



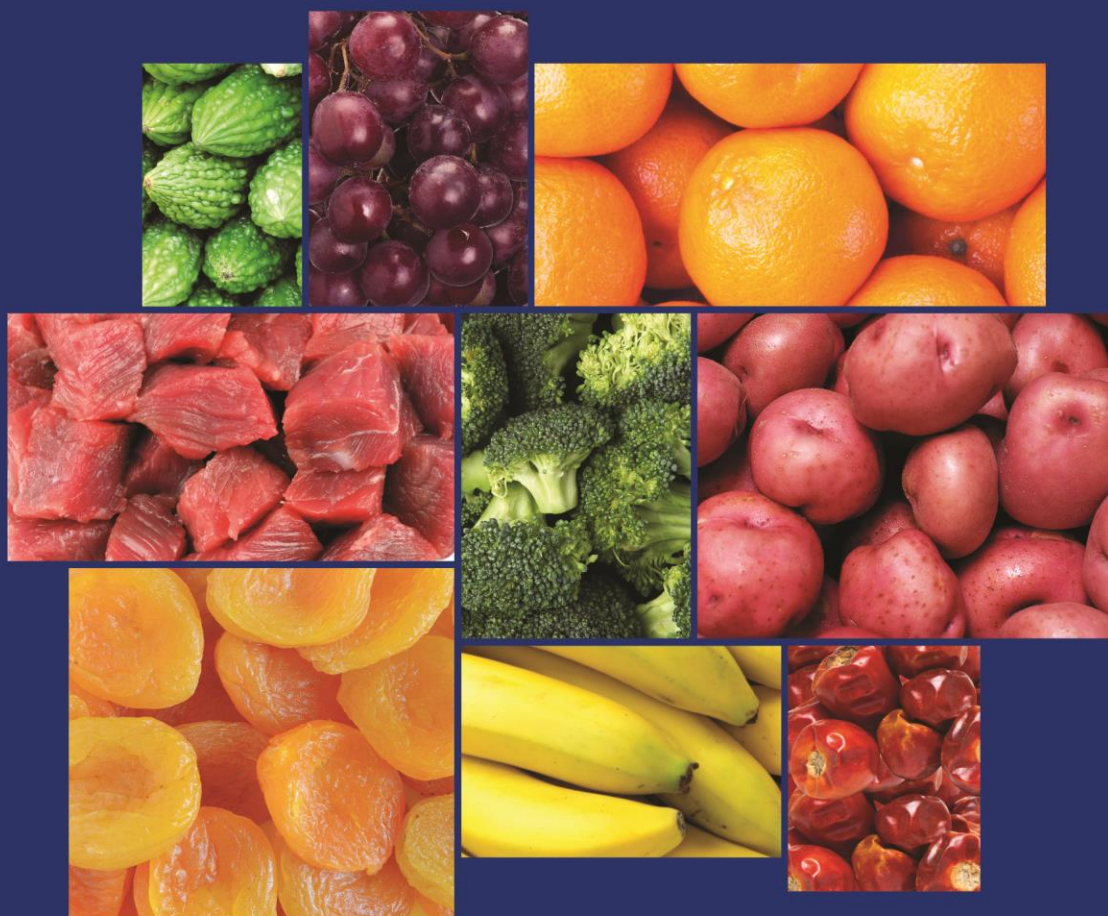
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TRAINER'S GUIDEBOOK

Enterprise Development Training

for Farmer Enterprise Groups



Together we are creating a **ROSHAN PAKISTAN**

The Agribusiness Project - Agribusiness Support Fund

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Trainer's Guidebook

Enterprise Development Training

for Farmer Enterprise Groups

Trainer's Guidebook - Enterprise Development Training Manual for FEGs - The Agribusiness Project

Trainer's Guidebook - Enterprise Development Training for Farmer Enterprise Groups (EDT- FEGs)
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Islamabad, Pakistan

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This manual is a live document which can be changed as the project progresses any suggestions for
further improvement are most welcome. Project staff is particularly encouraged to identify areas for
further improvement.

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Foreword

The Trainer's Guidebook on Enterprise Development Training has been prepared for The Agribusiness Project (TAP) to facilitate training of the farmers in enterprise development, thereby enabling them to make the requisite transformation from 'subsistence farming' to 'farming as a business enterprise'. TAP is supported by USAID, with the overall goal of supporting improved conditions for broad-based economic growth, enhance profitability and employment opportunities and contributing to poverty alleviation through product and process transformation of selected value chains in horticulture and livestock sub-sectors. The strategy of TAP focuses on:

- 1) strengthening capacities in horticultural and livestock value chains to increase sales to domestic and foreign markets;
- 2) strengthening the capacity of smallholders (through farmer enterprise groups-FEGs), individual farmers and agribusinesses to operate effectively and efficiently; and,
- 3) increasing productivity and profitability through adoption of new techniques and technological innovations (among farmers, agribusinesses and business development services providers).

Under TAP, the farmers have been organized as Farmer Enterprise Groups (FEGs) for cultivating the benefits of scale, through optimized production and marketing, and serving as a vehicle for transferring of the benefits of TAP interventions to its members, - the farmers. TAP is providing active support to the FEGs for improving small producers' positioning in a value chain through support in incorporating producers and their product into stable, profitable market channels, and provision of necessary services and assistance in business development, planning, marketing through linkage development. This requires intensive capacity building of the stakeholders, placing capacity building at the heart of all interventions.

The Agribusiness Project has developed this manual to facilitate the master trainers in conduction of EDT training for FEGs. This training manual can be used by anyone involved with enterprise development training of farmer business groups; it is not intended to be a guide for farmers themselves. A facilitator or master trainers of implementation partners will carry out the trainings with the help of this manual. The manual is organized into six modules, and each module is covering different sub contents. The contents have been finalized with the consultation of stakeholders engaged with value chains. All sessions are formal and structured with defined objectives, contents, material required, process to conduct session along with handouts and support material. Through Training of Trainers, a cadre of Master Trainers will be developed and the Master Trainers will further plan, organize and conduct EDT Training at the local level for FEG members. While the Manual is project specific, it can also be used for the capacity building of government and non-government agencies, who are involved in implementing enterprise development and value chain programs, through the communities.

Finally, I want to thank USAID|Pakistan for funding The Agribusiness Project under which this Manual has been prepared.

COP

The Agribusiness Project
Islamabad, Pakistan

Training Module Acknowledgment Sheet 1/ 36

Enterprise Development Training for Farmers Enterprise Groups

Acknowledgment

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Sohail Manzoor
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Training Module

List of Abbreviations

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Enterprise Development

Training for Farmers Enterprise Groups

List of Abbreviations and Acronym

ADB	Asian development bank
ASF	Agribusiness support fund
AJK	Azad Jammu and Kashmir
BoD	Board of Directors.
BTV	Bunchy Top Virus
COP	Chief of party
EDT	Enterprise development training
FANA	Federally administrated northern areas
FATA	Federally administrated tribal areas
FEG	Farmer enterprise group
FEGs	Farmer enterprise groups
GB	Gilgit-Baltistan
HACCP	Hazard analysis and critical control point
HV	High value
IP	Implementation partners
IPs	Implementation partners
ITQ	Improving training quality
KPK	Khyber Pakhtunkhwa
MINFAL	Ministry of food, agriculture and livestock
OV	Off season vegetables
PAX.	Participant
PLG	Peer learning group
STTA	Short term technical assistance
TAP	The agribusiness project
TOT	Training of trainers
USAID	United states agency for international development
VA	Value Addition
VC	Value chain
VCA	Value chain approach

Training Module List of Contents

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Enterprise Development Training for Farmers Enterprise Groups

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Training Module Introduction

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Enterprise Development Training for Farmers Enterprise Groups

Introduction

The Trainers' Guidebook on Enterprise Development Training is especially designed and developed for the capacity building of master trainers who are actively engaged in training of farmer enterprise groups working on TAP. This guidebook includes guidelines about training objectives, Intended beneficiaries, Duration of the workshop, Contents Outline, Training type and its structure, Training Methodology, List of Ice Breakers / Energizers, Tentative Schedule, Session plans, Assessment of participant and workshop, Task Responsibility Framework, Joining Instructions to participants and other details as required for planning, organization, conduction, management and evaluation of the enterprise development training of farmer enterprise groups.

The guidelines enable the master trainers to design and conduct enterprise development training sessions at their own in a standardized manner across the project area. This is also enabled the trainers to understand conceptual framework of training cycle which includes target group, need assessment, design of training, pre training arrangements, delivery of training, post training activities, training evaluation and assessment and ensure quality standards accordingly. Guidelines about the adult learning, training types, techniques, training aids, equipment, tools also included in the manual

All Sessions plans are in line with the Enterprise Development Training Manual as designed for the capacity building of Farmer Enterprise Groups, Each session plan includes session title, duration of the session, objective of the specific session, key contents included in the sessions, methodology to conduct sessions, step by step detailed procedure how to unfold sessions from beginning to end, required material and equipment and at the last expect output/outcome from the specific session.

Training Module

Check list for the Module

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Enterprise Development

Training for Farmers Enterprise Groups

Check list for the Module

Following checklist used to develop this training module, trainers can use this checklist to develop any other training module as well.

- ☐ Name of training
- ☐ Target Audience
- ☐ Setting Objectives
- ☐ Development of Contents Outline
 - Making a list of topics from TNA
 - Prioritizing of the topics
- ☐ Determine duration of the event
- ☐ Selection of type of training and its structure
- ☐ Training Methodology
 - Group activities
 - Ice Breakers / Energizers during day
 - Opening and closing activity
- ☐ Session plans
- ☐ Schedule preparation
- ☐ Activity Sequence Sheet
- ☐ Develop / select training material and handouts
- ☐ Develop Evaluation plan
- ☐ Select review techniques and design formats,
 - ☐ Participants evaluation instruments
 - Peer Evaluation Form
 - Evaluation by Trainer
 - ☐ Trainer's Evaluation Forms
 - Trainer's Session Assessment
 - Trainer's Terminal Assessment
 - ☐ Formative Workshop Evaluation
 - Daily review in the morning
 - ☐ Workshop Contents Evaluation

Training Module

Administrative Arrangements

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Enterprise Development

Training for Farmers Enterprise Groups

Administration & Logistics Arrangements

- ❑ Summative Enterprise Development Training Evaluation
 - Workshop design
 - Administration and Logistics arrangements
- ❑ Budgeting
 - Preparation of tentative budget
 - Approval
 - Release of advance
- ❑ Administration & Logistics Arrangements
 - Task Responsibility Framework
 - Admin & logistics arrangements letters
 - Letters to resource persons (follow up)
 - Joining Instructions to participants.
 - Workshop announcement letter / brochure
 - Preparation of participants. List (short and with address)
 - Reservation in hotel and confirmation
 - Preparation of Banner
 - participants Registration forms
 - Photocopying of handout
 - Preparing folders
 - Training Cancellation Fax

Training Module Objectives

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Enterprise Development Training for Farmers Enterprise Groups

Objectives, Beneficiaries and Duration

The overall training objective is to support transformation of traditional farming approach into business farming approach. To achieve this objective the farmers need to be oriented on:

- Agribusiness project, components, methodology
- Value Chain Approach – stages, value addition
- Organization, Leadership and Management
- Business Development in Agribusiness
- Marketing and Supply Chain Management
- Business Planning and
- Financial Management

The objective of the training of trainers is to enable the master trainers to conduct enterprise development training for farmer enterprise groups independently.

Intended beneficiaries:

This training of trainers is designed for mid-level professionals involved with capacity building and training of farmer enterprise groups from implementation partners. The participants are expected to plan, organize, manage and conduct enterprise development training for farmer enterprise groups at their respective area.

Duration of the workshop:

This training of trainers is a very intensive three days interactive training, and the duration of actual enterprise development training is two days.

Training Module Contents Outline Sheet 8 / 36

Enterprise Development Training for Farmers Enterprise Groups

Contents Outline

Session	Time
<ul style="list-style-type: none"> • Registration and Picture Taking • Introduction of Participants • Readiness preparation (opening circle) • Expectations and Fears • Introduction of workshop • Matching objective with expectations 	<p>30 minutes</p> <p>30 minutes</p> <p>20 minutes</p> <p>15 minutes</p> <p>15 minutes</p> <p>20 minutes</p>
Module 1 Introduction Objectives of Enterprise Development Training <ul style="list-style-type: none"> • Orientation to the Project 	30 minutes
Module 2 Value Chain Approach Introduction to Value Chains approach <ul style="list-style-type: none"> • What is a Value Chain? • Why Have a Value Chain? <ul style="list-style-type: none"> ○ Improve Quality ○ Increase Efficiency ○ Differentiate Products ○ Holistic Approach • Rewards of a Value Chain approach • Success Factors • Important Roles • Assessing your readiness to adopt Value Chain 	120 minutes
Stages in Building a Value Chain <ul style="list-style-type: none"> • Stage 1: Identifying the Opportunity • Stage 2: Developing and implementation of Project Plan • Stage 3: Monitoring and Evaluating the Project 	
Value Addition <ul style="list-style-type: none"> • Value addition - Difference between value chain and value addition • Value addition in agribusiness 	

Module 3 Organization, Leadership and Management

90 minutes

- Farmer Enterprise Groups - history, importance, purpose, organization, structure, role and responsibilities
- Governance & Group Dynamics
- Portfolio of agriculture based products/services
- Benefits of FEG - collaborative group against each commodity or value chain, joint procurement/ sourcing of product/services and marketing, benefits of scale and better market access
- Leadership Development at FEGs
 - Leadership
 - Communication and presentation skills
 - Conflict resolution and team building
 - Negotiations
- Farm Management
- Record Maintenance
 - Book keeping and record keeping
 - Its importance
 - Managing records
- FEGs and Enterprise Development - identification of products, market assessment, demand creation establishment, quality, quantity, market access, linkages, negotiations, grading, packing , packaging, financial management

Module 4 Business Development in Agribusiness

90 minutes

- Types of Business - trading, production/product development, services
- Steps for development of business - Business Cycle
 - Business model; identification, selection, what, why and how, feasibility, finance, business plan, resource mobilization and management etc.
 - Market awareness (trends, position, competition)
 - Competitive advantages
 - Strategy screen
 - Big question (opportunity and challenges)
 - Starting of Enterprise /Implementation
- Business Categories - income saving, Income generation, self-employment, entrepreneurs
- Identification of Business/Entrepreneurs Skills and its importance
- Business Planning
- Marketing
- Agribusiness
 - Portfolio of agribusiness
 - Benefits of value chain to small scale farmers/FEGs in Agribusiness
- Characteristics of Strong Business Relationships
 - Trust

- Decision-Making Process
- Interdependence
- Commitment
- Characteristics of an effective entrepreneur
- How FEG/Farmer can calculate Cost Benefits of Enterprise

Module 5 Marketing and Supply Chain Management

150 minutes

Marketing

- Understanding marketing and markets
- Identification of market opportunity
- Linkages development with market
- Marketing the produce
- Preparing for a market survey
- Presenting the market survey report
- Collective/ Group Marketing
- Group buying and Savings

Supply Chain Management

- Supply Chain Management in Farming and Horticulture Business
- Supply Chain Management in Livestock Business

Module 6 Business concepts Planning and Financial Management

Business Planning

60 minutes

- Farming as a Business
- Farmer as an entrepreneur
- Farm Business Profitability
- Understanding enterprise profitability
- Assessing and managing business risks

Development of Business Plan

60 minutes

- Choosing enterprises for the next season
- Developing a business plan
- Choosing an enterprise
- Components of a farm business plan
- Preparing a farm business plan
- Preparing an action plan
- Financial Plan /Budgeting

Financial Management

90 minutes

- What , why and how Financial Management
- Financial Management at FEGs
- Transparency

Training Module

Training Structure

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Enterprise Development

Training for Farmers Enterprise Groups

Training Structure

Training type and its structure:

Enterprise development training is especially designed for the small scale farmers or farmers enterprise development groups engaged with the eight value chains as developed and established under The Agribusiness Project funded by USAID Pakistan. This is a formal training having a structured schedule with indicated time frame, set within participatory learning techniques.

Training Methodology:

A combination of short interactive lectures, group discussions, simulation exercises, role-plays, reflective thinking and experiential games will be used in an atmosphere which encourages participation. Learning by doing approach is followed to maximize learning.

List of Ice Breakers / Energizers

- Paired interviews
- Nine Dots
- Perception exercises
- Communication test
- Closing circle
- Identification of opportunity
- Market demand assessment
- Gap identification and assessment
- Agribusiness Calendar
- Business Development Planning
- Calculation of cost
- Cost benefit Analysis

Training Module Tentative Schedule

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Enterprise Development Training for Farmers Enterprise Groups

Schedule of EDT Training



	Day 1 —	Day 2 —
0830	Getting started Registration & Picture • Opening Circle	Review of the sessions conducted in first day.
0915	Introduction • Tackling the fears • Matching expectations with objectives	Business Development in Agribusiness
1115	Agribusiness Support Fund and The Agribusiness Project	Marketing and Supply Chain Management
1415	Value Chain Approach	Business Concepts, Planning and Business Development Plan
1630	Organization, Leadership and Management	Financial Management and Record Keeping
1700	Orientation about Business Development in Agribusiness	Workshop Evaluation Closing and certificate distribution

Daily Breaks

	1100 hrs		1315 hrs
	1615 hrs		

Session Plans

**All session plans includes session objectives,
key contents, methodology, step by step process,
required tools, equipment and material
and expected output/outcome**



Training Module

Session Plan 1/6 Day 1

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Enterprise Development Training for Farmers Enterprise Groups

Session 1 Introduction, objectives and proejct

From: 0900 to: 1315

Name of Facilitator: Sohail Manzoor

Topic: Registration and introduction,

Date: April 25, 2014 Location: Hill View, Hotel, Islamabad

Objective:

• Register and introduce the participants
• Orient them about the training facility, logistics, resources, resource person, schedule and training methodology
• Know about participants expectation from this training
• Share training objectives and project description with the participants

Contents:

• Registration , Introduction of the participants
• Introduction of training (facility, logistics, resources, resource person, schedule, Methodology)
• Participants expectation from Training
• Ground rules setting, Formation of peer groups
• Training objectives and Project Introduction

Procedure:

• Registration of the participants by using registration format (Annex 1)
• Introduce the session and learning objectives of this session.
• Introduce him/ her to the participants and the name to be used during the course of the workshop.
• Introduce organization where he/ she is coming from and experience in enterprise development training
• Facilitator will request each participant to introduce himself/ herself and the organization they represent as well as their expectations from the workshop; ask them to draw a picture by using marker and chart of their respective value chain product and display on the board while introducing him/her along with following information:
• Name

<ul style="list-style-type: none"> • FEG/IP Name and association with Value Chain • Position in FEG/IP
<ul style="list-style-type: none"> • Expectation from the training
<ul style="list-style-type: none"> • During the introduction, list of participants' expectation/s on the white sheet and place it on the wall. The purpose of this exercise is to identify EDT related expectations and try to address them during the training.
<ul style="list-style-type: none"> • Introduce the training facility, logistics, resources, resource person/s, schedule, and training methodology
<ul style="list-style-type: none"> • Share importance of ground rules with the participants and set ground rules for this training with participatory manner but make sure following points in the list
<ul style="list-style-type: none"> • Participation • Listening each other • Switch off cell phone • Time management • No discussion on politics
<ul style="list-style-type: none"> • Read the participants expectation as listed on the sheet and share training objectives with them, match each objective with the participant's expectation list.
<ul style="list-style-type: none"> • Ask participants to share their understanding about the project, make sure all participants actively participate in this brainstorming exercise, note key points and participants understanding level and share project details with the participants and clarify the points which require further clarification.

Equipment /Material Required:

<ul style="list-style-type: none"> • Registration Forms and a pen for each pax.
<ul style="list-style-type: none"> • Handouts
<ul style="list-style-type: none"> • Session assessment tool
<ul style="list-style-type: none"> • Whiteboard, markers, cards, multimedia, screen, markers , masking tape

Expected Outcome/ Output:

<ul style="list-style-type: none"> • Registered
<ul style="list-style-type: none"> • Enabled the participants to explain the Agribusiness Support Fund and The Agribusiness Project

Training Module

Session Plan 2/6 Day 1

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Enterprise Development Training for Farmers Enterprise Groups

Session 2 Value Chain Approach

From: 1415 to: 1630

Name of Facilitator: Sohail Manzoor

Topic: Registration and introduction,

Date: April 25, 2014 Location: Hill View, Hotel, Islamabad

Objective

<ul style="list-style-type: none"> • Explain Value Chains, its importance and role , value chain cycle
<ul style="list-style-type: none"> • Understand Rewards of a Value Chain including Success Factors
<ul style="list-style-type: none"> • Assess the readiness of FEGs for a Value Chain

Contents

<ul style="list-style-type: none"> • Introduction to Value Chains Approach
<ul style="list-style-type: none"> • What is a Value Chain?
<ul style="list-style-type: none"> • Why Have a Value Chain?
<ul style="list-style-type: none"> • Improve Quality
<ul style="list-style-type: none"> • Increase Efficiency
<ul style="list-style-type: none"> • Differentiate Products
<ul style="list-style-type: none"> • Holistic Approach
<ul style="list-style-type: none"> • Value chain project cycle
<ul style="list-style-type: none"> • Rewards of a Value Chain
<ul style="list-style-type: none"> • Success Factors
<ul style="list-style-type: none"> • Important Roles
<ul style="list-style-type: none"> • Assessing your readiness for a Value Chain
<ul style="list-style-type: none"> • Stages in Building a Value Chain
<ul style="list-style-type: none"> • Stage 1: Identifying the Opportunity
<ul style="list-style-type: none"> • Stage 2: Developing and implementation of Project Plan
<ul style="list-style-type: none"> • Stage 3: Monitoring and Evaluating the Project
<ul style="list-style-type: none"> • Value Addition
<ul style="list-style-type: none"> • Value addition - Difference between value chain and value addition
<ul style="list-style-type: none"> • Value addition in agribusiness

Procedure

<ul style="list-style-type: none"> • Welcome the participants, and establish link with the previous session “Agribusiness project, objectives, and activities” and share the objectives of the session with the participants.
<ul style="list-style-type: none"> • Participants brainstorm and define term value chains. Using participants contributions and trainer’s own knowledge, agree on a working definition of a value chain.
<ul style="list-style-type: none"> • introduce different value chain concepts: chain actors, chain supporters
<ul style="list-style-type: none"> • Present the banana value chain and request participants to break into groups and design a value chain
<ul style="list-style-type: none"> • Participants break into groups to design the agribusiness value chain, Individual groups presents designs of the agribusiness value chain
<ul style="list-style-type: none"> • Participants asked to describe the main activities of each of the actors in the agribusiness value chain. The trainer will liaise with agribusiness value chain and prepare a sample value chain map for cross reference
<ul style="list-style-type: none"> • In plenary, participants identify the main agribusiness value chain enterprises/businesses that are run by individuals and groups in their localities (e.g. individual production, group marketing, trading, processing /enterprise etc.)
<ul style="list-style-type: none"> • In plenary still, participants identify the key resources required to run an enterprise (such as land, labor, cash and managerial skills etc.)
<ul style="list-style-type: none"> • Participants are divided into two groups to discuss individual and group agribusiness value chains production, marketing, trading and enterprises
<ul style="list-style-type: none"> • Ask selected potential participant to share his/her practical experience in his/her respective agribusiness value chain.
<ul style="list-style-type: none"> • Conclude the session, summarizing the discussion

Equipment /Material Required:

<ul style="list-style-type: none"> • Price /input /cost example
<ul style="list-style-type: none"> • Exercises Annex 5, 6, 12
<ul style="list-style-type: none"> • Handouts
<ul style="list-style-type: none"> • Session assessment tool
<ul style="list-style-type: none"> • Whiteboard, markers, cards, multimedia, screen, markers , masking tape

Expected Outcome/ Output:

<ul style="list-style-type: none"> • Enabled to explain benefits of value chain approach and identify their role/position in project focused value chains
<ul style="list-style-type: none"> • Williness to adopt value chain approach increased

Training Module

Session Plan 3/6 Day 1

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Enterprise Development Training for Farmers Enterprise Groups

Session 3 Organization, Leadership and Management

From: 1630 to: 1730

Name of Facilitator: Sohail Manzoor

Topic: Registration and introduction,

Date: April 25, 2014 Location: Hill View, Hotel, Islamabad

Objective

• Explain Farmer Enterprise Groups, history and Importance
• Understand Steps for formation of FEGs
• Group Dynamics and Governance in FEGs
• Orient about Leadership Development in FEGs
• Maintenance and Record Keeping
• Collective Marketing
• Enterprise Development
• Explore on and off farm value addition
• Sensitized about Business Planning and Marketing

Contents

• Farmer Enterprise Groups, history, importance and steps for FEGs formation
• Governance and Group Dynamics
• Leadership Development, characteristic of good leaders
• Record Keeping, role and responsibilities, why to maintain record

Process

• Welcome the participants, and establish link with the previous session “value chain approach” and share the objectives of the session with the participants. Make sure your eye contact with all the participants.
• Then start the day's session by writing the title of session “organization, leadership and management” on the white board. Share objectives of the session with the participants and link with the sub contents of the session which will be discuss to achieve the objective.

- Write the two words “Group” and “farmer group” on the white board and invite participants to brainstorm on what the word ‘group’ and “farmer group” means. List their responses on the flipchart. Based on participants’ input, extract a definition of ‘group’ and “farmer group” that includes at least the following elements:

- People rather than things
- Size, i.e. two or more persons
- Purpose – members have a common goal or goals
- Interaction, i.e. members interact to pursue the goal of the group.
- People's institution
- Collective working
- Forum for experience sharing
- Relationship building
- Farmer groups provide a forum to share experiences and learn from one another.
- Group pressure tends to stimulate adoption of knowledge and change to improved practices.
- Increases farmers’ opportunities for participation in development programmes.
- Promotes inter-personal relationships and collaboration.
- Encourages better management of shared resources.
- A farmer group can act as security for loans (group guarantee).
- Gives farmers a ‘voice’, which they may use to influence policy

-
- Ask participants that what is an “enterprise” and list the responses on the board, these responses would reflect a general understanding of the participants about the term “enterprise”. Share a standard definition of enterprise as stated below

- Enterprise
- A enterprise is any type of agriculture based operation that is involved in providing products/goods or services with the anticipated outcome of earning a profit. Its broad nature allows the term to be applied to any type of company or firm that is geared toward generating revenue by selling products of any type.
- Farm enterprise
- A farm enterprise is a component of a farm business. For example a farm may include a livestock enterprise and a dairy enterprise
- As enterprises are established and run by entrepreneurs, it is therefore important to understand what is an entrepreneur (in our case, these are farmers with particular interest, skills, passion, knowledge and clear goals).
- Entrepreneur

<ul style="list-style-type: none"> An entrepreneur is a determined and creative leader, always looking for opportunities to improve and expand his business. An entrepreneur likes to take calculated risks, and assumes responsibility for both profits and losses. An entrepreneur is passionate about growing his business and is constantly looking for new opportunities. To become successful FEG members, the farmers need to have this attributes of a successful entrepreneurs. Entrepreneurs are also innovators. They always look for better and more efficient and profitable ways to do things. Being innovative is an important quality for a farmer-entrepreneur, especially when the business faces strong competition or operates in a rapidly changing environment.
<ul style="list-style-type: none"> It is also important to understand that in our project, A Farm Enterprise is any commercially viable agribusiness, operated primarily by individual farmers in conjunction with a bona fide agricultural, horticultural, pastoral or aquaculture operation and is involved in processing of raw agri products for human consumption or semi-processing for production of additional value added products. Activities of a farm enterprise may include secondary processing and/or retail sale of agricultural, horticultural, or cultural products as well as other activities. Ask participants about “farmers enterprise group” and list the responses on the board, these responses would be more focused on the business, products and enterprises, explain the meaning and differences of group, farmer group and farmer enterprise group.
<ul style="list-style-type: none"> Write the definition on the flipchart and display prominently. Ask the participants to use this definition to identify types of groups that exist in their community. Give participants a few minutes to think about this. Also explain the history , importance and purpose of the farmer enterprise groups.
<ul style="list-style-type: none"> To demonstrate the benefits and function of working as a group, invite four participants to come to the front of the training hall to take part in a game. Place a glass of water in front of each of the four participants, and ask them to lift the glass off the table using only their index finger. When they cannot do this individually, suggest that they work together. If all four use their index fingers at the same time to lift one glass they will be successful. Ask participants what this demonstration shows about the advantages of working as a group. Are there other advantages to working as a group? Write responses on the flipchart.
<ul style="list-style-type: none"> Ask the participants about “characteristics of an FEG”, discuss the points shared by the participants and try to organize them in following categories. In case participants identify any characteristic which cannot fit into following four categories, add it in additional category (which can be given a name or called “Other characteristics”
<ul style="list-style-type: none"> Organization and management Experimentation and innovation Basic Market skills Sustainable production and Natural Resource Management

- Once you have grouped all the identified characteristics, share those following characteristics of each category which were not mentioned by the group and briefly discuss them
1. Organization and Management: A functional FEG
 - a. Has a shared vision
 - b. Has mutual trust
 - c. Is capable of resolving internal conflicts
 - d. Sustains and shares learning internally
 - e. Has democratic management and the capability to follow its own internal rules
 - f. Is inclusive
 2. Experimentation and Innovation: FEGs with good experimentation and innovation skills:
 - a. Can experiment using simple comparisons
 - b. Keep a register of important data about the experiments
 - c. Involve other people in the experiment who have knowledge or experience useful for evaluating an innovation
 - d. Create market opportunities rather than simply reacting to them
 - e. Share the results of an experiment among all people who need to know them
 - f. Are proactive in seeking new ideas
 3. Basic Market Skills: FEGs have good basic market skills when they can:
 - a. Identify and analyze profitable market opportunities
 - b. Collectively market their products
 - c. Add value to their products to satisfy customer demand (for example, better market presentation)
 - d. Build a network of market relationships with buyers and suppliers
 - e. Keep records that track their costs, income and profitability
 - f. Adapt production and post-harvest practices to meet market demand
 4. Sustainable Production and Natural Resource Management (NRM): FEGs have good NRM skills when they
 - a. Have the capacity to visualize the interconnections between their own farms and the landscape
 - b. Have the capacity to interact and negotiate with other households and communities about natural resource use

<p>c. Design and implement effective rehabilitation plans for natural resources</p> <p>d. Have collective rules to effectively, efficiently and fairly manage their natural resources. Efficient and fair management of natural resource means to manage crops to decrease erosion and the loss of fertility; optimize the capture, use and protection of water resources; avoid over exploitation and promote the diversity of flora and fauna</p>
<ul style="list-style-type: none"> After sharing FEG formation process with the participants, now ask question to the participants that “what will be the role, responsibilities of the FEGs, divide participants into groups of about five and let each group brainstorm on the questions. Allow groups about 15–20 minutes to come up with answers. Call back the groups and let a spokesperson from each group present the answers to the participants. Encourage participants to provide examples where appropriate. Where necessary, supplement the discussion with the support of handout “role and responsibilities of FEG and Characteristics of FEG.
<ul style="list-style-type: none"> Discuss the concept of governance and group dynamics with the participants and supplement the discussion in the light of handouts on” governance and group dynamics.
<ul style="list-style-type: none"> Discuss the role of Leader at FEG, place the participants responses on the board and club into four heads;
<ul style="list-style-type: none"> Leadership, qualities, characteristics, role , importance , style Commination and presentation Conflict management and team building Negotiation and team building
<ul style="list-style-type: none"> Conclude the discussion by explaining details in the light of handouts.
<ul style="list-style-type: none"> Ask participants to share their farming experiences, what kind of issue they normally faced and how overcome. After 10-15 minutes experience sharing explains the concept of farm management in the light of handouts.
<ul style="list-style-type: none"> Share that the one of the main reason of conflict in FEG members is related to transparency and transparency can be ensured if FEG maintain proper and complete records of all activates. Ask participants to share their experiences, conclude the discussion by explaining book and record keeping, its importance and how to manage records at FEG level,
<ul style="list-style-type: none"> FEG is formed to increase the produce and profitability. Both things are associated with the enterprise development at FEG level. Ask participants to share their understanding about FEG and enterprise development, discuss the concepts of identification of products, market assessment, demand creation, quality and quantity management, linkages, packing, grading and financial management.
<ul style="list-style-type: none"> Conclude the discussion in the light of handout “FEG and Enterprise Development”

- Finally, review the session and highlight key points in participatory manner to assess the participants learning.
-

Equipment /Material Required:

• Handouts
• Work Sheets, Formates
• Session assessment tool
• Whiteboard, markers, cards, multimedia, screen, markers , masking tape

Expected Outcome/ Output:

• Enabled to strengthen their FEGs as a Enterprise Groups and work in a participatory manner to enhance productivity and profitability of small scale farmers.
• Enhanced motivation toward business farming

Training Module

Session Plan 4/6 Day 2

Sheet 11 / 36

Enterprise Development Training for Farmers Enterprise Groups

Session 4 Business Development in Agribusiness

From: 1730 to:

Name of Facilitator: Sohail Manzoor

Topic: Registration and introduction,

Date: April 25, 2014 Location: Hill View, Hotel, Islamabad

Objectives

• Explain different types of Business
• Understand Steps for development of business including Business Cycle
• Orient about Business model and Business Categories
• Identification of Business/Entrepreneurs Skills and its importance
• Sensitized about Business Planning and Marketing
• Explore portfolio of Agribusiness and value chain
• Understand basic characteristics of Strong Business Relationships and entrepreneur

Contents

Types of Business - trading, production/product development, services
Steps for development of business - Business Cycle
Business model; identification, selection, what, why and how, feasibility, finance, business plan, resource mobilization and management etc.
o Market awareness (trends, position, competition)
o Competitive advantages
o Strategy screen
o Big question (opportunity and challenges)
o Starting of Enterprise /Implementation
Business Categories - income saving, Income generation, self-employment, entrepreneurs
Identification of Business/Entrepreneurs Skills and its importance
Business Planning
Marketing
Agribusiness

o Portfolio of agribusiness
o Benefits of value chain to small scale farmers/FEGs in Agribusiness
Characteristics of Strong Business Relationships
o Trust
o Decision-Making Process
o Interdependence
o Commitment
Characteristics of an effective entrepreneur

Procedure

<p>Welcome to the participants, link this session with the previous session" leadership, management and organization" list key learning points and discuss that why leadership and management important for business and how important FEG , cluster and association in development of business at local level.</p>
<p>Ask participants to share their understanding about the" business development in agribusiness" and list key points of participant's responses on the white chart. Accordingly conclude the discussion by sharing definition of business development in agribusiness" and also elaborate different types of the business associated with the agribusiness.</p>
<p>Divide participants into three groups and ask them to discuss and list different types of business existing in their respective union council, tehsil and districts. Each group will present their list , accordingly consolidate the list and divide into following four categories</p>
o Production
o Processing
o Trading and
o Services
<p>Discuss concept of cycle with examples e.g. crop cycle, life cycle, etc.. explain the concept of business cycle and different steps for development of business and also explain the following key areas;</p>
o Business model; identification, selection, what, why and how, feasibility, finance, business plan, resource mobilization and management etc.
o Market awareness (trends, position, competition)
o Competitive advantages
o Strategy screen
o Big question (opportunity and challenges)
o Starting of Enterprise /Implementation

Place the participants presentations which they have developed on “types of business” and ask them to categories into different categories , Share the concept of business Categories with the participants

- o income saving,
- o Income generation,
- o self-employment,
- o entrepreneurs

Conclude the discussion with emphasis on value of entrepreneurs with reference to growth and sustainability.

Ask participants about the Business/Entrepreneurs Skills and its importance, list key points on the white board conclude discussion by sharing the skills and importance of entrepreneurs in the light of handouts. Also described about the Business Planning, Marketing and agribusiness portfolio.

Share characteristics of Strong Business Relationships with the participants and focused pints will be following;

- o Trust
- o Decision-Making Process
- o Interdependence
- o Commitment

Ask participants about their daily life experiences and local case studies about the entrepreneurs, in the light of participant's discussion conclude session by sharing characteristics of an effective entrepreneur.

Review the key learning points before concluding.

Equipment /Material Required:

- Handouts
- Work Sheets, Formates
- Session assessment tool
- Whiteboard, markers, cards, multimedia, screen, markers , masking tape

Expected Outcome/ Output:

- Learned Business Development and market
- Learned benefits of agribusiness value chain.
- Identified opportunity and do cost benefit analysis Enhanced motivation toward business farming

Training Module

Session Plan 5/6 Day 2

Sheet 11 / 36

Enterprise Development Training for Farmers Enterprise Groups

Session 5 Marketing and Supply Chain Management

From: 0915 to: 1115

Name of Facilitator: Sohail Manzoor

Topic: Registration and introduction,

Date: April 26, 2014 Location: Hill View, Hotel, Islamabad

Objectives

• Understanding marketing and markets
• Orient about marketing mix
• Identify market opportunity/channels
• Explore appropriate linkages required for marketing
• Prepare and conduct market survey
• Understand benefits of Collective/ Group buying and marketing
• Understand Supply Chain Management (Supply Chain Management in Farming and Horticulture Business and Supply Chain Management in Livestock Business)

Contents

• Understanding marketing and markets
• Marketing mix
• Identification of market opportunity – Marketing channels
• Linkages development with market/buyer
• Marketing the produce
• Preparing for a market survey
• Collective/ Group Buying and Marketing
• Supply Chain Management - Supply Chain Management in Farming and Horticulture Business , Supply Chain Management in Livestock Business

Procedure

• Welcome the participants, and establish link with the previous session “business development in agribusiness” and share the objectives of the session with the participants. Make sure your eye contact with all the participants.
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<ul style="list-style-type: none"> Write the word 'Marketing' on the left side of the board and ask participants what they understand by this term. Note key words from their responses under the word 'Marketing'. Then write 'Market' on the right side of the board. Again ask participants what they understand by this term, and note their responses under the word 'Market'. Conclude this discussion by sharing handout contains definition of market and marketing and explaining the definitions as follows:
<ul style="list-style-type: none"> Marketing is the process of exchange between the producer (farmer) who sells, and the consumer who buys
<ul style="list-style-type: none"> Market is the place where the exchange of goods and services takes place. It is made up of sellers, buyers, products and prices.
<ul style="list-style-type: none"> Ask the participants that you would like them to spend some time discussing their experiences in marketing. Use the following questions to guide the discussion and make sure that some key marketing concepts and terminologies are introduced:
<ul style="list-style-type: none">
<ul style="list-style-type: none"> Who has sold products at the market?
<ul style="list-style-type: none"> How did you identify a particular market
<ul style="list-style-type: none"> Whom did you sell
<ul style="list-style-type: none"> What products did they sell?
<ul style="list-style-type: none"> What quantity did they sell?
<ul style="list-style-type: none"> How did they take the product to the market?
<ul style="list-style-type: none"> How well did this work?
<ul style="list-style-type: none"> What was the market like?
<ul style="list-style-type: none"> What difficulties did you have?
<ul style="list-style-type: none"> What would you do differently?
<ul style="list-style-type: none">
<ul style="list-style-type: none"> In order to deepen participants' understanding of marketing and to anchor the learning to their own farms, organize the participants into seven groups. Ask each group to select a product that they are familiar (encourage to select product from agribusiness value chain apricot, chili, banana, citrus, livestock, potato seed and vegetable) with and ask them to answer the following questions (write these on the board) with regard to the chosen product:
<ul style="list-style-type: none"> Who is the final consumer?
<ul style="list-style-type: none"> What are the different ways to market this product?
<ul style="list-style-type: none"> What are some of the constraints or problems you might experience when selling the product?
<ul style="list-style-type: none"> What is market mix?
<ul style="list-style-type: none"> What is group and collective marketing?
<ul style="list-style-type: none"> After 20 minutes, facilitate a discussion to ensure that the following concepts are clear:
<ul style="list-style-type: none"> A product may pass through a number of hands to get from the farmer to the final consumer or user. All the stages together from farmer to the final consumer are called the marketing channel. At each stage value is added to the product. And at each stage a cost is also added to the product. The costs

include things like transport, storage, packaging, and handling fees. Explain that if farmers sell in the local market their profit margin might be high, but they can only sell small amounts. If the product reaches the city market or the international market, then the farmers can sell larger amounts. But such sales would need the support of traders and others along the way. Each of them would add value and cost to the product. Because the costs are higher, the profit margin will be lower. Conclude this discussion by sharing handout “marketing ways and channels” , Marketing mix, and “Group or Collective marketing “and reiterating the following:
<ul style="list-style-type: none"> • The key marketing channels include: middlemen, wholesalers, processors and retailers. The retailers deal mainly in small quantities while wholesalers and processors take agri products in larger quantities.
<ul style="list-style-type: none"> • A product exists only if someone is willing to pay for it (someone who buys it)
<ul style="list-style-type: none"> • A product can be sold only if it has a customer
<ul style="list-style-type: none"> • Marketing is therefore critical to the success of the farm business
<ul style="list-style-type: none"> • Advantages and challenges of collective marketing
<ul style="list-style-type: none"> • Before concluding this topic also shared marketing strategies with the participants with the help of handout “marketing strategies”
<ul style="list-style-type: none"> • Ask participants to identify a commodity that is commonly produced among them. Ask the participants that you will divide them into three groups, where each group should discuss their selected commodities and the following questions;
<ul style="list-style-type: none"> • What are the different market outlets available for the product?
<ul style="list-style-type: none"> • What quantities do they want?
<ul style="list-style-type: none"> • When is the best time to use these markets?
<ul style="list-style-type: none"> • What else do they know about these markets?
<ul style="list-style-type: none"> • What else do they think they need to learn about these markets?
<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • After completion of the group discussion, facilitate a question-by-question discussion in the plenary. Emphasize that it is important to know what market outlets are available for your products. It is also important to know about these markets, with regard to time, access, terms and conditions and other facilities. In this way they will be able to make informed decisions about which market to use.
<ul style="list-style-type: none"> • Ask participants about their previous experience in “research “ share details of marker research after little brainstorming session and provide them handouts “where can we market the product” and checklist of market survey. Ask them to review the both documents and shared questions. Give them 15 minutes to do exercise on market research.
<ul style="list-style-type: none"> • Write the word “constraints” and “opportunities” on the white board and ask participants to share at least one constraint and one opportunity about their respective value chain product. Also share the meaning of both words if required. Conclude the participants discussion by sharing handout “Marketing constraints and opportunities” at FEG level.
<ul style="list-style-type: none"> • Ask participants to share their understanding about the “linkages” make sure

engaged all the participants in this discussion and after getting feedback from participants share details of “linkages development with market /buyer” and “activities for the linkages development”
<ul style="list-style-type: none"> Put SCM on the board and ask participants to described this word , share supply chain management details in livestock and horticulture sector with the participants
<ul style="list-style-type: none">
<ul style="list-style-type: none"> Before concluding the sessions ask to the participants for sharing of key points of the session.

Equipment /Material Required:

<ul style="list-style-type: none"> Handouts
<ul style="list-style-type: none"> Work Sheets, Formates
<ul style="list-style-type: none"> Session assessment tool
<ul style="list-style-type: none"> Whiteboard, markers, cards, multimedia, screen, markers , masking tape

Expected Outcome/ Output:

<ul style="list-style-type: none"> Identified Markets of respective value chaion
<ul style="list-style-type: none"> Identified stakeholders and sensitized about benefits of collective buying, marketing and selling of their farming, horticulture and livestock(meat) produce
<ul style="list-style-type: none"> Lerend about relationship between quality and marketing

Training Module

Session Plan 6/6 Day 2

Sheet 11 / 36

Enterprise Development

Training for Farmers Enterprise Groups

Session 6 Business Concepts, Planning and Business Development Plan

From: 1115 to: 1700

Name of Facilitator: Sohail Manzoor

Topic: Registration and introduction,

Date: April 26, 2014 Location: Hill View, Hotel, Islamabad

Objectives

This session will enable the participants to understand the concepts of business especially farming business, business plans and financial management, the specific objectives are to enable the participants to understand;

- How to do Business Planning, how to sensitize FEGs to do farming as business
- How to Development of Business
- Financial Management

Contents

Business Planning
o Farming as a Business
o Farmer as an entrepreneur
o Farm Business Profitability
o Where are we now? Assessing the current farm situation
o how to translate analysis into action
o Understanding enterprise profitability
o Assessing and managing business risks
Development of Business Plan
o Choosing enterprises for the next season
o Developing a business plan
Individual Business Plan
FEG business Plan
o Choosing an enterprise
o Components of a farm business plan

o Preparing a farm business plan
o Preparing an action plan
o Financial Plan /Budgeting
Financial Management
o What , why and how Financial Management
o Money , Saving , Investment and Credit
o Financial Management at FEGs
o Transparency

Procedure

<ul style="list-style-type: none"> This is the last session of the training so need to review all previous session for linking them with this session in a systematic and logical manner, starting from project objectives , training objectives and role of FEGs in transforming traditional farming into business farming till marketing dynamics, survey, and supply chain management.
<ul style="list-style-type: none"> Write the “farming as a business” on the white board and put following question on flip chart and ask participants to share their understanding about these;
<ul style="list-style-type: none"> o What is the meaning of farming as a business?
<ul style="list-style-type: none"> o Why is it important for farmers to treat farming as a business?
<ul style="list-style-type: none"> o What are the requirements for a successful farming business?
<ul style="list-style-type: none"> Encourage participants to provide examples where appropriate. Where necessary, supplement the discussion with the help of handouts “Farming as a business”
<ul style="list-style-type: none"> Brain Storming: Ask the following questions
<ul style="list-style-type: none"> What is Business?
<ul style="list-style-type: none"> Probe participants to find out following answers
<ul style="list-style-type: none"> Business is an activity to take Risk
<ul style="list-style-type: none"> Business is an activity to earn profit
<ul style="list-style-type: none"> Business is an activity to invest money/capital/provide service
<ul style="list-style-type: none"> Business is an activity to trade
<ul style="list-style-type: none"> Business is activity where we produce/manufacture any product
<ul style="list-style-type: none"> Business is an activity to sale something

<ul style="list-style-type: none"> Collect these all information and note down it on whiteboard, if the participants are un educated and unable to read the text, then draw icon/images/objects to make understandable for them on one side of white board.
<ul style="list-style-type: none"> What is Farming?
<ul style="list-style-type: none"> Probe participants to find out following answers
<ul style="list-style-type: none"> Farming is an activity to take Risk
<ul style="list-style-type: none"> Farming is an activity to earn profit
<ul style="list-style-type: none"> Farming is an activity to invest money in harvesting/growing crops
<ul style="list-style-type: none"> Farming is an activity to cultivate and grow crops
<ul style="list-style-type: none"> Farming is activity where we produce/manufacture any product
<ul style="list-style-type: none"> Farming is an activity to sale something
<ul style="list-style-type: none"> Collect these all information and note down it on whiteboard, if the participants are un-educated and unable to read the text, and then draw icon/images/objects to make understandable for them on another side of white board in front of the business on another side of line. (use handout Business and Farming)
<ul style="list-style-type: none"> Relate the points of both sides and explain that there is no difference in Business and farming and disclose that the Farming is actually a business.
<ul style="list-style-type: none"> Explain the details of business plan with participants in the light of handouts and divide participant's into four groups, ask them to develop their business plans in the light of discussion. (give them a copy of business plan format for further facilitation)
<ul style="list-style-type: none"> After concluding this discussion move to Financial Management part; Begin the discussion by making connection with previous discussion on "Business plan" to make a connection between chains of sessions.
<ul style="list-style-type: none"> Ask participants what is their understanding about record and record keeping , and what kind of record they are already maintain at their homes, discuss the record keeping in the light of following points
<ul style="list-style-type: none"> Cash book
<ul style="list-style-type: none"> Payment receipts
<ul style="list-style-type: none"> Order form
<ul style="list-style-type: none"> Record of sale /purchase
<ul style="list-style-type: none"> Record of creditor's /Debtors

<ul style="list-style-type: none"> • Profit loss record
<ul style="list-style-type: none"> • Divide participants into small groups
<ul style="list-style-type: none"> • Ask them to prepare receipt/cash memo, cash book etc.. on white charts , an present accordingly
<ul style="list-style-type: none"> • Elaborate the importance of financial management and record keeping
<ul style="list-style-type: none"> • Conclude the session by reviewing key points of the session.

Equipment /Material Required:

<ul style="list-style-type: none"> • Handouts
<ul style="list-style-type: none"> • Work Sheets, Formates
<ul style="list-style-type: none"> • Session assessment tool
<ul style="list-style-type: none"> • Whiteboard, markers, cards, multimedia, screen, markers , masking tape

Expected Outcome/ Output:

<ul style="list-style-type: none"> • Identified Markets of respective value chaion
<ul style="list-style-type: none"> • Identified stakeholders and sensitized about benefits of collective buying, marketing and selling of their farming, horticulture and livestock(meat) produce
<ul style="list-style-type: none"> • Lerend about relationship between quality and marketing

Training Module Trainer's Guidelines

Sheet 10 / 36

Enterprise Development Training for Farmers Enterprise Groups

Trainer's Guidelines

What is training?

As soon as we are able to talk and walk our parents put us into some sort of formal learning environment. Thus from very tender age we begin the journey of learning formally and informally at home, school, college and university. During this long period we collect a lot of baggage, such as fixed notions, recognition of formal symbols, believing in the written material and seeing black text written on white background. Just as this whole process provided us with a very huge information database, it also developed equally huge mental blocks. In practical life some experiences shatter these blocks and we come to realize that real life situation is very dynamic and not always the same as the text that we believed in and that every situation is different from other. Others are not so lucky and so we need some kind of formal and informal learning process that enables us to break not only the blocks but also prepares us for ground realities. This learning process is called training.

Definition of training

Training is about acquiring knowledge, skills and attitudes. A training event can be defined in several different ways. An attempt has been made to describe training in the following four definitions.

Training is:

- an exercise to bring desired behavioral modification in an individual by exposure to a simulated environment, making him/her capable of improved performance.
- a structured intervention focused for awareness raising and capacity building.
- an artificially created learning environment in which certain objectives are achieved.
- the process to fill the gap between the desired performance and actual performance.

Types of training structures

The process of training is very complex, in which a large number of variables are catered for depending on the type of structure. Training may be organized in either a structured (the training has defined boundaries i.e. a schedule, timeframe and contents

with limited flexibility) or semi-structured (contents are fixed, but time frame is flexible) manner, depending on the prevailing conditions such as available resources, time frame and desired objectives. Each of these two types may be formal (classroom setting) or informal (non-classroom setting).

The following matrix illustrates the difference and types/structures of training events.

Training Structure	Type	Examples
Structured	Formal	Training course
	Informal	Seminar, workshop
Semi-structured	Formal	Workshop, meeting
	Informal	Field-visit, on the job training

1. Types of Training

Training can also be categorized in the following way:

1. Internal Training: It is an event, which is offered by the organization in which the participant works.
2. External Training: Is an event that is provided by outside agencies and institutions.
3. In-service Training: Its an event, which is provided to those professionals who already occupy a defined position and are performing clear functions within their organizations.
4. Pre-service Training: This event can also be called an initiation training as it aims at provision of training to new recruits/ entrants for new positions in the organizations.
5. In-country Training: It is an event where participants attend a training/ workshop within their own country.
6. Overseas Training: It is an event in which the participant has to travel overseas to attend a workshop. This relates to foreign training or training abroad.
7. Pre-designed Formal Training: It is a formal training conducted through a number of integrated and “packaged” learning modules. However it is a regular event offered by training institutes or universities.
8. Custom-tailored Formal Training: It is an event in which training is designed as per the requirements /needs of individual trainees and their organizations.

9. **Distance Training:** It is an event in which the participant does not leave his/ her place of work or residence. Distance education and training are based on the principle of self- instruction, i.e. the process by which an individual learns without direct contact with a tutor or trainer. This requires the development of structured and guided study materials, which can be delivered using a variety of mediums, such as printed material, audio-video tapes to computer and internet.

Types of Training Events

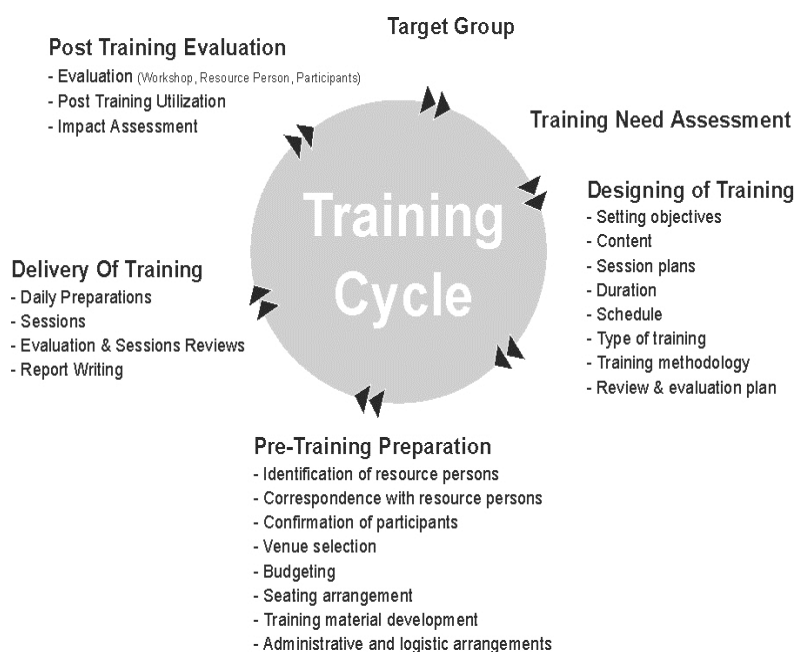
There are several types of training events some of the common ones along with their characteristics are described below.

Sr . #	Type of Trg Event	Definition	Duration	# of Participants
1.	Meeting	An event in which a group of people meet to: -Discuss Proposals -Make Decisions -Plan -Review -Analysis of Situation	Half day to three days	2 - 100
2.	Symposium	An event in which experts or scholars discuss a particular issues of common interest (one main & many sub topics). Experts come up with recommendation.	1 - 3 days	Up to 100
3.	Conference	Events in which formal discussions take place and are organized on a particular subject to bring together people who have a common interest. All present in the conference do not necessarily make a presentation.	1 - 5 days	Up to 1000
4.	Seminar	An event usually at college or university where teacher (expert) and students (learners) discuss a particular topic. Experts present research papers, participants ask question.	1 - 5 days	Up to 100
5.	Training Workshop	An event in which participants learn together. Moderator/ Facilitates the learning process.	1 - 30 days	15 - 25
6.	Training Course	A structured event for a specific purpose on a subject to enhance	Up to 11 months	25

		skills of participants. It is subject exhaustive.		
7	Study Visit	The activity of studying a subject through visits where events are observed and analyzed.	1 - 7 days	2 - 20
8.	Briefing Session	An event through which information or instructions are given to people especially just before they do or deal with some thing.	Up to half a day	100
9.	Demonstration	An explanation or talk along with practical display of skills by an expert who shows how a certain procedure is carried out or how some thing works.	Half to one day	10 - 20

Training Cycle

A "Cycle" is a process where all stages are repeated. Cyclic process always takes a re-start from zero. In the training cycle, first Training Needs Assessment (TNA) is carried out and then on its basis, training is designed. After designing training, preparation for various support activities is carried out and ultimately the training is conducted. After training, evaluation of the whole process is done. Based on the feedback of evaluation, the whole process may be initiated again when required. The following illustration shows main steps involved in a training event.



Process of Training Cycle

To understand the dynamics of the activities and all those who are involved in the process the matrix below provides the insight.

Activity	Method / Action	Who are involved
1. Selection of Target Group	<ul style="list-style-type: none"> • Interviews • Focus group discussions • Surveys • Research • FEG Meetings 	TAP and Implementation Partner
2. TNA	<ul style="list-style-type: none"> • Interviews • Observation • Questionnaires • Problem Analysis • Focus group discussions 	TAP and Implementation Partner
3. Designing of Training	<ul style="list-style-type: none"> • Analysis of needs • Setting objectives • Contents prioritization • Schedule finalization • Training Methodology • Evaluation plan 	Consultant Capacity Building and TAP
4. Logistics	<ul style="list-style-type: none"> • Based on organizational structure and training plans • Resource Person Selection • Budgeting • Arrangements 	TAP and Implementation Partner
5. Delivery of training	<ul style="list-style-type: none"> • Based on TNA • Organizational and training plan • Evaluation & session Reviews • Report of Training 	TAP and Consultant Capacity Building
6. Post Training Evaluation	<ul style="list-style-type: none"> • Evaluation of Resource person, Workshop, Participants • Post Training Utilization • Impact Assessment • Training review 	TAP and Implementation Partner
7. Follow up	<ul style="list-style-type: none"> • Based on training review (facilitators, managers, trainees, etc.) 	TAP and Implementation Partner

What is TOT?

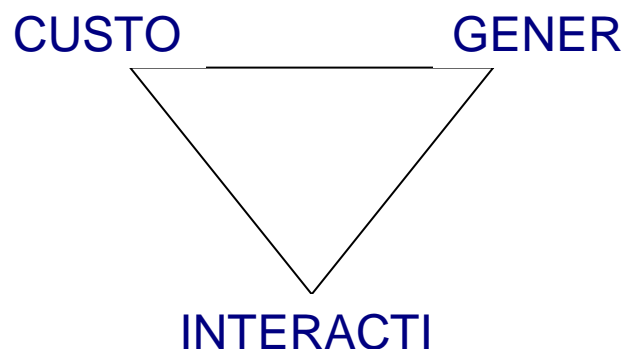
Training of Trainers (TOT) is predominantly a simulation exercise, which allows potential trainers to get a feel of what training is and how it is designed and delivered. This activity is carried out to develop a cadre of master trainers capable of training others.

Types of TOT

Generally there are three types of TOT as discussed below;

Generic Standard TOT:	/ This is a standard TOT with the aim to develop skills of potential trainers or those young trainers who wish to polish their skills. It is not on a specific topic, but broadly touches all the aspects.
Custom / tailor made TOT:	It is tailor made event on a specific topic. These may be “TOT on Gender Issues” or “TOT in Social Organization”.
Interactive TOT:	This is an event, which is designed on the current and specific needs of the trainees.

Layout of Three Types of TOT



Characteristics of TOT

A Generic or a Standard TOT is a straightforward approach, in which a set curriculum is planned and the participants are exposed to various skills and knowledge based on an earlier TNA.

Custom or Tailor-made TOT is a specially designed event in which the exact need of the target audience is determined earlier on and training is designed and delivered based on the determined needs of the client. The TOT on Enterprise Development is one of the example of tailor made training of trainers as this is designed specifically for The Agribusiness Project.

An Interactive TOT is an event in which the participants determine their own training needs on the first day of the workshop. Then the schedule of the workshop is prepared based on these needs. The difficulty with this approach is that the participants might ask for some sessions for which a resource person may not be available. It is the most challenging and dynamic training, but at the same time very difficult to set up and deliver. Since the training constantly evolves during the process and its content changes according to the needs of the group, makes it exceptionally flexible. A word of caution to the designer and implementers of this type of TOT training is to attempt this type only when fully prepared and a bank of resource persons is readily available.

Comparison between Standard and Interactive TOT

Characteristics	
Standard TOT	Interactive TOT
<ul style="list-style-type: none"> • Pre-defined 	<ul style="list-style-type: none"> • Dynamic
<ul style="list-style-type: none"> • Structured & Formal 	<ul style="list-style-type: none"> • Unstructured & Formal
<ul style="list-style-type: none"> • Simple 	<ul style="list-style-type: none"> • Complicated
<ul style="list-style-type: none"> • Top down 	<ul style="list-style-type: none"> • Bottom-up
<ul style="list-style-type: none"> • Based on earlier conducted TNA 	<ul style="list-style-type: none"> • Based on felt needs of participants
<ul style="list-style-type: none"> • Rigid, once designed 	<ul style="list-style-type: none"> • Flexible all along
<ul style="list-style-type: none"> • Fossilized 	<ul style="list-style-type: none"> • Organic
<ul style="list-style-type: none"> • Responsive to the generic needs of the general target audience 	<ul style="list-style-type: none"> • Responds to needs of the participants even during training events
<ul style="list-style-type: none"> • Relatively easy to Set-up 	<ul style="list-style-type: none"> • Difficult to Set-up
<ul style="list-style-type: none"> • Pre-planned 	<ul style="list-style-type: none"> • Evolving
<ul style="list-style-type: none"> • Designed by the Experts 	<ul style="list-style-type: none"> • Designed by the participants

Trainer Tips

Seven steps of planning a EDT Training for Framer Enterprise Groups:

Whenever you plan to do a workshop always keep these seven small steps in mind:

Who: Always be clear, who is it for (target participants) and who will do it (trainer).

Why: Ask question, what the reasons for conducting this event are.

When: Finalize duration and the dates on which it is to be held.

What for: Set the objectives of the workshop.

Where: Determine location or site of the event.

What: Prepare contents of the event, what will be included and what is to be left out.

How: Finalize methodology of the event considering the type of target group and material selected for the workshop.

Adult Learning

A common misconception is that by the time we cross adolescence our psychological filters are so fully developed that we humans stop learning. This may be true if adults are subjected to the same didactic teaching methodology as children are in conventional schools. But unlike children adults learn in an atmosphere of mutual trust and respect, where the contents of training are close to their real life situation. In real life we continue to experience and learn till the time we die. It is of paramount importance to remember that adult only learn in a certain environment which can not only be created, but perfected for astonishing results.

The following five key elements that characterize adult's learning should be kept in mind, while designing training events.

How adults learn

- **Voluntary learners.**

Adults learn best when they want to learn rather than being forced. Adults switch off learning, if their motivation to learn is not supported.

- **Environment of respect and confidence**
They perform best in an atmosphere of mutual respect and self-confidence.
- **Atmosphere of active involvement and participation**
Adults learn as long as the learning environment is active, interesting and participatory, they stop learning in a boring and an intellectually suffocating environment.
- **Experience sharing**
All adults have experiences that they like to share. This experience sharing not only enriches the learning, but also enhances their motivation.
- **Relevance to their work context**
They only internalize learning when it is relevant to their work and would enhance their performance in the real world.

Pedagogy and Andragogy

PEDAGOGY	ANDRAGOGY
TEACHER LEARNER RELATIONSHIP	
Directing	Helping
COMMUNICATION	
One Way	Two Way
DECISIONS	
Teacher Decides	Learner Decides
CONTENT	
Subject Centred	Problem Centred

Difference between Children and Adult Learner

Difference between Children & Adult Learners	
CHILDREN	ADULTS
<ul style="list-style-type: none"> • Rely on other to decide what is important to be learnt 	<ul style="list-style-type: none"> • Decide for themselves what is important to be learnt
<ul style="list-style-type: none"> • Accept information they receive largely at face value 	<ul style="list-style-type: none"> • Take a more critical approach in validation the information they receive
<ul style="list-style-type: none"> • Expect the material learned to be useful in the long term 	<ul style="list-style-type: none"> • Expect what they are learning to have immediacy of application
<ul style="list-style-type: none"> • Benefit from little, if any, useful experience to draw upon 	<ul style="list-style-type: none"> • Draw from past experiences
<ul style="list-style-type: none"> • Little ability to serve as knowledgeable resource to teacher or fellow classmates 	<ul style="list-style-type: none"> • Offer significant ability to act as a source of knowledge and experience to the trainer and fellow learners

What is a Trainer?

There are many names for the person who facilitates guides and encourages learning among adults. A trainer is a person who facilitates behavioural change, moderates learning among adults and guides participants of a training event to share their experiences for transfers of knowledge and enhancement of skills. There are many names given to the trainer, i.e. moderator, facilitator, resource person, co-ordinator etc, based on the requirement of that specific event.

What is the difference between a Teacher and a Trainer?

A teacher imparts knowledge to the students in a one way process. The trainer facilitates learning in an environment that is conducive to mutual sharing of experiences that results in modification in “Knowledge, Skills and attitudes”; it is a two way process. During training, not only the participants learn from the trainer but the trainer also learns from the participants by sharing of experiences, while in the classroom children only learn from the teacher.

What Makes a Good Trainer?

A good trainer is someone, with whom the participants can relate, has a warm and open personality, possess a sound knowledge of the subject and is intellectually superior to the participants.

Characteristics of a good trainer

- **Warm personality:** has an ability to demonstrate / acknowledge approval and acceptance of participants;
- **Good communication skills:** has extra ordinary communication in general and excellent listening skills in particular;
- **Pleasant personality:** is able to bring the participants together and built comrade ship;
- ability to control group without damaging it;
- **Facilitation skill:** has a natural style that encourages generation of new ideas, sharing of knowledge, experiences and skills of participants;;
- **Good organiser:** is able to arrange and utilise available resources in efficient manner and make smooth logistical arrangements;
- **Conflict Management skill:** is able to notice and resolve participant's conflicts, problems and issues with ease;
- **Knowledgeable:** has a superior knowledge of the subject matter with a good life experience.
- **Understanding of Group Dynamics:** has an ability to understand group dynamics and its changing need and respond by adjusting the programme on the spot
- **Enthusiasm:** Is enthusiastic has plenty of energy and is able to motivate the participants for reaching the desired objective, happily and enthusiastically;
- **Flexible:** one who is flexible and has a natural ability to respond to the situation as it arises and is not stuck with pre-conceived notions;
- **Trust** in other people and their abilities
- **Self-aware:** is conscious of the surroundings, both cultural and environmental;
- **Confident:** has confidence without arrogance or a large dose of ego;
- **Creative and innovative thinking:** is not only creative, but has an ability to encourage participants to experiment with new ideas and be innovative;
- **Good drawing and writing skill:** should be able to draw and have legible handwriting;

There is a fine line between a trainer and a facilitator. The qualities of both are same but their functions are slightly different. The following paragraph provides a description about the art of facilitation and the traits of the facilitator.

The art of Facilitation

Facilitation is an art and a craft. It is a craft as in that the facilitator must know and follow the rules, learn how to pose the right question at the right moment and write clearly. It is also an art that requires experience and intuition since the facilitator must create a drama, which allows the group to give all of its potential to the process. The facilitator must be able to creatively get the group out of situations of conflict and to respond to the requirements of the group at any moment by adopting a new technique or by accepting an idea coming from the group. Hence the facilitator should be flexible and receptive, yet firm on the rules.

Although the facilitator should not act as a content expert on the subject of the event, her role in events is not entirely neutral. S/he will openly show her/his values regarding the philosophy of events and not entirely neutral. But will never impose her/his technical position on the participants. The facilitator guides a process which brings about an understanding of the difference in values and options and which allows everyone to accept or reject other opinions. It is this process which leads to consensus in which everybody, including the facilitator, has contributed.

Trainer's Checklist: Adult Learning?

Contrary to the general perception, it is the trainer's responsibility to ensure that the environment is conducive for learning and the participants are provided an atmosphere in which they can make choices for learning at their own pace and felt need.

The following is the **checklist** for effective training:

- Do your session begins with anxieties relieving techniques, such as ice-breaker or energizers?
- Do you ensure that your opening remarks in the beginning of the session is attention grabbing?
- Is the training environment non-threatening, encouraging and enjoyable?
- Do you encourage participants to share their experiences?
- Do you incorporate methods to reward participants by praising them for their contribution?
- Does the work allow participants to measure their own progress and has build in opportunities for reinforcement and practical exercises?
- Do you avoiding long lecture session, or restricting them to short segments of 10-20 minutes?
- Is feed back mechanism built in your sessions?

- Do you encourage participants to say what they want to say even expressing opinion that is different than yours?
- Do you ensure that participants develop ground rules of training, so that some participants do not hijack the session and making it very boring for other participants?

Training Methodology

There is a wide selection of participatory training methods that can be used in a training event. The table below list several methods with its characteristics, objectives and application.

Name of the training method	Characteristics	Objectives	Suggested target group
Group discussion	Participants discuss a specific topic to generate opinion as a group	<ul style="list-style-type: none"> • To achieve mutual understanding • To teach a consensus 	<ul style="list-style-type: none"> • IP staff • FEG members
Peer-learning	Learning from each other by sharing experiences	<ul style="list-style-type: none"> • To develop understanding and build confidence as well as build rapport with peers 	<ul style="list-style-type: none"> • IP staff • FEG members
Brain-storming	Exhaustive discussion to consider all related ideas about a topic without rejecting any of them	<ul style="list-style-type: none"> • To discover new ideas and responses quickly 	<ul style="list-style-type: none"> • IP staff • FEG members
Exercises (Songs, drawings, games)	Involves physical activities, fun (do not appear to be directly related to the training topic)	<ul style="list-style-type: none"> • Group formation, ice-breaking, removing psychological barriers 	<ul style="list-style-type: none"> • IP staff • FEG members
Simulation	Participants play roles of different characters within the given context of a case study and then	<ul style="list-style-type: none"> • To see others' attitudes, feelings and roles • To improve understanding of human 	<ul style="list-style-type: none"> • IP staff • FEG members

	discuss/analyse it	behaviour, including gender roles	
Role playing	Participants play roles of different characters based on their own real-life experience and the discuss/analyse it	<ul style="list-style-type: none"> • To see others' attitudes, feelings and roles • To improve understanding of human behaviour, including gender roles 	<ul style="list-style-type: none"> • IP staff • FEG members
Demonstration	Enhance understanding of functional knowledge or skills by showing the actual skill or process in a close to life situation	<ul style="list-style-type: none"> • To illustrate actual processes and skills 	<ul style="list-style-type: none"> • Professionals • Community members
Practical exercise	Participants actually perform the tasks or activities that they have to learn (e.g. practice as a trainer)	<ul style="list-style-type: none"> • To retain knowledge, develop skills, to test the learning process 	<ul style="list-style-type: none"> • Professionals • Community members
Field study/visits	Planned visit to a field with specific objectives	<ul style="list-style-type: none"> • To observe understand and learn from the real-life situations 	<ul style="list-style-type: none"> • Professionals • Community members
Case studies	Participants receive a described situation/problem to be analysed and solved	<ul style="list-style-type: none"> • To learn lessons from a given situation 	<ul style="list-style-type: none"> • Professionals • Community members
Question-answer techniques	Trainers give questions and the participants answer them individually or in groups	<ul style="list-style-type: none"> • To understand that more than one possible solution to a situation/problem is possible 	<ul style="list-style-type: none"> • Professionals • Community members
Interactive lecturing	Lectures incorporating dialogues between the trainer and the participants	<ul style="list-style-type: none"> • To transfer knowledge effectively through active listening 	<ul style="list-style-type: none"> • Professionals • Community members

Visualisation in participatory programmes (VIPP)	Communication through written ideas/information on cards and flip-charts	<ul style="list-style-type: none"> • To obtain exhaustive list of ideas in a short time • To encourage participants to express opinions in a clear manner 	<ul style="list-style-type: none"> • Professionals
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Selection of type of training and its structure

Selecting the right type of event, both in-term of structure and type of training is an important decision as it effect the way the event will be executed. See chapter 2, for detail on this topic.

Training Review Techniques

Reviews are good source of feedback and correction mechanism. It is vital that it should be done either at the end of every day or even better, previous day review should be done at the beginning of a new day.

Why review:

- ◆ To recap previous day's work
- ◆ Create a link between yesterday and today
- ◆ Get feedback on learning
- ◆ Course correction
- ◆ Get focused on the issues at hand
- ◆ Improve learning

Develop Evaluation Plan

Evaluation is a crucial step in the training cycle as it facilitates the designer and the trainers in assessing the usefulness of the workshop from the participant's point of view. Some evaluations are done at the end of the workshop, others at the end of each session or each day depending on the nature of feedback sought.

There are several types of evaluation and conducted at various intervals:

- ◆ Daily review of the previous day
- ◆ Trainers evaluation after each session
- ◆ Workshop evaluation at the end of the workshop
- ◆ Participants peer-evaluation
- ◆ Long term evaluation (6 months later)

Daily evaluations provide feedback, which facilitates in making course correction during the process. Evaluation at the end of the workshop helps in assessing the complete event and provides useful feedback for future events.

The evaluation can get two levels of information, one is quantitative / statistical type. This can be acquired through questionnaire, forms or standard survey instrument. While qualitative information require discussion and ZOPP cards are quite helpful.

Some useful questions to ask participants are:

- *What did you learn?*
- *Were objectives achieved?*
- *What was lacking and needs explanation?*
- *Was the content relevant?*
- *Were the methods and process appropriate?*
- *What are the suggestions for the future?*

Trainers' Tip: Try to accept the feedback without defending yourself. You should limit your comments to clarifying what was said, in order to make sure there is no ambiguity in the participants mind.

Budgeting and Logistics Arrangements

1. Preparing Budget

Preparation of realistic cost estimates for the training event is very essential for overall health of the organizer. The person who is organizing training can get a lot of censure if s/he run out of money. The best budget is not only exhaustive, but also allows for flexibility in the course of execution for the training programme.

A simple one-page budget should be sufficient in most cases, but an important thing to remember is that it should always be approved by the competent authority. Another important thing to do is to draw “operational advance” before the training for smooth running of operations and unforeseen contingencies.

Logistic arrangements

Proper logistics and efficient administration arrangements should be made well in advance. If administration and support is lacking, the participants will focus their energies on complaints rather than engaging in meaningful learning.

3. Checklist for arrangements is:

- ◆ Number of participants of the workshop
- ◆ Number of resource persons and how many requires accommodation
- ◆ Pick / drop
- ◆ Tickets confirmation
- ◆ Accommodation for the participants
- ◆ Field visit if any (to where, how far etc)
- ◆ Transport (how many, type etc)
- ◆ Venue selection
- ◆ Reservation of Training hall / conference room
- ◆ Announcement of the programme
- ◆ Food / Tea arrangements during training
- ◆ DSA to participants / Resource person payments if any
- ◆ Translators needed
- ◆ Audio video support (pictures / video film to be made)
- ◆ Public address system needed
- ◆ Invitation to Chief Guest in time
- ◆ Equipment need (multimedia / Soft board/ white board etc)
- ◆ Documentation (report writing, by whom, when should be ready etc)
- ◆ Photo copying of hand out and preparation of folders
- ◆ Task Responsibility Framework

Task Responsibility Framework

To avoid last minutes heart attack and shocks, it is essential that a well-planned effort be made every time training is planned. The best way is to first break down main activities and then list down all the possible chores that has to be down by the team. A simple format with few jobs as an example is shown below, (I have found it very useful). But do remember to get signatures of all the people involved and provide a copy of the sheet as well.

Selection of Venue

Appropriate selection of venue is of great significance for the smooth functioning of the training event.

Five things should be remembered when selecting the training venue.

1. **Location:** is it nice and quite from the outside.
2. **Training hall:** Not to big or too cramped.
3. **Environment:** Not too cold or hot, nor damp or humid. It as to be just right, remember training itself is a difficult thing we should make rest of the surrounding comfortable.
4. **Facilities:** Basic facilities, like wash room, open space for smoker (near by) drinking water fountain etc.
5. **Accessible:** It should have easy access within the building, as well as its location to hostel etc.

Trainer Tips:**How to conduct training without pain.**

Be organized: Be organized, keep a list of activities that you intent to do in the session. Arrive early check all the handout (as well as it sequence), A/V equipment, position of boards, flip chart, seating arrangements, etc. If possible remove tables to make the setting more informal and less threatening.

Start with warm up games and icebreaker exercises: Starting the training with energizers or warm up games, helps in relieving the participants anxieties and improving attention / interest.

Know the trainees and let them know you: A good way to break ice and develop comfortable training environment is to introduce your self first, using simple and friendly language. Then ask the participants to introduce themselves one by one also saying something about their interests and what do they want to learn from this training.

Match objectives with expectations: Begin the workshop by getting participants expectations of what they want to learn and then match them with the objectives that you have finalised. This way the participants will know where this training will lead to.

Manage time: It is easier to manage time with the support of the participants. Let them understand the efficacy of the session and then they will set the pace themselves.

Maintain an acceptable speed: Keep the pace at a comfortable level. Don't go too fast or too slow. Let the participants manage the speed.

Keep it simple: It is beneficial for the learning if things are keep short, simple and without ambiguity.

Encourage and ask questions: Questions greatly enhances the learning environment. This not only improves the attention span, but also creates a non-threatening feeling among the participants (especially from communities). Asking question provides a good source of feedback to the trainers on the amount of learning that is taking place. It also encourages thinking among participants,

Learn with fun: Training doesn't have to be a monotonous and a drab affair. Keep the atmosphere friendly and joyful. Structure activities, which are related to training, but are fun to do. Encourage participants to share experiences, jokes or events related to the topic in hand.

Annexes

Training Module Participant Assessment by trainer

Sheet 23 / 36

Enterprise Development Training for Farmers Enterprise Groups

Peer Assessment of Participant:

Name of Participants: _____

S. No.	Behavioral Characteristics	Grade				
		Excellent ←-----→ Poor				
		A	B	C	D	E
1.	Listening to Others					
2.	Encouraging Others					
3.	Being to the Point					
4.	Raising Important Issues					
5.	Using Simple Language					
6.	Being Alert / Attentive					
7.	Being Well-Prepared					
8.	Interacting Positively with Others					
9.	Showing Responsible Behavior					
10.	Willing to Share Ideas and Information					

Any Other Comments: _____

Training Module Participant Assessment by trainer

Sheet 24 / 36

Enterprise Development Training for Farmers Enterprise Groups

Assessment of Participant by Trainer:

Name of Participants: _____

S. No.	Behavioral Characteristics	Grade				
		Excellent	----->			Poor
		A	B	C	D	E
1.	Listening to Others					
2.	Encouraging Others					
3.	Being to the Point					
4.	Raising Important Issues					
5.	Using Simple Language					
6.	Being Alert / Attentive					
7.	Being Well-Prepared					
8.	Interacting Positively with Others					
9.	Showing Responsible Behavior					
10.	Willing to Share Ideas and Information					

Score from Participants

Score from Trainers

Average

Any Other Comments: _____

Training Module Trainer Terminal Evaluation

Sheet 25 / 36

Enterprise Development Training for Farmers Enterprise Groups

Trsiner Evaluation

Name of Trainer: _____

S. No.	Performance Indicators	Grade				
		Excellent <-----> Poor				
		A	B	C	D	E
1.	Relaxed Behavior					
2.	Dealing with Training Situations (including crisis situations)					
3.	Ability to Relate to Participants					
4.	Equally Attentive to All Participants					
5.	Organized Presentations					
6.	Effective Communication					
7.	Meaningful Discussions					
8.	Grasp Over the Subject					
9.	Innovative Approach					
10.	Accommodating and Supportive					

Any Other Comments: _____

Training Module
Workshop Design
Evaluation
 Sheet 27 / 36

Enterprise Development
Training for Farmers Enterprise
Groups

Summative Workshop Evaluation – Design

S. No	Qualities / Items	Grade				
		Excellent ←-----→ Poor				
		A	B	C	D	E
1.	Coherence among topics					
2.	Consistency of topics					
3.	Coverage (Inclusion of topics)					
4.	Clarity of contents					
5.	Sessions load (too much / too little)					
6.	Relevance to your work					
7.	Applicable to your work					
8.	Built in problem solving approach					
9.	Methods Employed					
10.	Role-play/Games/Exercises					

Any Other Comments: _____

Training Module
Workshop organization
Evaluation
 Sheet 28 / 36

Enterprise Development Training
for Farmers Enterprise Groups

Organization of the Workshop

S. No.	Items	Grade				
		Excellent <-----> Poor				
		A	B	C	D	E
1.	Contact and Correspondence					
2.	Accommodation arrangements					
3.	Airport pick and drop					
4.	Workshop brochure					
5.	Joining instruction					
6.	Working Hours					
7.	Supply of Material					
8.	Travel & Transport Arrangements					
9.	Snacks and tea / coffee.					
10.	Cultural visits arrangements					

Any Other Comments: _____

Training Module Task Responsibility Framework Sheet 29 / 36			Enterprise Development Training for Farmers Enterprise Groups	
Task	Responsible Person	Backup Person	Supervisor	Deadline To complete
Correspondence-letters to Pax.	MJ	SM	NS	April 10, 2014
Training material Development	MJ	SM	NS	April 14, 2014
Participants Confirmatuion	MJ	SM	NS	April 18, 2014
Handout, supplies, stationary	MJ	SM	NS	April 20, 2014
Transport arrangement	MJ	SM	NS	April 20, 2014
Administration support	MJ	SM	NS	April, 10-30, 2014
Course Coordinator	SM	NS	MJ	April 28-30, 2014

Signatures:**SM** _____,**NS** _____,**MJ** _____,**Date:** _____,

Training Module

Joining Instructions

Sheet 30 / 36

Enterprise Development

Training for Farmers Enterprise Groups

Joining Instructions

Dear Participants,

I take this opportunity to welcome you to the workshop on "EDT –FEG " and inform you about various administrative and logistic arrangements.

Title:	EDT- FEG
Duration:	2 Days
Venue:	Hill View Hotel, Islamabad
Arrival:	by evening of 14-5-2014 at the ASF Facility
Timing:	Session will start daily at 08:45 a.m.
	Please note that punctuality would be adhered to strictly.
Travel Arrangements:	All participants should make their own travel arrangements to Islamabad and back. However pick and drop to airport can be provided if informed in time.
Accommodation:	Accommodation is arranged at Hill View Hotel
Contact Person:	For any information and clarification your contact person is Ms. xxxxx, Programme Office, ASF.

Emergency Contact: In case of emergency contact at the

I hope this training will expose you to new ideas and techniques, see you on May 14, 2014.

Project Manager
The Agribusiness Project
Pakistan

Training ModuleParticipant Registration Form
Sheet 33 / 36**Enterprise Development
Training for Farmers Enterprise
Groups****REGISTRATION FORM**

May 15 –17, 2014


 Photograph

Name:	Age:
Designation:	
Regional Office/Section:	Tel:
Sponsoring Agency:	
Mailing Address:	

Education:

Degree	Subject	Year

Experience:

Organization	Years

Experience of working with teams in _____ year(s)
 Present position and responsibilities in your organization:
 _____ .

Date: _____

Signature: _____

Training Module
Participant List
 Sheet 34 / 36

Enterprise Development
Training for Farmers Enterprise
Groups

List of Participants

#	Name	Designation	Region/Org	Sponsor
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				

Training ModuleParticipant Attendance Sheet
Sheet 35 / 36**Enterprise Development
Training for Farmers Enterprise
Groups**

Attendance Sheet

#	Name	Designation	May 15	May 16	May 17
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					

Training ModuleStationary
Sheet 36 / 36**Enterprise Development
Training for Farmers Enterprise
Groups****List of Training Stationary;**

Sr #	Items	Quantity
1	Glue stick	6
2	Masking tape	6
3	Scotch tape	6
4	Drafting pad	22
5	Ball point	22
6	Pencil	1 packet
7	Marker (permanent)	1 box of each color (black, blue, red, green)
8	Marker (white board)	1 box of each color (black, blue, red, green)
9	White fluid marker	2
10	Separator set	22
11	Color card	Pink, blue, green, yellow (2 packet of each color)
S	Brown sheet	6
13	Flip chart	6 Rolls
14	Plastic folder	22
15	Paper rim	1
16	Thumb pins	1 packet
17	Posted paper	1
18	Sharpener	5
19	Eraser	5
20	Name tag	22
21	Scissor	3
22	Cutter	2
23	Stapler + pins	1+1
24	Punch machine	1

