

## PASIDP Ethiopia: Module 02

# Cooperative Purpose & Business Mindset

## FACILITATOR'S GUIDE

### PROGRAM OVERVIEW:

|                       |                                       |
|-----------------------|---------------------------------------|
| <b>TOTAL TIME:</b>    | 2 hr (excluding breaks)               |
| <b>AUDIENCE:</b>      | PASIDP Cooperative Leaders / Ethiopia |
| <b>FACILITATOR/S:</b> | TNS Business Advisors                 |
| <b>LOCATION:</b>      | Business Location                     |

### LEARNING OBJECTIVES:

|                    |   |
|--------------------|---|
| <b>Objective 1</b> | Participants can <b>define success</b> and <b>outline a mission</b> for the Cooperative.    |
| <b>Objective 2</b> | Participants <b>plan business steps</b> like irrigation maintenance and membership details. |

### MODULE OUTLINE:

|   |   |
|---|---|
| <b>1 Plan for Cooperative Direction &amp; Success</b> | 1.1. Identify Goals of a Cooperative<br>1.2. Define a Cooperative Mission Statement<br>1.3. Develop a Cooperative Mission Statement |
| <b>2 Plan Business Steps</b>                          | 2.1. Plan Irrigation System Maintenance<br>2.2. Review Membership Details   |

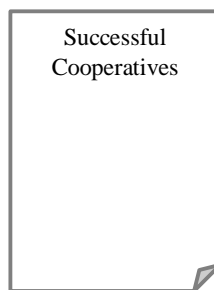
### MATERIALS:

- Facilitator's Guide
- Flipchart
- Flipchart markers
- Mission Statement poster
- Mission Worksheet

- 1 prepared flipchart (see below)

#### Participants Bring:

- Cooperative bylaws (if available)



## GUIDELINES FOR SUCCESS

### TechnoServe Adult Learning Principles

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#### Adult Learners:

- Learn best when material relates to life and experiences. **CONNECT** to them.
- Have shaping, real-life experiences to share. **INVITE** their stories and participation.
  
- Are busy with other responsibilities. **RESPECT** time, **BE** patient, and **HELP** them focus.
- Take time to incorporate new knowledge. **REFLECT** to internalize the impact.
  
- Dislike boredom, like anyone else. **ENGAGE** and **EXCITE** them through hands-on activities.
- Are intelligent and have existing knowledge. **ASK** what they know.
  
- Are eager to see results. **ACTIVATE** practical skills they can employ immediately.
- Can solve their own problems. **SUPPORT** creative problem-solving.
  
- Learn through doing. **TEST** learning through experiments and simulations.
- Learn through mistakes. **USE** activities, games, and discussion to support learning.
  
- Might be afraid of failing. **ENCOURAGE** them to participate judgment-free.
- Deserve respect and patience. **SHOW** professionalism.
- Have opinions. **ASK** for their preferences.
- Are sometimes shy. **OFFER** small group discussion, and **BUILD** confidence.
- Are not children. Do not assume you should “teach” them. **WORK WITH** them.

#### Facilitator Expectations

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#### The facilitator will:

- Organize and prepare lessons, including training practice and review.
- Adapt to the audience’s needs, like visibility, noise, learning pace, and distractions.
- Make adjustments, repeat concepts, or give extra lessons as necessary.
- Employ the CREATE TechnoServe Training Methodology and the Learning Cycle.
  
- **As TechnoServe is a non-religious organization, if prayer must be used to open and close the meeting, all faiths in the room must be equally represented.**

15 min

## OPENING ACTIVITIES

### Welcome & Introductions

---

5 min **GREET** the participants, and **WELCOME** them to the training.  
**INVITE** group leadership to **OPEN** the meeting.

#### REVIEW

**INVITE** participants to **REVIEW** the previous training and the important lessons.

#### FRAMING LEARNING

**EXPLAIN:** Today's training is all about having a business mindset and setting goals and purpose for the Cooperative. This will help you to:

1. **Understand** what makes a **successful** Cooperative
2. **Develop a mission statement** for your Cooperative
3. **Problem solve** around irrigation **scheme maintenance**
4. **Review membership** regulations

#### GROUND RULES

**DISCUSS** and **AGREE UPON** participant commitment to an effective learning environment.

**ENSURE** participants **UNDERSTAND** agenda items, session timing, and other logistics.

5 min

#### OPENING ACTIVITY: Are You a Business Person?

**ASK** participants to **STAND UP** if the Cooperative buys things to run activities.

**ASK** participants to **STAND UP** if the Cooperative sells things to earn money.

**ASK** participants to **STAND UP** if they are business people.

#### **EXPLAIN:**

- This Cooperative buys things and sells things to operate business activities.
- The definition of business is buying and selling things – so all are business people.
- A critical part of being a good business person is identifying success and planning goals.

Again, **ASK** participants to **STAND UP** if they are business people.

*Note: All participants should be standing now.*

**INVITE** participants to **CHEER** in recognition that they are business people.

**THANK** participants, and **INVITE** them to **SIT DOWN**.

5 min

Based the overview and agenda, **INVITE** participants to **CONSIDER** their goals and expectations for the session.

- What are you hoping to learn from this session? What are your personal goals?

Participants may:

- **THINK** by themselves
- **SHARE QUIETLY** with a neighbor
- **WRITE** them down in a notebook

**ALLOW** 2-4 minutes.

**ASK FOR** and **ANSWER** any questions before continuing.

60 min

**OBJECTIVE 1:**

## **Plan for Cooperative Direction & Success**

30 min

### **1.1. Identify Goals of a cooperative**

*[Materials: flipchart paper, colorful markers Successful Cooperatives flipchart]*

5 min **INVITE** participants to **DISCUSS** the following question with a neighbor in a nearby seat:

- What is the purpose of operating a cooperative?

**ALLOW** 2 minutes.

**INVITE** volunteers to **SHARE** answers, and **INVITE** responses from women and men equally.

**POSSIBLE ANSWERS:**

- Generate revenue / Increase profits
- Reduce losses
- Collect horticulture products
- Control quality
- Attract buyers
- Provide access to credit
- Organize product and inputs
- Others?

**EXPLAIN:** In addition to the business activities and services you mentioned, the Cooperative exists to:

- Perform functions of an Irrigation Cooperatives (aggregate crops, sell collectively, etc.)
- Enforce Cooperative principles and values
- Enforce rules and regulations of the Irrigation Cooperative, according to the bylaws
- Enforce members duties, responsibilities, and rights
- Support the IWUA to plan Irrigation System Maintenance

**EXPLAIN:** You will learn more about these topics in future trainings.

**EXPLAIN:**

- Today, you will:
  - Explore the characteristics of a good Cooperative
  - Think how to incorporate practices that make businesses successful
- A Cooperative has business goals like buying and selling things to make a profit for its

owners – the members.

20 min

**ACTIVITY: Visualizing Success**

[Materials: flipchart paper, colorful markers, Successful Cooperatives flipchart]

**EXPLAIN** the instructions:

- Groups will **CREATE** a visual drawing (or mural) about the Cooperative business.
- Participants can **DRAW** the murals however they like.
- At the end, groups will **SHOW** their murals and **EXPLAIN** them to the group.

(10 min)

**INVITE** participants to **DIVIDE** into groups of 3-5.

**ASSIGN** half of the groups to **DRAW** what a successful Cooperative looks like.

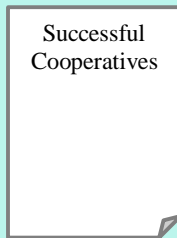
**ASSIGN** the other half to **DRAW** what an unsuccessful Cooperative looks like.

**GIVE** each group a piece of blank flipchart paper and some colorful markers.

**ENCOURAGE** groups to be creative!

**ALLOW** 10 minutes.

(10 min)



**SHOW** the Successful Cooperatives flipchart.

**EXPLAIN:** We will create a list of attributes or activities of a successful Cooperative.

- **USE** responses from the "Successful" murals as ideas the Cooperative should do
- **USE** responses from the "Unsuccessful" murals as ideas the Cooperative should avoid

**INVITE** each group to:

- **SHOW** its mural
- **EXPLAIN** how the pictures represent a successful / unsuccessful Cooperative

**ALLOW** 3-4 minutes per group.

**RECORD** good business ideas on the Successful Cooperatives flipchart.

SUCCESSFUL EXAMPLE

UNSUCCESSFUL EXAMPLE



**CONGRATULATE** all participants on good effort.

5 min **INVITE** participants back to their seats.

**DEBRIEF QUESTIONS:**

1. What do you notice about “successful” Cooperatives?
2. What do you notice about “unsuccessful” Cooperatives?
3. How can this “Successful Cooperatives” list relate to your goals as a Cooperatives?

[Note: **USE** the Success Ideas list in the **Appendix** to **GUIDE** the discussion, as needed.]

**ASK FOR** and **ANSWER** any questions before continuing.

**10 min 1.2. Define a Cooperative Mission Statement**

5 min **EXPLAIN:** Now you understand:

- What a successful Cooperative looks like
- What a successful Cooperative does
- The goals of a successful Cooperative

**EXPLAIN:**

- Next, you will continue the work you already started within your group by writing down the business **MISSION**.
- This statement is about the organization, its goals, its values, and its direction.

**ASK:** What benefit do you see in creating a mission statement? What is the value?

**BRAINSTORM** answers with participants, and **INVITE** responses from women and men equally.

**POSSIBLE ANSWERS:**

- Business leaders will have a better understanding of the goals
- The attitude of the Cooperative is clear to all

- By writing down the mission statement, this business will have a reminder of its purpose
- Others?

**EXPLAIN:**

- It is important for everyone within the Cooperative to agree with the goals and the instructions for business.
- Otherwise, work will be repeated, and members might undo achievements.
- Leadership and members might pursue different goals.
- Businesses spend the time and energy creating written mission statements to avoid these problems.

*[Materials: flipcharts, markers]*

- 5 min **INVITE** participants to **DISCUSS** the following question with a neighbor in a nearby seat:
- What do you think (words, images, adjectives, feelings) when you think about “mission?”
- ALLOW** 2 minutes.

**INVITE** volunteers to **SHARE** answers.  
**WRITE** responses on a flipchart.

**EXPLAIN:** A mission statement is:

- a) an assertion that is either written or stated
- b) by the members
- c) that outline the organization’s goals and direction.

**REPEAT** this definition to **ENSURE** full understanding, as necessary.

**EXPLAIN:** A MISSION statement:

- Is primarily **internal**
- Highlights the goals, their measures, & the way to achieve objectives
- Explains to your members, leadership, & staff: **what to accomplish**

**ASK FOR** and **ANSWER** any questions before continuing.

**20 min 1.3. Develop a Cooperative Mission Statement**

*[Materials: flipcharts, markers, Mission Statement Poster, Mission Statement worksheet]*

**EXPLAIN:**

- Having an agreed-upon, written-down mission will help the Cooperative make decisions, because everyone knows and agrees on **HOW** the group intends to reach its goals.
- Next, you will work together to write a mission statement for your own Cooperative.

20 min

**ACTIVITY: Mission Statement**

*[Materials: flipcharts, markers, Mission Statement Poster, Mission Statement worksheet]*

**INVITE** a volunteer to be the group recorder.

**GIVE** the volunteer flipchart paper and a marker to help with the brainstorming work.

**INVITE** participants to **SIT WITH A PARTNER** for discussion and brainstorming.

(3 min)

**EXPLAIN** Step 1:

**INVITE** pairs to **BRAINSTORM** a list of basic goals of their Cooperative.

**ALLOW** 2 minutes.

These goals should answer the question: Why do we have a Cooperative?

*(EXAMPLES: generate revenue, control quality, aggregate and sell horticulture products, etc.)*

**INVITE** volunteers to **SHARE**.

**ASK** the recorder to **RECORD** responses on the flipchart.

**ENSURE** participants **BRAINSTORM** a minimum of 5 goals.

*[Note: You may need to **HELP** participants turn long, specific goals into more general ones.]*

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(2 min)

**EXPLAIN** Step 2:

**INSTRUCT** participants to **DISCUSS** and **IDENTIFY THE TWO** goals from the brainstorm that best fit the Cooperative objectives.

**ALLOW** 2 minutes.

**ASK** the recorder to **CIRCLE** the selected goals.

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(5 min)

**EXPLAIN** Step 3:

Next, **INVITE** pairs to:

- **CONSIDER** the two goals they selected, and
- **BRAINSTORM** simple strategies for achieving them

**ALLOW** 5 minutes.

These strategies should answer: How will we reach these goals?

*(EXAMPLES: provide high quality products, have strong marketing, etc.)*

**INVITE** volunteers to **SHARE**.

**ASK** the recorder to **RECORD** responses on another flipchart.

**ENSURE** participants **BRAINSTORM** a minimum of 5 strategies.

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(5 min)

**EXPLAIN** Step 4:

Then, **INSTRUCT** participants to **DISCUSS** and **IDENTIFY THE THREE** strategies from the brainstorm that best fit the Cooperative overall objectives.

**ALLOW** 2 minutes.

**ASK** the recorder to **CIRCLE** the selected strategies.

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(3 min)



**SHOW** the Mission Statement Poster, and **EXPLAIN** the structure.  
**EXPLAIN:** Congratulations! You have just completed the mission statement structure for this Cooperative.

**INVITE** a volunteer to:

- **FILL IN** the structure in the Mission Statement Poster to
- **READ ALOUD** the final Mission Statement for the Cooperative

(2 min)



**SHOW** the Mission Statement worksheet.

**EXPLAIN** Step 5: The secretary will:

- **TAKE** the brainstorming flipcharts and the worksheet
- **WRITE** the final Cooperative mission statement nicely
- **BRING** the worksheet back next meeting to **SHARE** with the group
- **KEEP / HANG** the final worksheet for all members to see

**GIVE** the secretary the:

- Mission Statement worksheet
- Brainstorming flipcharts

**ENCOURAGE** participants to **KEEP** the final Mission Statement at the Cooperative business location as a reminder for all members to see.

**ASK FOR** and **ANSWER** any questions before continuing.

30 min

**OBJECTIVE 2:**

## Plan Business Steps

*[Materials: Cooperative Bylaws (if available), flipchart, marker]*

10 min

### 2.1. Plan Irrigation System Maintenance

*[Materials: flipchart, marker]*

10 min

**EXPLAIN:** You will now brainstorm specific details necessary for running a Cooperative business:

- Irrigation scheme maintenance
- Membership setup

**ASK:** What is the benefit of a well-maintained irrigation scheme?

**BRAINSTORM** answers with participants, and **INVITE** responses from women and men equally.

**POSSIBLE ANSWERS:**

- Access to irrigation water scheme
- Clean and safe water for irrigation
- Lower repair costs (easier to fix small problems than large problems)
- More produce → more aggregation → more sales
- Others?

**ASK:** What are the main requirements for irrigation scheme maintenance?

**BRAINSTORM** answers with participants, and **INVITE** responses from women and men equally.

**WRITE** responses on a flipchart.

**POSSIBLE ANSWERS:**

- Cleaning
- Small Repairs
- Large Repairs
- Watershed maintenance: building protections against erosion
- Others?

**ASK:** What are the solutions and steps that this Cooperative can take to facilitate proper irrigation scheme maintenance? What are our Cooperative actions / responsibilities?

**BRAINSTORM** answers with participants, and **INVITE** responses from women and men equally.

**WRITE** responses on the flipchart, next to the original issue.

**POSSIBLE ANSWERS:**

- Cleaning → encourage members to do cleaning on a rotating schedule
- Small Repairs → encourage members make small repairs, as they are able
- Large Repairs → encourage members to pay maintenance feel to IWUA to hire repair workers
- Watershed maintenance: building protections against erosion → encourage IWUA to build erosion protections
- Others?

**ASK:** How might this Cooperative discuss and encourage members to pay maintenance fees?

**BRAINSTORM** answers with participants, and **INVITE** responses from women and men equally.

**WRITE** responses on the flipchart.

**POSSIBLE ANSWERS:**

- Explain what the fee is
- Explain the importance of the fee
- Plan fee payments into farm-level or cooperative budgeting
- Others?

**ASK FOR** and **ANSWER** any questions before continuing.

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**20 min 2.2. Review Membership Details**

**EXPLAIN:** Next, you will discuss membership details.

**ASK:** Why is it important for this Cooperative leadership team to review and agree upon the membership details?

**BRAINSTORM** answers with participants, and **INVITE** responses from women and men equally.

**EXPECTED ANSWERS:**

- So the expectations are clear among leadership
- So membership details can be communicated to members and potential members
- For transparency and fair practice
- Others?

15 min

**ACTIVITY: Membership Review**

[Materials: Cooperative Bylaws (if available), flipchart, marker]

**INVITE** participants to **SIT WITH** a partner.

**EXPLAIN:** You will now review the membership details as quickly as possible – this is a race.

**EXPLAIN** the game:

- I will ask a question about membership details
- The first pair to **RAISE A HAND** and give the **CORRECT ANSWER** will receive a point
- The pair with the most points at the end of the exercise is the winner

**ENSURE** participants **UNDERSTAND** the rules.

**READ** the following one-by-one, **SOLICITING** reasoning from volunteers.

**AWARD** 1 point to the first team that raises a hand AND submits the correct answer. If incorrect, **SOLICIT** answers from other group(s).

Note: **DISCUSS** each answer to **ENSURE** understanding.

Note: **VERIFY** responses using Cooperative Bylaws (if available).

Note: **ALLOW** participant discussion to **AGREE** on an answer (as necessary).

**WRITE** the answers on a flipchart, creating a final list of membership criteria.

| # | Membership Issue  | Expected Answer  | Reason   |
|---|---|--|--|
| 1 | What are the land (or land-access) requirements for membership?         | Must have access to land within irrigation scheme or land in the catchment area                    | XX   |
| 2 | What are the age requirements?  | Must be at least 14 years old  | XX   |
| 3 | Are women and men equally invited to become members of the cooperative? | Yes. Both women and men from the same household can be members of the cooperative and participate. | We believe that supporting both women and men will allow both wings of our business to soar and reach new heights. |
| 4 | Are women and men equally invited to become leaders of the cooperative? | Yes. Both women and men should be encouraged to seek leadership positions within the Cooperative.  | We believe that supporting both women and men will allow both wings of our business to soar and reach new heights. |
| 5 | How much is required from each member as a registration fee?            | XX   | XX   |
| 6 | How many times is the registration fee paid?                            | 1  | XX   |

|   |  |  |    |
|---|--|--|----|
| 7   | How much is required from each member to purchase 1 share?   | XX   | XX |
| 8   | What is the maximum number of shares a single member can purchase?   | 10 shares -or- 10% of the cooperative budget | XX |
| 9   | In order to maintain member status, attendance at how many meetings per year is required?                        | XX   | XX |
| 10  | In order to maintain member status, members must sell what percentage of their volume through the Cooperative?   | XX   | XX |
| 11  | Members must abide by the rules and regulations of the Cooperative. What is the consequence for breaking 1 rule? | XX   | XX |
| <p><b>REVIEW</b> point totals, and <b>ASSIGN</b> a winner.<br/> <b>CONGRATULATE</b> the winning team, and <b>CLAP</b> for them.<br/> <b>THANK</b> all participants.</p> |  |  |    |

5 min **INVITE** participants back to their seats.

**DEBRIEF QUESTIONS:**

1. How does this discussion and this list help your Cooperative with membership?
2. How will you incorporate these exercises into your business activities?

**ASK FOR** and **ANSWER** any questions before continuing.

|               |                           |
|---------------|---------------------------|
| <b>15 min</b> | <b>CLOSING ACTIVITIES</b> |
|---------------|---------------------------|

10 min

**CLOSING ACTIVITY: Dancing Around**

**EXPLAIN** the activity:

- Participants will **STAND** and **DANCE** around the space
- When we finish singing, **LOCATE** any partner nearby
- Each participant will **SHARE** with his/her partner:
  - What do you do think was the most helpful lesson from today's training?

**ENSURE** participants **UNDERSTAND** the instructions.

**INVITE** participants to **STAND**.

**INSTRUCT** participants to: **SING TOGETHER** a children's song, and **DANCE** until the song ends.

(For example: "XX" or "XX")

**FACILITATE** sharing among partners, as necessary.

**INVITE** participants back to their seats.

5 min **INSTRUCT** participants to **REVIEW** their goals and expectations for this training session.

**EXPLAIN:** I hope you have achieved your goal today! Congratulations!

**ASK:** What questions are still remaining?

**REVIEW** or **ANSWER** any outstanding issues or questions.

**EXPLAIN** the next steps:

- **TAKE** these concepts and ideas back with you & **REVIEW** them through the season.
- **USE** the work/practice from this session as a resource.
- **SUPPORT** and **LEARN FROM** your neighbors.
- **REVISIT** topics as necessary & **ASK QUESTIONS** when you have them.

**REVIEW** all details and logistics for the next training, including:

- Location
- Date and Time
- Topics and Learning Objectives
- Invited participants
- Advance preparation required

**THANK** participants for their time.

**REMIND** them of your excitement for their participation in the next training.

**INVITE** group leadership to close the meeting.

**COLLECT ATTENDANCE**, ensuring Secretary **COMPLETED** the attendance sheet accurately.

## APPENDIX: SUCCESS IDEAS

### Membership

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- Is the correct size: not too high / not too low
- Shows commitment
- Is active membership
- Agree to group activities
- Are horticulture farmers through the irrigation scheme
- Consider gender issues

### Existing Business

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- Has consistent activities
- Is profitable
- Has a clear business plan

### Leadership

---

- Abide by constitution
- Are in appropriate committees
- Are focused
- Are helpful
- Communicate clearly & give good instructions

### Marketing

---

- Found reliable market
- Have market information
- Understand appropriate pricing
- Negotiate / bargain well

### Business Activities & Services

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- Do aggregation and value addition
- Have correct tools & equipment
- Produce high quality work
- Have and use capacity

### Financial Management & Documentation

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- Keep records
- Write reports & financial statements
- Have business registration
- Have procurement procedures & documentation

### Good Reputation

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- Good perception in the community

## PASIDP Ethiopia: Module 3

# Purpose Meeting: for Members

## FACILITATOR'S GUIDE

### PROGRAM OVERVIEW:

|                       |   |
|-----------------------|---|
| <b>TOTAL TIME:</b>    | 1 hr (excluding breaks)   |
| <b>AUDIENCE:</b>      | PASIDP Cooperative Leaders + Cooperative Members + Prospective Members / Ethiopia |
| <b>FACILITATOR/S:</b> | TNS Business Advisors   |
| <b>LOCATION:</b>      | Business Location   |

### LEARNING OBJECTIVES:

**Objective 1** Members and leaders **introduce themselves** and **understand meeting goals**.

**Objective 2** Participants **review** the **Cooperative Mission Statement** and the **membership details**.

### MODULE OUTLINE:

|  |   |
|--|---|
| <b>1 Understand Meeting Goals &amp; Success</b>      | 1.4. Set Today's Objectives                                     |
| <b>2 Review Cooperative Mission &amp; Membership</b> | 2.3. Review Mission Statement<br>2.4. Review Membership Details |

### MATERIALS:

- Facilitator's Guide
- Flipchart
- Flipchart markers

### Participants Bring:

- Cooperative Mission Statement (completed in Module 02)
- Cooperative bylaws (if available)

## GUIDELINES FOR SUCCESS

### TechnoServe Adult Learning Principles

---

#### Adult Learners:

- Learn best when material relates to life and experiences. **CONNECT** to them.
- Have shaping, real-life experiences to share. **INVITE** their stories and participation.
  
- Are busy with other responsibilities. **RESPECT** time, **BE** patient, and **HELP** them focus.
- Take time to incorporate new knowledge. **REFLECT** to internalize the impact.
  
- Dislike boredom, like anyone else. **ENGAGE** and **EXCITE** them through hands-on activities.
- Are intelligent and have existing knowledge. **ASK** what they know.
  
- Are eager to see results. **ACTIVATE** practical skills they can employ immediately.
- Can solve their own problems. **SUPPORT** creative problem-solving.
  
- Learn through doing. **TEST** learning through experiments and simulations.
- Learn through mistakes. **USE** activities, games, and discussion to support learning.
  
- Might be afraid of failing. **ENCOURAGE** them to participate judgment-free.
- Deserve respect and patience. **SHOW** professionalism.
- Have opinions. **ASK** for their preferences.
- Are sometimes shy. **OFFER** small group discussion, and **BUILD** confidence.
- Are not children. Do not assume you should “teach” them. **WORK WITH** them.

#### Facilitator Expectations

---

#### The facilitator will:

- Organize and prepare lessons, including training practice and review.
- Adapt to the audience’s needs, like visibility, noise, learning pace, and distractions.
- Make adjustments, repeat concepts, or give extra lessons as necessary.
- Employ the CREATE TechnoServe Training Methodology and the Learning Cycle.
  
- **As TechnoServe is a non-religious organization, if prayer must be used to open and close the meeting, all faiths in the room must be equally represented.**



10 min

## OPENING ACTIVITIES

### Welcome & Introductions

---

5 min **GREET** the participants, and **WELCOME** them to the training.  
**INVITE** group leadership to **OPEN** the meeting.

#### **FRAMING LEARNING**

**EXPLAIN:** Today's **meeting** is all about reviewing the Cooperative's mission statement (about goals and business direction) and the membership details. This will help you to:

5. **Gain clarity** about Cooperative business expectations
6. **Review** the mission of the business
7. **Understand** the requirements and expectations of membership

#### **GROUND RULES**

**DISCUSS** and **AGREE UPON** participant commitment to an effective learning environment.

**ENSURE** participants **UNDERSTAND** agenda items, session timing, and other logistics.

5 min

#### **OPENING ACTIVITY: Introductions**

**INVITE** each participant to **SHARE** their:

- Name
- Position
- Priority Goal for a successful membership within the Cooperative

**THANK** participants for their introductions.

**ASK FOR** and **ANSWER** any questions before continuing.

10 min

### OBJECTIVE 1:

## Understand Meeting Goals

*[Materials: flipchart paper, marker]*

10 min

### 1.1. Set Today's Objectives

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**INVITE** Cooperative leadership to **ENGAGE** members in a conversation about the meeting objectives.

**ENCOURAGE AND SUPPORT** Cooperative leadership to:

10 min

**ASK:** What are your objectives for today?

**BRAINSTORM** answers with participants, and **INVITE** responses from women and men equally.

**POSSIBLE ANSWERS:**

- Review the Cooperative mission statement and overall business goals
- Review membership details, ensuring all know requirements and expectations
- Others?

**ASK FOR** and **ANSWER** any questions before continuing.

35 min

**OBJECTIVE 2:**

**Review Cooperative Mission & Membership**

*[Materials: flipchart paper, markers, Cooperative Mission Statement (brought by participants), Cooperative Bylaws (brought by participants)]*

15 min

**2.1. Review Mission Statement**

**INVITE** Cooperative leadership to **ENGAGE** members in a conversation about the mission statement.

**ENCOURAGE AND SUPPORT** Cooperative leadership to:

10 min

**ASK:** What is a mission statement?

**BRAINSTORM** answers with participants, and **INVITE** responses from women and men equally.

**POSSIBLE ANSWERS:**

- An explanation of what the Cooperative does
- A statement about the goals of the Cooperative
- Formal language that will be included in the Business Plan
- Others?

**EXPLAIN:** A mission statement is:

- d) an assertion that is either written or stated
- e) by the members
- f) that outline the organization's goals and direction.

**REPEAT** this definition to **ENSURE** full understanding, as necessary.

**EXPLAIN:** A MISSION statement:

- Is primarily **internal**
- Highlights the goals, their measures, & the way to achieve objectives
- Explains to your members, leadership, & staff: **what to accomplish**

5 min

**EXPLAIN:**

- The leadership team met together and considered our collective goals and direction for the business.

- We have listed our 2 main business goals and the 3 ways we will achieve those goals.

**READ:** This Cooperative’s mission statement aloud for all do hear.

**ASK:** Are there any questions about the mission statement or how it relates to this Cooperative’s direction and goals?

**ASK FOR** and **ANSWER** any questions before continuing.

**20 min 2.2. Review Membership Details**

---

**INVITE** Cooperative leadership to **ENGAGE** members in a conversation about the membership details.

**ENCOURAGE AND SUPPORT** Cooperative leadership to:

5 min

**ASK:** What do you know about membership requirements?

**BRAINSTORM** answers with participants, and **INVITE** responses from women and men equally.

**POSSIBLE ANSWERS:**

- A member should pay XX for registration
- A member should sell horticulture products to the Cooperative for aggregated selling
- A member must be XX age or older
- Others?

15 min

**EXPLAIN:**

- We are excited to grow with new members and support the members we currently have.
- We hope to build a supported and enthusiastic membership base, which will make our business strong and successful.
- It is important to share the membership requirements so the expectations are clear and straightforward.
- According to our stated bylaws, we will now review expectations and requirements of membership.

**REVIEW** the following membership criteria and expectations, including the reasoning:

| # | Membership Issue  | Expected Answer   | Reason |
|---|---|---|--------|
| 1 | What are the land (or land-access) requirements for membership? | Must have access to land within irrigation scheme or land in the catchment area | XX     |
| 2 | What are the age requirements?                                  | Must be at least 14 years old   | XX     |

|    |  |  |  |
|----|--|--|--|
| 3  | Are women and men equally invited to become members of the cooperative?  | Yes. Both women and men from the same household can be members of the cooperative and participate. | We believe that supporting both women and men will allow both wings of our business to soar and reach new heights. |
| 4  | Are women and men equally invited to become leaders of the cooperative?  | Yes. Both women and men should be encouraged to seek leadership positions within the Cooperative.  | We believe that supporting both women and men will allow both wings of our business to soar and reach new heights. |
| 5  | How much is required from each member as a registration fee?   | XX   | XX   |
| 6  | How many times is the registration fee paid?   | 1  | XX   |
| 7  | How much is required from each member to purchase 1 share?   | XX   | XX   |
| 8  | What is the maximum number of shares a single member can purchase?   | 10 shares -or- 10% of the cooperative budget   | XX   |
| 9  | In order to maintain member status, attendance at how many meetings per year is required?                        | XX   | XX   |
| 10 | In order to maintain member status, members must sell what percentage of their volume through the Cooperative?   | XX   | XX   |
| 11 | Members must abide by the rules and regulations of the Cooperative. What is the consequence for breaking 1 rule? | XX   | XX   |

**ASK FOR** and **ANSWER** any questions before continuing.

5 min

## CLOSING ACTIVITIES

5 min **INSTRUCT** participants to **REVIEW** their goals and expectations for this training session.

**EXPLAIN:** I hope you have achieved your goal today! Congratulations!

**ASK:** What questions are still remaining?

**REVIEW** or **ANSWER** any outstanding issues or questions.

**EXPLAIN** the next steps:

- **TAKE** these concepts and ideas back with you & **REVIEW** them through the season.
- **USE** the work/practice from this session as a resource.
- **SUPPORT** and **LEARN FROM** your neighbors.
- **REVISIT** topics as necessary & **ASK QUESTIONS** when you have them.

**EXPLAIN:** The next portion of the training session will be facilitated by the BA and will cover ways to build success for the Cooperative through balance.

### Audiences (Participants/ Target)

- ✓ Cooperative & IWUA committees, association members
- ✓ Buyers, traders, whole sellers, brokers etc

### Role play actors

- Volunteers training participants
- # of participants 4(1F)

### Input /materials required for the role play

- None

### Time

- 15 minutes

### Objective

- Show the challenges of cooperative and producer farmers and show them how to work to improve their current production, input access and market challenges.

### Output

- Audience understand cooperative challenges,
- Communicate leadership in farmers' organization
- Understand Aggregate marketing

### The role play detail

**Muna:** (a neighboring farmer wife) *walks somewhere*

**Muna:** *sees her neighbor husband (named Mekuria)*

Mekuria: (neighbor farmer husband) *is renewing a fence*

Muna: Good morning Mekuria?

Mekuria: Good morning Muna?

Muna: I am fine, how are you doing and how is your family?

Mekuria: They all are fine doing great!

Muna: Don't you go your work today (irrigation farm) .....?

Mekuria: (*Shows unhappy face*) No!

Muna: why? ...aren't you feeling okay?

Mekuria: No no!!, I am okay?

Muna: What happened to you then; you are a hard working farmer and I have never saw you delay at farm work.

Mekuria: (*smiles*) I am okay Muna, though I didn't decide whether I should work on irrigation or not this year. Frequent market situation makes me desperate on my business.

Muna: What happened this time?

(*little silence*)

Mekuria:

- We are working hard; my children, wife and entire family is working on horticulture crop production.
- Last time we produced cabbage and potato on our piece of land and the market price was not good.
- In the second season we also plant onion similar thing happened to us.
- (*loudly and angrily*) Input price is skyrocket!
- We could not cover our expense and it is all lost.
- In the previous year the market was not good too.
- I am not sure it is a good decision to work on irrigation anymore unless we find some other option.

Muna: (*unhappy*) You are right we also got very little income from the sale of our tomato last time. Almost half of it was lost because of the diseases outbreak to most of IWUAs.

Mekuria: (*Shows unhappy face*) Sorry

Muna: (*unhappy*) My husband bought the seed from local open market and its quality was poor but the price was fair.

Ayle (a neighboring farmer husband) and Daniel (Ayle's friend who came from nearby town) come across Mekuria and Muna.

**Ayle:** Good morning Mekuria and Muna!

**Muna:** Good morning Ayle.

Mekuria: Good morning Ayle

**Muna:** How are you? Ayle are you going somewhere? I see you are with a guest.

**Ayle:** yes, I am going .....to town.

**Ayle:** (*Showing his friend*) He is my friend and he come to visit my family. I am accompanying him and in the mean time I will buy onion seed from the town as the planting time is close by.

Mekuria: Muna and I were discussing about similar issue. I am not happy to start irrigation this year. Market price is not good and input price is high and quality is low.

**Muna:** Mekuria and I are desperate working on irrigation due to market. How did you decide to work on irrigation?

**Ayle:** I agree in their challenge, but I have no other option and living.

**Daniel:** (*jumped in the discussion*) What did you both grow last year?

**Muna:** My family planted tomato

Mekuria: My family planted potato and cabbage. A lot of people usually grow cabbage, potato, tomato and pepper.

**Daniel:**

- Let me introduce myself. My name is Daniel, and I am working as teacher in another woreda).
- Do you all have association (Coop & IWUA) in this area? How they are working?

**Ayle:**

- We have IWUA which very weak.
- Few members pay registration and scheme maintenance fee and others don't.
- They elect management committees and they are new
- The irrigation canals are broken and no repairs is made due to budget problem.
- There is low extension agents support to improve their association.
- We have cooperative association too, but it only it serves us use to get fertilizer.
- The coop didn't bring improved seeds.

**Muna:** oh !!!! a corrupted cooperative, ..... all committees were not elected by members. They are all friends and they eat all our money. Thee coop is almost shot down and ..... forget it.

**Daniel:**

- you see....this is a problem in most places.

- If you guys are work individually your change is very slow and perhaps you can't change no matter what you put efforts.
- Specially market and input access is very difficult to work with individually.
- Your negotiation power would be limited; your voice is not heard that much.
- Traders are not attracted to work with individual farmers. They prefer to work with institutions as they can get and address a lot of demands at a time. Their cost and sale volume would get high when they do this.

Mekuria: *(to Daniel)* What is the connection with the market price of horticulture crop produced then?

Ayle: Ahaa! Mekuria, don't you see we handed over our negotiation stick to brokers. It is brokers who decides for us! We are there only to produce; we accept whatever market offer to us.

Muna: *(to Daniel)* What the coop would help us in selling then?

Daniel: If you could have organized your cooperative you can

- Aggregate your produce,
- Increase sale volume,
- Maintain quality
- Negotiate with buyers, processors, transporters, input providers
- And plan how to play the market game.

Ayle: Aa'Aa !, I doubt we could do this due to brokers, they would disturb the system and again their coop would fail.

Daniel:

- For the brokers, if you produce and aggregate, you have the product at hand, and brokers tend to negotiate with your coop
- However if you are working individually, they will take the advantage. Thus it would be a win – win than you guys shoot brokers mouth!
- The brokers are also helpful on finding processors, transporters or they may provide warehouse services/transport etc.
- Other thing, Coop members should be aware of their coop benefit, elect genuine committees.

Mekuria and Muna: *(nod their heads showing their agreement in his suggestion)*

Ayle: Good points. Let us then work on our cooperative strengthening, committee election, and aware the community about aggregate marketing.

Daniel: Two more things:

- When you discuss about coop strengthening please underpin the close relationship between producer farmers, IWUA, and coop on planning of what crop to produce
- Identification of who are your buyers.

Mekuria, Ayle and Muna: We will call cooperative members meeting to share what we learned from you, Daniel.

Ayle: I will take the initiative to invite agronomists and Daniel if the members require further support.

Mekuria, Ayle and Muna: Thank you, Daniel!!



Daniel and Ayle: (*Leave for the town, and wave goodbye*): Goodbye Muna and Mekuria.

Muna: Thank you, Mekuria. I learned a lot from our discussion. Let us have the coop members meeting next Thursday.

Mekuria and Muna: (*wave goodbye*) Goodbye, see you!

---

End

# PASIDP Ethiopia: Cluster Training (M04) Session A

## Leadership FACILITATOR'S GUIDE

### PROGRAM OVERVIEW:

|                       |  |
|-----------------------|--|
| <b>TOTAL TIME:</b>    | 1 hr, 30 min (excluding breaks)  |
| <b>AUDIENCE:</b>      | PASIDP Cooperative Leaders + IWUA Leaders + Stakeholders / Ethiopia          |
| <b>FACILITATOR/S:</b> | TNS Market Specialists, supported by PM and Ethiopia Senior Training Advisor |
| <b>LOCATION:</b>      | Regional 3-day Cluster Training  |

### LEARNING OBJECTIVES:

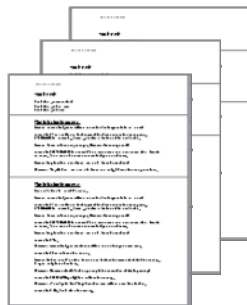
**Objective 1** Participants can **define good leadership** and **name the characteristics**.

### MODULE OUTLINE:

|  |  |
|--|--|
| <b>1 Identify and Appreciate Good Leadership</b> | 1.5. Explore Leadership Successes and Failures<br>1.6. Identify Qualities of a Good Leader |
|--|--|

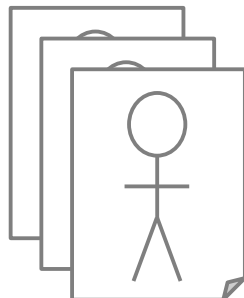
### MATERIALS:

- Facilitator's Guide
- Flipchart
- Flipchart markers & colorful markers
- (optional) handkerchiefs or blindfolds
- Leadership Role Play scripts
- Prepared flipcharts:
  - Draw-A-Leader flipcharts (1 per 4 people)
  - 1x Good Leaders flipchart



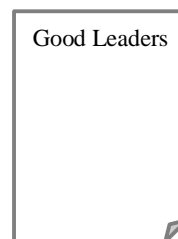
Leadership Role Play scripts

**[PRINT 1 set, A4 SIZE, & CUT APART]**



Draw-A-Leader flipcharts

**[PREPARED in advance; MAKE 1 per 4 people]**



Good Leaders flipchart

**[PREPARED in advance]**

## GUIDELINES FOR SUCCESS

### TechnoServe Adult Learning Principles

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#### Adult Learners:

- Learn best when material relates to life and experiences. **CONNECT** to them.
- Have shaping, real-life experiences to share. **INVITE** their stories and participation.
  
- Are busy with other responsibilities. **RESPECT** time, **BE** patient, and **HELP** them focus.
- Take time to incorporate new knowledge. **REFLECT** to internalize the impact.
  
- Dislike boredom, like anyone else. **ENGAGE** and **EXCITE** them through hands-on activities.
- Are intelligent and have existing knowledge. **ASK** what they know.
  
- Are eager to see results. **ACTIVATE** practical skills they can employ immediately.
- Can solve their own problems. **SUPPORT** creative problem-solving.
  
- Learn through doing. **TEST** learning through experiments and simulations.
- Learn through mistakes. **USE** activities, games, and discussion to support learning.
  
- Might be afraid of failing. **ENCOURAGE** them to participate judgment-free.
- Deserve respect and patience. **SHOW** professionalism.
- Have opinions. **ASK** for their preferences.
- Are sometimes shy. **OFFER** small group discussion, and **BUILD** confidence.
- Are not children. Do not assume you should “teach” them. **WORK WITH** them.

#### Facilitator Expectations

---

#### The facilitator will:

- Organize and prepare lessons, including training practice and review.
- Adapt to the audience’s needs, like visibility, noise, learning pace, and distractions.
- Make adjustments, repeat concepts, or give extra lessons as necessary.
- Employ the CREATE TechnoServe Training Methodology and the Learning Cycle.
  
- **As TechnoServe is a non-religious organization, if prayer must be used to open and close the meeting, all faiths in the room must be equally represented.**

25 min

## OPENING ACTIVITIES

### Welcome & Introductions

---

5 min **GREET** the participants, and **WELCOME** them to the training.  
**INVITE** group leadership to open the meeting.

#### **FRAMING LEARNING**

##### **EXPLAIN:**

- In the next 3 days, you will learn about important cooperative management subjects, including:
  - Leadership & governance
  - Balance for success
  - Financial literacy
  - Cooperative basics
- Each day has 4 training sessions
- You are expected to take the lessons you learn here and report back to your Cooperatives and members to share with them.

**ENSURE** participants **UNDERSTAND** agenda items, session timing, and other logistics.

#### **GROUND RULES**

**DISCUSS** and **AGREE UPON** participant commitment to an effective learning environment

**EXPLAIN:** The first session is all about leadership. This will help you to:

8. Identify and appreciate **good leadership**

10 min

#### **OPENING ACTIVITY: Leading the Blind**

*[Materials: (optional) handkerchiefs or blindfolds]*

##### **EXPLAIN** the activity:

- You will be divided into pairs.
- The objective: is for your pair to **SAFELY REACH** the designated location and **SAFELY RETURN** back.
- Individuals will be **ASSIGNED A ROLE**:
  - “Leaders” will coach the “followers” through the path to the destination
  - “Leaders” may speak, but they may not touch the “followers”
  - “Followers” will not be able to see (either blindfold or closed eyes)
- When your team reaches the destination, **SWITCH** roles. (The “leader” becomes the blind “follower,” and the “follower” now must bring his/her partner safely back.)

**ENSURE** participants **UNDERSTAND** the instructions.

**INVITE** participants to **DIVIDE** into pairs.

**ASSIGN** one individual from each pair to be the “leader” and one to be the “follower.”

**EXPLAIN:** “Followers” should close their eyes or fasten the blindfolds so they cannot see. **IDENTIFY** a destination outside the room, and **TELL** all the “leaders” the secret location.

*[Note: If odd number of participants, either participate yourself –OR– set a group of 3 in which one “middle manager” cannot speak but can use hand signs to direct the other “leader.”]*

**BEGIN** the exercise, and **MONITOR** progress. **ASSIST** as necessary.

5 min **INVITE** participants back to their seats.

**DEBRIEF QUESTIONS:**

1. What did you notice or experience about the activity?
2. What were the qualities or actions of a “good leader” in this activity?
3. How did the “leaders” prevent cheating (opening eyes)? How is this relevant?

5 min Based the overview and agenda, **INVITE** participants to **CONSIDER** their goals and expectations for the session.

- What are you hoping to learn from this session? What are your personal goals?

Participants may:

- **THINK** by themselves
- **SHARE QUIETLY** with a neighbor
- **WRITE** them down in a notebook

**ALLOW** 2-4 minutes.

**ASK FOR** and **ANSWER** any questions before continuing.

50 min

**OBJECTIVE 1:**

**Identify and Appreciate Good Leadership**

*[Materials: Leadership Role Play scripts]*

**30 min 1.1. Explore Leadership Successes and Failures**

---

5 min **EXPLAIN:**

- As we experienced in the “leading the blind” activity, good leadership is important.
- You will now consider situations that show leadership successes and leadership failures.
- Remember, as leaders, you are responsible for the members and the Cooperative business.

**ASK:** What are some other leaders you have seen or heard about in the world?

**BRAINSTORM** answers with participants, and **INVITE** responses from women and men equally.

**POSSIBLE ANSWERS:**

- Country President

- Village elders
- Mother / Father (home leadership)
- Teacher
- Boss
- Others?

**ASK:** How do you determine if these are good leaders or bad leaders?

**BRAINSTORM** answers with participants, and **INVITE** responses from women and men equally.

**INVITE** participants to **CONSIDER** all qualities of these leaders.

20 min

**ACTIVITY: Leadership Role Play**

*[Materials: Leadership Role Play scripts]*

**EXPLAIN:**

- There are 3 role-play situations at an example Cooperative or IWUA
- Each situation has two outcomes
- Volunteers will **ACT OUT** each role-play
- The group will **OBSERVE** and **DETERMINE** if they are seeing a leadership success or a leadership failure

5 min

**INVITE** 2 volunteers to **ACT** the parts in the first role-play.

**GIVE** each volunteer a script.

**INSTRUCT** the volunteers to **BEGIN** the role-plays, **PAUSING** between the 2 outcomes.

**ASK:** What did you notice about the leaders in these situations?

**ALLOW** 2-4 minutes of brief discussion.

**THANK** the volunteers, and **INVITE** them back to their seats.

5 min

**INVITE** 2 new volunteers to **ACT** the parts in the second role-play.

**GIVE** each volunteer a script.

**INSTRUCT** the volunteers to **BEGIN** the role-plays, **PAUSING** between the 2 outcomes.

**ASK:** What did you notice about the leaders in these situations?

**ALLOW** 2-4 minutes of brief discussion.

**THANK** the volunteers, and **INVITE** them back to their seats.

5 min

**INVITE** 3 new volunteers (a female if possible) to **ACT** the parts in the final role-play.

**GIVE** each volunteer a script.

**INSTRUCT** the volunteers to **BEGIN** the role-plays, **PAUSING** between the 2 outcomes.

**ASK:** What did you notice about the leaders in these situations?

**ALLOW** 2-4 minutes of brief discussion.

**THANK** the volunteers, and **INVITE** them back to their seats.

5 min **INVITE** participants back to their seats.  
**THANK** and **CLAP FOR** the volunteers.

**DEBRIEF QUESTIONS:**

3. What makes a scenario a “leadership failure” for a Cooperative or IWUA?
4. What makes a scenario a “leadership success” for a Cooperative or IWUA?

**ASK FOR** and **ANSWER** any questions before continuing.

**20 min 1.2. Identify Qualities of a Good Leader**

---

*[Materials: Draw-A-Leader flipcharts, colorful markers, Good Leaders flipchart, flipchart markers]*

**EXPLAIN:** Next, you will work together to identify the qualities of a good leader.

10 min

**ACTIVITY: Draw A Leader**

*[Materials: Draw-A-Leader flipcharts, colorful markers]*

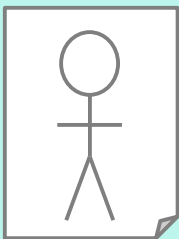
**INVITE** participants to **DIVIDE** into small groups of 4-5.

**EXPLAIN** the instructions:

- Groups will **CREATE** a visual drawing (or mural) about Cooperative & IWUA leaders.
- Participants can **DRAW** the murals however they like.
- At the end, groups will **SHOW** their murals and **BUILD** a list of Good Leader Qualities with the whole group.

**ASSIGN** groups to **DRAW** what a good Cooperative/IWUA leader looks like.

**ENCOURAGE** groups to be creative!



**GIVE** each group a Draw-A-Leader flipchart and some colorful markers.

**INVITE** participants to **CONSIDER:**

- What does a good Cooperative/IWUA leader **DO**?
- How does a good Cooperative/IWUA leader **THINK**?
- How does a good Cooperative/IWUA leader **FEEL**?
- What does a good Cooperative/IWUA leader **HAVE**?
- Etc.

**ALLOW** 10 minutes.

**THANK** the participants, and **INVITE** them to sit as a group and hold their murals.

*[Materials: Good Leaders flipchart, flipchart markers, Draw-a-Leader flipcharts (from previous activity)]*

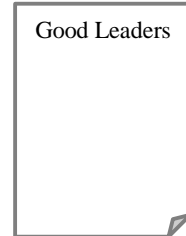
5 min **EXPLAIN:** Using the brainstorming you just did in your groups, we will now make a collective list of traits and activities for a Good Cooperative/IWUA Leader.

**ASK:** Which qualities / attributes describe a “good” leader?

**BRAINSTORM** answers with participants, and **INVITE** responses from women and men equally.

**POSSIBLE ANSWERS:**

- Good Values
  - Honesty, trustworthiness
  - Positive attitude
  - Objectivity and fairness
  - Dedication and loyalty to the Cooperative/IWUA cause
  - Dedication and loyalty to the community at large
- Good group management
  - Values all members
  - Commitment to the group
  - Prioritize the group's best interest
  - Motivate members, committees, nonmembers, farmers
  - Resolve conflicts
- Good communication
  - Good listening
  - Good ability to build consensus among a group
- Confidence
- Good work ethic (is hardworking)
- Visionary
- Good business skills / mentalities
  - Linking to buyers
  - Linking to finance institution
  - Smart lending to members
- Ability to make logical judgments on a wide range of Cooperative/IWUA issues
- Good administrative skills
  - Good time keeping
  - Directing and managing meetings well
  - Good planning
- Others?



**WRITE** qualities of a “good leader” on the Good Leaders flipchart.

---

5 min **INVITE** participants back to their seats.

**DEBRIEF QUESTIONS:**

1. What behaviors / attributes do you want from the leaders of your Cooperative/IWUA?
2. How does “good leadership” affect the Cooperative/IWUA overall?
3. What is it important for us to discuss good leadership as the first topic in this cluster meeting?

**ASK FOR** and **ANSWER** any questions before continuing.

15 min

**CLOSING ACTIVITIES**



10 min

**CLOSING ACTIVITY: Dancing Around**

**EXPLAIN** the activity:

- Participants will **STAND** and **DANCE** around the space
- When we finish singing, **LOCATE** any partner nearby
- Each participant will **SHARE** with his/her partner:
  - What do you do think was the most helpful lesson from this session on **leadership**?

**ENSURE** participants **UNDERSTAND** the instructions.

**INVITE** participants to **STAND**.

**INSTRUCT** participants to: **SING TOGETHER** a familiar children’s song, and **DANCE** until the song ends.

(For example: “XX” or “XX”)

**FACILITATE** sharing among partners, as necessary.

**INVITE** participants back to their seats.

5 min

**INSTRUCT** participants to **REVIEW** their goals and expectations for this training session.

**EXPLAIN:** I hope you have achieved your goal today! Congratulations!

**ASK:** What questions are still remaining?

**REVIEW** or **ANSWER** any outstanding issues or questions.

**EXPLAIN** the next steps:

- **TAKE** these concepts and ideas back with you & **REVIEW** them through the season.
- **USE** the work/practice from this session as a resource.
- **SUPPORT** and **LEARN FROM** your neighbors.
- **REVISIT** topics as necessary & **ASK QUESTIONS** when you have them.

## Situation 1: At the Election

You Need: 2 Volunteers

- 1 current Chairperson, running for re-election
- 1 additional Chairperson candidate

## After the Election: Outcome A

Newly-Elected Chairperson:

Hello, Former Chairperson. The elections are finished, and I was elected. May I please have all of your records and books, so I may continue on with the IWUA works?

|                                   |   |
|-----------------------------------|---|
| Former Chairperson:               | Hello, New Chairperson. My records are not available to you.                          |
| <b>Newly-Elected Chairperson:</b> | <b>It is in the bylaws that you should handover your documents to me.</b>             |
| Former Chairperson:               | You and I know that the Chairperson can do as she/he likes. I never follow that rule. |
| <b>Newly-Elected Chairperson:</b> | <b>I am disappointed for not receiving your records and documents.</b>                |

**The End.**

## After the Election: Outcome B

*Same volunteers to repeat the scene.*

|                                   |   |
|-----------------------------------|---|
| <b>Newly-Elected Chairperson:</b> | <b>Hello, Former Chairperson. The elections are finished, and I was elected. May I please have all of your records and books, so I may continue on with the IWUA works?</b> |
| Former Chairperson:               | Hello, New Chairperson. Congratulations on your victory. Yes, all of my records and documents are safely stored with the IWUA records. I will bring them to you next week.  |
| <i>[next week]</i>                |   |
| Former Chairperson:               | Here are the record books from my time as Chairperson. All of my notes are kept nicely, and you see that everything was very transparent.                                   |
| <b>Newly-Elected Chairperson:</b> | <b>Thank you for these. Would you be able to sit with me so we can review them together? I'm interested to learn about the IWUA activities.</b>                             |
| Newly-Elected Chairperson:        | Thank you. Of course. Let us review them now.   |

**The End.**

## Situation 2: Missing Money

You Need: 2 Volunteers

- 1 Accountant
- 1 Farmer Member

## Missing Money: Outcome A

|                |  |
|----------------|--|
| <b>Farmer:</b> | <b>Accountant, when will we receive the final payments for our potatoes?</b>   |
| Accountant:    | The final payments this year are delayed because the money was invested in the Cooperative. Do you remember when we voted to do that? We all voted and agreed to repay after 3 months. |
| <b>Farmer:</b> | <b>I was present at that meeting; I remember. How was the money spent?</b>   |
| Accountant:    | The committees needed a new set of record books. We also invested in a weigh-scale and airtime for the marketing committee to call buyers.   |
| <b>Farmer:</b> | <b>May I see the receipts and records for these transactions?</b>  |
| Accountant:    | Of course. I am happy to show you the records.   |

**The End.**

---

## Missing Money: Outcome B

*Same volunteers to repeat the scene.*

|                |  |
|----------------|--|
| <b>Farmer:</b> | <b>Accountant, when will we receive the final payments for our potatoes?</b>   |
| Accountant:    | There will be no final payment this time because the money was... <i>[STRUGGLES for answer]</i> ...it was ...um ...uh ...invested in the Cooperative.    |
| <b>Farmer:</b> | <b>I have not seen any changes. How was the money spent?</b>   |
| Accountant:    | <i>[STRUGGLES for answer]</i> Um.... Uh... there were some repairs and some other items to purchase. There were also some expenses that you do not know. |
| <b>Farmer:</b> | <b>May I see the receipts and records for these transactions?</b>  |
| Accountant:    | No, all of our records are for leadership only. Please stop asking questions.  |

**The End.**

## Situation 3: Onion Payment

You Need: 2 Volunteers

- 1 Accountant
- 1 Female Farmer

---

### Onion Payment: Outcome A

|                    |   |
|--------------------|---|
| Farmer (female):   | Accountant, I made the promised delivery of 10kg of onion. May I please have my payment?  |
| <b>Accountant:</b> | <b>I will wait to give the payment to your husband.</b>   |
| Farmer (female):   | Accountant, I am a registered member myself. I have done all the work for this onion delivery. My husband and I work equally hard, and this delivery came from the work I did myself. |
| <b>Accountant:</b> | <b>I will only give the payment to your husband.</b>  |

The End.

---

### Onion Payment: Outcome B

*Same volunteers to repeat the scene.*

|   |  |
|---|--|
| Farmer (female):  | Accountant, I made the promised delivery of 10kg of onion. May I please have my payment?   |
| <b>Accountant:</b>  | <b>I will wait to give the payment to your husband.</b>  |
| Farmer (female):  | Then I'd like to register as a member of the Cooperative myself. What is the process?  |
| <b>Accountant:</b>  | <b>You must attend the meeting that is happening now, and you must register.</b>   |
| <i>[Female Farmer WALKS to the other side, and RETURNS after a minute.]</i> |  |
| Farmer (female):  | Accountant, I am now a registered member of the Cooperative. I made the delivery I promised of 10kg of onion. May I have my payment now, please? |

**Accountant:**

**Here is your payment and your receipt. Thank you!**

**The End.**

## PASIDP Ethiopia: Cluster Training (M04) Session B

# Roles & Responsibilities

## FACILITATOR'S GUIDE

### PROGRAM OVERVIEW:

|                       |  |
|-----------------------|--|
| <b>TOTAL TIME:</b>    | 1 hr, 30 min (excluding breaks)  |
| <b>AUDIENCE:</b>      | PASIDP Cooperative Leaders + IWUA Leaders + Stakeholders / Ethiopia          |
| <b>FACILITATOR/S:</b> | TNS Market Specialists, supported by PM and Ethiopia Senior Training Advisor |
| <b>LOCATION:</b>      | Regional 3-day Cluster Training  |

### LEARNING OBJECTIVES:

**Objective 1** Participants **value clarity** between leadership roles, **can identify** a Cooperative's leadership structure, and **assign responsibilities** to each role/committee.

### MODULE OUTLINE:

|  |  |
|--|--|
| <b>1 Outline Management Roles &amp; Responsibilities</b> | 1.7. Understand Interaction of Organizational Roles<br>1.8. Identify Cooperative/IWUA Roles<br>1.9. Identify Responsibilities for Each Management Role |
|--|--|

### MATERIALS:

- Facilitator's Guide
- Flipchart
- Flipchart markers
- Gears Poster
- ball / paper / stone / anything small to toss

### Session Preparation:

- Using tape, hang ±10 **blank** flipchart pages around the room, 1 for each of the positions / committees

### Participants Bring:

- Cooperative Constitution



Gears Poster

**[PRINT 1, COLOR,  
SIZE A3 &  
LAMINATE!]**

## GUIDELINES FOR SUCCESS

### TechnoServe Adult Learning Principles

---

#### Adult Learners:

- Learn best when material relates to life and experiences. **CONNECT** to them.
- Have shaping, real-life experiences to share. **INVITE** their stories and participation.
  
- Are busy with other responsibilities. **RESPECT** time, **BE** patient, and **HELP** them focus.
- Take time to incorporate new knowledge. **REFLECT** to internalize the impact.
  
- Dislike boredom, like anyone else. **ENGAGE** and **EXCITE** them through hands-on activities.
- Are intelligent and have existing knowledge. **ASK** what they know.
  
- Are eager to see results. **ACTIVATE** practical skills they can employ immediately.
- Can solve their own problems. **SUPPORT** creative problem-solving.
  
- Learn through doing. **TEST** learning through experiments and simulations.
- Learn through mistakes. **USE** activities, games, and discussion to support learning.
  
- Might be afraid of failing. **ENCOURAGE** them to participate judgment-free.
- Deserve respect and patience. **SHOW** professionalism.
- Have opinions. **ASK** for their preferences.
- Are sometimes shy. **OFFER** small group discussion, and **BUILD** confidence.
- Are not children. Do not assume you should “teach” them. **WORK WITH** them.

#### Facilitator Expectations

---

#### The facilitator will:

- Organize and prepare lessons, including training practice and review.
- Adapt to the audience’s needs, like visibility, noise, learning pace, and distractions.
- Make adjustments, repeat concepts, or give extra lessons as necessary.
- Employ the CREATE TechnoServe Training Methodology and the Learning Cycle.
  
- **As TechnoServe is a non-religious organization, if prayer must be used to open and close the meeting, all faiths in the room must be equally represented.**

10 min

## OPENING ACTIVITIES

### Welcome & Introductions

---

**EXPLAIN:** This session is all about the management roles and responsibilities at the Cooperative/IWUA. This will help you to:

9. Identify key leadership roles at the Cooperative/IWUA
10. Understand the responsibilities for each committee and leadership role

5 min

#### **OPENING ACTIVITY: Rainstorm**

**EXPLAIN** the activity:

- Together, we are going to **BUILD** a rainstorm
- All participants will **SIT** in a circle, shoulder to shoulder
- No talking is allowed
- The leader **STARTS** the exercise and **MAKES CHANGES**
- Each participant **JOINS IN** and **CHANGES**, according to the sound he/she hears from the person to his/her left

**ENSURE** all participants **UNDERSTAND** the instructions.

**INVITE** participants to **ARRANGE** into a circle.

**INSTRUCT** participants to **CLOSE THEIR EYES**, and **ENCOURAGE** them to **LISTEN** to the sounds.

The leader **PROCEEDS** through the rainstorm steps, **CHANGING** when the sound had passed around the circle:

- **RUB** palms together
- **SNAP** fingers
- **CLAP** hands
- **SLAP** thighs
- **STOMP** feet
- **DO** all above **IN REVERSE ORDER** to finish

**REVIEW** participant experience: The sounds created are akin to the sounds of a rainstorm.

**EXPLAIN:** In the rainstorm activity, you were a piece of a process. Today we will discuss how you are a piece of the management and leadership process at your Cooperative/IWUA.

**INVITE** participants back to their seats.

5 min

Based the overview and agenda, **INVITE** participants to **CONSIDER** their goals and expectations for the session.

- What are you hoping to learn from this session? What are your personal goals?



Participants may:

- **THINK** by themselves
- **SHARE QUIETLY** with a neighbor
- **WRITE** them down in a notebook

**ALLOW** 2-4 minutes.

**ASK FOR** and **ANSWER** any questions before continuing.

65 min

**OBJECTIVE 1:**

## Outline Management Roles & Responsibilities

*[Materials: Gears poster]*

### 10 min 1.2. Understand Interaction of Organizational Roles

*[Materials: Gears poster]*

2 min



**SHOW:** Gears poster.

**ASK:** Who has seen gears like these on maybe a machine or tool?

**RELATE** the poster to machine gears.

**EXPLAIN** poster symbolism: gears on the poster represent the key people in the Cooperative/IWUA leadership, as each person (gear) has a specific role to play to ensure success.

**DISCUSS** the impact of poor performance on gears' ability to turn:

- If one gear is broken, the whole chain of gears cannot move
- The teeth of the gears interlock, so every action (good or bad) affects the other leadership members and committees

**EXPLAIN:** A well-functioning machine requires:

- Each person to clearly understand his/her role
- Each person to understand his/her daily associated tasks

5 min

**EXPLAIN** spokes symbolism: spokes on each gear represent these tasks and responsibilities.

**INVITE** participants to **DISCUSS** with a partner:

- What do you think is the impact if Cooperative/IWUA leaders are confused about their tasks or disregard their assigned tasks?

**ALLOW** 2-3 minutes.

**DISCUSS TOGETHER** the impact of leadership confusion or disregard for tasks on the broader machine of spokes and gears.

**EXPLAIN** importance of thorough understanding of tasks and fulfillment of duties:

- If tasks do not interlock properly, the gears get stuck

- It is the responsibility of every cooperative leader to make sure that everyone else understands her/his duties clearly
- 

3 min **ASK:** Why is it important to carefully outline each role / responsibility?  
**BRAINSTORM** answers with participants, and **INVITE** responses from women and men equally.

**POSSIBLE ANSWERS:**

- Avoid role conflicts / duplication of effort
- Ensure all efforts support the organization's objectives
- Ensure all tasks have an owner
- Clearly outline decision-making responsibility
- Provide an objective basis for evaluating performance
- Others?

**INVITE** participants to **SHARE** additional thoughts.

**ASK FOR** and **ANSWER** any questions before continuing.

---

**10 min 1.3. Identify Cooperative/IWUA Roles**

---

*[Materials: flipcharts, tape, flipchart markers, Cooperative Constitution (brought by organization)]*

*Note: Before the session, facilitator should have, using tape, hung ±10 flipchart pages around the room, 1 for each of the positions / committees.*

5 min **EXPLAIN:** First, you will brainstorm and list all of the different positions and committees that a Cooperative/IWUA might have.

**INVITE** participants to **DIVIDE** into groups: Cooperative leaders | IWUA leaders

*Note: This will allow like-groups to discuss and incorporate any minor differences between organizational structures.*

**ASK:** Which positions make up a Cooperative/IWUA like this one?

**POSSIBLE ANSWERS:**

- Chairperson
- Treasurer
- Secretary
- Manager
- Marketing Committee
- Others?

*[Note to Facilitator: **INCLUDE** all roles, employees, and committees, so no leader is excluded.]*

**ENCOURAGE** groups to reference their Constitutions.

**FACILITATE** discussion, and **RECORD** each role/committee on a separate flipchart.

---

5 min **INVITE** a representative from each role to the front.  
**INVITE** each representative to **EXPLAIN IN 1-2 SENTENCES** the purpose and function their gear/role:

- Why does this role exist?

**THANK** the volunteers, and **INVITE** them back to their seats.

**EXPLAIN:** Confusion around the responsibilities affects the group's ability to achieve its goals (like the goals outlined in the Cooperative Constitution).

**ASK FOR** and **ANSWER** any questions before continuing.

---

**45 min 1.4. Identify Responsibilities for Each Management Role**

---

*[Materials: Roles flipcharts, markers, sticky notes (1 pack/small group), pens, Cooperative Constitution (brought by organization)]*

**EXPLAIN:** Because it is important for each leader to have clarity around the tasks and daily responsibilities, you will now review the expectations and requirements of each committee and role.

40 min **ACTIVITY: Leadership Roles & Responsibilities**

*[Materials: Roles flipcharts, markers, sticky notes (1 pack/small group), pens, Cooperative Constitution (brought by organization)]*

**DIVIDE** participants into groups of 3-5.

*Note: Dividing by Cooperative, by IWUA, or by region is likely helpful, as they will have individual constitutions and expectations.*

**GIVE** each group a stack of sticky notes and pens.

(10 min) **INVITE** groups to:

1. **CREATE** a list of ALL responsibilities the Cooperative/IWUA has, including:

- Decisions to make
- Tasks to accomplish
- Responsibilities to fulfill

**Examples:**

- Contact buyers
- Negotiate contracts
- Coordinate inputs services for members
- Write receipts
- Keep cooperative records
- Approve expenses
- Enforce by-laws
- Prepare annual budget
- Etc...

2. WRITE each task/responsibility on a **separate** sticky note.

**ALLOW** 10-15 minutes.

(25 min)

Once groups have all the tasks written out, **INVITE** participants to **CONSIDER** the tasks related to the **first flipchart: Chairperson**.

1. Participants should “**STICK**” the responsibilities sticky notes onto the appropriate Roles flipchart.
  - As volunteers come forward, they should **ANNOUNCE LOUDLY** the task / responsibility, so other groups can **DISCUSS** and **AGREE**.

*[Note to Facilitator: **ENCOURAGE** groups to reference their Constitutions.]*

**PROCEED** through each Roles flipchart, one-by-one, allowing 4-8 minutes for each.

(5 min)

**ASK** the group to **REVIEW** and **DISCUSS** the results. **ADJUST** (as needed).

**ENSURE** groups **AGREE** on the responsibilities of each role.

**ADVISE** participants to take this list back to the organization to revisit together.

**CONGRATULATE** all participants on good effort.

5 min

**INVITE** participants back to their seats.

**DEBRIEF QUESTIONS:**

1. Was this exercise easy or difficult? What made it so?
2. Who should review Cooperative/IWUA tasks and assign them to leaders / committees?
3. Is this list “final” for the Cooperative/IWUA forever? Explain.
4. What happens when a new task emerges that is not yet on these lists? Who should approve any changes?

**ASK FOR** and **ANSWER** any questions before continuing.

15 min

## **CLOSING ACTIVITIES**

10 min

**CLOSING ACTIVITY: Learning Toss**

*[Materials: ball / paper / stone / anything small]*

**INVITE** participants to **STAND** in a circle.

*Note: Depending on the size of the group, **INVITE** participants to **DIVIDE** into groups of their regions / cooperatives, to reduce time needed for the exercise.*

**ASK** each participant to **THINK** of one lesson or idea from **this session on roles and responsibilities** that they are excited to implement at their own Cooperative/IWUA.

**TOSS** the *[ball / paper / stone / other]* to the first participant.  
**INVITE** him/her to **SHARE** the topic of personal priority.  
**ASK** him/her to **TOSS** the *[ball / paper / stone / other]* to another participant in the circle.  
**CONTINUE** until all participants have had a turn.

**INVITE** participants back to their seats.

5 min **INSTRUCT** participants to **REVIEW** their goals and expectations for this training session.  
**EXPLAIN:** I hope you have achieved your goal today! Congratulations!  
**ASK:** What questions are still remaining?  
**REVIEW** or **ANSWER** any outstanding issues or questions.

**EXPLAIN** the next steps:

- **TAKE** these concepts and ideas back with you & **REVIEW** them through the season.
- **USE** the work/practice from this session as a resource.
- **SUPPORT** and **LEARN FROM** your neighbors.
- **REVISIT** topics as necessary & **ASK QUESTIONS** when you have them.

# PASIDP Ethiopia: Cluster Training (M04) Session C

# Society or Biology

## FACILITATOR'S GUIDE

### PROGRAM OVERVIEW:

|                       |  |
|-----------------------|--|
| <b>TOTAL TIME:</b>    | 1 hr, 30 min (excluding breaks)  |
| <b>AUDIENCE:</b>      | PASIDP Cooperative Leaders + IWUA Leaders + Stakeholders / Ethiopia          |
| <b>FACILITATOR/S:</b> | TNS Market Specialists, supported by PM and Ethiopia Senior Training Advisor |
| <b>LOCATION:</b>      | Regional 3-day Cluster Training  |

### LEARNING OBJECTIVES:

|                    |   |
|--------------------|---|
| <b>Objective 1</b> | Participants <b>understand</b> that men and women play roles largely determined by <b>society, not biology</b> , which means that the roles can change. |
| <b>Objective 2</b> | Participants <b>understand</b> that society can only achieve its greatest potential if <b>both men and women are both strong and equal</b> .            |

### MODULE OUTLINE:

|   |   |
|---|---|
| <b>1 Understand Differences Between Society and Biology</b> | 1.10. Explore Society or Biology  |
| <b>2 Understand Benefits of an Equal Society</b>            | 2.5. Use Bird Analogy to Describe Our Households and Our Community<br>2.6. Use Bird Analogy with Our Cooperative / IWUA |

### MATERIALS:

- Facilitator's Guide
- Flipchart
- Flipchart markers
- Spool of String
- Bird Poster (1 per set)
- Society or Biology Posters (3 per set)
- Society or Biology Activity Pictures (7 per set)
- Changing Society Pictures (3 per set)



Bird Poster

[PRINT (DOUBLE SIDED), A4 SIZE & LAMINATE]



Society or Biology Posters

[PRINT 1 set, A4 SIZE & LAMINATE]



Changing Society Pictures

[PRINT 1 set, A4 SIZE & LAMINATE]



Society or Biology Activity Pictures

[PRINT (DOUBLE SIDED) 1 set, A4 SIZE & LAMINATE]

## GUIDELINES FOR SUCCESS

### TechnoServe Adult Learning Principles

---

#### Adult Learners:

- Learn best when material relates to life and experiences. **CONNECT** to them.
- Have shaping, real-life experiences to share. **INVITE** their stories and participation.
  
- Are busy with other responsibilities. **RESPECT** time, **BE** patient, and **HELP** them focus.
- Take time to incorporate new knowledge. **REFLECT** to internalize the impact.
  
- Dislike boredom, like anyone else. **ENGAGE** and **EXCITE** them through hands-on activities.
- Are intelligent and have existing knowledge. **ASK** what they know.
  
- Are eager to see results. **ACTIVATE** practical skills they can employ immediately.
- Can solve their own problems. **SUPPORT** creative problem-solving.
  
- Learn through doing. **TEST** learning through experiments and simulations.
- Learn through mistakes. **USE** activities, games, and discussion to support learning.
  
- Might be afraid of failing. **ENCOURAGE** them to participate judgment-free.
- Deserve respect and patience. **SHOW** professionalism.
- Have opinions. **ASK** for their preferences.
- Are sometimes shy. **OFFER** small group discussion, and **BUILD** confidence.
- Are not children. Do not assume you should “teach” them. **WORK WITH** them.

#### Facilitator Expectations

---

#### The facilitator will:

- Organize and prepare lessons, including training practice and review.
- Adapt to the audience’s needs, like visibility, noise, learning pace, and distractions.
- Make adjustments, repeat concepts, or give extra lessons as necessary.
- Employ the CREATE TechnoServe Training Methodology and the Learning Cycle.
  
- **As TechnoServe is a non-religious organization, if prayer must be used to open and close the meeting, all faiths in the room must be equally represented.**

5 min

## OPENING ACTIVITIES

### Welcome & Introductions

---

**EXPLAIN:** This session is all about the roles of men & women in society and in biology. This will help you to:

11. **Assess** which roles are assigned by **biology** and which are assigned by **society**
12. **Explore** how **equal strength and responsibility** can enable success

2 min

#### **OPENING ACTIVITY: Ethiopian Proverbs**

**INVITE** a participant to **STAND** and **READ** the following Ethiopian proverb:

When the webs of the spider join, they can trap a lion

**THANK** the participant, and **INVITE** him/her back to his/her seat.

**ASK:** How can this proverb/lesson apply to the task of **equal strength and responsibility**?  
**INVITE** participants to **RESPOND**.

3 min

Based the overview and agenda, **INVITE** participants to **CONSIDER** their goals and expectations for the session.

- What are you hoping to learn from this session? What are your personal goals?

Participants may:

- **THINK** by themselves
- **SHARE QUIETLY** with a neighbor
- **WRITE** them down in a notebook

**ALLOW** 2-4 minutes.

**ASK FOR** and **ANSWER** any questions before continuing.

30 min

#### OBJECTIVE 1:

## Understand Differences Between Society and Biology

*[Materials: Society or Biology Activity Pictures, Society or Biology Posters]*

30 min

### 1.5. Explore Society or Biology

---

5 min

**EXPLAIN:**

- Men and women want similar things for their lives and their families, but they often face different expectations and challenges in achieving what they want.



- Now we are going to explore how the roles and challenges of men and women differ.
- Later we will discuss how you we can work together to achieve greater success for all.

**EXPLAIN:**

- I am going to call out some typical tasks in our society
- Please tell me who is expected to do **most** of this activity
- **ASK:** Is it mainly women or mainly men who are expected to take care of the sick and elderly?
- **INVITE both** male and female volunteers to answer
- **ASK:** Is it mainly women or mainly men who are expected to earn money for the family?
- **INVITE both** male and female volunteers to answer
- **ASK:** Is it mainly women or mainly men who are expected to keep the house clean and tidy?
- **INVITE both** male and female volunteers to answer
- **ASK:** Is it mainly women or mainly men who are expected to decide whether to buy large household items such as iron sheets for the roof?
- **INVITE both** male and female volunteers to answer

**DEBRIEF QUESTION:** From this exercise, and we say that men and women often expected to do different activities?

**EXPECTED ANSWER:** Yes

**EXPLAIN**

- Men and women often play different roles in the family and community.
- As a result, they face different opportunities, expectations, and pressures.

**ASK FOR** and **ANSWER** any questions before continuing.

**EXPLAIN:** We will review these differences, and their causes and influences, through a game.

20 min

**ACTIVITY: Society or Biology**

*[Materials: Society or Biology Activity Pictures (7 per set)]*

**INVITE** everyone to **STAND** in the front of the room.

**EXPLAIN:** We are going to play a game to practice identifying whether activities that are normally done by men and women in our community are seen that way because of society or biology.

**EXPLAIN** the rules:

- I will show a photo
- First, we will discuss what is happening in the photo. Then:
- **STAND** to the **RIGHT** if you think the role in the photo is determined by **SOCIETY**
- **STAND** to the **LEFT** if you think the role in the photo is determined by **BIOLOGY**

- **STAND** in the **MIDDLE** if you are **UNSURE**

**ENSURE** all participants understand.

**INVITE** participants to **STAND**.

**SHOW** Photo #1.

**ASK:** What is happening in this photo? Who is doing what?

**INVITE** 1-2 volunteers to **EXPLAIN** the photo content.



**INVITE** participants to **CHOOSE** a side and **STAND** there.  
(**RIGHT** = **SOCIETY**; **LEFT** = **BIOLOGY**; **MIDDLE** = **UNSURE**)

**INVITE** participants to **DISCUSS OPINIONS** and points of view.  
**CHOOSE** volunteers from both sides.

**EXPLAIN** whether the activity is due to society or biology.

*Note:*

- *If a man's physical body and a woman's physical body can both do the activity, the difference we see in behavior is determined by society.*
- *If a man's physical body is unable to do the action, it is a biological difference.*

**REPEAT** the exercise for the remaining 6 photos, one-by-one.



**CONGRATULATE** all participants on good effort.

5 min **INVITE** participants back to their seats.

[Materials: Society or Biology Posters]

**EXPLAIN:** There are **biological differences** between men and women that can never change



**SHOW** Poster #1.

**ASK:** How does this image represent the biological differences that can never change?

**ALLOW** participants to **DISCUSS**.



**EXPLAIN:** There are also many **different roles** given to men and women **by society**.

**SHOW** Poster #2.

**ASK:** How does this image represent the roles given by society?  
**ALLOW** participants to **DISCUSS**.

**EXPLAIN:** The roles that are given to men and women by **society can and do change**



**SHOW** Poster #3.

**ASK:** How does this image represent how the roles in society can and do change?

**ALLOW** participants to **DISCUSS**.

**EXPLAIN** Poster #3:

- You see the photo of a man carrying a baby, and it might seem strange or unusual.
- It is only strange or unusual because we are not used to seeing this scene.
- However, we know a man can physically carry and care for a baby.
- Society tells women and men that it is the mother's job but not the father's job to do most of the caring for young children.
- Again, we know that the rules of society **can and do change**.

**EXPLAIN:**

- Our task today is to explore the roles given to us by society and think about whether they are changing and how these changes may benefit us.
- You may want to think about whether there are activities determined by society that you think should change.

**ASK FOR** and **ANSWER** any questions before continuing.

40 min

**OBJECTIVE 2:**

**UNDERSTAND THE BENEFITS OF AN EQUAL SOCIETY**

[Materials: Bird Poster]

30 min

**2.3. Use Bird Analogy to Describe Our Households and Our Community**

5 min

**EXPLAIN:**

- When people talk about supporting men and women to break out of their traditional roles given to them by society, they often focus on *women*.
- For example, you may hear it suggested that women should be supported to participate more in community leadership.

**ASK:** Why do you think it is the case that *so much emphasis* is placed on women?

**DISCUSS** with participants, and **INVITE** responses from women and men equally.

**POSSIBLE ANSWERS:**

- Women are traditionally less likely to have equal decision-making power
- Women's input is equally important, but less often considered
- Traditionally, women are not as well represented in positions of power and leadership
- It is often more difficult for women to access services such as loans than men

- Others?
- 

[Materials: Bird Poster]

5 min

**SHOW:** Bird Poster

**EXPLAIN:** This image shows a bird with two wings soaring in the sky.



**EXPLAIN:** We can use the idea of a bird to explain how men and women can relate in our community:

- Our society (same as our household) has two wings
- One wing represents men, the other wing represents women
- If one wing is strong and one is weak, then the bird cannot fly properly.
- But if both wings are strong, equal, and working together, then the bird can fly and reach its greatest heights
- Similarly, if either men or women are not reaching their full potential, or if they are not cooperating, then our society and our households cannot achieve their greatest heights.

**REVIEW** key lessons:

- Balance is very important to the success of everyone.
  - By enabling both women and men to reach their full potential and work together then families, and society, are better off.
  - Both wings must be strong, equal, and working together for the bird to fly.
- 

5 min

**EXPLAIN:**

- Next, we will discuss how society gives us expectations about which activities men and women should and should not do.
- These expectations can sometimes hurt or cripple female wing and the male wing.

**ASK:** Which expectations on men make the male wing weaker or damaged?

**DISCUSS** with participants, and **INVITE** responses from women and men equally.

**POSSIBLE ANSWERS:** The male wing is crippled and made weaker by:

- Pressure to never say “I can’t”, “I don’t know” or “I’m afraid”
- Pressure to be the sole provider for the family
- Pressure to engage in social activities and entertainment
- Pressure to always appear successful to others
- Others?

**ASK:** Which expectations on women make the female wing weaker or damaged?

**DISCUSS** with participants, and **INVITE** responses from women and men equally.

**POSSIBLE ANSWERS:** The female wing is crippled by:

- Lack of access to information, assets such as bicycles and financial services
- Lack of decision-making power
- Lack of land ownership
- Lack of power in decision making in the community
- Pressure to be the main caretaker of the home, children and elderly

- Others?

5 min

**ACTIVITY: Be the Bird**

**INVITE** participants to **STAND** and **FORM** a large circle, with enough space in between.

**INVITE** participants to:

- **HOLD THEIR ARMS** out to their sides
- **CHOOSE** one arm as their female wing, and **FLAP** it
- **IDENTIFY** the other arm as their male wing, and **FLAP** it

**INSTRUCT** participant to:

- **MAKE** both of their wings strong and equal and working together
- **FLAP** their wings like a strong, coordinated bird

**ASK:** How does it feel?

**INVITE** responses from women and men equally.

**EXPLAIN:** We will now represent what happens when the rules *decided by society* cripple these wings.

**INVITE** participants to:

- **MAKE** the male wing weaker by the social pressures to always appear strong and successful, to spend money on entertainment and other luxuries, and to provide for the family alone
- **TRY TO FLAP** their wings

**ASK:** What happens when one wing is strong and the other is weak?

**EXPECTED ANSWER:** The bird is unable to fly properly.

**INVITE** participants to:

- **MAKE** the female wing weaker by her lack of decision-making power, access to information, land and finance, and pressure to care for the family alone
- **TRY TO FLAP** their wings

**ASK:** How does it feel to fly with crippled wings?

**POSSIBLE ANSWERS:**

- It will be difficult for the society to succeed
- The bird cannot soar to its potential
- Both sides are hurt if one wing is weak
- Others?

**EXPLAIN:** We will now represent what happens when we allow ourselves to change the rules set by society, breaking free of the rules that are crippling.

**INVITE** participants to:

- **SHAKE** the male wing to eliminate the social rules that are stopping men and boys from reaching their full potential
- **SHAKE** the female wing to eliminate of the social rules that are stopping women and girls from reaching their full potential.
- **FLAP** their wings, strong and equal
- **MOVE AROUND** the space, flapping wings, reaching full potential, and flying to new heights.

**INVITE** participants to return to their seats.

5 min

**DEBRIEF QUESTIONS:**

1. How do men benefit when women reach their full potential?
2. How do women benefit when men reach their full potential?
3. How do we all benefit when men and women cooperate and work together?

**REVIEW** key takeaways:

- By helping everyone to individually succeed, everyone is better off.
- If wife and husband help each other reach their full potential, the household is better off.
- If women and men in this community supported each other to reach their full potential, the whole community is better off.

---

*[Materials: Changing Society Pictures]*

5 min

**ASK:** Can you think of people in your community who are changing typical social roles for men and women?

**FOR EXAMPLE:**

5. Can you think of women who run a large successful business or have taken on leadership responsibilities?
6. Can you think of men who participate in childcare?

**BRAINSTORM** ideas with participants, and **INVITE** responses from women and men equally.

**INVITE** volunteers to share stories.

**SHOW** the Changing Society Pictures.

**EXPLAIN:**

- Society can and does change, even in Ethiopia.
- We can see women in leadership positions and men helping with household tasks.

**ASK FOR** and **ANSWER** any questions before continuing.

**10 min**

**2.4. Use Bird Analogy with Our Cooperative / IWUA**

---

5 min

**EXPLAIN:** Your Cooperatives and Water Associations will also benefit if both women and men fully participate.

**ASK:** In what ways would your group benefit if both women and men from were fully participating and membership and leadership?

**EXPECTED ANSWERS:** The group would be:

- stronger
- more profitable
- achieve more
- be more responsive to the entire community
- make better decisions that benefited everyone
- others?

**ASK:** Is your group currently balanced with the same proportion of women and men in membership and leadership?

**EXPECTED ANSWER:** No. There are more male than female members and leaders.

**ASK:** If you wanted your group to achieve its full potential what would you need to do?

**EXPECTED ANSWER:** More female members would need to participate in membership and leadership.

---

5 min

**ASK:** Can both husband and wife from the same household both be members of the same Cooperative?

**ANSWER:** Yes.

**ASK:** In what ways does a family benefit when both husband and wife are both members of the Cooperative?

**EXPECTED ANSWERS:**

- The family is more harmonious and cooperates more
- There is better information flow and transparency at home
- The family is able to make better decisions
- The family earns more income
- There is less conflict and mistrust
- Others?

**ASK FOR** and **ANSWER** any questions before continuing.

15 min

## CLOSING ACTIVITIES

**EXPLAIN:** We are going to do one final activity to reflect on what we learned to day, and what each of you will do differently as a result.

10 min

### **CLOSING ACTIVITY: Web of Action**

*[Materials: Spool of String]*

**FIND** an open area.

**INVITE** participants to form a large circle.

*Note: If there are many participants, perhaps you can divide into smaller groups.*



**HOLD UP** the spool of string.

**EXPLAIN:**

- I am going to begin by asking a question.
- After I ask the question, I will throw the ball of string across the circle, but I will continue to hold the end of the string.
- When the ball of string is tossed to you, you will catch it and share your answer to the question.
- You will then hold onto the string, and throw the ball of string to another person until everyone has answered the question.
- You cannot throw it to the person next to you.
- Do not let go of the string! At the end, everyone should be holding on.



**CONFIRM** everyone understands.

When they catch the string, **ASK** participants:

***“What is something you will do differently because of what we talked about today, either in your home, your Cooperative, or your community?”***

**TOSS** the string across the circle, and **INVITE** the first participant to share.

**ASK** them to **HOLD** the string and toss the string to someone else across the circle.

**REPEAT** until everyone is holding onto the string.

**ASK:** What does the web of string look like to you? What do you think it is telling us?

**INVITE** responses from women and men equally.

**ASK:** What happens if someone lets go of the string?

**ASK** someone to let go of the string.

**INVITE** volunteers (women and men equally) to describe what happens.

**ASK:** How does this relate to your household and/or community?

**INVITE** responses from women and men equally.



**INVITE** participants back to their seats.

5 min **INSTRUCT** participants to **REVIEW** their goals and expectations for this training session.

**EXPLAIN:** I hope you have achieved your goal today! Congratulations!

**ASK:** What questions are still remaining?

**REVIEW** or **ANSWER** any outstanding issues or questions.

**EXPLAIN** the next steps:

- **TAKE** these concepts and ideas back with you & **REVIEW** them through the season.
- **USE** the work/practice from this session as a resource.
- **SUPPORT** and **LEARN FROM** your neighbors.
- **REVISIT** topics as necessary & **ASK QUESTIONS** when you have them.

# PASIDP Ethiopia: Cluster Training (M04) Session D

# Good Governance

## FACILITATOR'S GUIDE

### PROGRAM OVERVIEW:

|                       |  |
|-----------------------|--|
| <b>TOTAL TIME:</b>    | 1 hr, 30 min (excluding breaks)  |
| <b>AUDIENCE:</b>      | PASIDP Cooperative Leaders + IWUA Leaders + Stakeholders / Ethiopia          |
| <b>FACILITATOR/S:</b> | TNS Market Specialists, supported by PM and Ethiopia Senior Training Advisor |
| <b>LOCATION:</b>      | Regional 3-day Cluster Training  |

### LEARNING OBJECTIVES:

|                    |  |
|--------------------|--|
| <b>Objective 1</b> | Participants <b>understand accountability and transparency</b> and are prepared to employ good governance. |
|--------------------|--|

### MODULE OUTLINE:

|   |       |   |
|---|-------|---|
| <b>1 Discuss and Employ Good Governance</b> | 1.11. | Determine Good vs. Bad Governance           |
|   | 1.12. | Define Accountability                       |
|   | 1.13. | Define Transparency                         |
|   | 1.14. | Explore Benefits of Good Governance         |
|   | 1.15. | Review Cooperative/IWUA Constitution/Bylaws |
|   | 1.16. | Plan to Assign Accountability               |

### MATERIALS:

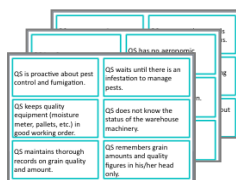
- Facilitator's Guide
- Flipchart
- Flipchart markers
- Facilitator: mobile phone (timer function)
- Good Governance Matching cards (18/set)
- Accountability Worksheet (1 per Cooperative)
- 1 prepared flipchart (see below)
- Tape
- mobile phone (timer function)

#### Participants Bring:

- Bylaws for their organizations



Good / Bad Governance Flipchart



Good Governance Matching Cards



Accountability worksheet

**[PREPARE IN ADVANCE]**

**[PRINT 1 set, A4 SIZE, CUT APART & LAMINATE]**

**[PRINT 1 per cooperative, A4 SIZE]**

## GUIDELINES FOR SUCCESS

### TechnoServe Adult Learning Principles

---

#### Adult Learners:

- Learn best when material relates to life and experiences. **CONNECT** to them.
- Have shaping, real-life experiences to share. **INVITE** their stories and participation.
- Are busy with other responsibilities. **RESPECT** time, **BE** patient, and **HELP** them focus.
- Take time to incorporate new knowledge. **REFLECT** to internalize the impact.
- Dislike boredom, like anyone else. **ENGAGE** and **EXCITE** them through hands-on activities.
- Are intelligent and have existing knowledge. **ASK** what they know.
- Are eager to see results. **ACTIVATE** practical skills they can employ immediately.
- Can solve their own problems. **SUPPORT** creative problem-solving.
- Learn through doing. **TEST** learning through experiments and simulations.
- Learn through mistakes. **USE** activities, games, and discussion to support learning.
- Might be afraid of failing. **ENCOURAGE** them to participate judgment-free.
- Deserve respect and patience. **SHOW** professionalism.
- Have opinions. **ASK** for their preferences.
- Are sometimes shy. **OFFER** small group discussion, and **BUILD** confidence.
- Are not children. Do not assume you should “teach” them. **WORK WITH** them.

### Facilitator Expectations

---

#### The facilitator will:

- Organize and prepare lessons, including training practice and review.
- Adapt to the audience’s needs, like visibility, noise, learning pace, and distractions.
- Make adjustments, repeat concepts, or give extra lessons as necessary.
- Employ the CREATE TechnoServe Training Methodology and the Learning Cycle.
- **As TechnoServe is a non-religious organization, if prayer must be used to open and close the meeting, all faiths in the room must be equally represented.**

10 min

## OPENING ACTIVITIES

### Welcome & Introductions

---

**EXPLAIN:** This session is all about employing good governance. This will help you to:

13. Understand the **difference of good and bad governance**
14. **Review** Cooperative/IWUA bylaws
15. Set **accountability and transparency expectations** for your organization

5 min

#### OPENING ACTIVITY: Governance Stretch

**EXPLAIN:**

- In this session, we will explore attributes like accountability, transparency, and governance.
- The following energizer will help illustrate these tasks.

**INVITE** participants to **STAND**.

**INTRODUCE** each task as a stretch, and **INVITE** participants to **PRACTICE TOGETHER:**

- **Accountability:** bend over and wag your finger (like at a child), because there is consequence for bad behavior
- **Governance:** stand straight up, with chest out and hands on your hips, like leaders who practice good governance
- **Transparency:** stretch your arms high above, and wave them around, as if you are clearing away to make a transparent view

**EXPLAIN:** As I call each task, **DO** the corresponding stretch until I call the next one.

**ENSURE** all participants **UNDERSTAND** the instructions.

**CALL OUT** the stretches in varying sequence for varying lengths of time.

**ALLOW** 3-4 minutes.

**INVITE** participants back to their seats.

*Note: **USE** this stretch as an energizer throughout the session, as needed.*

5 min

Based the overview and agenda, **INVITE** participants to **CONSIDER** their goals and expectations for the session.

- What are you hoping to learn from this session? What are your personal goals?

Participants may:

- **THINK** by themselves
- **SHARE QUIETLY** with a neighbor
- **WRITE** them down in a notebook

**ALLOW** 2-4 minutes.

**ASK FOR** and **ANSWER** any questions before continuing.

70 min

**OBJECTIVE 1:**

## **Discuss and Employ Good Governance**

*[Materials: Good Governance Matching cards (1 set), Good / Bad Governance flipchart, tape, mobile phone (timer function), constitution/bylaws (brought by organization), Accountability worksheet]*

**25 min**    **2.5. Determine Good vs. Bad Governance**

---

*[Materials: Good Governance Matching cards (1 set), Good / Bad Governance flipchart, tape, mobile phone (timer function)]*

5 min    **ASK:** What is “governance?”

**BRAINSTORM** answers with participants, and **INVITE** responses from women and men equally.

**POSSIBLE ANSWERS:**

- Procedures
- Regulations
- System for conduct
- Expectations about behavior
- Others?

**EXPLAIN:** Governance is the conduct of policy, actions, and affairs of the organization.

- It is the structure within which leaders must operate.
- Good governance protects the interests of the Cooperative/IWUA and includes accountability and transparency.

**ASK:** Who is affected by the governance practices (whether good or bad) of a Cooperative/IWUA?

**BRAINSTORM** answers with participants, and **INVITE** responses from women and men equally.

**POSSIBLE ANSWERS:**

- Members (General Assembly)
- Each other (other leaders)
- Committees
- Community
- Buyers / business stakeholders
- Others?

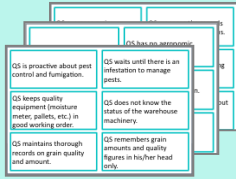
**EXPLAIN:**

- In this way, discussing good governance allows you to express your commitment to these people: your members, each other, and the community.
- Next, we will play a game to determine what is good governance vs bad governance.

15 min

### **ACTIVITY: Good Governance Matching**

[Materials: Good Governance Matching cards (1 set), Good / Bad Governance flipchart, tape, mobile phone (timer function)]



**MAKE & MIX A PILE** of Good Governance Matching cards, and **PREPARE** small pieces of tape.

**SHOW** the Good / Bad Governance flipchart.

#### **EXPLAIN** the rules:

- One-by-one, participants:
  - **WALK** to the pile of Good Governance Matching cards
  - **CHOOSE** one
  - **READ** it aloud
- The whole group will:
  - **DISCUSS** the situation
  - **DECIDE TOGETHER** whether it represents good (accountable and transparent) or bad (unchecked and dishonest) governance
- Participants will **EXPLAIN WHY** the situation is good or bad.
- The volunteer will **TAPE** the card to the appropriate side of the flipchart.
- Ensure participants **AGREE** and **UNDERSTAND** the reasoning.



**EXPLAIN:** This game is a race against the clock, so **DISCUSS** and **DECIDE** as quickly as possible.

**START** your mobile phone timer, and **INVITE** a volunteer to **BEGIN** the exercise.

**CONTINUE** until participants **ASSIGN** all cards.

**END** your mobile phone timer, and **ANNOUNCE** the group's collective completion time.

*USE the Answers list in the Appendix, as necessary.*

5 min **INVITE** participants back to their seats.

#### **DEBRIEF QUESTIONS:**

1. Is good or bad governance always clear in every situation? Why or why not?
2. What can your Cooperative/IWUA management learn from this activity?

**ASK FOR** and **ANSWER** any questions before continuing.

### **15 min 2.6. Define Accountability**

5 min **EXPLAIN:**

- The best governance systems promote both **accountability** and **transparency**.
- First, you will discuss the good governance value of **ACCOUNTABILITY**.

**ASK:** When you think of "accountability," what does it mean to you?

**BRAINSTORM** answers with participants, and **INVITE** responses from women and men equally.

**POSSIBLE ANSWERS:**

- Full responsibility for your assigned tasks
- Answer-ability for your duties
- System for assigning oversight & consequence
- Others?

**EXPLAIN:**

- Humans are motivated by incentives, rewards, and consequences.
  - Setting a system of **monitoring** and **responsibility** helps motivate good choices.
- 

5 min

**EXPLAIN:** The following is a real-life example.

**ASK:**

- What is an example of a law in your country?
- What makes citizens follow this law?
- How would the crime rate change if all the police and judges disappeared?
  - What if no one watched (monitored) for this criminal behavior AND if no one assigned the government-appointed consequence?

**LIKELY ANSWER:** Crime would increase.

**EXPLAIN:** There is accountability built into the legal system in two parts:

1. Citizens know they're being watched. (If no one watches, more crime will happen.)
2. Citizens know which consequences await, if they are caught breaking the law. (If there were no penalty for stealing, some potential criminals might try it.)

**EXPLAIN:** In the same way, Good Governance means that your Cooperative/IWUA employs accountability:

- Leaders should be watched
  - Leaders should know they're being watched
  - Regulations should be fair and decided collectively in advance
  - Consequences should be fair and decided collectively in advance
  - Leaders should know the consequences that await, if they break the regulations
  - Members should know that leaders will face consequences for breaking regulations
- 

5 min

**ASK:** What would be the evidence of good ACCOUNTABILITY in this Cooperative/IWUA management?

**ALLOW** participants to **DISCUSS**, and **INVITE** responses from women and men equally.

**POSSIBLE ANSWERS:**

- Other members of the leadership team are watching for good behavior
- Member farmers of cooperative are watching for good behaviour
- Penalties are in place for incorrect behaviour
- Leaders who behave poorly accept correct consequence
- Others?

**ASK FOR** and **ANSWER** any questions before continuing.

**10 min 2.7. Define Transparency**

---

2 min **EXPLAIN:** You will also discuss the good governance value of TRANSPARENCY.

**ASK:** What is the physical definition of TRANSPARENCY? If an object is transparent, what does that mean?

**BRAINSTORM** answers with participants, and **INVITE** responses from women and men equally.

**POSSIBLE ANSWERS:**

- See-through
- Clear
- For example: window, cellophane wrap, glass, clear plastic
- Others?

**EXPLAIN:**

- Humans are also motivated by social pressures.
  - Setting a system of visibility and exposure helps motivate good choices.
- 

3 min **ASK:** How might a person's behavior and housekeeping change if he/she lived in a transparent house (for example, if all walls were made of glass).

**BRAINSTORM** answers with participants, and **INVITE** responses from women and men equally.

**POSSIBLE ANSWERS:**

- Behavior would change
- A person would refrain from doing things he/she would not want others to see
- A person would be more careful
- Others?

**ASK:** Similarly, how might a manager's behavior change if the members of the Cooperative/IWUA watched everything they did?

**BRAINSTORM** answers with participants, and **INVITE** responses from women and men equally.

**POSSIBLE ANSWERS:**

- Would not do untrustworthy activities
  - Would be motivated to do good behavior
  - Would not keep secrets
  - Others?
- 

5 min **ASK:** What would be the evidence of TRANSPARENCY among the Cooperative's/IWUA's management?

**BRAINSTORM** answers with participants, and **INVITE** responses from women and men equally.

**POSSIBLE ANSWERS:**

- Honest and straightforward behavior
- Truthful and open members
- Record books, expense receipts, and financial decisions all available for review
- Free to be examined
- Fair elections



- Others?

**ASK FOR** and **ANSWER** any questions before continuing.

---

**5 min**    **2.8. Explore Benefits of Good Governance**

---

5 min    **EXPLAIN:** Now you have defined both aspects of good governance: accountability & transparency.

**ASK:** What are the benefits to your Cooperative/ IWUA of having good accountability and good transparency?

**BRAINSTORM** answers with participants, and **INVITE** responses from women and men equally.

**POSSIBLE ANSWERS:**

- Reduce conflict
- Reduce confusion
- Eliminate doubt
- Instill confidence that money is safe
- Others?

**ASK FOR** and **ANSWER** any questions before continuing.

---

**10 min**    **2.9. Review Cooperative/IWUA Constitution/Bylaws**

---

*[Materials: constitution/bylaws (brought by cooperative)]*

10 min    **INVITE** participants to **DIVIDE** into groups and **SIT** with members of their own Cooperatives/IWUAs.

**EXPLAIN:** Because the organization's values, ethics, rules, and regulations serve as a path to achieve the organization's objectives, you will now sit together and remind yourselves of the Cooperative/IWUA bylaws.

**INVITE** one person to **QUICKLY REMIND** group members and managers of relevant sections of the constitution/bylaws concerning:

- Accountability
- Transparency
- Member rights
- Expectations of leadership
- Consequences
- Others?

**ALLOW** 10 minutes.

**INVITE** participants to **RETURN** to their seats.

**ASK FOR** and **ANSWER** any questions before continuing.

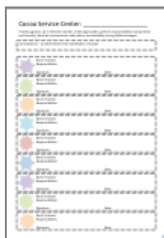
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**5 min**    **2.10. Plan to Assign Accountability**

---

[Materials: Accountability worksheet (1 per Cooperative)]

5 min



**SHOW** the Accountability worksheet.

**EXPLAIN:** After this session, your Cooperative/IWUA leadership will:

- **REVIEW** the consequences of not being accountable and transparent
- **COMMIT** to operating the business in a trustworthy and open manner
- **SIGN** an Accountability agreement
- **BRING** it to the member review session for anyone to read and review
- **HANG** it in the Cooperative/IWUA office for all to see

**EXPLAIN:** This exercise will strengthen your Cooperative/IWUA leadership's commitment to open and honest business practices.

**ASK FOR** and **ANSWER** any questions before continuing.

10 min

## CLOSING ACTIVITIES

5 min

### CLOSING ACTIVITY: Persuasion Role-Play

**EXPLAIN** the activity:

- Participants will **CHOOSE** a partner in a nearby seat
- One partner will **PLAY** "the neighbor Cooperative/IWUA leader"
- The other partner **ATTEMPTS TO CONVINC**E the "neighbor Cooperative/IWUA leader" to adopt the good governance practices discussed in this session
- You will have 2 minutes
- Then partners will **SWITCH** roles

**ENSURE** participants **UNDERSTAND** the instructions.

**INVITE** participants to **CHOOSE** a partner in a nearby seat.

**ALLOW** 2 minutes for the role-play.

**INSTRUCT** participants to **SWITCH** roles.

**ALLOW** 2 minutes for the role-play.

**INVITE** participants back to their seats.

5 min

**INSTRUCT** participants to **REVIEW** their goals and expectations for this training session.

**EXPLAIN:** I hope you have achieved your goal today! Congratulations!

**ASK:** What questions are still remaining?

**REVIEW** or **ANSWER** any outstanding issues or questions.

**EXPLAIN** the next steps:

- **TAKE** these concepts and ideas back with you & **REVIEW** them through the season.

- **USE** the work/practice from this session as a resource.
- **SUPPORT** and **LEARN FROM** your neighbors.
- **REVISIT** topics as necessary & **ASK QUESTIONS** when you have them.

## APPENDIX: GOOD/BAD GOVERNANCE MATCHING - ANSWERS

### Good Governance

(Accountable & Transparent Behavior)

### Bad Governance

(Unchecked & Dishonest Behavior)

|  |   |
|--|---|
| <p>Cooperative management regularly reviews the bylaws.<br/>Cooperative management regularly updates and refers to the business plan.</p>          | <p>Marketing Committee uses Cooperative-paid airtime for personal calls.</p>  |
| <p>Chairperson encourages regular, unbiased elections.<br/>Chairperson invites all group members to participate in decisions.</p>                  | <p>Chairperson avoids unfair regulation by using group money to pay a bribe to the local official.<br/>Chairperson uses hired labor workers for personal works.</p> |
| <p>Treasurer <u>always</u> gives members receipts for their contributions.<br/>Treasurer records <u>every</u> transaction for accurate totals.</p> | <p>Treasurer regularly keeps all cash in an envelope at his house.</p>  |
| <p>Secretary observes the Treasurer taking money and asks the group to address the behavior.</p>   | <p>Secretary observes the Treasurer taking money and tells no one.<br/>Secretary uses money from the treasury for his children's school fees and pays it back.</p>  |
| <p>Finance Manager uses group money to buy a weigh-scale that members voted to buy.</p>  | <p>Finance Manager uses the group table and chairs for her daughter's wedding.<br/>Finance Manager makes a major purchase without group consent.</p>                |
|  | <p>Marketing Committee sells <u>only</u> to friends, without considering other options.</p>   |
| <p>Finance Committee gives members dividend payments on time.</p>  |   |

# PASIDP Ethiopia: Cluster Training (M04) Session F

# Profit

## FACILITATOR'S GUIDE

### PROGRAM OVERVIEW:

|                       |  |
|-----------------------|--|
| <b>TOTAL TIME:</b>    | 1 hr, 30 min   |
| <b>AUDIENCE:</b>      | PASIDP Cooperative Leaders + IWUA Leaders + Stakeholders / Ethiopia          |
| <b>FACILITATOR/S:</b> | TNS Market Specialists, supported by PM and Ethiopia Senior Training Advisor |
| <b>LOCATION:</b>      | Regional 3-day Cluster Training  |

### LEARNING OBJECTIVES:

|                    |  |
|--------------------|--|
| <b>Objective 1</b> | Participants can <b>calculate profit</b> .                         |
| <b>Objective 2</b> | Participants <b>understand 3</b> profit levers to maximize profit. |

### MODULE OUTLINE:

|                           |  |
|---------------------------|--|
| <b>1 Calculate Profit</b> | <ul style="list-style-type: none"> <li>1.1. Understand the Profit Calculation</li> <li>1.2. Practice Calculating Profit</li> <li>1.3. Discuss Profit Options</li> </ul>  |
| <b>2 Maximize Profit</b>  | <ul style="list-style-type: none"> <li>2.1. Introduce Profit Maximization</li> <li>2.2. Understand How to Increase Income</li> <li>2.3. Understand How to Decrease Expenses</li> <li>2.4. Apply Profit Levers</li> </ul> |

### MATERIALS:

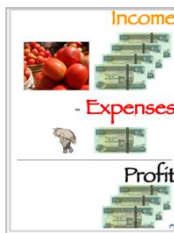
- Facilitator's Guide
- Flipchart
- Flipchart markers
- Profit Equation poster
- Sales Equation poster
- Profit Adjustments poster
- 1x flipchart from Session E – Cash Out | Cash In
- 1x prepared flipcharts (see below)
- Profit Vocab Scramble Cards

**Participants Bring:** mobile phone (calculator function)



Profit Vocab Scramble Cards

[PRINT ENOUGH – 1 CARD PER PARTICIPANT, SIZE A4, DOUBLE-]



Profit Equation poster

[PRINT 1, SIZE A3 & LAMINATE]



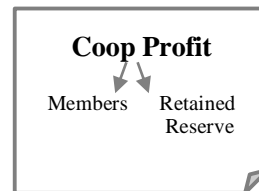
Sales Equation poster

[PRINT 1, SIZE A3 & LAMINATE]



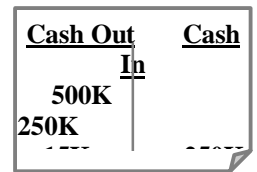
Profit Adjustments poster

[PRINT 1, SIZE A3 & LAMINATE]



Coop Profit Options flipchart

[PREPARE in advance]



Cash Out | Cash In flipchart

[FROM SESSION E: BUSINESS CYCLE]

## GUIDELINES FOR SUCCESS

### TechnoServe Adult Learning Principles

---

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- Have shaping, real-life experiences to share. **INVITE** their stories and participation.
  
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- Take time to incorporate new knowledge. **REFLECT** to internalize the impact.
  
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- Learn through doing. **TEST** learning through experiments and simulations.
- Learn through mistakes. **USE** activities, games, and discussion to support learning.
  
- Might be afraid of failing. **ENCOURAGE** them to participate judgment-free.
- Deserve respect and patience. **SHOW** professionalism.
- Have opinions. **ASK** for their preferences.
- Are sometimes shy. **OFFER** small group discussion, and **BUILD** confidence.
- Are not children. Do not assume you should “teach” them. **WORK WITH** them.

#### Facilitator Expectations

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#### The facilitator will:

- Organize and prepare lessons, including training practice and review.
- Adapt to the audience’s needs, like visibility, noise, learning pace, and distractions.
- Make adjustments, repeat concepts, or give extra lessons as necessary.
- Employ the CREATE TechnoServe Training Methodology and the Learning Cycle.
  
- **As TechnoServe is a non-religious organization, if prayer must be used to open and close the meeting, all faiths in the room must be equally represented.**

10 min

## OPENING ACTIVITIES

### Welcome & Introductions

**EXPLAIN:** This session is all about **Profit**. This will help you to:

16. Understand the profit calculation and practice calculating profit
17. Explore ways to increase profit at your Cooperative

5 min

#### **OPENING ACTIVITY: Profit Vocabulary Scramble**

[Materials: Profit Vocab Scramble Cards]



**EXPLAIN** the instructions:

- I will **GIVE** a vocabulary card to each person.
- **READ** the card: your vocabulary word and its definition. You are now the expert for this word.
- When I **SAY 'GO,'** you will **FIND A PARTNER** who has a different card than you.
- You will **EXPLAIN** and **TEACH** your vocabulary word to your partner, and they will **EXPLAIN** and **TEACH** you their word. You will have 30 seconds.
- After that, you will **TRADE** cards with your partner. You are now the expert for this word.
- Then, I will **SAY 'GO'** again, and you will find a new partner with a different card than the one you are currently holding.
- We will repeat 3-4 times.

**ENSURE** all participants **UNDERSTAND** the instructions.

**GIVE** each participant one Profit Vocabulary Scramble Card.

**INVITE** them to **STAND**.

**SAY** "go" to begin the game.

After 30 seconds, **INSTRUCT** participants to **TRADE** cards with their partner.

**SAY** "go" again to move them to the next partner.

**REPEAT** 3-4 times.

**INVITE** participants back to their seats.

5 min

Based the overview and agenda, **INVITE** participants to **CONSIDER** their goals and expectations for the session.

- What are you hoping to learn from this session? What are your personal goals?

Participants may:

- **THINK** by themselves
- **SHARE QUIETLY** with a neighbor
- **WRITE** them down in a notebook

**ALLOW** 2-4 minutes.

**ASK FOR** and **ANSWER** any questions before continuing.

25 min

**OBJECTIVE 1:**

## Calculate Profit

[Materials: Profit Equation poster, Cash Out | Cash In flipchart (From Session E – Business Cycle), marker, mobile phone calculator (participants bring), Coop Profit Options flipchart]

### 10 min 1.1. Understand the Profit Calculation

[Materials: Profit Equation poster]

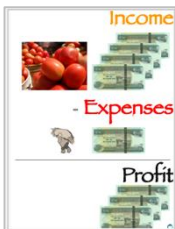
5 min **EXPLAIN:** From last session, you remember the goal of any business is to generate profit to put into the Owner's Share square.

**ASK:** What does "profit" mean?

**BRAINSTORM** answers with participants, and **INVITE** responses from women and men equally.

**POSSIBLE ANSWERS:**

- How much money your business makes after covering costs
- The money you get to keep after you pay for business needs
- The difference between money you make from your business and money you spend for your business
- Others?



**ASK:** Think back to the Business Cycle story: How do you know how much profit the business made?

**ANSWER:** Profit is the difference between your business income (Earned) and what you spend on your business operations (Used Up).

**SHOW:** Profit Equation poster, and **EXPLAIN** the equation.

**INVITE** participants to follow along, while you **EXPLAIN** the steps to calculate profit:

5. First, you **ADD UP** all of the money you earn from your business operations (not loans or owner's contributions) to get your income.
6. Second, you **ADD UP** all of the money you spend on your business operations (not on assets) to get your expenses.
7. Finally, you **SUBTRACT** your expenses from your income to get your profit.

**REVIEW:**

- If your expenses are less than your income, you are making a *profit*.
- If your expenses are more than your income, you are making a *loss*.



5 min

**ACTIVITY: Profit Song**

**EXPLAIN:** The Profit Song will help you to remember the equation to calculate profit.

**SING** the song, and **DEMONSTRATE** the dance moves.

**INSTRUCT** participants to **REPEAT** each move as you demonstrate.

**SING:**

*“Money comes in. Money goes out. Income minus expenses. You get a profit!”*

**INVITE** the group to practice the dance all together.

**REPEAT** 2-3 times until everyone has memorized it.

**ASK FOR** and **ANSWER** any questions before continuing.

**10 min 1.2. Practice Calculating Profit**

*[Materials: Profit Equation poster, Cash Out | Cash In flipchart (From Session E – Business Cycle), marker, mobile phone calculator (participants bring)]*

10 min

**ACTIVITY: Calculate Profit**

*[Materials: Profit Equation poster, Cash Out | Cash In flipchart (From Session E – Business Cycle), marker, mobile phone calculator (participants bring)]*

**EXPLAIN** the activity: In small groups, you will:

- **REVIEW** the profit equation
- **REVIEW** the Cash Out | Cash In flipchart
- **PRACTICE CALCULATING** profit

**ENSURE** participants **UNDERSTAND** the instructions.

**ASK:** First, which of the values on this Cash Out | Cash In flipchart represents “income?”

**ANSWER:**

- **125,000 ETB** on the CASH-IN side
- Because “income” is money-in from operating the business
- The first **250K** was owner-contributions, the second **250K** was a loan. Neither of these are from regular business operations (aggregating and selling crops)

**CIRCLE** the **125K** value with a marker.

**ASK:** Which of the values on this Cash Out | Cash In flipchart represents “expenses?”

**ANSWER:**

- **50,000 ETB** on the CASH-OUT side for potatoes
- **15,000 ETB** on the CASH-OUT side for labor
- **10,000 ETB** on the CASH-OUT side for phone credit & stationery
- Because “expense” is money-out from operating the business

| <u>Cash Out</u>    | <u>Cash In</u> |
|--------------------|----------------|
| 500K<br>50K<br>15K | 250K<br>250K   |

- The 500K was cash out to build a facility. Your business would not need to build a new facility for each crop sale.

**CIRCLE** the 50K, 15K and 10K values with a marker.

**INVITE** participants to **DIVIDE** into groups of 3-5.

**INSTRUCT** groups to **PRACTICE** the calculation and **DETERMINE** the profit of the example Cooperative.

**INVITE** groups to **USE** the calculator function on their mobile phones, as necessary.

**ALLOW** 3 minutes.

**INVITE** a volunteer to **SHARE** the answer.

**ANSWER:** 125,000 ETB (income) – 75,000 ETB (expenses) = 50,000 ETB (profit)

**REVIEW** the calculation so all **UNDERSTAND** the correct method.

**ASK FOR** and **ANSWER** any questions before continuing.

### 5 min 1.3. Discuss Profit Options

*[Materials: Coop Profit Options flipchart]*

2 min **INVITE** participants back to the discussion.

**ASK:** For a regular small business, what happens to the profit? Who manages the profit?

**EXPECTED ANSWER:** Profit goes back to the owner

**EXPLAIN:**

- The owner of a business might decide to use the profit for his/her own personal uses (family, home, etc.)
- He / She might decide to reinvest the profit into the business to grow or improve.

**ASK:** For a Cooperative like this one, what happens to the profit? Who manages it?

**BRAINSTORM** with participants, and **INVITE** responses from women and men equally.

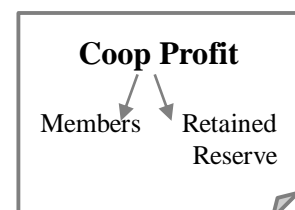
**POSSIBLE ANSWERS:**

- Members decide collectively what to do:
  - Pay cooperative expenses
  - Loan repayment
  - Other?

3 min **SHOW** the Coop Profit Options flipchart.

**EXPLAIN:**

- In any other business, the profit is given back to the owner.
- Since a Cooperative has many owners (members), all of them are entitled to a portion of the profit
- Similarly, all of them must be allowed to vote on how that profit



is used.

**EXPLAIN:**

- There is a portion of each profit that goes back into to business as reserve (~5%) for Cooperative development, etc.
  - A Cooperative might reserve money as “Retained Earnings” to cover next year’s budget, repay loans, or make investments.
  - In this case, the members must decide how much will be saved as “Retained Earnings” before dividing the remainder.
- Your Cooperative must discuss and agree on this, because it means that not all profit is available for investing in business activities (either assets or expenses)
- It will affect how you think about spending your Cooperative income and also about the prices you will accept from buyers.
  
- Then, some amount of Profit can be divided among members (according to their shares contributions) and paid back as a dividend.

**EXPLAIN:** The important thing is that the members decide together how to manage the Profit.

**ASK FOR** and **ANSWER** any questions before continuing.

|               |   |
|---------------|---|
| <b>45 min</b> | <b>OBJECTIVE 2:<br/>Maximize Profit</b> |
|---------------|---|

*[Materials: Profit Equation Poster, Sales Equation poster, paper, pens, Profit Adjustments poster]*

**5 min    2.1. Introduce Profit Maximization**

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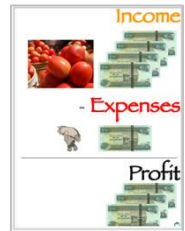
*[Materials: Profit Equation Poster]*

5 min    **ASK:** Which is better for your Cooperative business: lots of profit or little profit?  
**EXPECTED ANSWER:** Lots of profit!

**SHOW** Profit Equation poster

**ASK:** Based on what you know about the Profit Equation...

- is MORE income or LESS income better for your Cooperative business?
  - **EXPECTED ANSWER:** More income
- are MORE expenses or FEWER expenses better for your Cooperative business?
  - **EXPECTED ANSWER:** Fewer expenses



**EXPLAIN:** Since it is best for your business to maximize its profit, you will learn how your actions can produce MORE income and/or FEWER expenses to increase your final profit.

15 min 2.2. Understand How to Increase Income

---

[Materials: Sales Equation poster, paper, pens]

5 min **EXPLAIN:**

- When thinking of the aggregation portion of your Cooperative's business, we know the "income" from that activity comes from sales.
- Therefore, let us explore our Sales Equation first.

**ASK:** How do you calculate how much money the Cooperative should receive when it sells to a buyer?

**BRAINSTORM** with participants, and **INVITE** responses from women and men equally.



**SHOW:** Sales Equation poster

**EXPECTED ANSWER:** The amount of product sold (number of quintiles) multiplied by the price (ETB per quintile).

**INVITE** participants to **DISCUSS** with a partner:

- Based on the Sales Equation, what are options that will make sales increase?

**BRAINSTORM** with participants, and **INVITE** responses from women and men equally.

**POSSIBLE ANSWERS:**

- Increase the volume of crop you sell
- Increase the price you receive for your crop
- Others?

---

**EXPLAIN:**

- You will now work together in small teams to brainstorm ways to impact your sales.
- Try to think of as many ideas as you can in the time given.
- The team with the most ideas at the end of our 3 brainstorming rounds will be the winning team.

5 min

**ACTIVITY: Increase Volume Brainstorm**

[Materials: paper, pens]

**INVITE** participants to **DIVIDE** into small groups of 3-5 people each.

**GIVE** each group paper and pens.

**EXPLAIN:**

- Each group will have 5 minutes to brainstorm a list of specific ideas and examples of how you could increase volume sold at your Cooperative business.

**ALLOW** groups 5 minutes to brainstorm.

**EXPLAIN:** Thank you for your brainstorming. Save your list of ideas for the next activity.

*Note to Facilitator: **ALLOW** participants to **REMAIN** in their groups for the following discussion and activity.*

**EXPLAIN:**

- Next, your groups will brainstorm ways to impact price.
- Because the price is usually determined by the market, it is very difficult to demand a higher price, so your ideas will need to be very specific and justified to the buyer.

5 min

**ACTIVITY: Increase Price Brainstorm**

*[Materials: paper, pens]*

**INVITE** participants to **REMAIN** in their small groups from earlier.

**EXPLAIN:**

- Each group will now have 5 minutes to brainstorm a list of specific ideas and examples of how you could increase price of your Cooperative business.
- Remember, price is difficult to affect, so any ideas will have to be justified.

**ALLOW** groups 5 minutes to brainstorm.

**EXPLAIN:** Thank you for your brainstorming. Save your list of ideas for the next activity.

*Note to Facilitator: **ALLOW** participants to **REMAIN** in their groups for the following discussion and activity.*

**EXPLAIN:** Your teams will retain these brainstorm lists for the final competition.

---

**15 min 2.3. Understand How to Decrease Expenses**

*[Materials: Sales Equation poster, paper, pens]*

3 min **SHOW** Profit Equation poster.

**EXPLAIN:** We just discussed two ways to increase income of the Cooperative's aggregation business: increasing volume or increasing price.

**ASK:** According to the Profit Equation, what else can the business do to affect (increase) final profit?

**EXPECTED ANSWER:** Decrease expenses.

**EXPLAIN:**

- Lowering your expenses can be a good thing for your business.
- However, we learned that producing more is also a good thing for the business – and we know that in order to produce more you also have to spend more.
- So, you need to balance these two levers.



---

2 min **EXPLAIN:** Some expenses are necessary, and some expenses are worth the cost if they can increase production or improve quality.

**ASK:** What are some examples of expenses that help you make more money – or “good” expenses?

**BRAINSTORM** with participants, and **INVITE** responses from women and men equally.

**POSSIBLE ANSWERS:**

- High-quality produce from member farmers
- Investments in your business (i.e. increasing capacity)
- Irrigation maintenance fees
- Others?

**EXPLAIN:**

- Decreasing expenses is not always spending less
- It means spending wisely and ensuring that the things you spend money on are helping to create more value for your business than they cost.

5 min **ACTIVITY: Spend Wisely Brainstorm**

*[Materials: paper, pens]*

**INVITE** participants to **WORK WITH** their small groups from earlier.

**EXPLAIN:**

- Each group will now have 5 minutes to brainstorm a list of specific ideas and examples of how you could spend Cooperative money wisely, that is: decrease expenses of the aggregation business.

**ALLOW** groups 5 minutes to brainstorm.

**EXPLAIN:** Thank you for your brainstorming.

5 min **EXPLAIN:**

- Finally, we see which group has the most unique ideas from their brainstorms.
- That is, we will see which group was most creative and complete in their brainstorm.
- Each group will share one idea at a time, and the next idea shared cannot be a repeat idea (or one already mentioned).
- If a group is out of new, different ideas, they must sit down.
- The last group standing is the winning group.

**INVITE** a representative (to act as spokesperson) from each group to **COME** to the front.

**INVITE** one group to **SHARE** only ONE idea, then **INVITE** the next group to **SHARE** only ONE idea.

**REPEAT** in order.

When a group has no unique ideas, **ASK** the spokesperson to **SIT DOWN**.

**CONTINUE** until only one group is standing; **PRONOUNCE** the final group the “winners.”

**THANK** the volunteers, and **INVITE** them to **SIT**.  
**CONGRATULATE** and **CLAP FOR** the winning team.

**Increase Volume POSSIBLE ANSWERS:**

- Recruit new farmers to join the Cooperative
- Encourage member farmers to sell more of their produce through the Cooperative, as opposed to side-selling
- Encourage members to apply good agricultural practices to increase farm yield
- Use good handling practices at the Cooperative to decrease loss
- Find consistent buyers, so fresh produce gets sold weekly, decreasing wastage
- Others?

**Increase Price POSSIBLE ANSWERS:**

- Sell collectively (together in a group) to attract buyers who want large quantities
- Sell collectively (together in a group) to bypass the middlemen
- Control the timing of sales for buyers who want consistent timing
- Control the timing of sales so produce goes to market in lower production periods
- Improve quality
- Build good relationships with buyers
- Others?

**Spend Wisely (Decrease Expenses) POSSIBLE ANSWERS:**

- Encourage members to pay maintenance fees, to keep the irrigation scheme operational
- Negotiate rates with a reliable driver to decrease transportation cost
- Build an ongoing relationship with a reliable driver, getting a transportation discount
- Rely on farmers for farm-to-cooperative transportation
- Invest in good-quality produce from farmers that will not spoil quickly
- Plan your expenses in advance to prevent taking a loan (paying interest)
- Store stationery and assets carefully, to avoid wastage
- Pay back loans quickly to avoid ongoing interest charges
- Pay loans on time to avoid penalty charges
- Others?

---

**10 min 2.4. Apply Profit Levers**

*[Materials: Profit Adjustments poster]*

5 min **EXPLAIN:** In the last activity, you identified some great ideas for increasing profit.

**ASK:** What are some useful or unique ideas you heard?

**BRAINSTORM** with participants, and **INVITE** responses from women and men equally.

**ASK:** How can you apply these to your Cooperative business?

**BRAINSTORM** with participants, and **INVITE** responses from women and men equally.

**EXPLAIN:** Remember, the Cooperative might have little control over price, so it can focus energy on:

- getting more volume from member farmers
- spending wisely to decrease expenses

5 min



**SHOW:** Profit Adjustments Poster.

**EXPLAIN:**

- This poster summarizes everything we discussed today:
- using three “Profit Levers” that can help you improve your Cooperative’s aggregation business.

**INVITE** three volunteers to the front.

**INVITE** each one to **REVIEW** and **BRIEFLY DESCRIBE** one of profit levers

**POSSIBLE ANSWERS:**

1. **SELL MORE** by increasing our volume
  - collecting more from member farmers
  - inviting more member farmers to join the Cooperative
2. **INCREASE PRICES** by
  - improving quality
  - storing and selling when demand is the highest
3. **SPEND WISELY** to ensure all of our expenses are “good” expenses
  - invest in good-quality produce from farmers that will not spoil quickly
  - negotiate improved rates for transportation

**THANK** the volunteers, and **INVITE** them to **SIT**.

**ASK:** Of the three profit levers, over which one does the Cooperative have the least control?

**EXPECTED ANSWER:** Increased Price

**ASK:** What does that tell us about the Cooperative’s best strategy for increasing Profit?

**EXPECTED ANSWER:** Focus on the items the Cooperative can control, like volume and expenses.

**ASK FOR** and **ANSWER** any questions before continuing.

10 min

## CLOSING ACTIVITIES

5 min

**CLOSING ACTIVITY: Vocabulary Review & Profit Song**

*[Materials: Profit Vocab Scramble Cards (one of each word)]*

**EXPLAIN:** You learned a lot of new words today – so let’s review them all one more time.

**SHOW** each of the following Vocab Scramble Cards, and **INVITE** participants to explain their meanings.



- Income
- Expenses
- Profit
- Loss

**ASK:** What is the difference between “income” and “profit”?

**EXPECTED ANSWER:**

- Income is the money that comes in
- Profit is what is left after accounting for the expenses paid

**ASK:** Why is this difference important?

- When you make a sale, you might think all that cash is profit, but your Cooperative cannot just spend it all
- Some of that cash covers the expenses required for making the sale

**INVITE** participants to **SING** and **DANCE TOGETHER** “The Profit Song” to review the words.

**SING:**

*“Money comes in. Money goes out. Income minus expenses. You get a profit!”*

**INVITE** the group to practice the dance all together.

- **REPEAT** 2-3 times.

**INVITE** participants back to their seats.

5 min **INSTRUCT** participants to **REVIEW** their goals and expectations for this training session.

**EXPLAIN:** I hope you have achieved your goal today! Congratulations!

**ASK:** What questions are still remaining?

**REVIEW** or **ANSWER** any outstanding issues or questions.

**EXPLAIN** the next steps:

- **TAKE** these concepts and ideas back with you & **REVIEW** them through the season.
- **USE** the work/practice from this session as a resource.
- **SUPPORT** and **LEARN FROM** your neighbors.
- **REVISIT** topics as necessary & **ASK QUESTIONS** when you have them.

# PASIDP Ethiopia: Cluster Training (M04) Session G

# Record Keeping

## FACILITATOR'S GUIDE

### PROGRAM OVERVIEW:

|                       |  |
|-----------------------|--|
| <b>TOTAL TIME:</b>    | 1 hr, 30 min (excluding breaks)  |
| <b>AUDIENCE:</b>      | PASIDP Cooperative Leaders + IWUA Leaders + Stakeholders / Ethiopia          |
| <b>FACILITATOR/S:</b> | TNS Market Specialists, supported by PM and Ethiopia Senior Training Advisor |
| <b>LOCATION:</b>      | Regional 3-day Cluster Training  |

### LEARNING OBJECTIVES:

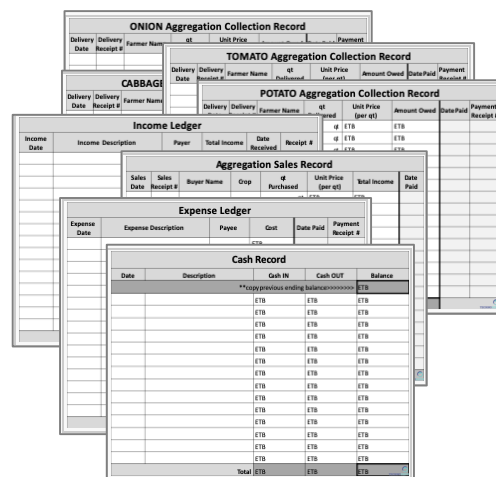
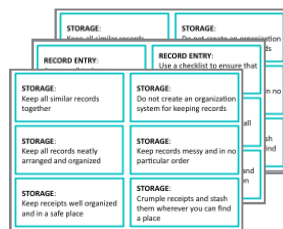
|                    |   |
|--------------------|---|
| <b>Objective 1</b> | Participants <b>understand common records and the associated information for each record.</b> |
| <b>Objective 2</b> | Participants <b>explore record keeping best practices.</b>                                    |

### MODULE OUTLINE:

|   |  |
|---|--|
| <b>1 Identify &amp; Review Business Records</b>   | 1.17. Identify Current Cooperative Records<br>1.18. Review Recommended Cooperative Records |
| <b>2 Understand Record Keeping Best Practices</b> | 2.1. Understand Record Keeping Best Practices  |

### MATERIALS:

- Facilitator's Guide
- Flipchart
- Flipchart markers
- Paper, pens (for each participant)
- 1 set - Records posters (8/set)
- 6 sets - Record Keeping Matching Cards (18/set)



## GUIDELINES FOR SUCCESS

### TechnoServe Adult Learning Principles

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#### Adult Learners:

- Learn best when material relates to life and experiences. **CONNECT** to them.
- Have shaping, real-life experiences to share. **INVITE** their stories and participation.
  
- Are busy with other responsibilities. **RESPECT** time, **BE** patient, and **HELP** them focus.
- Take time to incorporate new knowledge. **REFLECT** to internalize the impact.
  
- Dislike boredom, like anyone else. **ENGAGE** and **EXCITE** them through hands-on activities.
- Are intelligent and have existing knowledge. **ASK** what they know.
  
- Are eager to see results. **ACTIVATE** practical skills they can employ immediately.
- Can solve their own problems. **SUPPORT** creative problem-solving.
  
- Learn through doing. **TEST** learning through experiments and simulations.
- Learn through mistakes. **USE** activities, games, and discussion to support learning.
  
- Might be afraid of failing. **ENCOURAGE** them to participate judgment-free.
- Deserve respect and patience. **SHOW** professionalism.
- Have opinions. **ASK** for their preferences.
- Are sometimes shy. **OFFER** small group discussion, and **BUILD** confidence.
- Are not children. Do not assume you should “teach” them. **WORK WITH** them.

#### Facilitator Expectations

---

#### The facilitator will:

- Organize and prepare lessons, including training practice and review.
- Adapt to the audience’s needs, like visibility, noise, learning pace, and distractions.
- Make adjustments, repeat concepts, or give extra lessons as necessary.
- Employ the CREATE TechnoServe Training Methodology and the Learning Cycle.
  
- **As TechnoServe is a non-religious organization, if prayer must be used to open and close the meeting, all faiths in the room must be equally represented.**

25 min

## OPENING ACTIVITIES

### Welcome & Introductions

---

**EXPLAIN:** This session is all about record keeping. This will help you to:

18. **Understand the benefits and requirements** of record keeping
19. **Review important records** for you Cooperative to keep
20. **Choose** record keeping best practices for your organization

15 min

#### **OPENING ACTIVITY: We Are Going to the Market**

*[Materials: paper, pens (for each participant)]*

**INVITE** participants to **STAND** in a circle.

**EXPLAIN:**

- This activity will test your memory.
- It is called “We are going to the market...” because it begins when one person says, “We are going to the market and I will bring back...” and lists **ONE** item.
- The next person repeats the phrase, lists all previous items in order, and then adds another, different item.

**SHARE** an example:

- Person 1: “We are going to the market, and I’m bringing back one mango.”
- Person 2: “We are going to the market, and I’m bringing back one mango and one shirt.
- Person 3: “We are going to the market, and I’m bringing back one mango, one shirt, and one bar of soap.”

**ENSURE** everyone understands, and **BEGIN** Round 1, allowing everyone one turn.

---

**EXPLAIN:**

- Now you will complete the same activity again.
- However, in Round 2, you are allowed to use paper and pens to write down whatever you like as the round proceeds.
- Also, you must choose NEW items to bring from the market.

**BEGIN** Round 2 and allow everyone one turn.

5 min

**INVITE** participants back to their seats.

**DEBRIEF QUESTIONS:**

1. What did you notice about this activity?
2. What happened when you were able to write some of the items down?

**EXPLAIN:** Keeping records not only helps members of this Cooperative remember what has happened in the business, but it also can help:

- Decision-Making: by reviewing prices and money spent over time
- Group Character: by reducing mistrust among members
- Price Setting: by understanding all costs of production and the start-point of profit
- External Validation: by adding trust and transparency to the business plan, loan applications, etc.
- Others?

5 min Based the overview and agenda, **INVITE** participants to **CONSIDER** their goals and expectations for the session.

- What are you hoping to learn from this session? What are your personal goals?

Participants may:

- **THINK** by themselves
- **SHARE QUIETLY** with a neighbor
- **WRITE** them down in a notebook

**ALLOW** 2-4 minutes.

**ASK FOR** and **ANSWER** any questions before continuing.

40 min

**OBJECTIVE 1:**

## **Identify & Review Business Records**

*[Materials: flipchart, markers, Records posters (8/set)]*

**10 min 1.1. Identify Current Cooperative Records**

---

*[Materials: flipchart, markers]*

10 min **ASK:** What are some of the activities your Cooperative does weekly?

**BRAINSTORM** answers with participants and **INVITE** responses from women and men equally.

**POSSIBLE ANSWERS:**

- Purchase horticulture products from farmers
- Weighing, grading
- Sell horticulture products
- Purchase items
- Give loans
- Others?

**ASK:** Which records does your Cooperative already keep?

**BRAINSTORM** answers with participants, and **INVITE** responses from women and men equally.

**RECORD** on flipchart.

**POSSIBLE ANSWERS:**

- Aggregation collection (purchases from farmers on cash and on credit)









**BRAINSTORM** answers with participants, and **INVITE** responses from women and men equally.  
**POSSIBLE ANSWERS:**

- Track collections of horticulture products from farmers
- Understand worth of individual crop streams
- Record farmer contributions for future dividend payments
- Others?

**SHOW:** (one of the) Aggregation Collection Record posters  
**EXPLAIN:**

- Each column and the information that would be recorded there
- Expectations for Totals at the bottom
- Importance of the line dividing Left and Right sides of the Ledger
  - Why “date paid” might be different from “delivery date”
- Importance of recording a transaction when the collection occurs.
  - If cash leaves the business on the same day, fill the Right section immediately.
  - If cash does not leave the business on the same day, wait to fill the Right section after payment.
- Importance of separating crops into different Aggregation Collection Records
  - You can use the information to determine which crop is most profitable for you
  - You can identify any trends on individual crops

**SHOW** the other Aggregation posters to highlight that each crop gets its own Aggregation Collection record.

**INVITE** participants to **DISCUSS** with a partner in a nearby seat:

**ASK:** Who is responsible for filling and completing this record?

**BRAINSTORM** answers with participants, and **INVITE** responses from women and men equally.

**POSSIBLE ANSWERS:**

- Marketing Manager
- Others?

**ASK FOR** and **ANSWER** any questions before continuing.

5 min

**EXPLAIN:**

- The fifth record is the Aggregation Sales Record.

**INVITE** participants to **DISCUSS** with a partner in a nearby seat:

**ASK:** What is the main purpose of this record?

**BRAINSTORM** answers with participants, and **INVITE** responses from women and men equally.

**POSSIBLE ANSWERS:**

- Track sales of horticulture products to buyers
- Understand worth of individual crop streams
- Understand how aggregation collection and sales contributes to overall business income

- Others?

**SHOW:** Aggregation Sales Record poster

**EXPLAIN:**

- Each column and the information that would be recorded there
- Expectations for Totals at the bottom
- Importance of the line dividing Left and Right sides of the Ledger
  - Why “date paid” might be different from “sales date”
- Importance of recording a transaction when the sale occurs.
  - If cash enters the business on the same day, fill the Right section immediately.
  - If cash does not enter the business on the same day, wait to fill the Right section after payment.
- Importance of recording crops as separate sales; Understanding business trends around:
  - Volume
  - Price
  - Profitability

| Sales Date | Sales Message # | Buyer Name | Crop | # Purchased | Unit Price (per cwt) | Total Income | Date Paid |
|------------|-----------------|------------|------|-------------|----------------------|--------------|-----------|
|            |                 |            |      | of          | ETB                  | ETB          |           |
|            |                 |            |      | of          | ETB                  | ETB          |           |
|            |                 |            |      | of          | ETB                  | ETB          |           |
|            |                 |            |      | of          | ETB                  | ETB          |           |
|            |                 |            |      | of          | ETB                  | ETB          |           |
|            |                 |            |      | of          | ETB                  | ETB          |           |
|            |                 |            |      | of          | ETB                  | ETB          |           |
|            |                 |            |      | of          | ETB                  | ETB          |           |
|            |                 |            |      | of          | ETB                  | ETB          |           |
|            |                 |            |      | of          | ETB                  | ETB          |           |
|            |                 |            |      | of          | ETB                  | ETB          |           |
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|            |                 |            |      | of          | ETB                  | ETB          |           |
|            |                 |            |      | of          | ETB                  | ETB          |           |
|            |                 |            |      | of          | ETB                  | ETB          |           |
|            |                 |            |      | of          | ETB                  | ETB          |           |
|            |                 |            |      | of          | ETB                  | ETB          |           |
|            |                 |            |      | of          | ETB                  | ETB          |           |
|            |                 |            |      | of          | ETB                  | ETB          |           |
|            |                 |            |      | of          | ETB                  | ETB          |           |
|            |                 |            |      | of          | ETB                  | ETB          |           |
|            |                 |            |      | of          | ETB                  | ETB          |           |
| Total      |                 |            |      | of          | ETB                  | ETB          |           |

**INVITE** participants to **DISCUSS** with a partner in a nearby seat:

**ASK:** Who is responsible for filling and completing this record?

**BRAINSTORM** answers with participants, and **INVITE** responses from women and men equally.

**POSSIBLE ANSWERS:**

- Marketing Manager
- Others?

**ASK FOR** and **ANSWER** any questions before continuing.

5 min **INVITE** participants back to their seats.

**DEBRIEF QUESTIONS:**

7. How would records like these meet the needs of your Cooperative? Why / why not?
8. How will you incorporate these records into your business activities?

**ASK FOR** and **ANSWER** any questions before continuing.

15 min
OBJECTIVE 2:  
Understand Record Keeping Best Practices

*[Materials: 6 sets - Record Keeping Matching Cards (18/set)]*

**15 min 2.11. Understand Record Keeping Best Practices**

**EXPLAIN:** Next you will play a game to review record keeping best practices.

10 min

**ACTIVITY: Record Keeping Best Practices Scramble**

*[Materials: 6 sets - Record Keeping Matching Cards (18/set)]*

**INVITE** participants to **DIVIDE** into 6 groups.

**EXPLAIN** the rules:

- This is a speed competition between teams.
- Each team will receive one set of Record Keeping Matching Cards
- Some of the items are Best Practices; some are bad ideas
- Your team will divide the cards into 2 piles: 1) Best Practices and 2) do not do
- The piles might have the same number of cards in each, or they might be uneven. It is your team's job to decide.
- The first team to divide the piles correctly is the winner.

**ENSURE** participants **UNDERSTAND** the instructions.

**EXPLAIN:** I will now distribute the sets of cards, but you may not begin until I say "go."

**GIVE** one set of cards to each team.

**SAY** "go" to begin the race.

**MONITOR** progress, and **ASSIST** as necessary.

As groups declare they are finished, **WRITE** the Group Numbers on a flipchart in order (to help you remember).

(8 min)

**EXPLAIN:** Now we will review your answers to see if you were correct.

**INVITE** participants to **LIST** the items in the Best Practices pile, one-by-one.

- Groups should **EXPLAIN** their reasoning (why they believe it to be a Best Practice).
- **ENSURE** other groups agree with the suggestions.
- **USE** the Appendix (Answers) as reference.

**DECLARE** the winner: the fastest group who got all Best Practices correct.

**CONGRATULATE** all participants on a good job.

5 min

**INVITE** participants back to their seats.

**DEBRIEF QUESTIONS:**

1. What will your Cooperative do to ensure it is employing best practices for record keeping?
2. Who is responsible for employing and overseeing the records and their best practices?

**ASK FOR** and **ANSWER** any questions before continuing.

10 min

## CLOSING ACTIVITIES

5 min

### CLOSING ACTIVITY: Persuasion Role-Play

**EXPLAIN** the activity:

- Participants will **CHOOSE** a partner in a nearby seat
- One partner will **PLAY** “the neighbor Cooperative leader”
- The other partner **ATTEMPTS TO CONVINC**E the “neighbor Cooperative leader” to adopt the record keeping practices learned in this session
- You will have 2 minutes
- Then partners will **SWITCH** roles

**ENSURE** participants **UNDERSTAND** the instructions.

**INVITE** participants to **CHOOSE** a partner in a nearby seat.

**ALLOW** 2 minutes for the role-play.

**INSTRUCT** participants to **SWITCH** roles.

**ALLOW** 2 minutes for the role-play.

**INVITE** participants back to their seats.

5 min

**INSTRUCT** participants to **REVIEW** their goals and expectations for this training session.

**EXPLAIN:** I hope you have achieved your goal today! Congratulations!

**ASK:** What questions are still remaining?

**REVIEW** or **ANSWER** any outstanding issues or questions.

**EXPLAIN** the next steps:

- **TAKE** these concepts and ideas back with you & **REVIEW** them through the season.
- **USE** the work/practice from this session as a resource.
- **SUPPORT** and **LEARN FROM** your neighbors.
- **REVISIT** topics as necessary & **ASK QUESTIONS** when you have them.

## APPENDIX: GOOD RECORD KEEPING MATCHING - ANSWERS

### DO (good, helpful, transparent)

### DON'T DO (bad, unchecked, unhelpful)

|  |  |
|--|--|
| <b>STORAGE:</b><br>Store all records neatly arranged and organized                         | <b>STORAGE:</b><br>Store record books where members cannot find them                       |
| <b>STORAGE:</b><br>Ensure receipts are well organized and in a safe place                  | <b>STORAGE:</b><br>Receipts can be kept anywhere or even burned                            |
| <b>STORAGE:</b><br>Ensure books are available to record transactions, when they occur      | <b>STORAGE:</b><br>Leave record books at home during aggregation time                      |
| <b>RECORD ENTRY:</b><br>Use a checklist to ensure that all necessary tasks are completed   |  |
| <b>RECORD ENTRY:</b><br>Group records of similar transactions together                     | <b>RECORD ENTRY:</b><br>Write aggregation, cash intake, and expenses on the same page      |
| <b>RECORD ENTRY:</b><br>Use a pen to write neatly, clearly, and firmly                     |  |
| <b>RECORD ENTRY:</b><br>Use a calculator   | <b>RECORD ENTRY:</b><br>Do math calculations in your head or make you best guess           |
| <b>ERROR CHECKING:</b><br>If you make a mistake, cross out the entire line and start again |  |
| <b>ERROR CHECKING:</b><br>Double check entries to ensure they are accurate and make sense  | <b>ERROR CHECKING:</b><br>Assume entries are correct when you write them                   |
| <b>ERROR CHECKING:</b><br>Cash balance must match cash on hand                             | <b>ERROR CHECKING:</b><br>Do not worry if the cash balance does not match the cash on hand |
| <b>ERROR CHECKING:</b><br>Verify all entries with receipts                                 |  |