the last year and if so in what ways?
Q5. How has your number of clients changed in the last year?
Q6. What are the other major difficulties that you have in making your business a success?
Q7. What services do you plan to offer in the future?
Q8. How could you do this better in the future?

A Short Case Study

We want to base our training on your actual circumstances to make it is as realistic as possible (if you have a CV or an information brochure about your business, please attach and send it to us). Please could you prepare A Short Case Study on a particular piece of work that you are proud of. Your case study should answer the following questions:

- A. How did this work come about?
- B. What did you do?
- C. What was the outcome?
- D. What did you learn?
- E. What would enable you to do it better next time?

Questions for Field Visits to MACs

Questions to ask the MAC during the September field visits

- What makes you different from other service providers?
- Why are you running a MAC / What risks are you taking / What are your future goals?
- What do you actually do to make the following work: Negotiating, Convening, Facilitating?
- What do your customers want and how do you know this?
- How comfortable are you with sharing your experience?
- What is your most profitable service?
- How much does it cost to run your business / Do you have a business plan?
- How do you get online / Do you have a computer?
- In your experience what are the three key success factors for creating effective, sustainable MACs?
- Are there any barriers which are preventing you from achieving your immediate goals?
- Do you see any gaps in your client market which you (or others) could fill?

MAC Training Needs Assessment Workshop Programme

One day workshops in September for DDS team members who are committed to operate a MAC

- Session 1: Introduction to workshop and concept of the MAC
- Session 1: Presentation of attributes of good MAC based on results of online questions and field visit to selected MACs
- Session 2: Group work on what you think your learning needs are based on the 'good' MAC target presented.
- Session 2: Plenary to develop priority learning needs using matrix of learning needs by MACs'.
- Session 3: Group work on developing the detailed learning agenda for the priority learning needs of MACs
- Session 4: Plenary to gain commitment to the learning agenda including checklists of MAC resources.

Checklist of Existing Resource Endowments

Check list to be filled out by participants attending the one day assessment workshops in September

<p>What financial and capital resources do they have? Cash, Transport, Office space and equipment, Computers and internet access Customer base, Client credibility, Support network,</p>	<p>What staff human resource do they have? Education level Employment or work record Language proficiency (Spoken/Written/Reading)</p>
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Appendix 6 – Collated results of e-questionnaire

Responses as of 18th August 2007.

Question	Name Organisation District Country	Response
Q1. What services does your business currently offer?	Peter Ochepa Farmer group Soroti Uganda	We are on service delivery, exchange of technical information on framer Institutional development, In Addition, being an NGO it has the development arm that deals with Poverty reduction, environmental conservation and management, Women and child advocacy issues.
	Habakkuk Khamala FFS Kakamega Kenya	Marketing linkages, marketing information daily market prices, sale of certified farm inputs and knowledge
	Mark Farahani KIRSEC Kilosa Tanzania	Rural ICT- Farmers news services telecenter enterprise. -Rural cyber internet café -Secretarial services -Basic computer and internet training -Farmers market linkage-internet link.
	Fadhila Mturi MAFS Mbeya Tanzania	To support small scale farmers to improve agricultural production in Mbeya region. It is a DANIDA funded programme.
	William Swai Farm Africa Babati Tanzania	Searching for market information for various types of agricultural crops and distributing to individuals, groups of farmers, traders and processors
	James Kanyi MOPA Ndaragua Kenya	Currently my company is offering computer training and services as well as agricultural production information. My company is active with MOPA and Everest. I mentioned about my company involvement in providing agricultural information to the farming community, this is where MOPA and Everest is coming in. I have been linking not only Everest but other exporting company with farmers such as Home flesh exporters, Indu farm and Home grown.
	Dan Edepu TESO Soroti Uganda	The business offers the training on Modern Beekeeping - for honey production for external market
	Fatuma Nyagong KENFAP Kismu	The business at the Regional Information Office offer services like computer services, i.e. typesetting and printing, pay phone (simu ya jamii), photocopying services
	Peter Opio FFS Soroti Soil Conservation Soroti Uganda	The Company currently offers the following services: Awareness to the beneficiaries on the current enterprise status Input provision at subsidised rates and terms Advisory service (Training) Future aspects ;(Value addition and Storage) Marketing
	Betty Ajambo Mahono Mahalabani FFS Busia Uganda	Information brokerage and market linkage services
Jennifer Hire FFS Busia Uganda	Agribusiness	

	Job Mushi Technoserve Songea Tanzania	I haven't formed a formal MACs for the time being. I'm still working as an attachee to AMSDP component II (Farmers groups empowerment, Market information access & Market linkage) which had been implemented by TechnoServe. The NGO ended its contract in June 30, 2007 but gave out a winding up period to the end of July 2007. The work as been handed over to Songea District Council for continuity. As a facilitators team member in implementing Component II, had been facilitating farmer groups (old and new) learning process on groups formation, registration, market research, market linkage, contracts formation, value added production and networking.
	Christopher Magoba FFSMOA Busia Kenya	Extension and support advisory services
	Eva Mallya Faida Mali Hai Tanzania	Actually we have not start a business in Hai District but we have already prepare a business plan which we are now planning to find the money for it we are plan to offer internet services photocopy and mobile services
	Peter Waboya FFS Bungoma Kenya	Th The Business offers, Certified farm inputs [seeds and fertilizers] procured from manufacturers and sale them to farmers at affordable prices. It also offers field demonstrations / Facilitation on crop husbandry management.
	Bernhard Semwaiko AMSDP Mbinga Tanzania	1.Provision of marketing information e.g. Market price of various crops and other agriculture inputs, Marketing experiences or leaning materials from internet services to groups or stakeholders needs the leaning topic or material 2. 2. Advise on Agricultural marketing issues e.g. How to access financial institutions, how to write business plan and the proper ways to search the market of Agriculture produce.
	Anthony Senkoro AMSDP Muheza Tanzania	Market information to the groups of producers, processors and traders. Also we link producers with buyers within and outside the district.
Q2. Who does it offer services to?	Ochepa	To the organised farmer groups in Teso Sub region, Sub-county Local Governments and general population.
	Khamala	To farmer field schools members and the public.
	Farahani	Farmers, civil servants, scholars
	Mturi	Small holder farmers particularly groups in the villages
	Swai	The company offer demand services to currently 8 research committee and traders and processors groups within Babati town
	Kanyi	General public and farming community. I have been linking not only Everest but other exporting company with farmers such as Home flesh exporters, Indu farm and Home grown.
	Edepu	The beneficiaries on agricultural sector, mostly the following, NAADS, IDPS, NGOS hire the services.
	Nyagong	it offers services to farmers who are members and non members
	Opio	Small and medium scale farmers
	Ajambo	Farmer field schools and other farmer groups
	Hire	The rural sector and in particular the farming community
	Mushi	To Farmer groups, traders and farm products processors of Songea.
	Magoba	Farmers, Agro-inputs dealers, NGOs, Private Companies and other Government departments
	Mallya	This is a business which will involve three people from MTAHUMAHASI company deal with internet services, photocopy and mobile services.
Waboya	It offers services to the ffs farmers / community members at large, so as to fight food insecurity.	
Semwaiko	AMSDP producer processor and Trader groups Private individual small and medium producers	

INSTRUMENTS FOR ASSESSING THE TRAINING NEEDS OF MACS

		Agricultural sector companies
	Senkoro	The core team offer services to the above mentioned groups. This includes the information on produces availability (where), whom it belongs and at what amount and the quality.
Q3. Do you charge for your services and if so for which?	Ochepa	Yes, our services on business arm are costed and paid for while for development arm they are offered to the vulnerable with minimum cost-recovery (if any free at times).
	Khamala	yes 5%when we sell for the farmers plus the shipping cost.
	Farahani	Yes
	Mturi	Support is free of charge. Community must contribute 20% cost of the project (unskilled labour and materials).
	Swai	Not yet , we are still negotiating on how best we can start charging for the services
	Kanyi	Yes I charge for computer training but others no
	Edepu	Yes , for facilitation, stationery, professional fee.
	Nyagong	We charge the farmers who are members the affordable price while non members to kenfap the market price.
	Opio	I charge for the services offered though indirectly as long as it is comparatively different from what other service providers offer. E,g Charges on establishing potential consumers of the product through phone calls, physical visits to sites of production which involves accommodation, feeding, transport among others Transportation of the product to a given destination Storage of the product prior to delivery to the destination Security of the product at a location before the final destiny Quality assessment prior to purchase and delivery which is intensive Risk in case of rejection or criticism of the product by the final consumer which is a heavy cost to the consumer Packaging costs among others
	Ajambo	We are just establishing ourselves as a service organisation. We have been doing it for free
	Hire	Yes advise and inputs
	Mushi	No charge had been effected during the AMSDP period except registration fees contribution done by groups
	Magoba	No, the service is free for now
	Mallya	No
Waboya	On every input sold, an interest of 5 % is charged so as to meet the following: To maintain the stock, To pay wages to the sales person, For the office to carry out its duties, on issues like Meetings, Transport , Airtime etc.	
Semwaiko	My service for AMSDP groups is free by now but I will charge the service after completion of AMSDP support on 2009/2010. Other individuals and companies are outside AMSDP services paying according to negotiations. This is due to non formalization of my services to full registered rural Marketing service company	
Senkoro	The services are free of charge in order to familiarise the groups and see the benefits accrued from market information then we shall introduce charges later	
Q4. Has your income changed in the last year and if so in what ways?	Ochepa	It would have changes considerably, but the rate of demand for services is low and the beneficiaries are poor in most cases. However, the development arm has been able to generate more additional funding and more people are now benefiting.
	Khamala	Yes by selling high demanded certified farm inputs
	Farahani	Slightly
	Mturi	Evaluation not yet done. Can be done next year. Farmers' mention that have benefited from the support they received. Because we support their priority needs.
	Swai	Not yet, as we are on process of planning and awaiting for legal recognitions
	Kanyi	Since the company started last early last year the income is growing gradually
	Edepu	Financially it's changed from last year, the demand for Morden beehives has increased and other bee Equipment.
	Nyagong	Yes, this has changed since we were supported by the Kenfap head office with

INSTRUMENTS FOR ASSESSING THE TRAINING NEEDS OF MACS

		some more computers and efficient printer and a photocopier
	Opio	The Income has not changed significantly though it is positive. It is not significant as yet because the volume handled is small for one to break even
	Ajambo	We are in the in fact stages therefore not in position to give an accurate answer.
	Hire	No
	Mushi	Yes, through personal (family owned) mini projects of dairy, piggery and poultry
	Magoba	Yes; by / via Government promotion
	Mallya	We have not started the business but we are trying to start if we get money
	Waboya	Once more new ffs groups are receiving revolving loans from FAO (Food and Agriculture Organization) Others get the income through the sale of their farm produce. All those had led to the increased volumes of farm inputs sold and thus it did enabled us to open another branch, at the Location level.
	Semawaiko	Yes there is a positive change of income by 0.5%. There was increase on need of companies and individual producers to have proforma Invoices and other marketing information. The information are used for writing Business plan to access loan for Agriculture Inputs and machinery. We obtain the invoices and other agricultural information though Internet services.
	Senkoro	Our income not changed but the income of farmers changed
Q5. How has your number of clients changed in the last year?	Ochepa	We started with 3 groups last year but now we have 17 groups of primary beneficiaries (approx 30 members each).
	Khamala	yes because of high yields received from our inputs
	Farahani	at low rate
	Mturi	We support villages Number of villages is increasing as well as the farmers.
	Swai	Still no big changes, as we in the initial stages of trying to use merger resources for awareness creation.
	Kanyi	My customers are becoming good marketers for my company although they have not risen as expected
	Edepu	the has gone up by 50%
	Nyagong	Yes
	Opio	The number of clients has not changed much because most have limitations to be handled by the Company in a long run
	Ajambo	Just establishing clientele
	Hire	Dropped by half
	Mushi	As a contractual agreement between TechnoServe and AMSDP new groups to be enrolled in the Programme were been selected each year making a number of 25 with the omission of Namtumbo district.
	Magoba	The no. has increased through formation of new FFSs and other contact groups by say 25%
	Mallya	No
	Waboya	Last year the number of clients increased, since many farmers / Groups are changing from subsistence to commercial production. Also due to the opening of more new ffs groups, the number of farmers we serve has also increased. Health standards improved. The number of school dropout reduced. The General increase of food production is observed.
	Semwaiko	The number of my Client changed from 24 to 49 on 2005 /06 and 2006/07 financial years.
Senkoro	The number of clients increased from two groups to four.	
Q6. What are the other major difficulties that you have in	Ochepa	Demand for free services is overwhelming and this we attribute to increasing poverty among the communities. In addition, we as service providers need up to date information to trade but accessing it is at time difficult at any given time. There is a high illiteracy levels in the general population and this makes them receptive to any good practices.
	Khamala	Having enough capital to bring all that is requisite by your clients, availability of the inputs on time by the distributors, poor market prices, poor communication

making your business a success?	Khamala	systems lack correct market prices etc
	Farahani	-managing skills -Lack of business module -technology/business is very new in rural areas -the technology/business is very expensive-both and operational costs -lack of skilled people to operate the business in rural areas. -lack of relevant information to attract farmers to buy the service. -lack of donors and government support and recognition of the business
	Mturi	Communities are overworked with many activities of which they are requested to contribute 20% (unskilled labour and materials like in TASAF, Secondary schools and primary schools, etc. This delays implementation of investments by lacking community contribution.
	Swai	It is a new thing to most of the customers, it needs a lot of awareness and convincing evidence of the services so that they can agree and accept the service.
	Kanyi	One of the difficulties is doing proper marketing of the company and finance to enable the expansion of the business to over diversified services to my client
	Edepu	The few things are the ignorance and reluctance of some farmers.
	Nyagong	We still don't have an access to the whole market because of we have not registered the business with the ministry of local government, we have also not expanded as we wanted or as planned.
	Opio	Limited exposure to other markets other than domestic. Infancy; I am yet to bring more on board and success is not achieved over night Ignorance in key considerations when engaged in local and international trade Lack of business do's and don'ts Limited knowledge in Agribusiness development Limited international networks/partners Access to information on global product producers, productivity and production, export destination, quality requirements, transport costs and potential international markets and competitors/those to work with
	Ajambo	Inadequate skills, funding and lack of the national entity
	Hire	Poor management and low capital base
	Mushi	Farmers attitude change from relying on Government to arrange marketing for their agricultural produce to self access to market needs more time and funds as they pass through adaption trial, adoption or rejection and feedback stages
	Magoba	Most of the clients (farmers) are limited in accessing modern information channels / networks hence cannot favourably bargain for better deals in the marketing process
	Mallya	The difficulties which we predict to get is customers and the cost of operation will be too high and also the competitors
	Q7. What services do you plan to offer in the future?	Waboya
Semwaiko		Low returns due to lower number of client willing to pay for the services Higher running costs due to use of own fuelled generators to producing electricity Traditionally these services were not valued and were freely offered by government The business cannot make profit in short period, most of loans, which offered by financial institutions, need short time recovery.
Senkoro		The high expectation from the clients on making big margin profit within short period of time
Ochepa		Continue with service provision (advisory services) and strengthen the development arm to fill up economic gaps since this Teso Region suffered setback during rebel incursion.
Khamaala		being full time stockist, being able to collect market information by ourselves, improve on the communication
Farahani		strengthening the existing business develop rural ict application as another business opportunity say online

		education.
	Mturi	To continue to support farmers in agricultural production plus livestock. Emphasis in new crops fetching high prices.
	Swai	Market information: Prices of different crops at a given period of time, Market linkages services, Facilitate business platform between producers, traders, processors and consumers. Net working our services with other like (similar) companies within and outside Tanzania (the rest of the world)
	Kanyi	I plan to offer wide range of services including advanced computer services with internet connection, Agro – tourism, Market intelligence and market brokering as well as supply of solar system for lighting and charging mobile phones.
	Edepu	The production of honey for the E .Market
	Nyagong	Internet services
	Opio	Storage services. Micro credit. Livelihood support for the disadvantaged customers. Savings support. Value addition
	Ajambo	Storage and transport facilities
	Hire	resource centre and training and workshop facilities including internet
	Mushi	Consultancy in business administration as the formation of a related company is in process.
	Magoba	Capacity building on value addition, Marketing, and Emerging crop enterprises. Carry out demonstrations
	Malllya	We are plan to offer the market information by selling
	Waboya	In future we plan to open more branches so as to move inputs near farmers. To train more people on new technologies. Have the inputs in different quantities (packages) that farmers can buy. To give credit in form of inputs to committed customers. To link farmers with other development stake holders. To provide market information and do collective marketing. Sign contracts with companies for raw materials produced by farmers
	Semwaiko	To establish Agriculture and Livestock Resource centre which will combine and offer services of Retail agricultural and Livestock inputs Selling of agricultural and Livestock marketing advisory and information
	Senkoro	Market information through various methods these includes billboards, radio, mobile phones, and internet
Q8. How could you do this better in the future?	Ochepa	Strengthen our capacity to deliver competitive products in the market while at the same time backstop and have contingency plans to cater for poor beneficiaries who require services that they can not afford.
	Khamala	We are trying to team up with other service providers to improve the situation.
	Farahani	-sensitization and advertisement -capacity building
	Mturi	Proper community mobilization and organisation especially the existing farmer groups. Priority to committed groups.
	Swai	By acquiring appropriate training; Linking and networking with other parties/ stakeholders; Acquiring facilities, transport , communication, office premises; Full time employment for the assignment, as current we are volunteering; Financial resources (Capital base)
	Kanyi	One by networking with all the key stakeholders along the chain, coming out with a good business plan and eventually securing funds to meet the objectives
	Edepu	By acquiring the modern equipment and market orientation.
	Nyagong	by searching for a suitable internet service provider and marketing the internet services plus other services that we offer to the members and non members within the area
	Opio	Through expanding on partners
	Ajambo	With enough skills, funding and presence of a national entity
	Hire	Invest more and capacity building in business management
	Mushi	Being in touch with you Anne, Clive and Ueli we will be able to work as a private business company
	Magoba	Through proposal development; Through participatory linkages
	Mallya	By updating market information all the time so that the farmer can be attracted

		to buy
	Waboya	If we have sufficient funds, we would maintain the stock that meets farmers needs. We would improve on good customer relation, for we would be trained on how to handle them well by giving the promotion samples. If we would have a pick up, to transport input closer to farmers, when having functions like field days etc. Introduce farmers to processing (value addition) for them to make income which will result to many inputs being purchased.
	Semwaiko	I have started a Retail agricultural and Livestock inputs shop. I have bought two computers one laptop and one Desktop. Our district will soon have reliable cheap electricity and Broad band internet services By introducing Swahili language demand driven services in special Agricultural marketing information services I will attract more customers to access/browse by their own. To have more exposure to related or similar projects/Business so as to learn how others succeed in running the business.
	Senkoro	Increase the interaction with different stakeholders and increase collaboration with other organisation and institutions which are dealing with market information business

Appendix 7 – Mentoring and business counselling workshop

MENTORING AND BUSINESS COUNSELLING WORKSHOP

OBJECTIVES

- To equip the mentors with the skills and techniques needed for effective mentoring of MAC entrepreneurs by:
 - Understanding the context in which a MAC entrepreneur operates
 - Understanding the role of a mentor
 - Understanding and practising the skills needed by a mentor (rapport building, questioning, listening, summarising, mind mapping, use of body language, scaffolding)
 - Understanding and practising the steps to take with a client during a mentoring process (rapport building, gathering information, analysis, problem identification, objective setting and action planning)

Dates & Times	Modules	Learning Objectives	Topics/Activity	Type of activity	Comments	Mins
DAY 3 Session 1	Introduction and contextualising: Step into the shoes of a MAC entrepreneur	<ul style="list-style-type: none"> Participants can identify the objectives for the remaining part of the workshop and are in agreement Participants have identified typical external and internal issues which MAC entrepreneurs face Participants have built up a market model relevant to the MACs' context (based on external issues) Participants have built up a Traidcraft framework relevant to MACs' context (based on internal issues) 	<ul style="list-style-type: none"> Re-introducing the objectives for the remaining part of the workshop Internal and external issues faced by a typical MAC Market model Key elements of a healthy MAC Traidcraft framework 	Possible activities: <ul style="list-style-type: none"> Short introduction to the rest of the workshop Simulation game of MAC scenarios revealing issues faced (internal and external) Debrief: <ul style="list-style-type: none"> create list of issues create market model group work to identify key elements of a healthy MAC discuss what mentors can influence introduce Traidcraft framework and work through example for a healthy MAC 	Make sure dove tails in with previous	
BREAK						
Session 2	Contextualising cont.	<ul style="list-style-type: none"> See above 	<ul style="list-style-type: none"> Above cont 	<ul style="list-style-type: none"> Above cont. 		
LUNCH						
Session 3	Introduction to the Business Counselling approach	<ul style="list-style-type: none"> Participants can identify the approach of Business counselling and its difference to consulting and advising Participants have understood the continuum between counselling, advising, consulting 	<ul style="list-style-type: none"> Looking at 3 different 'models' / approaches and benefits of each Continuum 	<ul style="list-style-type: none"> Blindfold activity with observers Role plays and debrief 	Adapt role plays for info service provider	
BREAK						

Dates & Times	Modules	Learning Objectives	Topics/Activity	Type of activity	Comments	Mins
Session 4	Introduction to the Business Counselling approach	<ul style="list-style-type: none"> Participants can identify the steps needed in a business counselling approach Participants can identify the skills and knowledge needed to be a mentor 	<ul style="list-style-type: none"> Steps of Business counselling Skills and knowledge (Interpersonal, analytical, business management, networking) 	<ul style="list-style-type: none"> Summary of role plays using powerpoint Group work: Steps to be taken in a business counselling approach Debrief and create giant steps on wall using card – how a mentor uses the BC steps Group work: key words to reflect mentoring and plenary discussion. Fit into business counselling framework Group brainstorm: what other skills and knowledge are needed? Fit into BC framework 	NB see Samruddhi approach	

Dates & Times	Modules	Learning Objectives	Topics/Activity	Type of activity	Comments	Mins
DAY 4 Session 1	Interpersonal skills I	<ul style="list-style-type: none"> Participants have become comfortable with open and closed questions and scaffolding (methods to elicit information and change mindsets) Participants have attached significant importance to the role of listening in mentoring 	<ul style="list-style-type: none"> Questioning, scaffolding, listening 	<ul style="list-style-type: none"> Energiser to introduce questioning (need to find one!) Questioning Blacksmiths Handout Introduce Open and Closed questions Analysis of Blacksmiths Handout Practice in plenary: scaffolding Practice in pairs: scaffolding 	<p>Copy me game?</p> <p>Add Sam – open and closed Qs?</p>	
BREAK						
Session 2	Step 1 of business counselling: Building rapport	<ul style="list-style-type: none"> Participants will have put into practice techniques for rapport building, questioning and listening Participants will be able to carry out an analysis of a business, including gathering information given by the client in a session 	<ul style="list-style-type: none"> Building rapport Questioning and listening Gathering basic information Body language 	<ul style="list-style-type: none"> Dragon's Den – group preparation Dragon's Den - 1st meeting with client Dragon's Den – debrief Body Language card game 	Need new dragon's den case study	
LUNCH						
Session 3	Interpersonal skills II	<ul style="list-style-type: none"> Participants will be able to use Mind mapping and rich pictures as techniques for gathering and summarising information Participants are able to use Mind Mapping to identify critical links between areas of business 	<ul style="list-style-type: none"> Mind mapping Rich pictures Critical links 	<ul style="list-style-type: none"> Introduce mind mapping in plenary Practice mind mapping in plenary: someone speaks, everyone else mind maps; presenting back Blame Game: Critical links between areas of business Group work: Link areas of business that affect each other using mind mapping 	Or use Sam approach?	
BREAK						
Session 4	Step 2 of business counselling: Business Analysis	<ul style="list-style-type: none"> Participants will be able to carry out an analysis of a business using mind mapping techniques Participants will be able to link areas of business together 	<ul style="list-style-type: none"> Using frameworks How to analyse information given Asking more information 	<ul style="list-style-type: none"> Dragon's Den – Group preparation – develop mind maps to present back to client Dragon's Den – 2nd meeting with client Dragon's Den – debrief Dragon's Den – group work – add to the mind map and choose problem area 		

Dates & Times	Modules	Learning Objectives	Topics/Activity	Type of activity	Comments	Mins
Home-work		Do a mind map of the dragon's den case study – best one wins!				

Dates & Times	Modules	Learning Objectives	Topics/Activity	Type of activity	Resources	Mins
DAY 5 Session 1	Step 3: Problem identification	<ul style="list-style-type: none"> Participants are able to understand the importance and role of problem solving Participants are equipped with a tool and technique for undertaking problem solving 	<ul style="list-style-type: none"> Introduction to Problem solving tools: negative brainstorm and why-why problem tree 	<ul style="list-style-type: none"> Energiser: knot game OR paper falling in square Plenary: introduction to 2 problem identification techniques using 2 problem statements (demonstration) Group work: practising a problem identification technique with another problem statement 		
BREAK						
Session 2	Step 3: Problem Identification	<ul style="list-style-type: none"> Participants are comfortable using a problem identification technique with a client 	<ul style="list-style-type: none"> Problem Identification 	<ul style="list-style-type: none"> Dragon's Den: Preparation Dragon's Den: 3rd meeting Dragon's Den: Debrief 		
LUNCH						
Session 3	Step 4: Action planning	<ul style="list-style-type: none"> Participants are able to identify the importance and role of objective setting, decision making and action planning Participants are equipped with frameworks to effectively assist a client to action plan 	<ul style="list-style-type: none"> Prioritisation of problems Objective setting Brainstorming of ideas and selection Action planning 	<ul style="list-style-type: none"> Some Kolb's Activity for action planning to introduce and draw out main elements Leaking Roof scenario: prioritisation, objective setting Cup of tea game Presentation on Action Planning 		
BREAK						
Session 4	Step 4: Action planning	<ul style="list-style-type: none"> Participants will be able to guide their clients through creating an action plan and prioritising their problems Participants have discussed the practicalities and scenarios of Business Counselling 	<ul style="list-style-type: none"> Practice Typical scenarios faced in Business Counselling 	<ul style="list-style-type: none"> Dragon's Den: Preparation Dragon's Den: 4th meeting Dragon's Den: Debrief Plenary discussion: facilitator introduces some scenarios – how would you handle this? If time: draw all steps and tools of a Business Counselling approach together in a pictorial cycle to summarise 		
	Course evaluation					

Possible extra materials

Dealing with difficult scenarios for mentors (brainstorm possible difficult scenarios e.g. client too busy, client intimidated, client suspicious etc. Do quick role plays and discussion

Should definitely do body language card game

Q&A on logistics (or is this covered by Clive?) e.g. allocation of clients, 1st meeting, reporting, assessment, dealing with issues, per diems etc etc

Appendix 8 – Training materials on experiential learning workshops

FAO / IFAD TRAINING OF TRAINERS 2008

LEARNING OUTCOMES

Participant will:

- Be able to identify the steps of preparing for, delivering and evaluating a training
- Have recognized the importance of Adult Learning principles (Kolbs Learning Cycle and Learning Pyramid)
- Be more confident and effective in their facilitation skills, particularly:
 - Giving clear instructions
 - Body language
 - Debriefing
- Be equipped with ideas and techniques for effective needs analysis
- Be able to effectively structure a training course
- Be equipped with new training methodologies and techniques for training others
- Be equipped with tips and techniques for motivating participants and keeping good group dynamics
- Be equipped with different methods and processes for Monitoring and Evaluation and how to use feedback
- Have critiqued and improved the Business Model training, making it culturally relevant and appropriate

Day	Proposed Module	Learning Outcomes	Topics	Proposed activities	What to prepare
Day 1 Session 1	Introduction and agenda	Participants: <ul style="list-style-type: none"> - Are comfortable with the agenda and it meets their expectations - Will have understood the context of the training - Will have shared their experiences as trainers - Will feel comfortable with each other and the facilitators - Will have set their rules for the workshop 	Agenda Rule setting	Welcome and context setting Icebreaker: Timeline activity Story telling: experiences as a trainer Expectations: padlock and keys Go through agenda Individual thought: Jelly babies Learning contract: What de-motivates me, what motivates me?	Write up agenda Ask participants to bring photos of training Facilitators to bring photos of MAC participants

Day	Proposed Module	Learning Outcomes	Topics	Proposed activities	What to prepare
Day 1 Session 2	Adult Learning	Participants: <ul style="list-style-type: none"> - Will have identified the different ways in which you can learn - Will have recognised the importance of Adult Learning principles particularly: Kolb's Learning Cycle - Will be equipped with tips for giving clear instructions 	Kolb's learning cycle Giving instructions	Red L: Experiences as a Learner: how do you learn best? Origami game and debrief Introduction of Kolb's Learning cycle Debate and quiz to reinforce learning	
Day	Proposed Module	Learning Outcomes	Topics	Proposed activities	What to prepare
Day 1 Session 3 and 4	Adult Learning and facilitation techniques	<ul style="list-style-type: none"> • Participants will have identified the most important factors in good facilitation • Participants will have identified key techniques for debriefing • Participants have had the opportunity to plan a small activity based on Kolb's Learning Cycle 	Facilitation Techniques: <ul style="list-style-type: none"> - Clear instructions - Body language - Questioning - Listening - Debriefing How to feedback Effectively Kolb's application	Dancing energiser Art of debriefing: case study and discussion Participants prepare a small activity based upon Kolb's, for a Business Model topic Participants deliver activity with each other and debrief on facilitation techniques used Learning Diaries Evaluation Committee: end of day	

Day 2 Session 1	Structuring a training course: Aims and Outcomes	Participants will have: <ul style="list-style-type: none"> Identified the main steps of developing a training programme Reflected on the use of Aims and Learning Outcomes 	Aims and Outcomes Topics for inclusion in Business Model	Recap of Day 1 Ordering steps to take in running a training course – and using Human Machine energiser Analogy of house for a training course Group discussions and plenary on Aims and Outcomes Group sets outcomes for Business Model training Group brainstorms on topics for Business Model training	
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Day	Proposed Module	Learning Outcomes	Topics	<i>Proposed Activities</i>	What to prepare
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<p>Day 2</p> <p>Session 2</p>	<p>Preparing for a course: Needs Analysis and structure</p>	<p>Participants will have:</p> <ul style="list-style-type: none"> • Identified the information they need to gather during a needs analysis • Developed and be equipped with different methods of needs analysis • Recognised the importance of enabling learning in 'bite size chunks' • Critiqued the Business Model training structure 	<p>Needs Analysis</p> <p>Drip Drip training</p> <p>Training structures</p>	<p><i>Case study of needs analysis in Vietnam</i></p> <p>Plenary discussion of Needs Analysis that has taken place so far for the project and what information is already known about the MACs</p> <p>Role plays: good and bad practice of needs analysis</p> <p>Communication drip game</p> <p>Group work: Assessment and re-modification of Business Model training using checklist for Best Practice for structuring a training course</p>	
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Day	Proposed Module	Learning Outcomes	Topics	Proposed activities	What to prepare
Day 2 Session 3	Training methods	Participants will: <ul style="list-style-type: none"> - Be equipped with new methodologies and techniques for training - Be able to choose which methods and techniques are best for supporting different types of learning 	Learning pyramid Training methods and techniques	Learning Pyramid quiz Brainstorm on training techniques and methods. Participants give examples Debate: Agree / Disagree continuum on training methods Group work: Analysis of examples of training methods	
Day 2 Session 4	Structuring a 90 minute session	Participants will: <ul style="list-style-type: none"> - Be equipped with techniques to encourage changes in attitude - Be equipped with pro-formas for developing a 90 minute session - Be equipped with the Must Have, Should Have, Could have - Have developed a 90 minute Business Counselling session 	Perceptions and attitude change Must Know, Should Know, Could Know Structuring a 90 minute session	W Energiser Case study analysis Introduce Must Know, Should Know, Could Know onion Participants develop a 90 minute training session for a Business Model topic (different topics with different challenges): Black Box, Learning Agendas, Market Inefficiencies Learning Diaries Evaluation committees	

Day	Proposed Module	Learning Outcomes	Topics	Proposed activities	What to prepare
Day 3 Session 1	Structuring a 90 minute session	Participants will: - Be able to constructively critique a 90 minute session	Session timing Resources Mixing activities Structuring a group	Recap on previous day Presentation by groups of 90 minute sessions Critiquing through carousel / trade fair rounds Debrief of learning points	
Day 3 Session 2	Preparation for running an activity	Participants will: Have identified top tips for facilitation techniques Have developed an activity preparing clear instructions and debrief questions	Preparing an activity Clear instructions Debrief questions	Trainers Mirror game Role plays on facilitation skills (bad practice) and debrief Group preparations for running an activity (from their 90 minute session)	

Day	Proposed Module	Learning Outcomes	Topics	Proposed activities	What to prepare
Day 3 Session 3	Running an activity and feedback	Participants will: Have developed confidence in their training techniques and will have learnt from each other	Giving instructions, debriefing questions	Each group runs their activity Debrief	
Day 3 Session 4	Simulated games	Participants will be equipped with some techniques on handling group dynamics Participants will have lots of new ideas and examples of simulated games and their purpose Participants will be equipped with what makes a successful simulated game	Group Dynamics Simulated games The Black Box challenge	Energiser: Beat a rhythm Scenarios of group dynamics: analysing pictures, freeze frames and scenarios Run a small simulated game : handling group dynamics Debrief on simulated games: <i>what is their purpose, what are their benefits, can you think of any examples? How can you structure a simulated game? What makes a successful simulated game?</i> Overnight: prepare a simulated game for the Black Box - competition	

Day	Proposed Module	Learning Outcomes	Topics	Proposed activities	What to prepare
Day 4 Session 1	Bringing it together	<p>Participants will have reviewed where we are and next steps</p> <p>Participants will be equipped with Monitoring and evaluation techniques</p> <p>Participants will start to think of Learning as a Programme not just a Workshop</p>	<p>Simulated games</p> <p>Monitoring and evaluation</p> <p>Coursework</p> <p>Learning Programme</p>	<p>Recap</p> <p>Competition analysis of simulated games: presentations</p> <p>Monitoring and evaluation role play</p> <p>Visual mapping of the whole project: where have we got to</p> <p>Recap: what have we developed so far, what are we happy with, what needs further changes?</p> <p>What still needs to be done: Setting coursework and how we will all work together for the whole project</p> <p>Reviewing LLL's Action Learning Cycle</p>	
Day 4 Session 2	Carousel training	This session demonstrates a facilitation technique to the participants which will enable them to assess the development of the MACS and allows for emergence of good practice and learning agendas.	Carousel process	<p>Introduction</p> <p>Formation of country PNC groups: poster making</p> <p>Explain carousel training and start trade fair</p> <p>Brainstorming of emerging good practices</p> <p>Use drop box to make a list of good practice and to organise their documentation</p> <p>Fill in learning areas on the matrix and prioritise the learning for each group</p>	

Day	Proposed Module	Learning Outcomes	Topics	Proposed activities	What to prepare
Day 4 Session 3	Carousel Training	To debrief the teaching experience of the carousel trade fair	Carousel	Energiser Plenary to assess the trade fair process Next steps for the PNC groups in term of good practice documentation and learning agenda	
Day 4 Session 4	Closing	Evaluation Closing		Energiser Open dialogue / forum Discussion on Quality Control Workshop evaluation	