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Introduction

This training guide has been developed by FIT Uganda Ltd at the written request of Soroti Catholic Diocesan Development Organization (SOCADIDO) for staff who will be involved in conducting business trainings for 120 farmer groups that are targeted by the interventions of the Business Development Support plan.

To avoid duplication, this manual has borrowed heavily from other manuals that have already been developed by FIT Uganda like the FAAB and records training manual where the same contents apply for specific chapters about records, and monitoring and evaluation. The author therefore recommends that it should be used alongside these other manuals. Other chapters covered in this guide include; the business environment, making an investment decision, choosing the right marketing model, and how to communicate in business.

FIT Uganda appreciates that adult trainees learn more through participation and discovery as well as sharing their experiences\(^1\). Facilitators are encouraged to choose an age-appropriate, gender, and social appropriate training method for information not to be lost. Some of the methods include; brain storming especially when you need the group to share as much information as possible, role plays to communicate the real problem and enable trainees to get more insight into the subject matter and achieve new skills. Case studies especially should be used when participants are not very conversant with the subject as guidance into the process for which knowledge is sought. Focused group discussions may be used. However the objective of using a particular method should be clear, otherwise unguided discussions waste time. A number of participatory tools\(^2\) can be used alongside the selected method to gather information, act together, sensitize communities, etc.

It is highly recommendable that sessions do not last more than one hour to avoid boredom. The facilitator should invest a lot of time in preparing for the sessions not to lose time. He/she should work out with the groups in advance to have the required materials for the training. Lastly, good luck with your business trainings, the returns are worth it!

\(^1\) See annex for adult learning methods
\(^2\) See annex for participatory tools attached
Chapter 1 The concept of business

Training objective:
Trainees should appreciate the business concepts, and differentiate between businesses

What is a business?
A business is an activity operated for the purpose of earning a profit by providing a service or a product. Entrepreneurs put their money at risk. The risk is worthwhile for it’s the purpose of earning a profit. You must spend money to earn money. There is need to consider the cost of production and subsequent marketing. Ask yourself if the service or product you intend to offer is really needed where you are offering it. This partly explains why some businesses lose.

Key terminologies in business
To assess the participants’ level of understanding of the business terms, let it be a free discussion of the following terminologies;

<table>
<thead>
<tr>
<th>Terminology</th>
<th>What does it mean?</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Profit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loss</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gross Income</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Production Costs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Labor costs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yield or Output</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saving</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operational Costs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Net Profit.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Producer Price</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Refer to the FAAB manual developed by FIT Uganda for these concepts

Group work
List all businesses you know; some examples are already given in the table below

<table>
<thead>
<tr>
<th>Category</th>
<th>Services</th>
<th>Industry</th>
<th>Technology</th>
<th>Agriculture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example</td>
<td>- Salon</td>
<td>- Metal works</td>
<td>- Producing machines e.g. computers, bikes, soft ware, etc</td>
<td>- Growing produce</td>
</tr>
<tr>
<td></td>
<td>- Restaurant</td>
<td>- Food/milk processing plant</td>
<td>- Any other innovation</td>
<td>- Rearing animals or poultry</td>
</tr>
<tr>
<td></td>
<td>- Garage</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Internet cafe</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(The list of business categories is not exhaustive; emphasis has been put on the above since most SMEs dwell there)
How do these businesses differ from each other? In terms of setting; e.g. location, resources needed, labor, etc

The motive for doing business

Why are you in business?
Participants should be asked to discuss this in groups.

Traditional view
- To make money
- They don’t have other things to do; business is a way to pass time.
- I am not well educated to afford a “decent job”. Even those in jobs retire in businesses
- Well-wishers/parents started it for me. I have to help them run it.....

Modern thinking
- To build a business system
- To earn a living: you take care of a business to take care of you.
- To become prominent entrepreneurs
- To pass on a legacy to the next generation

It should be noted that some businesses outlast others because of the owners’ mentality. If it is a one-off trade venture for selling for example cows in Juba, the moment the entrepreneur earns the money, the business ends. The goal of starting a business should have long term objectives that can stimulate the growth process. It should be continuous, not a once in a lifetime event. In everything you do, ask yourself; “Am I doing this with a business approach or simply as a family tradition”? Does it offer returns?

Choice of business will be tackled at length in chapter 3, but for now it is important to do a business where you are skilled enough to maximize returns. The reason some people keep jumping from one enterprise to another is because they lack vision in what they are doing, have never done it before and are not willing to seek skills before investing money. If your mentality is to build a business empire, to sustain you in a life time and then pass it on to fresh blood, then you need careful thought before making a rushed decision.
Who then qualifies to be in business?
The skills possessed by the entrepreneur will determine its success or downfall. You have a critical role as a facilitator to show the participants that they need skills to do business.

**Group work:**
Use a participatory tool (chosen by facilitator), divide trainees into groups of minimum 3 people for them to work out the questions mentioned below. Thirty minutes can be used and allow each group ten minutes to present findings. The aim is to work together to brainstorm on the competency of the business owners under training and to show them the need to upgrade their skills. This session will prepare the participants for chapter 6 about resource management.

The group questions
a) List any man-made problems business owners in your category face (limit the discussion to obstacles created in business by the entrepreneurs’ weakness)
b) For any identified business in the table above, tables, what characteristics should an entrepreneur have to manage them?
c) Why do you think these skills are important for your business to grow?

**Tips for facilitator:**
Below are the qualities of a serious entrepreneur;
- Self starter
- Critical thinker
- Planner
- Risk taker
- Economically active people

Misconception: some people think poor people should be in business which is wrong. Poverty starts in the mind. One needs to first be empowered to have a successful creative mind to manage a business. A poor mind will frustrate a business. As economic hardships continue, business requires a high degree of creativity to respond to market demands and in a cost-effective, timely manner.
These are general attributes, sometimes concerning an individual’s personality and drive to succeed.
Chapter 2 The business environment

Training objective:
For participants to appreciate that location and surroundings can affect the productivity and profitability of a business.

- The business is surrounded by current and future strategies of competitors, family responsibilities and problems.
  Group work
  1) The first group: family responsibilities should be called “family basket”. Discuss how it affects your business and suggest solutions to the identified problems.
  2) The second group: discuss how the business basket affects your family and suggest solutions to identified problems

- The businesses normally have a small market share, due to lack of skill by business owners to sell produce.
- The location of the business itself can either attract customers or repel them.
- The working conditions can make your laborers productive or not. Are they safe at work? Is the environment clean? Pollution free? Do they have the right tools? For example if you hire casual workers to dig a 10,000 M deep sewerage pit only with a mattock and hoe, they might be frustrated if the task is not completed on time.
- Business owners should have skills to maximize profits from their business surrounded by all this pressure. Skills are not always inborn. They can be acquired through training, exposure and learning on the job.
- What type of skills?
  - Customer relations
  - Negotiations (to build linkages)
  - Financial management
  - Records management
  - Leadership and team skills to run business
  - Etc.

Business functions
The business has two functions. That is production and marketing. Any business that produces without clear marketing strategies is not a business. These two functions go hand-in-hand!

How then do you capture the market?
Produce as much as you can, and market as much as you can.

Why produce?
- The role of production is to help an enterprise dominate the market
- Produce as much as the market requires you to.
• Mind quantities, product quality, time of delivery, standards in the market, etc.

Roles of marketing
• The role of the marketing function of any enterprise is to find and keep markets.
• Maintain old customers
• Get competitors’ customers
• Get new clients in the field before competitors get them (do potential customers know your business exists?)
• Market as much as you produce

Guide on setting production objectives
• Deliver desired quantities of goods and services (physical properties, e.g. shape, weight, size, color, packaging, etc).
• Deliver the desired product quality, in terms of standards and regulations, ingredients, and compositions, etc
• Produce at the required time
• Deliver at an acceptable cost
  Not so low and shouldn’t be inflated. Set reasonable prices to attract and maintain customers. Unreasonably high prices sets your competitors at an advantage

Guides on setting marketing objectives
• How do you market?
• When do you market and to who? Targets without time limits are useless.
• Sell more frequently to present buyers
• Set strategy on inducing brand switching into competitors’ market, and avoid your clients from switching to competitors
• Turn non-users into users and sustain users from falling off
• Ensure medium to long term profitability
  How?
  Reduce costs, manage resources efficiently, and increase your bargaining powers, consult. (Sum of all these is business competitiveness)

Tips on dealing with competition
• Find a market where there are no competitors (if possible)
• Have a roll out plan for distribution of your product to reach end users (don’t stay at home with your goods)
• Be innovative; identify gaps and position yourself accordingly.
• Multiple products (diversification) beat the competitor.
• How much do you know about your competitor? They know about you.
**Exercise**

Pick another participatory tool for trainees and ask them to set targets for their businesses both for production and marketing.

<table>
<thead>
<tr>
<th>Production target</th>
<th>Time frame</th>
<th>How will you monitor this?</th>
<th>Marketing target</th>
<th>Time frame</th>
<th>How will you monitor this?</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. - land clearing</td>
<td></td>
<td></td>
<td>e.g. advertising</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Input acquisition</td>
<td></td>
<td></td>
<td>Promotions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planting, etc</td>
<td></td>
<td></td>
<td>Following old customers, etc</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Chapter 3 Making an investment decision

Training objective:
This session is intended for beneficiaries to appreciate the importance of analyzing business/investment decisions, before investing any resources and to be able to calculate the returns from any investment decision.

When do you know that this business is the right choice for you to invest your resources? Is it because someone said it is profitable, or because you are sure it is?
Before any resources are committed to any business, make sure to do a cost-benefit analysis

- What is a cost benefit analysis?
  This is a comparison between the costs and revenue from a certain investment. For example;
  How much money is earned from the sale of ten bags of beans, and how much is it to produce it?

The business owner asks (him) herself;
- Is production cost affordable?
- How much is the gross income earned after sales?
- How much is net income after sales?
- Will I make a profit if I sell at the current rates? Or a loss?

Exercise:
  a) Ask participants to choose a business of their interest (may be currently involved in this) or future option, and fill the following table. This is a cost-benefit analysis exercise.

<table>
<thead>
<tr>
<th>List all costs of inputs here</th>
<th>List all products sold and income here</th>
<th>Gross income earned after sales</th>
<th>Net income after subtracting costs</th>
<th>Invest or not? (Yes/No)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Input</td>
<td>cost</td>
<td>product</td>
<td>Amount</td>
<td></td>
</tr>
</tbody>
</table>
b) What other resources do you need? Resources are categorized into five: Finances, human resources, information (e.g. on markets, prices, quality, competitors, etc), time, networks (who do you know and actually need to position in the market?)

Chapter 4 Business planning

Training objective:
This session is intended to make trainees aware of the importance of planning and to learn how to make business plans

What is a business plan?
• Your business plan is like a road map to long-term success
• It portrays the blue-print of what you want to achieve.
• It can be broken down into short term, medium term and long run plans

Why Planning?
• Have you ever got lost? So is a business without a plan. It wanders aimlessly, wasting both time & money of the entrepreneur
• Many business owners just jump into creating a business without researching and making a concrete plan. Inevitably, they soon find that they are out of money and have no time or clear strategies how to market their business

Guide on making a business plan

• Step 1. Name your business
Create a name or re-evaluate the name of your business. Does it integrate well with what you are selling? Is it easy to spell and remember? Is it a name that can be well branded over time?
- Why name?
  To be identified, morale booster, brand recognition

• Step 2. State your Vision
What will your business look like 5 years from now? Think of how you may want to expand it to include other branches (extension of your business to other geographical areas) Or extra employees.

• Step 3. Mission statement
This defines what your business really does, what activities it performs and what is unique about it that stands out from your competitors. It also helps you not to divert from your core business when other ideas are presented. What puts you at an advantage in your business?

For example:
FIT Uganda Ltd - Promoting innovativeness in business

FIT Uganda seeks to offer profit driven...yet highly professional services by highly competent & motivated staff for the growth of a vibrant business commercial sector....

• **Step 4. What are your Goals and objectives? Why do you exist?**
  Clearly define what you want to achieve with your business. Make sure they are quantifiable and set to specific time lines. Set specific goals for each of your products or services. Remember they should be SMART. (Specific, measurable, achievable, realistic and time bound)

• **Step 5. Factors to analyze**
  Do you ever take notice that your enterprise’s own industry is changing? The market place may change due to social and economic conditions. Competition creates new threats and/or opportunities. New technologies may cause you to change products or the process in how operate.

• **Step 6. Have a clear Strategic action plan**
  This is the most critical step of your business plan.

  Why? Because without it, your business will not get off the ground.

  • This should include your production, sales and marketing strategies.
  • It is a detailed work plan for activities at your enterprise at a given time.
  • Planning without doing is having “faith without actions which is dead faith

*Quote:*

“The world today is needy and hungry not for words, but actions”

........Nelson Mandela

• **Step 7. Have a resource management plan**
  The business environment with all the cares & daily life responsibilities and concerns should not fail the business. It is common knowledge that resources are always limited, so entrepreneurs should plan to have the resources needed when they need them. For example, with finances, are you saving, acquiring a loan, depending on hand outs, etc. Ask yourself if the strategy you are leaning on is a strength or weakness for your business to survive the competition.

  Entrepreneurs should strategize to get these resources;
  o Finances
  o Workers
  o Information/know-how
  o Networks/ know who?
Illustration:
The facilitator should tell the river code story of how communities get dependent on hand outs from development organizations instead of planning to have the resources they need. Ask trainees to discuss the pictures in the story, and to suggest how best they can mobilize resources.

Step 8. Have a measure and evaluation plan
Monitor the achievement of goals regularly.
A plan that cannot be measured is almost always destined for failure.
Celebrate your wins and recharge yourself to accomplish your next goal. Decide beforehand what constitutes a real serious loss and what loss will be acceptable (during the cost benefit analysis stage). If you find your goals are unrealistic and unattainable, adjust them, but realize that it takes hard work to achieve them, so don't give up easily

Exercise: Making a business plan
- Do you think you can now make a business plan?
  30 minutes

Note: Business plans are a bigger picture of the entire business, it includes action/work plans/targets, as well as resources needed and projected incomes from marketing
Chapter 5 Communication/ the business language

Training objective:
To sensitize entrepreneurs on the importance of effective communication in business

Communication is the art of conveying a message. Make sure you are understood. It is what the recipient understands that matters. It involves oral, written and physical representation. They differ according to who you are targeting. For example, some markets cannot be reached physically but when writing they would do. Participants should discuss the three scenarios at length. You may use the following tips.

Tips on how to communicate effectively;
- How do you prepare for meetings?
- Are you organized? Structured? Do not use vague/unclear language, or very complicated for your listener/reader. Adapt to target audience.
- What exactly do you want from them? What should your recipient know about you? What do you need from them? What should they not know about you? Sometimes it is a mistake to reveal too much information at first meetings, or even a mistake to conceal some vital information at the start of negotiations....this depends. One needs the emotional intelligence to gauge the situation and determine how much your proposed partners should or should not know.
- This does not mean that you should sound vague. Be straight when specific questions demand straight answers. Those that you don’t feel comfortable to answer on the spot, you can always ask for adjournment to another meeting and you consult.
- How do you say it? A good proposal for partnership may be rejected because of how it is presented or said
- Do you have the ability to listen to the others? Do not think that it is only you who has something to say
- Where physical representation is required, be smart, and confident to inspire confidence in others
- Can you follow up an issue? Some customers actually are not willing to buy from you. Can you persuade them? Go there physically or make a call, etc until you get their attention.
- Where written communication is involved, remember the dates
- Be polite. Rudeness is not attractive.
- When making contracts, some witnesses are necessary just in case any conflicts arise.
Chapter 6 Records management

Training objective:

The objective of this session is for participants to appreciate records management, discuss the challenges of records keeping and propose solutions. The trainer is also expected to introduce the various types of records.

Tips for the trainer:

- Break participants into groups to discuss the following questions;
  a) How do you define records?
  b) How are general records different from business records and why?
  c) Discuss if you keep any records and in what form
  d) What is the importance of record keeping?
  e) What limits some people from keeping records?
  f) How can these challenges be overcome?

Note:

Refer to the records training manual that was developed by FIT Uganda Ltd in 2008

- Hints on types of business records
  a) Income and expense records (preferably each sub sector should have its own account)
  b) Activity records/work plans
  c) Inventories (detailing all assets at farms)
  d) Savings and credit records (listing debtors and creditors)
  e) Supplier accounts (showing standing with suppliers, and orders made for the farm)
  f) Production records per season
     (yields per season, preferably each sub sector should have its own account)

Discuss templates for each of the above, and make sure they are very very simple. The harder the templates are, the more complex it is for farmers to keep records. Please appreciate that some of them suffer illiteracy and need simple guides for them to keep records. Some business trainers have introduced high level records like “profit and loss accounts, balance sheets, cash flows, etc”...these complicate the farmers’ ability and willingness to keep records. However, the trainer should be flexible to suit demand of the trainees. If they are literate and demand for these, please offer the knowledge you have on the subject matter.
Chapter 7 Choosing the right marketing model

Training objective:
Participants should appreciate the importance of marketing and how to do it the right way to realize increased incomes.

What is a marketing model?

In simple terms, it is a specific way/method of selling produce at the required market conditions.

Important questions:
- What is it that I am doing? Normally the product will determine how you operate. Selling milk which has a limited time period to go sour may require a different selling method than selling dry beans.
- Who is my customer? Different markets are approached differently
- When is the season? It determines the level of effort to put in
- Who is involved in selling? These have a bearing on the method used. It may be unrealistic to use someone who is very busy to open new markets, or someone who has no ability to read and write to establish markets where contracts are necessary. Sometimes buyers can exploit this person’s weakness to cheat the group. Members can discuss and take on appropriate roles
- What cost is involved to market using the selected style? This may not necessarily be monetary costs, but some styles are so bureaucratic and time consuming. Farmers could be tossed to and fro while even other prospective buyers pass.

What is marketing?
Marketing means put as much to the market as you can produce. This means that whatever you produce for commercial purposes must be sold. Any day produce is in the stores “un-marketed” means money lost.

Break into groups to discuss the advantages and disadvantages of the following marketing models/methods; (a trainer should pick appropriate training methods, e.g. role plays for some methods, brain storming, etc. No lectures should be used here)
- Sit home with the produce for traders to find you
- Go individually to where markets are and carry produce there.
- Join others in a group and bulk produce and wait for buyers to come, or go find them through marketing committees to come pick the produce by themselves
• Find money to jointly buy from groups that have no markets and sell to where markets are

Note:
The list is not exhaustive; ask participants for more methods they use to market their produce. The ones suggested above should serve as eye openers.

How do I know I am using the right method/model to market?
• Do I have enough information about what it takes to supply certain markets?

Short story:
Some farmers loaded sweet potatoes on a hired truck to sell in Nakasero market (Kampala) from Kumi. They had no idea how much license fees, or which bulk buyers to link up with in the market. They were tossed, and kept driving around, till their hired truck ran short of and after some days all produce got rotten. This disintegrated the group and leaders fled from angry members who demanded payment.

• Is it a sufficient way for me to get enough produce to market? Sometimes limited capacity to beat production volumes hinders ability to sustain markets. Buyers want continuous, reliable supply
• What is the price in the market I am targeting? Some markets could be hard to reach but when they can be sustainable. For instance, it could be a long term buyer, high profit, etc
• How long does produce take to reach markets? Timely delivery is critical to sustain markets
• How big is my clientele? What strategies do I have to ensure consumer contentment? Buyers who continuously drop off communicate something to you! Customer is King remember
• What is the financial cost involved to market the way I have chosen? This could be fuel to market, labor fees to load and off-load truck, licenses, etc.
• How is risk shared between me and the buyer? Generally agricultural produce is perishable and has a lot of risk involved. Some models like use of contractual big buyers who fetch produce at farm gate lifts the entire burden from the producer groups. The price may be low, but calculate the transport cost, labor, total loss in case of accidents (considering that most farmers are not insured)
Chapter 8 Monitoring and evaluation

Training objective:
Participants should appreciate the importance of monitoring their businesses, and be able to set indicators of growth against which their businesses are evaluated.

Tips for facilitator:
Session 1: Through brainstorming sessions, participants should think about these ice breakers
- In your opinion, what is monitoring?
- What type of businesses should be monitored and why?
- What makes it hard for people to do monitoring?
- Discuss the role played by group monitoring as opposed to individual monitoring of businesses

Session 2: what should be monitored and how? Participants should be in position to discuss the most important aspects of their businesses that they feel should be monitored to grow, and suggest how these indicators will be monitored.

Guidelines to consider when monitoring
- Production capacity
- Business expansion in terms of assets, capital, labour, etc. sometimes additional assets and labor may mean growth or extra cost. This depends. Ask trainees to discuss parameters.
- Market strength; e.g. clientele, ability to satisfy market requirements like qualities, delivery times, etc.
- Income growth
- Labour productivity
- Etc

Who does the evaluation?
Evaluation is the practice of judging one’s achievements; assessing set targets against actual outcomes at the end of a given period.
It is a healthy practice, and mandatory to determine the level of progress in one’s business. It can be done by the business owner, a group or a trusted confidant. Normally some people would not wish to disclose their incomes to others, and this means that the owner should know how to keep records, and do the simple evaluation by him/herself.
If participants do not know how to read/write, it is advisable that they confide in someone to guide them through this. This could be group leaders, NGO workers, faith based leaders, etc
How do we evaluate?
A simple monitoring and evaluation table can be used to collect information on your most important business aspects, which we called indicators.

Take note that farmers’ records kept on a daily/seasonal /monthly basis should be used as a source for the above information required during monitoring.

Farmers should always review/re-read their work plans and business plans to see how far they have gone with the targets.

If some have not been achieved, they should have possible reasons why they failed at completing certain tasks.

Take note that for a detailed evaluation of incomes especially, and linkages created, the BDS worker should use the M&E tool (and data base) that was provided by FIT Uganda. Serious farmers are able to keep records and getting the information needed should not be a problem.
Annexes

Annex 1- Adult learning principles and methods

It is important for facilitators to have knowledge about adult learning principles and methods before they conduct any of the above modules. This is for the following reasons;

• They are able to describe adult learner characteristics
• They will know what factors contribute to maximum retention in adult learners
• Trainers will be able to select the most effective training methods for a given chapter/module

Adult learning principles and methods

• Focus on “real world” problems. Do not give irrelevant examples. For adult learners to participate, talk about the things they know already.
• Emphasize how the learning can be applied.
• Relate the learning to the learners’ goals.
• Relate the materials to the learners’ past experiences.
• Allow debate and challenge of ideas.
• Listen to and respect the opinions of learners.
• Encourage learners to be resources to you and to each other.
• Treat learners like adults.
• Give learners “control”. Do not dominate the floor. Beware also of participants that talk too much and subdue the rest. A facilitator should be skilled enough to involve everybody; including the “quiet” ones.

Training methods

<table>
<thead>
<tr>
<th>Method</th>
<th>Advantages</th>
<th>Draw backs</th>
<th>Application in Business trainings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trainer presentation/</td>
<td>- Keeps group together and on the same point.</td>
<td>- Can be dull if used too long without learner</td>
<td>Do you think this method is appropriate for</td>
</tr>
<tr>
<td>lecturette</td>
<td>- Time control is easier.</td>
<td>participation.</td>
<td>teaching business</td>
</tr>
<tr>
<td></td>
<td>- Useful for large</td>
<td>- Difficult to gauge if people are</td>
<td>Why, or why not?</td>
</tr>
</tbody>
</table>

4 (Extracted from farming as a business and value chain training for Partners’ consultants and new staff. This was organized by FIT in January 2009).
<table>
<thead>
<tr>
<th>Method</th>
<th>优点</th>
<th>缺点</th>
<th>suitability for teaching business?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structured Exercise/Role Play</td>
<td>- Aids retention.</td>
<td>- Requires preparation time.</td>
<td>YES  NO 2. Why, or why not?</td>
</tr>
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<td></td>
<td>- Allows practice of new skills in a controlled environment.</td>
<td>- May be difficult to tailor to all learners’ situations.</td>
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<td></td>
<td>- Learners are actively involved.</td>
<td>- Needs sufficient class time for exercise completion and feedback</td>
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<tr>
<td>Individual reading assignments and</td>
<td>- Saves time (learners can read faster than trainer can talk).</td>
<td>- Can be boring if used too long without interruption.</td>
<td>YES  NO 2. Why, or why not?</td>
</tr>
<tr>
<td>individual Exercise</td>
<td>- Material can be retained for later use.</td>
<td>- Learners read at different paces.</td>
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<td></td>
<td>- Insures consistency of information</td>
<td>- Difficult to gauge if people are learning.</td>
<td></td>
</tr>
<tr>
<td>Facilitated Group Discussion</td>
<td>- Keep learners interested and involved.</td>
<td>- Learning points can be confusing or lost.</td>
<td>YES  NO 2. Why, or why not?</td>
</tr>
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<td></td>
<td>- Learner resources can be discovered and shared.</td>
<td>- A few learners may dominate the discussion.</td>
<td></td>
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<td></td>
<td>- Learning can be</td>
<td>- Time control is</td>
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<tr>
<td></td>
<td>observed.</td>
<td>more difficult.</td>
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<tr>
<td><strong>Case Study</strong></td>
<td>- Requires active learner involvement.</td>
<td>- Information must be precise and kept up-to-date.</td>
<td>Do you think this method is appropriate for teaching business? <strong>YES</strong> <strong>NO</strong> 2. Why, or why not?</td>
</tr>
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<td></td>
<td>- Can stimulate performance required after training.</td>
<td>- Needs sufficient class time for learners to complete the cases.</td>
<td></td>
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<tr>
<td></td>
<td>- Learning can be observed.</td>
<td>- Learners can become too interested in the case content.</td>
<td></td>
</tr>
<tr>
<td><strong>Demonstration</strong></td>
<td>- Aids understanding and retention.</td>
<td>- Must be accurate and relevant to learners.</td>
<td>Do you think this method is appropriate for teaching business? <strong>YES</strong> <strong>NO</strong> 2. Why, or why not?</td>
</tr>
<tr>
<td></td>
<td>- Stimulates learners’ interest.</td>
<td>- Written examples can require lengthy preparation time.</td>
<td></td>
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<tr>
<td></td>
<td>- Can give learners a model to follow.</td>
<td>- Trainer demonstrations may be difficult for all learners to see well.</td>
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</tbody>
</table>
Annex 2- Participatory tools for group exercises  
(Sent as separate mail attachment...too big for the hand book)

Read the introduction of this attachment well. It guides you on how to prepare group exercise.

Tools have different objectives. On page 64 and 65 you can select the right tool based on the objective of the exercise (ie collecting information, acting together, decision making etc.) Not all tools are suitable for all chapters in this manual. Please take note that a certain tool selected should be appropriate to serve the purpose of the chapter/group exercise. It is important to tell whether a selected tool maximizes participation, and gathers enough information for the subject matter.

Annex 3- The river code story
The river code is meant to illustrate the importance of working together with community to identify solutions rather than burdening them with hand outs and leave them stranded. The facilitator will not always be there, hence there is need to empower community to stand on its own.

To conduct this exercise, the facilitator needs two pieces of rope or branches to represent the banks of a river, some paper to represent stones (or draws large circles on the ground to represent stepping stones) by which to cross the river. The facilitator takes aside three members of the farmer group and gives instructions for a three-act “role play”. The audience is told that the rope or sticks are the river banks and that two people are trying to cross the river. They want to find something better on the other side (Figure 1). The group acts out the play in mime to the rest of the group.

In the first act, two people attempt to cross the river. One person, representing a service provider tries to carry the other person (farmer) across the river on his or her back, Figure 4A. The service provider finds the task of carrying the man/woman across the river difficult. The carrier gets too tired to continue. He or she leaves the person being carried behind in the middle of the river and returns back to the original side of the river. The person who was being carried is abandoned to his or her fate, receiving no more help (Figure 2).

In the second act, the task of crossing the river is repeated with the same person representing the service provider, leading another person (Figure 3). In this second act, the leader does not carry the other, instead holds his or her hand and shows very clearly where the next stone is positioned.

The River Code scene 1 “Bearing the load”. Cross the river but, by showing the second person where the next stone is located, the two manage to cross the river (Figure 4). On reaching the other side of the river they celebrate. The person who helped the farmer to cross the river then waves goodbye and leaves the play. The person who was shown the way returns back to the original side of the river.

In the third act, the person who was successfully shown how to cross the river takes a member of the audience and shows him or her how to cross the river. The person does
not hold hands with the member of the audience but leads him or her to the edge and then shows where to step. The role play ends when the two people have finally crossed.

When the role play is over, the group reforms and the facilitator leads a discussion about what the play represented. The story’s key element is that the river is the challenge. In the agro-enterprise context, the river is the work that has to be done to find a new market opportunity. The first side of the “river” is where the community is now. The other side of the “river” is where the community would like to be. To achieve their goal, community members must cross the “river”.

The play involves three characters, two are farmers and one is the facilitator. In the first scenario, the facilitator brings everything to the farmer. In reality, this represents a service provider supplying the community with free seeds, tools, fertiliser, credit, transport, and traders. However, after some time, the service provider gets tired of continuing, such as when a project ends. When this happens the farmer is left behind because he or she does not know how to get to the other side. That is, the farmer was being “carried” and when support was withdrawn he or she was unable to continue along the same path.

In the second instance, the service provider empowers the farmer by guiding him or her through the “river”, clearly showing the “stepping stones” that the farmer needs to use to get to the other side. This time the farmer is slower to cross but gets there by working with the service provider. At this point, the service provider leaves. However, the farmer has learned how to cross the “river” and can now return to where he or she was and, most importantly, help others cross the “river”.

After the play, the market facilitator leads a discussion about what the play represented, who did what, and how this relates to ideas on enterprise skills, learning, and community empowerment. The facilitator emphasizes the merits of learning by doing, compared with supply-driven solutions that may lead to dependency.
Figure 3

Figure 4
Figure 5

Source: Extracted from CIAT “Agro-enterprise Development” book