



# Trainer's Manual







Managing your Agriculture Cooperative

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# Table of Contents

Acknowledgements .....	v
List of abbreviations .....	ix
Glossary.....	x
Introduction.....	1
About the Trainer's Toolkit.....	7

## **Learning Activities ..... 11**

1.0: My.COOP Sociogram .....	13
------------------------------	----

### **Module 1:**

#### **Basics of Agriculture Cooperatives ..... 15**

1.1: The cooperative cube. Introduction to basic cooperative concepts and principles .....	15
1.2: Being a member of a cooperative The cooperative knowledge café. Informal learning around the table..	18
1.3: What is YOUR cooperative about? A storytelling exercise .....	20
1.4: The cooperative environment. A network analysis .....	23
1.5: A value chain exercise .....	27
1.6: Governance challenges. A brainwriting exercise .....	30

### **Module 2:**

#### **Cooperative Service Provision ..... 31**

2.1: Needs assessment. A jigsaw exercise on different tools and instruments .....	31
2.2: Mind-mapping and prioritizing needs + matching exercise with services .....	33
2.3: Strengths, Weaknesses, Opportunities, Threats (SWOT) analysis. How to improve the capacity of the cooperative to offer services .....	35

<b>Module 3:</b>	
<b>Supply of Farm Inputs.....</b>	<b>37</b>
3.1: Peer assist on identified challenges .....	37
3.2: Round robin on storage and stock management.....	39
3.3: Establishing a pricing policy. An expert panel debate .....	41
<b>Module 4:</b>	
<b>Cooperative Marketing.....</b>	<b>43</b>
4.1: A value chain case study .....	43
4.2: Market information: analysis of the cooperative .....	45
4.3: Improving performance. Towards a top 100 list .....	47
4.4: Marketing mix board .....	49
4.5: A fishbowl discussion on certification schemes .....	51
<b>All modules .....</b>	<b>53</b>
5.1: Open Space.....	53
5.2: Study visit.....	56
5.3: Evaluation exercise on the management of agricultural cooperatives.....	57
<b>Bibliography .....</b>	<b>58</b>
<b>ANNEX I: Sample Training Agenda .....</b>	<b>59</b>
<b>ANNEX II: Marketing Mix Board Game.....</b>	<b>60</b>

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This training material has been developed by the organizations listed below.



**Agriterra** is an organization for international cooperation founded by rural people's organizations in the Netherlands. Agriterra offers, among other things, farmer-to-farmer advice and direct financial support to rural people's organizations in developing countries so that they become strong and representative organizations. These organizations are indispensable for the promotion of democracy, for a better distribution of income and for the economic development of a country. If farmers organize themselves to jointly coordinate their production and to improve their presence in the market, they stand a better chance to succeed in increasing their incomes and in the creation of employment. Agriterra aims to promote such economic activities and to stimulate, support and finance the international cooperation between rural people's organizations in the Netherlands and those in developing countries.

<http://www.agriterra.org>



**Centre for International Development Issues Nijmegen (CIDIN)** is an interdisciplinary academic institute addressing issues of inequality, poverty, development and empowerment. It carries out undergraduate and postgraduate education in development studies, as well as research in a variety of subjects related to development, economics, sociology and anthropology. CIDIN has broad experience in interdisciplinary research on rural development and value chains, collection action and market integration, impact assessment of value chain codes and standards, and gender theory, policy and mainstreaming.

<http://www.ru.nl/cidin>



**Cooperative College of Kenya (CCK)** is located 17 kilometres from Nairobi city centre in a serene environment. The College was established in 1952 to train government cooperative inspectors to oversee the activities of the cooperatives in Kenya. The College has grown until now it is pursuing a charter to become a university. The broad aim is to equip the staff of the cooperative movement and the associative economy with appropriate managerial and supervisory skills in order to contribute more effectively to the development of cooperatives. The College offers Degree Diploma and Certificate courses in Cooperative Management and Banking. It also offers short courses that target the employees and management of cooperatives. The College is ISO 9001:2008 certified.

<http://www.cooperative.ac.ke>



**Cooperative Facility for Africa (COOP<sup>AFRICA</sup>)** is a regional technical cooperation programme of the International Labour Organization (ILO) in support of cooperative development. It promotes favourable policy and legal environments, strong vertical structures (such as cooperative unions and federations) and improved cooperative governance, efficiency and performance. The programme covers nine countries in East and Southern Africa (Botswana, Ethiopia, Kenya, Lesotho, Rwanda, Swaziland, Tanzania mainland and Isles, Uganda and Zambia) from the ILO Office in Tanzania with technical support from the ILO Cooperative Programme (EMP/COOP) in Geneva. It was launched in October 2007 with core funding from the UK Department for International Development (DFID). COOP<sup>AFRICA</sup> is a partnership initiative involving a range of international and national organizations.

<http://www.ilo.org/coopafrika>



**Empowering Smallholder Farmers in Markets (ESFIM)** is a partnership between national farmers' organizations in eleven countries and AGRINATURA. ESFIM's overall objective is to generate demand-driven action research supportive to the policy activities undertaken by farmers' organizations to strengthen the capacities of smallholder farmers in developing countries to generate remunerative cash income from markets by creating an enabling policy and regulatory environment as well as effective economic organizations and institutions.

<http://www.esfim.org>





**International Labour Organization (ILO)** is the tripartite UN agency that brings together governments, employers and workers of its member states in common action to promote decent work throughout the world. The ILO views cooperatives as important in improving the living and working conditions of women and men globally. Its Cooperative Programme (EMP/COOP) serves ILO constituents and cooperative organizations based on the ILO Recommendation 193 on the Promotion of Cooperatives Recommendation, 2002. EMP/COOP works in close partnership with the International Cooperative Alliance (ICA) and is part of the Committee for the Promotion and Advancement of Cooperatives (COPAC).

<http://www.ilo.org> and <http://www.ilo.org/coop>



**International Training Centre of the ILO** is the training arm of the ILO. Its Distance Learning and Learning Technology Applications (DELTA) programme has a double mandate of strengthening the Centre's internal capacity in applying state-of-the-art learning and training methodologies and processes as well as providing training services to outside partners and customers. It provides these services in line with ILO Recommendation 195 on Human Resources Development. Its Enterprise, Microfinance and Local Development (EMLD) programme offers training on cooperatives and the social and solidarity economy as well as, among others: entrepreneurship education and training; enabling business environments for sustainable small enterprise development; value chains and business development services and women's entrepreneurship development.

<http://www.itcilo.org>



**Food and Agriculture Organization of the United Nations** leads international efforts to defeat hunger. Serving both developed and developing countries, FAO acts as a neutral forum where all nations meet as equals to negotiate agreements and debate policy. FAO is also a source of knowledge and information, helping developing countries and countries in transition modernize and improve agriculture, forestry and fisheries practices and ensure good nutrition for all. Since its founding in 1945, it has focused special attention on developing rural areas, home to 70 per cent of the world's poor and hungry people.

<http://www.fao.org>



**Kenya National Federation of Agricultural Producers (KENFAP)** is a registered non-political, non-commercial, democratic membership federation that was founded in 1946 as Kenya National Farmers' Union (KNFU). Its mission is an empowered Kenyan farmer with a strong voice making informed choices for improved sustainable livelihoods. As the legitimate 'voice' of the Kenyan farmers, its key role is to articulate issues specifically affecting farmers and the general agricultural sector. KENFAP serves its members by offering representation, lobby and advocacy services. It facilitates cooperation and networking among its members and with national, regional and international associations. It also provides consultancy services and carries out research activities in the interest of the farming community.

<http://www.kenfap.org>



**Moshi University College of Cooperative and Business Studies (MUCCoBS)** is the oldest cooperative training institution in Tanzania, accumulating the experience of 48 years in the fields of cooperative accounting, cooperative management and rural development. MUCCoBS came into being as a result of upgrading the former Cooperative College into a Constituent College of Sokoine University of Agriculture (SUA) in May 2004. It offers cooperative and business education at both undergraduate and postgraduate levels. It provides opportunities for acquisition, development, promotion, dissemination and preservation of knowledge and skills in cooperative, community, business, organizational and entrepreneurship and any other area as may be determined by the University College through training, research and consultancy activities.

<http://www.muccobs.ac.tz>



**The Nigerian Cooperative Development Centre (NCDC)** is located at kilometre 61, Abuja–Lokoja highway. It occupies a 14-hectare plot of land away from the city centre to ensure a conducive research and learning environment. The Centre provides technical backup to the Federal Department of Cooperatives and the entire cooperative movement. It does this through research and adoption of global best practices in cooperative policies, legislation and training. It also generates and analyses cooperative data to support policy and programmes for the development of the cooperative sector, including the training of a cadre of competent cooperative management, supervisory and training personnel.



Royal Tropical Institute

**The Royal Tropical Institute (KIT)** in Amsterdam is an independent centre of knowledge and expertise in the areas of international and intercultural cooperation. The Institute aims to contribute to sustainable development, poverty alleviation, and cultural preservation and exchange. Within the Netherlands, it seeks to promote interest in and support for these issues. KIT conducts research, organizes training activities, and provides consultancy and information services. Central to KIT's approach is the elaboration of practical expertise in policy development and implementation. The Institute stewards cultural heritage, organizes exhibitions and other cultural events, and provides a venue for meetings and debate. A key objective underlying the Institute's work is to enhance and exchange knowledge of and understanding for different cultures. "KIT is a not-for-profit organization that works for both the public and the private sector in collaboration with partners in the Netherlands and abroad" (Mission Statement).

<http://www.kit.nl>



UGANDA COOPERATIVE ALLIANCE LTD

**Uganda Cooperative Alliance Ltd. (UCA)** is an umbrella organization of cooperative organizations in the country. It was registered in 1961 with the aim of promoting the economic and social interests of cooperatives in Uganda.

It was formed for the purposes of promoting, advocating and building the capacities of all types of co-operatives in the country (primary societies, district and national unions). In its development activities, UCA has concentrated on six key areas: capacity building in primary societies and area cooperative enterprises; development of a strong cooperative financial system based on members' savings; technology transfer; women's empowerment; creation of youth self-employment and environmental protection and improvement.

<http://www.uca.co.ug>



WAGENINGEN UR  
For quality of life

**Wageningen University & Research Centre (WUR)** explores the potential of nature to improve the quality of life. A staff of 6,500 and 10,000 students from over 100 countries work everywhere around the world in the domain of



healthy food and living environment for governments and the business community-at-large. Its Centre for Development Innovation (CDI) works to create capacities for change. It facilitates innovation, brokers knowledge and develops capacities with a focus on food systems, rural development, agri-business and the management of natural resources. The Centre links Wageningen University Research Centre's knowledge and expertise with processes of society-wide learning and innovation.

<http://www.wur.nl/UK> and <http://www.cdi.wur.nl/UK>

# List of abbreviations

ILO	International Labour Organization
ICA	International Cooperative Alliance
NGO	Non-Governmental Organization
SWOT	Strengths, Weaknesses, Opportunities and Threats

<b>Brainstorming</b>	<p>Process for generating creative ideas and solutions through intensive and freewheeling group discussion. Every participant is encouraged to think aloud and suggest as many ideas as possible. Analysis, discussion, or criticism of the ideas aired is allowed only when the brainstorming session is over and the evaluation session begins.</p> <p><b>Source:</b></p>
<b>Brainwriting</b>	<p>A simple technique for overcoming challenges to brainstorming, namely the tendency for judgement, personality clashes and the fact that only one participant can express him/herself at any given time.</p>
<b>Buzz group</b>	<p>Small groups of two or three participants formed impromptu to discuss certain topics for a short period of time.</p>
<b>Certification</b>	<p>Formal procedure by which an accredited or authorized person or agency assesses and verifies (and attests in writing by issuing a certificate) the attributes, characteristics, quality, qualification, or status of individuals or organizations, goods or services, procedures or processes, events or situations, in accordance with established requirements or standards.</p> <p><b>Source:</b> <a href="http://www.businessdictionary.com/definition/certification.html">http://www.businessdictionary.com/definition/certification.html</a> (accessed 19 Oct. 2011).</p>
<b>Farm inputs</b>	<p>The resources that are used in farm production, such as chemicals, equipment, feed, seed, energy, amongst other things.</p> <p><b>Source:</b> <a href="http://www.websters-online-dictionary.org/definitions/Farm+inputs">http://www.websters-online-dictionary.org/definitions/Farm+inputs</a> (accessed 22 Oct. 2011).</p>
<b>Fishbowl discussion</b>	<p>A fishbowl discussion is a form of dialogue that can be used when discussing topics within large groups. Fishbowls involve a small group of people seated in a circle and having a conversation (fish). They are surrounded by a larger group of observers, seated in an outer circle (bowl). The facilitator or subject matter expert makes a brief contribution, setting out the general outline of the discussion and after that the inner circle starts to discuss. The outer circle usually listens and observes. Whenever someone wants to participate and move to the inner circle, a participant from the fishbowl must free up a chair and move to the outer circle.</p> <p><b>Source:</b> <a href="http://itcilo.wordpress.com/2009/02/16/facilitate-a-fishbowl-discussion.html">http://itcilo.wordpress.com/2009/02/16/facilitate-a-fishbowl-discussion.html</a> (accessed 22 Oct. 2011).</p>
<b>Formal survey</b>	<p>A research tool that is usually applied when there is a need for data that can be statistically analysed. A formal survey uses “structured questionnaires” (listed questions) that contain numerous closed-ended questions that result in quantifiable data.</p> <p><b>Source:</b> <a href="http://www.websters-online-dictionary.org">http://www.websters-online-dictionary.org</a></p>
<b>Informal survey</b>	<p>An informal survey consists of a semi-structured interview where information is not gathered as systematically as in a formal survey because more emphasis is put on the discussion and less on the statistical validity of the survey. With informal surveys it is easier to incorporate insights from debates and dialogues.</p>

<b>Marketing</b>	Marketing is everything related to selling their product: assessing needs, defining markets, storing, promotion, and so on.
<b>Mind-mapping</b>	<p>Learning method in which participants utilize a specific process to recognize both the content and the structure of their thinking. Participants construct their own individual mind map and then come together in small groups to discuss their conceptual maps and blend their ideas in a larger mind map.</p> <p>This method ensures that every participant has the time to generate his or her own thinking and that all ideas are equally shared. The discussion on the relationships between, and the order of, ideas is a useful exercise that leads to a good representation of the group's thinking. It also stimulates the group to explore connections between concepts.</p> <p><b>Source:</b> <a href="http://itcilo.wordpress.com/2009/03/02/map-your-mind/">http://itcilo.wordpress.com/2009/03/02/map-your-mind/</a> (accessed 22 Oct. 2011).</p>
<b>Organizational Chart</b>	Diagram that shows the structure , organization, relationships and relative ranks of the different elements in a field of knowledge.
<b>Pricing</b>	<p>Method adopted by a firm to set its selling price. It usually depends on the firm's average costs, and on the customer's perceived value of the product in comparison with his or her perceived value of the competing products.</p> <p><b>Source:</b> <a href="http://www.businessdictionary.com/definition/pricing.html">http://www.businessdictionary.com/definition/pricing.html</a> (accessed 22 Oct. 2011).</p>
<b>Round Robin</b>	<p>A communication tool which consists of series of rotations for interaction within small groups. It is characterized by rapid and intense engagement with the subject matter, and is similar to World Café but is guided by experts.</p> <p><b>Source:</b> <a href="H:\GP-DELTA\Toolkit\Methodologies\Instructionalfiches">H:\GP-DELTA\Toolkit\Methodologies\Instructionalfiches</a></p>
<b>Storage</b>	All processes which are conducted in the warehouse to ensure the goods stored are in good condition, so as to satisfy the needs of the members.
<b>Storytelling</b>	A communication tool that can carry information in an interesting and engaging way. The language used is authentic (experience, not fact-oriented) and it is in the narrative form, which can capture and hold most people's attention, increasing the likelihood of learning.
<b>SWOT Analysis</b>	<p>A tool that helps to evaluate the Strengths, Weaknesses, Opportunities, and Threats (SWOT) involved in any business enterprise — including farms and ranches.</p> <p>A SWOT analysis can help us to gain insights into the past and think of possible solutions to existing or potential problems — either for an existing business or new venture.</p> <p><b>Source:</b> <a href="http://farm-risk-plans.usda.gov/pdf/swot_brochure_web.pdf">http://farm-risk-plans.usda.gov/pdf/swot_brochure_web.pdf</a> (accessed 22 Oct. 2011).</p>
<b>Upgrading</b>	<p>The concept of “upgrading” highlights options available to farmers and cooperatives for obtaining better returns from their activities.</p> <p><b>Source:</b> <a href="http://www.kit.nl/net/KIT_Publicates_output/ShowFile2.aspx?e=1687">http://www.kit.nl/net/KIT_Publicates_output/ShowFile2.aspx?e=1687</a></p>
<b>Value chain</b>	The series of consecutive steps which are required to bring a product (a good or service) from conception, through the different phases of production, processing and logistical handling, to the end customers. In each of these steps value is added to the product.





# Introduction

## Why this training package on the management of agricultural cooperatives?

Agriculture is a crucial sector for global development as “farmers feed the world”. Agriculture is also the second greatest source of employment worldwide.<sup>1</sup> Historically speaking, agriculture has been key in the development paths of many countries. Within the diversity of cooperatives worldwide – one finds for instance cooperatives amongst news agencies, schools and green energy suppliers – agriculture remains a sector where cooperatives are a prominent form of enterprise. This package is motivated by the conviction that *“strong and representative agricultural organizations are indispensable for the promotion of democracy, for a better distribution of income and for the economic development of a country.”*<sup>2</sup>

Evidence shows that many countries with an important agricultural sector, such as, for instance, Argentina, Ethiopia, France, India, the Netherlands, New Zealand, as well as the United States of America, also have strong agricultural cooperatives.<sup>3</sup>

However, agricultural cooperatives face numerous external and internal challenges. External challenges may be linked to markets,

regulations, infrastructure or climate change. Challenges that are internal to the cooperative usually have to do with governance and management issues. Cooperatives are enterprises for which the primary aim is not making profit but responding to members’ needs and aspirations. Cooperative members **own** their enterprise through cooperative shares, they **control** their enterprise through democratic mechanisms, and, finally, they are the principal **users** of the cooperative services. This makes the cooperative a resilient but also a complex and challenging business model. Cooperatives may find themselves stretched between (at times conflicting) members’ interests, business opportunities and social considerations.

## What is My.COOP about?

*My.COOP* stands for “Managing your agricultural cooperative”. The My.COOP training package aims to strengthen the management of agricultural cooperatives so that they can offer high quality, efficient and effective services to their members.

1 The service sector is the most important source of employment in the world. See: <http://www.ilo.org/public/english/dialogue/sector/sectors/agri/emp.htm> (accessed 7 Oct. 2011).

2 *About Agriterra*, <http://www.agriterra.org/en/text/about-agriterra> (accessed 22 Sep. 2011).

3 Source: *Global 300*, <http://www.global300.coop> (accessed 7 Oct. 2011).



The package draws on the ILO training series developed by the Materials and Techniques for Cooperative Management Training Programme between 1978 and the early 1990s. Today, My.COOP is a broad partnership initiative initiated by the ILO Cooperative Facility for Africa and ILO's Cooperative Branch. It is the result of a collaborative effort involving a wide range of partners such as cooperative development agencies, cooperative colleges, cooperative organizations, organizations of agricultural producers, universities and agencies of the United Nations. More information on the partners can be found in the list that is included at the beginning of this document.

The objective of this training material is to enable (existing and potential) managers of agricultural cooperatives to identify and address major management challenges that are specific to cooperatives in market oriented agricultural development.

As stated above, cooperatives may find themselves stretched between (at times conflicting) members' interests, business opportunities and social considerations. Within such context cooperative managers should ensure sound decision-making on service provision for services that are common to many agricultural cooperatives, including supply of farm inputs and marketing. These issues are reflected in the structure of the My.COOP training package:



## For whom is My.COOP?

My.COOP has been designed for existing and potential managers of agricultural cooperatives as well as for members involved in managerial tasks of the cooperative. The material presumes that these women and men already possess some practical experience as active members in agricultural cooperatives. The material is not developed for people who are starting an agricultural cooperative for the first time.

In addition, the My.COOP package can be a helpful tool for organizations and individuals

that train agricultural cooperatives. These can include:

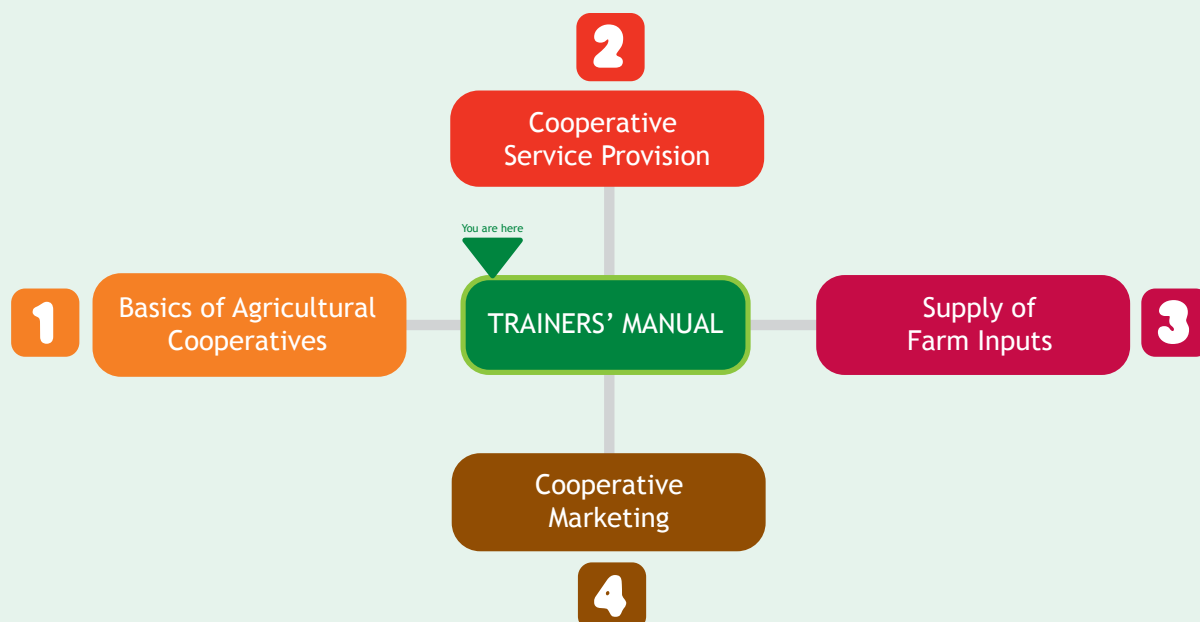
- leaders and managers of cooperative structures, such as unions, federations and confederations;
- cooperative trainers working in cooperative colleges, non-governmental organizations (NGOs) and other (including private) training providers;
- cooperative officers and extension staff of government departments and agencies.



## What's in the package?

The training package consists of one trainer's manual and four modules as shown in the diagram below.

life cases from various parts of the world that present problem- solving approaches to common challenges in the management of agricultural



The My.COOP trainer's manual includes practical tools such as, for instance, a sample training agenda and a series of learning activities that the trainer can use to set up participatory, learner-centred training workshops.

Each module consists of several learning topics. A learning topic consists of brief content descriptions that are complemented with real-

cooperatives. In addition, each topic offers explanatory boxes with definitions and concepts as well as self-assignments that help the self-learner to apply the contents to his or her own cooperative or situation. Modules and topics can be used independently of each other, in any given order, in line with training needs.

The matrix below shows the content structure of the package.

<b>1</b>	<b>Basics of Agricultural Cooperatives</b>
<b>Topic 1</b>	Basics of Agricultural Cooperative
<b>Topic 2</b>	Challenges for cooperatives
<b>Topic 3</b>	Cooperative governance
<b>Topic 4</b>	Management, capital formation and finance

**2**

Cooperative service provision

**Topic 1**

What are the needs of the members?

**Topic 2**

What services to provide?

**Topic 3**

Who will provide the service?

**3**

Supply of farm inputs

**Topic 1**

Procurement of inputs

**Topic 2**

Storage and stock management

**Topic 3**

Selling the service

**4**

Cooperative marketing

**Topic 1**

Marketing services

**Topic 2**

Strategic marketing

**Topic 3**

Certification

## My.COOP online

My.COOP is more than a training package. My.COOP is also a website ([www.agriculture-my.coop](http://www.agriculture-my.coop)) where you can find the package plus related services and online tools, such as a distance learning platform for the training of trainers and a mobile learning kit.

The following sections of this trainer's manual consist of a training toolkit. This provides My.COOP trainers with practical tools such as, for instance, a sample training agenda and a series of learning activities that he/she can use to set up participatory, learner-centred training workshops.





# About the Trainer's Toolkit

## Objectives of the trainer's toolkit

- To equip trainers with practical examples of learning activities and a training programme to design and facilitate interactive and experiential learning-based workshops on the management of agricultural cooperatives;
- To expose trainers to a range of different learning methodologies in order to exchange subject matter expertise;
- To make possible an enjoyable process of learning and knowledge-sharing.

### Standards of excellence for My.COOP trainers

- Displays good overall thematic knowledge of the different My.COOP modules;
- Has good facilitation skills and understands what adult learning is about;
- Respects diversity as a core value in the training process;
- Builds trust within the community of participants;
- Is open to feedback and considers it a valuable learning opportunity.

## What is in the toolkit?

A series of learning activities are formulated which will help learners to exchange and reflect on experiences and acquire the knowledge, skills and attitudes of the different modules and related learning topics. The trainer can choose the learning activities which are most appropriate for his/her target audience. The activities have been designed in such a way that they can be adapted easily to the local context.

You will also find an example of a suggested training programme. This will give you an idea of how the modules and learning topics can be structured in a standard training course of one week.

It is highly recommended that you organize local study visits to (agricultural) cooperatives. This real-life encounter with another cooperative's practices and the exchange of professional experiences with the cooperative's leaders, management, staff and members can help the learner to see the learning material in context. After the study visit a debriefing in terms of lessons learned needs to take place in order to link the different learning experiences with the learning material.

## A specific learning approach

The My.COOP learning and training materials incorporate a specific approach, which can be summarized as follows:

**Participatory – Learner-Centred – Context-based – Flexible design – Experiential learning – Cooperative values and principles – Diversity adds value**

### A participatory approach, which is learner-centred

Individual and organizational learning needs of agricultural cooperatives were systematically assessed in the development of this learning and training package. Based on this analysis, learning materials were created with a specific learner-centred focus.

### Designed for flexible use and adaptable to specific contexts

For each of the modules, several learning activities are designed and developed. Cooperative trainers can choose among these to design and develop their training courses. They can be adapted easily to the local context. Cases and examples found in the learning topics can be replaced by country-specific cases.

### Experiential learning

The learning activities are not merely theoretical descriptions of knowledge about agricultural cooperatives. They stimulate active involvement and encourage trainees and trainers to make use of experiences and reflections in the development of the necessary knowledge, skills and attitudes (competencies) needed to manage agricultural cooperatives.

### Contextualizing global values and diversity

This global package aims to develop organizational capacity in agricultural cooperatives worldwide. Themes and content are built on cooperative values and principles as promoted by the International Cooperative Alliance (ICA) and the ILO, through the ILO Promotion of Cooperatives Recommendation, 2002 (No. 193).<sup>4</sup> Knowledge and expertise in support of decent work and sustainable development have been applied. During the training, participants will make sense of these principles from their local perspectives and experiences.

Diversity as a key concept was integrated as a design principle of this package, drawing on a diversity of experiences and different backgrounds, nationalities and genders.

### Structure of a learning activity

The learning activities that you will find in this training toolkit are structured according to session sheets in the following way:

- title of the learning activity;
- content of the module, learning topic;

<sup>4</sup> ILO Promotion of Cooperatives Recommendation, 2002 (R193), <http://www.ilo.org/ilolex/cgi-lex/convde.pl?R193> (accessed 22 Oct. 2011).

- objective of the learning activity;
- learning methodology and process;
- training tips;
- learning materials;
- timing.

The templates for the learning activities are also available on the USB key and the website. Adaptations and adjustments can be made accordingly.

## Overview of the learning activities

<b>Introduction</b>	The My.COOP sociogram
<b>Module 1</b>	<p>The cooperative cube. Basic cooperative concepts and principles.</p> <p>Being a member of a cooperative. The cooperative knowledge café.</p> <p>What is YOUR cooperative about? A cooperative storytelling exercise.</p> <p>The cooperative environment. A network analysis.</p> <p>A value chain exercise</p> <p>Governance challenges. A brainwriting exercise.</p>
<b>Module 2</b>	<p>Needs assessment. A jigsaw exercise on different tools and instruments.</p> <p>A fishbowl discussion on certification schemes.</p> <p>Mind-mapping and prioritizing needs + matching exercise with services – SWOT analysis. How to improve the capacity of the cooperative to offer services.</p>
<b>Module 3</b>	<p>Peer assist on identified challenges.</p> <p>Round robin on storage and stock management.</p> <p>Establishing a price policy. An expert panel debate.</p>
<b>Module 4</b>	<p>A value chain case study: Improving performance. Towards a top 100 list.</p> <p>Marketing information: analysis of the cooperative.</p> <p>Marketing mix board.</p> <p>A fishbowl discussion on certification schemes.</p>
<b>Across the 4 Modules</b>	<p>My.COOP open space.</p> <p>My.COOP study visit.</p> <p>My.COOP evaluation exercise.</p>

In the four modules there is a strong emphasis on using participatory learning methodologies. For trainers who want to have more in-depth background information on adult learning in general and the methodologies we have used in this training manual in particular, we refer you to the on-line My.COOP Community ([www.agriculture-my.coop](http://www.agriculture-my.coop)). There you will have access to methodological background information on the following participatory methods (knowledge café, network analysis, brainwriting, open space, fishbowl, round robin, top 100 lists, case-based learning, peer assists, storytelling and mind-mapping).

## Course preparation

Dear My.COOP participant,

We request you bring the following information to the forthcoming My.COOP course:

- ➡ a list describing the products your members and cooperative produce (if possible, bring along samples);
- ➡ statistics on your cooperative's operations, for instance: input supply, production, processing, markets (prices, customers, volumes), etc.;
- ➡ description of the distribution channels through which your products are currently marketed;
- ➡ prices of these products at different stages of their distribution (wholesalers, retailers, customers, consumers, on the domestic market and foreign markets);
- ➡ an organizational chart of your cooperative;
- ➡ information on your members (number, sex, age, farm size, financial situation, skills, natural resources, etc.);
- ➡ sample promotional material (brochures, leaflets, newspaper advertising, etc.) for your cooperative's products;
- ➡ if your products are packaged (boxes, cartons, bags, cans, bottles, etc.), please bring samples of these containers or their labels.

Thank you,

*The facilitation team*

## Learning materials checklist

- ❑ Training manual + four My.COOP learning modules + the mobile learning toolkit (optional).
- ❑ Computer, printer and functioning speakers (access to)
- ❑ Projector and screen (or white wall)
- ❑ Paper supplies (white, coloured and large poster paper or butcher paper), markers/pens (coloured and black), writing pads, notebooks, flip chart paper (or poster paper) , post-its)
- ❑ Stationery (scissors, string, glue, adhesive tape, hole punch)
- ❑ Facilitators' props (clock or watch, bell)
- ❑ Name tags
- ❑ Copies of the handouts and the different exercises
- ❑ Photocopier (access to)
- ❑ Marketing mix board
- ❑ Cooperative cubes



# **Learning Activities**



# 1.0: My.COOP Sociogram

In order to get to know the participants and become familiar with the local cooperative context it is advisable to set up an ice-breaking activity before you start the My.COOP course. We suggest a My.COOP Sociogram. What do we mean by this?

Prepare a series of questions or statements related to the participants and the cooperative context.

Examples:

- Which region do they come from?
- What kind of cooperatives do they work for/are they a member of?

Identify the physical space that represents each answer (use flip charts, signs or cards). For example, we have five different corners (Asia, the Americas, Africa, Europe and the Arab States). Participants are invited to go to the region they come from. The same can be done but with more thematic corners (for example, the different types of cooperatives). Always instruct participants to go to the space or group that is most relevant to them.

Give the groups some time to talk and socialize, and interview some participants of different groups at random so everyone is familiar with where they come from.

Finally, let the participants line up according to the years of cooperative experience they have. This requires communication among participants and results in one line, starting with a person with one year's cooperative experience, up to someone with 25 years' experience. Make clear to the group that the overall sum of their years of experience (which may amount to 400 years, for instance) will be needed during this My.COOP learning event since most learning methods rely on their collective experience and intelligence.



# Module 1:

## Basics of Agriculture Cooperatives

### 1.1: The cooperative cube.

#### Introduction to basic cooperative concepts and principles



#### Objectives

- To learn about basic concepts of the agricultural cooperative;
- To apply the cooperative principles in a particular context.



#### Methodology

##### Opening the session (15 minutes)

The trainer poses two questions to the group:

- What is a cooperative?
- What distinguishes a cooperative from other organizations?

Participants can discuss these two questions in buzz groups. Buzz groups are simply small groups of two or three participants formed impromptu to discuss this topic for a short period.

After five minutes, the trainer will ask one of the groups to write their results on a flip chart and present them in the plenary session.

Other groups are asked to provide suggestions and comments, and contribute according to their own results.

The facilitator presents the definition of a cooperative, as adopted by the ILO and the ICA.

*“A cooperative is an autonomous association of persons united voluntarily to meet their common economic, social and cultural needs and aspirations through a jointly owned and democratically controlled enterprise”*

Through a question and answer session, participants perform a quick analysis of the different elements comprising the definition and report the results to the plenary discussion and buzz groups.

- Autonomous
- Persons
- Voluntarily

- Common
- Jointly owned
- Democratically controlled enterprise

## Introduction of the cooperative cube (30 minutes)

### Round 1 (15 minutes)

Participants will be divided into groups of five. Each group will receive one or two cooperative cubes (total of seven cubes). A cube is a cardboard box with one cooperative principle written on it. The other sides of the cube are blank. Every participant receives a blank post-it where he or she writes his/her interpretation of that principle. When the post-it is ready, it can be attached to the cube. Every cooperative cube should now have five different explanations attached to it. The group discusses the different interpretations using the following guiding questions:

What do you mean by the interpretation?

What does this principle mean in your context?

What challenges do you face in following this principle? Please provide concrete examples from your cooperatives.

The following cooperative cubes will be divided among the different groups:

**Cube 1:** Voluntary and open membership

**Cube 2:** Democratic member control

**Cube 3:** Member economic participation

**Cube 4:** Autonomy and independence

**Cube 5:** Education, training and education

**Cube 6:** Cooperation among cooperatives

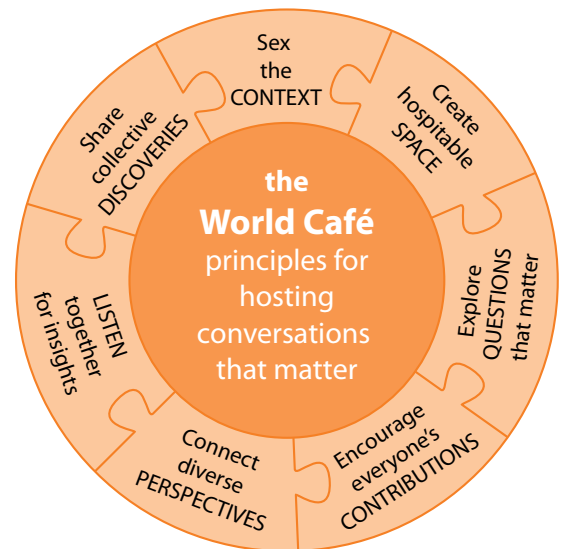
**Cube 7:** Concern for community

### Round 2 (15 minutes)

Each group gives its two or three cooperative cubes (with principles and post-it interpretations) to another group, for evaluation. The group discusses which interpretation fits best with its own ideas and comes up with a final description. The groups write this description on a large piece of paper which will be handed over to the trainer.

### Round 3 (15 minutes)

The trainer provides an overview of the different principles and descriptions and gives feedback based on Topic 1 (cf. cooperative principles).





## Material

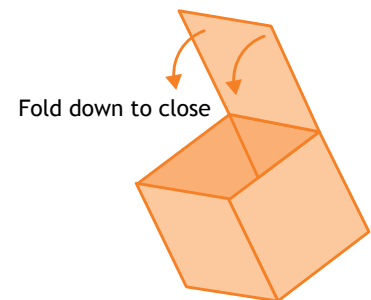
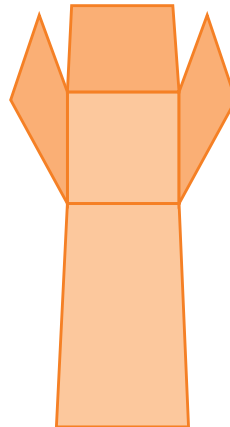
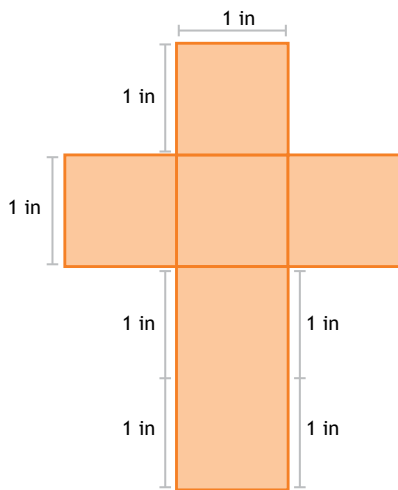
- Seven cardboard cubes
- Packs of post-its (in different colours)
- One pen per participant to write with
- Flip charts
- Markers
- Masking tape



## Tips

Instructions on how to make the cubes are provided below:

All the inch sides have been marked in red



## Timing

One hour

## 1.2: Being a member of a cooperative

### The cooperative knowledge café. Informal learning around the table



#### Objectives

- To revisit the reasons for being a member of an agricultural cooperative;
- To explore actions to enhance cooperative membership;
- To enhance membership diversity.



#### Methodology

Participants will be divided between four different tables (6-7 persons at each) which will be facilitated by one table host, selected by participants. Each table will focus on one specific cooperative question.



#### Questions

- What are the members' reasons for setting up or joining a cooperative?
- What are the possible actions a cooperative could take to enhance active member participation?
- Why is it important to enhance diversity of membership?
- What are the reasons for members to leave a cooperative?

Cover the tables with flip charts or brown paper. Participants discuss the question assigned to their table. The table host encourages participants to take notes, doodle or create diagrams directly onto the table. The table host in particular is instructed to keep track of key ideas.

Instruct the participants to focus on key points that relate to the questions and to contribute their own thoughts and ideas regularly. They should also listen actively for interesting connections, patterns or additional questions.

Each round of conversation should last approximately 15 to 30 minutes. As the “ambassadors of meaning”, all of the participants except the host move to the next table.

The table host provides an overview for the next group and steers them towards complementary thought processes in order to avoid repetition.

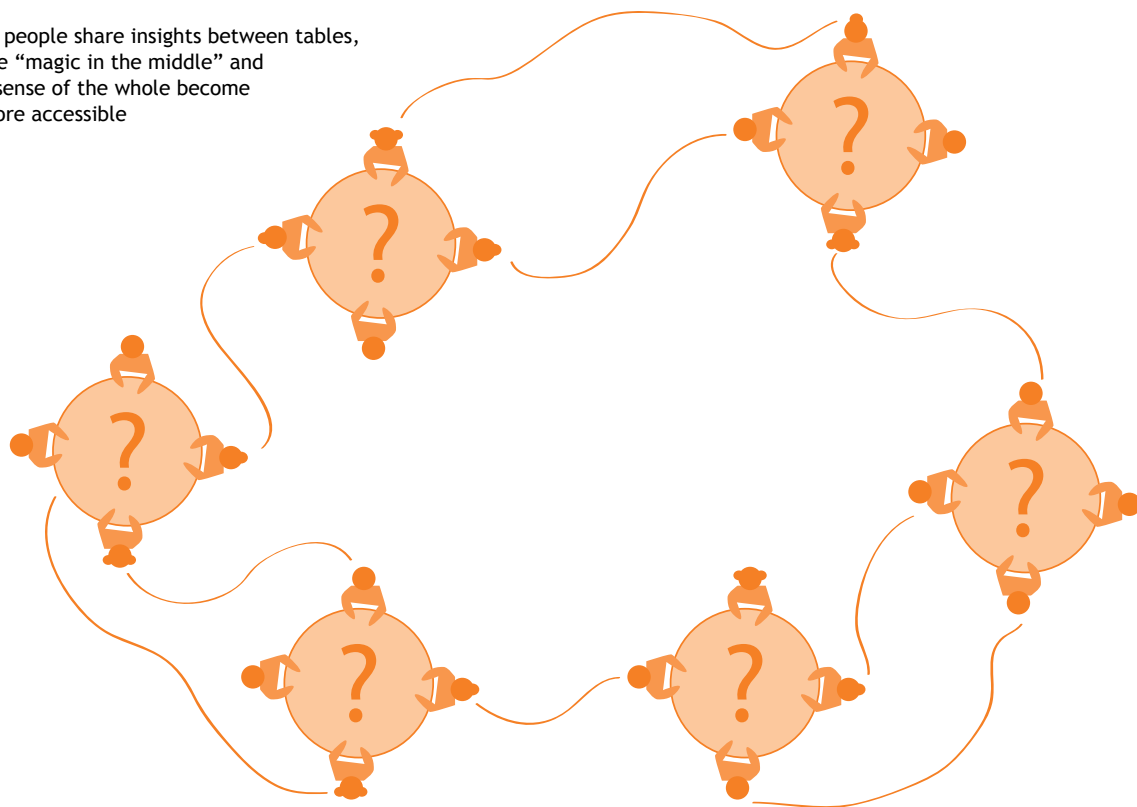
It is not necessary for everyone to spend time at each table because after a few rounds (typically two or three, depending on the time allocated) the session closes with a debriefing.

The host of each table presents a synthesis and key reflection points to the entire group of participants, either from the table itself, or back in the plenary session, whichever makes sense for the room set-up and size.



Allow time for the other participants to add interesting points or further lessons learned after the debriefing by table hosts.

As people share insights between tables, the “magic in the middle” and a sense of the whole become more accessible



## Materials

Four tables with chairs

Brown paper to cover the tables

A set of coloured markers on each of the tables



## Tips

During the debriefing, the trainer can refer to key points that can be found in the first My.COOP module (Topic 3) on member commitment.

The trainer can:

- present Table 1.1 (Topic 1) on reasons for farmers to join a cooperative;
- put forward the three most notable elements of member commitment;
- showcase interesting cases of member commitment (cf. Case 3.2 on slaughtering cooperatives and Case 3.3 on the Kabianga Cooperative in Topic 3).



## Timing

Be sure to provide a minimum of 60 minutes and no more than two hours for the World Café, to ensure that the questions are thoroughly examined and to avoid boredom and repetition.

## 1.3: What is YOUR cooperative about? A storytelling exercise



### Objectives

- To reflect on the vision and mission of participants' cooperatives;
- To identify the dual character of participants' cooperatives;
- To explore values and principles within participants' cooperatives.

“Storytelling is a communication tool that can carry information in an interesting and engaging way. The language used is authentic (experience, not fact-oriented) and it is in the narrative form that can capture and hold most people’s attention, increasing the likelihood of learning.”



### Methodology

Participants will be invited to tell a story about their cooperative. The trainer explains the storytelling technique by providing a specific example. The trainer can use a personal story or rely on a story from the My.COOP modules (cf. Case 2.1 (Topic 2), the case of Delicias Criollas, a women’s cooperative in Uruguay).

When participants want to develop a relevant and powerful story they need to bear the following points in mind:

- incorporate elements that evoke emotions, attract attention and have interesting aspects to make a story effective;
- present the story from the perspective of a single protagonist to allow participants to empathize more easily;
- be descriptive, because people remember sequences of images more often than words;
- use images, sounds and video to complement the storytelling process;
- focus on the narrative aspects, to avoid doing the analytical work for the participants;
- avoid discussing morals or subjective perspectives that can taint and limit participants’ creativity later on.

Participants have 30 minutes to write down their story on paper. They can use visual materials to illustrate their story (drawings, images, video). Participants receive a handout (see below), which should help them to structure their story into different parts. This handout can be used afterwards when they have to tell their story to each other.

The trainer can share some guiding, inspiring questions to start the storywriting:

- Why did you set up the cooperative?
- What is the ambition/vision of your cooperative?
- What is the core business of your cooperative?
- What is unique about your cooperative?

- What are your cooperative's social orientations?
- How did your cooperative evolve? How did your cooperative adapt to change?

After the preparation period, participants will tell their stories to each other in small groups (6-8 persons) and are allowed to ask each other questions. This sharing experience will take not more than 45 minutes. Each participant only has a maximum of five minutes to tell his or her story.

After all the stories have been shared, the trainer sets up a collective debriefing where the following questions will be explored (30 minutes):

- Which tensions between members' interests, business activities and social considerations did you discover in the different stories? (cf. Topic 2);
- Which different functions of agricultural cooperatives were present in the different stories? Which services were they providing? (use Table 2.1 as a framework);
- Which are the three most important lessons you learned from the stories?



## Materials

- Magazines for collage; glue, scissors;
- Flip chart paper where participants can document their stories;
- Copy of handout for every participant.



## Tips

- Let the participants think up a catchy title;
- Provide old magazines so participants can use visual material from these to illustrate their stories;
- To visualize stories, alternative methods can be used, such as mind-mapping<sup>5</sup> or the rich picture method;<sup>6</sup>
- Invite the participants with the most inspiring stories to email their story to the My.COOP online learning platform. These stories can be used in other training activities and give visibility to the cooperatives;
- Leave the stories visible in the room for the rest of the training programme.



## Timing

1h30 – 2h00

<sup>5</sup> *Map your mind*, ITC-ILO L&T blog, <http://itcilo.wordpress.com/2009/03/02/map-your-mind/> (accessed 22 Oct. 2011).

<sup>6</sup> *Rich picture*, Wikipedia, [http://en.wikipedia.org/wiki/Rich\\_picture](http://en.wikipedia.org/wiki/Rich_picture) (accessed 22 Oct. 2011).

## Handout: YOUR COOPERATIVE

Title	
Name of the storyteller	
Name(s) of the listener(s)	
Cooperative landscape. Sets the scene in time and space	
Precise location where the action occurred	
Characters Who is in this story: describe characters, attributes, roles in the story	
Challenge Problem, need or task that triggered the action	
Action Sequence of events before, during and after your turning point	
Resolution Lessons learned or message to be spread	
Images and objects To help you remember and retell the story	

## 1.4: The cooperative environment. A network analysis



### Objectives

To make participants aware of the economic, social, political and cultural environment in which they operate as cooperative managers;

To map the existing relationships participants have with actors in the cooperative environment, how they are linked, how influential they are and what their goals are.



### Methodology

The trainer divides the participants into working groups (6-8 people). (If participants come from different cooperatives, the groups will work with one selected case study/cooperative).

The groups receive the following instructions:

**Who is involved? (Who are the stakeholders with whom the cooperative and the members are interacting?) (15 minutes).**

Participants list all the different actors within their immediate cooperative environment (farmers, suppliers, buyers, transporter, credit provider, competitors, government agencies, research institutes, other service providers).

Picture 2: Mapping sheet with actor cards<sup>7</sup>



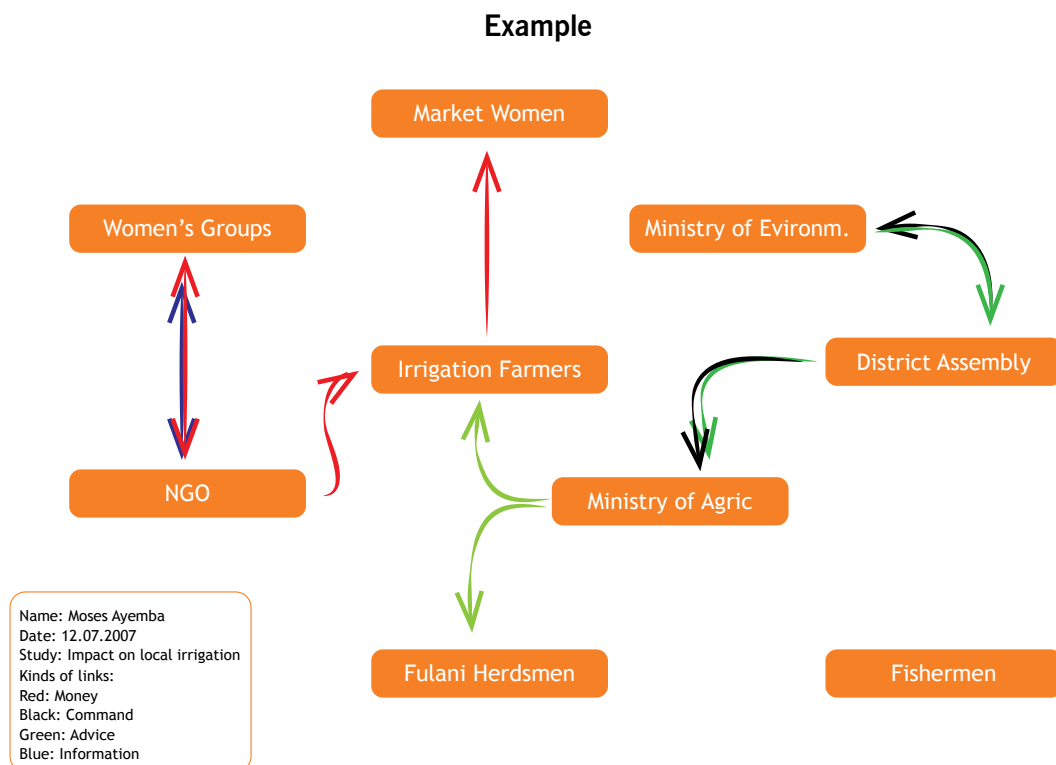
<sup>7</sup> These examples come from the Net-Map toolbox produced by Eva Schiffer and licensed under Creative Commons Attribution-ShareAlike 3.0, available at <http://netmap.wordpress.com/about/> (accessed 22 Oct. 2011).

How are they linked? (visualize relationships within the network) (15 minutes).

Participants are asked to link the different actors and to define the links between them. Try to focus on what you think are the most important links:

- flow of products (cf. value chain);
- information flow (who is seeking what kind of information and knowledge from whom?);
- flow of funds (cf. money);
- flow of services.

Make sure the links are very specific. If they are not, you will end up linking everyone with everyone else.

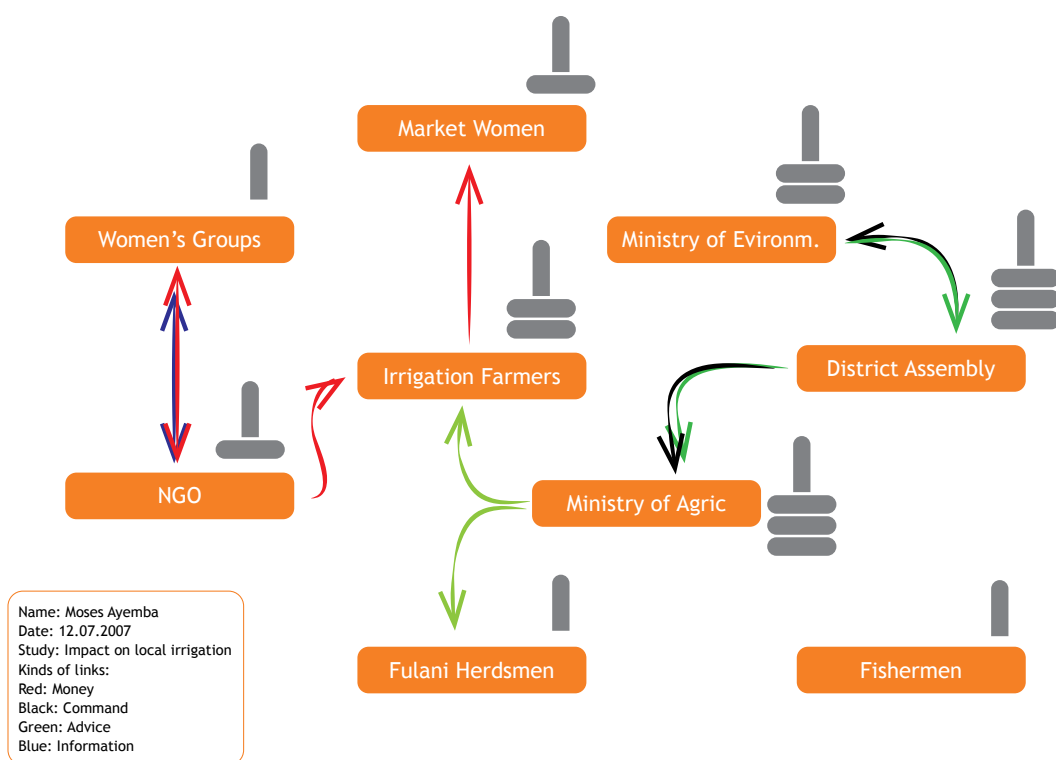


Include thick lines for relationships which are important to the performance of the cooperative, and thin lines for less important relationships.

## How influential are they? (15 minutes)

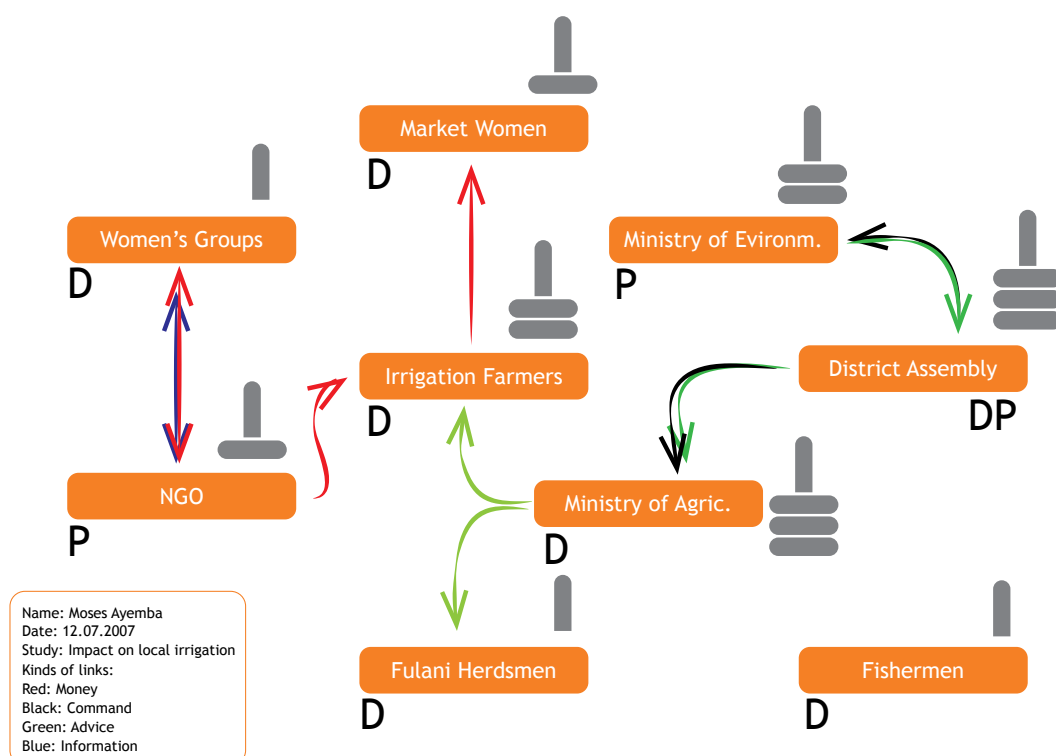
The group needs to agree on a shared understanding of the term “influence”. This is about the actor’s ability to influence a specific issue, and not about formal hierarchies. You have to ask yourself the following: how much influence does this actor have in this specific field/activity/organization?).

Different actors can be more or less influential in different relationships. We therefore suggest identifying the power relationship for each connection. We did this by putting a post-it on the arrow. A post-it close to one of the actors means that that actor is more powerful.



## What are their goals? (15 minutes)

After mapping the actors, their links and influence, it is important to know their goals. By mapping their goals, you know in which direction the actors want to move. Focus on each and every actor and try to map goals that the actor is likely to support. You can add abbreviations or symbols to illustrate this process. Go into as much detail as you want in the picture. In the picture below we could argue that it is difficult to distinguish between development and protection goals. Maybe we have to enhance the picture with the fact that actors can have different goals.



## Debriefing (30 minutes)

Once the groups have completed the network map of their case study, discuss the result in the plenary session.

Questions for reflection in the plenary discussion:

What are the most problematic relationships for the performance of the cooperative?

What could be done to improve those relationships?

Which are the most powerful stakeholders?

How could the cooperative improve the position of power of the cooperative and its members in the different relationships?



## Materials

- Large pieces of paper;
- Pins and small wooden blocks;
- Pencils and markers of different colours.



## Timing

1 hour 30 minutes – 2 hours



## 1.5: A value chain exercise



### Objectives

To understand the concept of value chains and the role of cooperatives in the value chain.



### Methodology

The trainer selects a product, which is known by the participants. Examples are ugali in Kenya<sup>8</sup> or dosa in India<sup>9</sup>, preferably a processed product. Make sure that the product is physically present. The role-play will not be explained. The trainer starts by giving the product to one of the participants (the consumer) and asks the following questions. (Note that this requires some manipulation by the trainer to make the participant realize that he/she is part of a role-play.)

The questions come from a traditional value chain exercise. It is important that the trainer systematically integrates the cooperative perspective and, where possible, highlights its specificity.

#### Consumer:

- Why did you buy this product, and what is it made from?
- Where did you buy it?
- Why did you buy it there?
- Could you buy it elsewhere?

Subsequently the consumer is asked to point to another participant from whom he/she supposedly “bought” the product. The “seller” (retailer, farmer, wholesaler) is then interviewed.

#### Retailer:

- How do you know what products to buy?
- What are the needs of your clients and how do you discover these?
- When did you buy the product and for how long have you stored it?
- For how much did you buy it and for how much did you sell it?

The game continues until all possible chain actors are interviewed.

Questions for other actors:

<sup>8</sup> Ugali is an East African dish (also sometimes called sima, sembe, or posho) of maize flour (cornmeal) cooked with water to a porridge- or dough-like consistency. Source: <http://en.wikipedia.org/wiki/Ugali> (accessed 22 Oct. 2011).

<sup>9</sup> Dosa is a fermented crepe or pancake made from rice batter and black lentils. It is a staple dish in the southern Indian states, as well as being popular in Sri Lanka, Malaysia, and Singapore, where the name thosai is more common, and in Myanmar as toshay. Source: <http://en.wikipedia.org/wiki/Dosai> (accessed 22 Oct. 2011).

**Processor:**

- Where did you buy it and what were your quality requirements?
- What did you do with the product?
- Who are you? A cooperative? An individual enterprise?
- How did you get the product to your factory and who paid for the transport?
- To whom do you sell the product?
- For how much did you buy it and for how much did you sell it?

**Transporter:**

- Who are you? A cooperative? An individual enterprise?
- What other functions do you have (storage, packaging)?
- For which other buyers do you provide transport?
- What factors make you increase your costs?

**Supermarket:**

- Who are you? A cooperative? An individual enterprise?
- Where do you buy your products and what quality do you require?
- Who are your customers and how do you discover their needs?
- How did you get the product to your supermarket?
- For how much did you buy it and for how much did you sell it?

**Producer:**

- Who are you? A cooperative? An individual enterprise?
- Where do you get your inputs?
- Do you get credit and who offers you this?
- Do you get other services?
- Where do you sell the product and why?
- How has your production evolved and what causes this? (new fertilizers, droughts?)

**Wholesaler:**

- Who are you? A cooperative? An individual enterprise?
- How do you select products, what are your quality requirements?
- What are the needs of your clients and how do you discover these?
- How do you ensure sufficient supply?
- When did you buy the product and for how long have you stored it?
- Was there leakage or spoilage?
- For how much did you buy it and for how much did you sell it?

At the end, the trainer highlights the complex setting in which cooperatives operate and the potential role of cooperatives, matching farmers' needs with services and service providers.

The trainer shows and explains the concept of a value chain and discusses the following questions in the plenary session:

- What roles can a cooperative play in the value chain (chain operator, chain supporter and influencing the enabling environment)? Can you give any examples?
- What are the strategies a cooperative could use to improve the position of farmers in the value chain? Can you give any examples?

Finally, the trainer explains the four upgrading strategies.



## Material

Printed cards



## Timing

20-30 minutes

## 1.6: Governance challenges. A brainwriting exercise



### Objectives

- To brainstorm in an innovative way about different governance challenges cooperatives can face.



### Methodology

Brainwriting is a simple technique for overcoming challenges to brainstorming, namely the tendency for judgement, personality clashes and the fact that only one participant can express him/herself at any given time.

The trainer introduces the topic of cooperative governance (Topic 3).

After this short introduction, the trainer provides every participant with a sheet of paper together with a problem statement related to one of the governance challenges indicated in Module 1.

These include the following:

- agency problems;
- commitment;
- inclusion, gender;
- skills;
- autonomy.

The trainer chooses one appropriate challenge for the group and formulates a question:

- How would you increase female leadership in your cooperative?

The trainer asks the participant to write down two ideas related to the problem statement in three minutes.

Everyone then passes their sheet of paper to their neighbour on the right and repeats the process using the paper they receive (from their left-hand neighbour), either building on the ideas already written or adding original thoughts and ideas. It is important that they are instructed not simply to repeat ideas, but to produce as many as possible.

A brainwriting session can take place within a fixed period of time, or be allowed to continue until the participants have exhausted their creativity. Participants are able to work in isolation while accessing other people's ideas, thus generating even more than in standard brainstorming.

It is important to do a debriefing after the brainwriting session and see how many ideas the group has come up with collectively.



### Materials

- Sheet of paper for each participant
- Pencils



### Timing

15- 30 minutes

# Module 2:

## Cooperative Service Provision

### 2.1: Needs assessment.

#### A jigsaw exercise on different tools and instruments



#### Objectives

- To learn about different tools for assessing the needs of cooperative members;
- To distinguish advantages and disadvantages of these needs assessment tools;
- To be able to decide which needs assessment tools to use in a cooperative.



#### Methodology

For this activity, the trainer can use the jigsaw method. This is a cooperative learning strategy that encourages people to develop their own understanding and then share their knowledge with the group as a whole.

The trainer prepares a list of information materials on each of the following needs assessment tools that are currently used – or could be used – in the different cooperatives. These include:

- formal survey;
- informal survey (or semi-structured interviews);
- focus group discussion;
- participant observation and interviews.

For each tool or technique it would be good to have a description, a real-life example and other relevant resources. The trainer creates breakout groups of four participants. Each team receives the four different puzzle pieces and assigns a specific tool to each individual team member.

#### Reading and Reflection time (30 minutes)

Each participant reads carefully his or her material about the tool, together with the following guiding questions:

- What is the tool/technique about (description)?
- What are the advantages and disadvantages of the tool/technique?
- Do you have experience with this tool, do you use it yourself, or where do you see it as being applicable in your own cooperative?

#### Sharing the different puzzle pieces (30 minutes)

In small groups, participants give the other group members a synthesis of the answers he or she found to the three guiding questions. Every participant contributes his expertise on a specific tool to the group. Through this knowledge-sharing exercise, the entire group is updated on all the needs assessment instruments that are relevant for assessing members' needs. The main conclusions of each group should be documented on a flip chart, which will be used in the final debriefing stage.

### Final debriefing (15 - 30 minutes)

In the final reporting-back stage involving the entire group, the trainer shows participants the assessment grid for choosing the right instrument for a needs assessment (Table 1.2 (Topic 1)).



## Material

- Background information on the different needs assessment instruments;
- Paper and pen for each participant.

### Alternative method

If the trainer does not already have material prepared on the different assessment tools, he or she can opt to start the exercise directly with the participants' existing experiences. The trainer needs to divide the entire group into different buzz groups and provide them with the following questions:

- How do you assess your members' needs for services?
- What methods and tools do you use for assessing these needs?
- What are the advantages and disadvantages of the tools?

Next comes a plenary reflection session in which the groups present their methods and tools, and the facilitator writes down the methods and tools on a flipchart. The reflection is followed by a discussion guided by the following two questions:

- Do the identified needs always relate to the core business of the cooperative? If not, what do you do?
- Do the identified needs always reflect the needs of the majority of the members? If not, what do you do?



## Timing

1 hour 30 minutes

## 2.2: Mind-mapping and prioritizing needs + matching exercise with services



### Objectives

- To reflect on members' needs;
- To learn to prioritize members' needs.



### Methodology

#### Mind-mapping needs (20 minutes)

Participants will collectively construct a mind map together with the trainer. In the centre of the mind map the trainer writes “member needs” and, by brainstorming, participants come up with different needs they have experienced in their own cooperative. This exercise is most interesting when participants come from the same cooperative. If participants from different cooperatives are involved, they can work in separate groups.

#### Prioritizing needs (20 minutes)

After the initial stocktaking of needs exercise, the trainer gives every participant a sheet with the following questions:

- Can the need be met by other providers?
- How important is meeting this need in order to increase productivity?
- How much will meeting this need increase product quality?
- To what extent does the need reflect local scarcity?
- Are the needs related to the core business of the cooperative?
- Does the need reflect a bottleneck?

The trainer explains these questions and invites participants to reflect on these when reviewing the needs that were collected in the mind map.

Every participant receives three dots from the trainer and places the dots on the most relevant needs that need to be prioritized. After this prioritization exercise we will see clusters of prioritized needs.

#### Debriefing (20 minutes)

Based on the clusters of prioritized needs, the trainer introduces a discussion based on the importance of planning. The discussion can also be enriched by a case showing the power of planning tools used by SOCODER in Chile (Case 2.1 (Topic 2)).

#### Matching needs with services (20 minutes)

Participants write down a list of support services that are available in the environment of the cooperative:

- production services (orange post-its or paper);
- marketing services (green post-its or paper);
- business management services (blue post-its or paper);
- financial services (yellow post-its or paper);
- value added services (pink post-its or paper).

For each category of services there will be several post-its or pieces of paper. Once we have a list of potential services, participants are asked to match the service with the identified needs.

### Final debriefing (15 minutes)

The trainer moderates a final discussion on what services the cooperative needs to supply and how. The following questions can guide the discussion:

- Does the service provision contribute to the strategy or the purpose of the cooperative?
- Will the service provision result in producing products that are in demand by the market?
- How can the service be provided? Take into account the three options: (i) directly by the cooperative, (ii) through outsourcing or (iii) by the cooperative acting as a point of referral so that producers can choose a service provider independently within the market.

To conclude the session, the trainer introduces the three components that participants need to understand in order to analyse the service market (demand, transactions and supply) and provides examples of questions that can assist participants in examining these three components. (Table 3.1 (Topic 3)).



### Material

- Large wall covered with paper (to construct the mind map);
- Markers;
- Dots;
- Coloured papers or post-its.



### Timing

1 hour 30 minutes – 1 hour 45 minutes



## 2.3: Strengths, Weaknesses, Opportunities, Threats (SWOT) analysis. How to improve the capacity of the cooperative to offer services



### Objectives

To learn how to assess the internal capacity of cooperatives to offer services.



### Methodology

The trainer explains the concept of how to analyse strengths, weaknesses, opportunities and threats in a cooperative. He or she can explain in detail the different components of a SWOT analysis.<sup>10</sup>

#### SWOT Analysis



After that, the SWOT elements are explained in a cooperative context. In this way, the trainer can give the following additional instructions:

- strengths and weakness are all internal factors and could be used to improve the capacity of the cooperative to offer services to its members;
- strengths reflect internal resources. The cooperative could chart how to make effective use of its strengths to improve its capacity to offer services. For example, the cooperative could use its skilled and competent staff to deliver services to its members;
- weaknesses undermine the capacity of a cooperative to offer services. In this regard, the cooperative should work out ways to address its weaknesses in order to improve its capacity to provide services;

<sup>10</sup> ILO/COOPAFRICA: Project design manual: A step-by-step tool to support the development of cooperatives and other forms of self-help organizations (Geneva, 2010), <http://www.ilo.org/public/english/employment/ent/coop/africa/download/coopafricaprojectdesignmanual.pdf> (accessed 22 Oct. 2011).

- if the weakness is inadequate staff competency, the cooperative can organize relevant training activities for staff to improve their capacity to offer services;
- opportunities are external positive factors, which can be capitalized on to improve the capacity of a cooperative to offer services. For example, the cooperative may benefit from the existence of a research centre in order to access relevant data and disseminate these to its members;
- the SWOT analysis can make clear that for some services the cooperative has (or does not have) a comparative advantage in providing the service directly.

After this explanation participants can be introduced to the following methodology.

Participants are divided into four different groups and each group chooses a case study (cooperative) and focuses on one particular service. The group carries out a full SWOT analysis. It should be stressed that the SWOT analysis should focus on this one service. The groups should also think about strategies/actions for addressing weaknesses and threats (realistic, concrete actions).

Therefore, ask the following questions:

- Can you select one service the cooperative provides to its members?
- What is the SWOT for your cooperative in performing this service?
- What are possible concrete actions to address the SWOT in order to improve the service?

Shortly afterwards, groups will present the results of their SWOT analysis and the five most important actions identified.



## Material

Four flip charts;  
Pencils and markers.



## Timing

1 hour 15 minutes – 1 hour 30 minutes

# Module 3:

## Supply of Farm Inputs

### 3.1: Peer assist on identified challenges



#### Objectives

- To learn about how to deal with challenges related to the supply of farm inputs.



#### Methodology

In this session we will use the peer assist method of learning with and through peers by sharing experience, insight and knowledge. The method is designed to develop context-specific solutions to a particular challenge.

The trainer needs to identify interesting cases or challenges faced by the participants in advance of the session itself. Referring to module 3 (for instance, Topic 1, Case 1.1 on FUCOPRI in Niger) on supply of farm inputs, we can give some potential examples:

- The risk or challenge involved in providing new services to its members. How do you know whether a new investment or service is going to work or not?
- The risk or challenge involved in financing bulk purchases. What do you do when you do not have sufficient capital to make, for example, bulk purchases?
- How do you deal with differences of opinion among your members in terms of the way you organize the provision of your services?

The trainer identifies up to three or four cases among the participants in advance and asks participants who are familiar with the challenge to act as peer assisters. To get familiar with the peer assist method, participants can watch the following film as an introduction to the exercise.<sup>11</sup>

The peer assistee will present the identified challenge to the group. This is not a traditional presentation, rather a sharing of the necessary information within the timeframe of seven to ten minutes. The case or challenge can be presented on a flip chart (summary or mind map). After this presentation, the group appoints a trainer who will analyse the case in-depth together with the members of the group. The peer assistee listens, observes and remains in the background of the discussion. The trainer supports all the ideas and suggestions that are collected in the group and records the conversation on a flip chart. This process will take 45 minutes and ends with the main conclusions and suggestions from the group.

<sup>11</sup> Peer assist, <http://www.youtube.com/watch?v=ObmQyW3EiiE> (accessed 22 Oct. 2011).

### *Option: rotating peer assist*

After this first peer assist, the participants of the group move to another peer assist. The peer assistee and the facilitator remain where they are and welcome a new group of participants.

When the different groups that tackled different challenges have finished, they come together in a plenary session and the trainer brings the different trainers together for a collective debriefing. Here, each trainer presents a summary of key ideas and points.



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## Material

- Flip charts based on the number of identified challenges;
- Pencils and markers;
- Video on peer assist.



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## Timing

1 hour 30 minutes – 2 hours

## 3.2: Round robin on storage and stock management



### Objectives

To learn about the advantages and disadvantages of stocking.



### Methodology

For this session, a round robin methodology will be introduced for a rapid and intense engagement on different themes related to stock management.

The trainer identifies the following discussion themes and assigns each topic to a specific corner of the room.

#### Round 1 (50 minutes)

Advantages and disadvantages:

Theme 1: Storage

Theme 2: Own transport

Theme 3: Large or small stocks

Theme 4: Centralized or decentralized stock

Each corner needs to be equipped with a writing wall or flip charts, writing utensils and a semicircle of chairs.

Participants have about 10 minutes to spend in each corner. During the first five minutes of the first round, participants are not allowed to speak. They write down their own input without discussing or reflecting with other participants.

A bell indicates to participants that they have to move to the next corner. Participants add to, complement, correct, specify and exemplify what has already been written.

#### Round 2 (15 minutes)

Collective debriefing.

After five rotations the participants pull their chairs out to create one large circle, including the flip charts with the final reflections. Allow no more than three minutes for the groups to report back. The groups report on the last poster they visited.

#### Round 3 (25 minutes)

Final discussion

The trainer initiates a final discussion on how cooperative managers can make sound decisions on input supply (should the cooperative provide it directly, outsource it or let members choose an external provider independently), based on the disadvantages and advantages of the four themes. In the plenary discussion, participants come up with considerations that provide insights to managers for making decisions. Examples are a cost-benefit analysis; a member needs assessment; a risk analysis; an analysis of other service providers in the field – or an environmental impact analysis.



## Material

Five flip charts or writing walls;

Pencils and markers;

Circles of chairs.



## Timing

1 hour 30 minutes

## 3.3: Establishing a pricing policy. An expert panel debate



### Objectives

- To learn how to define pricing objectives;
- To choose a price strategy;
- To fine-tune and adapt the pricing policy.



### Methodology

#### Step 1 (45 minutes)

The trainer invites three to four experts or expert participants in pricing policy strategies in advance. The panellists receive a series of questions in advance that will be discussed in the panel.

- What are the pricing objectives of your cooperative? Can you explain why?
- What is the pricing strategy of your cooperative? How did you decide on the strategy?
- How did your cooperative fine-tune and adapt pricing policies? Do you have any tips?

Tips for the panel debate:

- identify experts and speakers who are familiar with the subject matter and represent diverse perspectives;
- communicate the questions, as well as the format and logistics, to the experts in advance. Offer assistance for preparing their input and check their progress regularly;
- hold a briefing exercise with the panel experts immediately prior to the session to clarify roles, processes and expectations;
- open the expert panel with questions that will clearly convey the subject matter and its parameters;
- allow adequate time for experts to respond, and intervene if responses are losing focus;
- redirect the discussion when necessary by returning to the list of questions or asking experts to be more specific about their ideas;
- improvise questions not included in the list if the discussion takes an unexpected, but productive direction.

It is the responsibility of the trainer to introduce the panel and the different questions and how they relate to training module 3. During the collective debriefing, it is important that the trainer links the input of the expert panel with the different steps of setting-up a pricing policy. (Module 3)

#### Step 2 (45 minutes)

The trainer asks the group to write down, on big post-it notes, what kind of internal and external

factors influence price.

The following factors should come out of the initial brainstorming:

Cost – demand for the product – competition – industry average – legal concerns – customer expectations – experience

Each factor needs to be explained by the participants themselves. Based on these inductive inputs, the trainer adds where needed and clarifies where there are gaps (Table 3.3 (Topic 3)).

### Final debriefing (15 minutes)

The main points learned during this session should be addressed as a summary. If time allows, some additional questions can be addressed:

- How do you manage risks?
- How do you measure financial performance of the supply service?



### Material

- Large post-its;
- Markers and pencils;
- A print-out of the grid in annex 1 for each participant.



### Timing

1 hour 30 minutes – 2 hours



# Module 4:

## Cooperative Marketing

### 4.1: A value chain case study



#### Objectives

- To revise the concept of a value chain through a concrete case;
- To evaluate the market requirements and the impact on the value chain.



#### Methodology

The trainer presents the following case:

*The members of the “Kwali Chicken Producers Marketing Cooperative Society” in Nigeria are producing chicken for the market in the capital city, Abuja. Chicken farmers sell their live chickens collectively to a trader. This provides them with a better price compared to selling individually. Depending on the season, the trader pays between Naira 850 and 1100 for a chicken. Consumers in Abuja buy boneless chicken breast in a local supermarket for 750 Naira. The average weight of the chicken breast is 125 grams.*

The trainer groups the participants and asks them to map the value chain for boneless chicken breast required by consumers in Abuja city.

- What are the quality standards of the consumer?

The groups go and work out the value chain.

After 45 minutes, the trainer provides the groups with an extension to the case and an extra assignment:

*For Christmas 2011, the Sheraton Hotel in Abuja needs 12,000 boneless chicken breasts of 150 grams each. The chicken should be fresh, organically produced and free of antibiotics. The hotel is willing to pay Naira 1000 per chicken breast. The hotel wants one cooperative to supply all the chicken. Your cooperative is interested in providing the chicken, because it is an opportunity to raise the income of your members.*

The assignment differs between groups:

Groups 1 and 2:

- What can the cooperative do to improve the quality of the product and meet the quality standards?

Groups 3 and 4:

- What can the cooperative do to improve the efficiency of the process and reduce costs?

Group 5:

- What new tasks can the farmers (either individually or collectively) take up?



## Tips

For participants who are not familiar with the value chain concept it is advisable to refer to the value chain exercise in Module 1.



## Materials

- Flip charts;
- Pencils;
- Handout with the case study.



## Timing

1 hour 30 minutes

## 4.2: Market information: analysis of the cooperative



### Objectives

To analyse what kind of market information cooperatives need.



### Methodology

#### Presentation (15 minutes)

The trainer starts with a short presentation on the importance of market information.

In this presentation the trainer explains: (cf. Topic 1)

- What kind of market information do cooperatives need?
- How could you generate the information?

#### Group work (1 hour)

The trainer divides the group into subgroups of 4-6 participants. Each group needs to come up with concrete answers to the following questions, putting their answers in a matrix.

Customer analysis:

- Identify the different types of customers for your cooperative's produce;
- What do you know about their demands and requirements (quantity, quality, price, timing, packaging, etc.)?;
- What do you know about the demands of your customers' customers (and end consumers)?;
- What changes do you foresee in terms of your customers' demands in the (near) future?;
- What kind of methods are you going to use to get these answers?

Competitor analysis:

- Identify your competitors. What do you know about them?;
- Who are your competitors' customers?;
- When do the competitors sell to the market?;
- What price are they charging?;
- What promotion techniques are your competitors using?;
- What is their distribution process?

### Example of the Matrix

Name of competitor	Customers	Quality of their product	Time of sales	Price	Image	Other information

### Group debriefing (15 minutes)

The matrices are presented.



### Materials

- Flip charts for each group;
- Markers and pencils;
- Print-out with the list of questions.



### Timing

1 hour 30 minutes

## 4.3: Improving performance. Towards a top 100 list



### Objectives

- To stimulate creative thinking about strategic marketing;
- To explore different ways for cooperatives and their members to improve their performance in order to enter into more favourable contracts.



### Methodology

The trainer sets the scene and explains that cooperatives involved in collective marketing (i.e. cooperatives buy the produce of their members and market it themselves) have two main groups that need to be satisfied: their members, who supply the produce, and the ultimate buyers of the produce. When the cooperative is able to improve its performance, buyers might be more willing to pay a higher price, or to buy more.

#### Challenge: how can the cooperative improve its performance?

This challenge needs to be documented at the top of a working space (either a big piece of paper or a writing wall).

#### Innovative brainstorming (1 hour)

Write the numbers 1 – 100 on the wall.

Instruct participants to come up with their ideas as quickly as possible. All ideas should be recorded, even if they seem obscure or irrational. The first 30 ideas tend to be the most obvious ones as they are selected from participants' recent memory or from their most commonly repeated experiences. The next 40 ideas will begin to demonstrate patterns and trends. These ideas seem to be the most difficult to generate because they require divergence from the habitual approach. The final 30 ideas are the most imaginative ones, because by this time the most common options have already been recorded. This is the most profitable phase of the process because shifts in perspective are most likely to occur.

Depending on the scope in terms of time and group size, it is always a challenge to reach the exact number of 100. It is more an ideal target that brings participants beyond the regular number of brainstormed ideas (the list can continue during the entire period of the workshop).

#### Debriefing (30 minutes)

The trainer shares reflections with the group about the current inventory. Together with the group the trainer tries to identify the different upgrading strategies within the current list:

- product upgrading;
- process upgrading;
- functional upgrading;
- chain or inter-chain upgrading (or diversification).

The trainer asks each participant to take home five concrete ideas and to discuss these in detail with the management board and members of his/her cooperative.



## Tips

- be sure to provide enough time to complete the list, because it is only effective when done in one sitting;
- empty the room of all distractions. This includes turning off mobile devices and finishing any drinks first;
- repeated ideas may provide clues to the thought processes of participants. Therefore address them only at the end of the session;
- instruct participants to use acronyms and short forms, and to avoid full sentences as they consume precious time and energy.



## Material

- Large piece of paper or writing wall.



## Timing

1 hour 30 minutes

## 4.4: Marketing mix board game<sup>12</sup>



### Objectives

- To explore as many marketing ideas and problems as possible;
- To increase marketing knowledge by using the 5 Ps.



### Methodology

#### Round 1 (30 minutes)

Ask the participants what they have learned about marketing so far. Link their prior knowledge with the 5 Ps: product, price, promotion, place, people (Topic 2). Display the five posters with the 5 Ps.

#### Round 2 (60 minutes)

Divide the participants into groups of four to six persons. Each group appoints a game facilitator. Explain the rules of the game and make sure that all participants understand them:

Each person will get a counter or playing stone and will move it through the squares to the end of the game board.

Decide which person goes first in each team and then take turns.

The first player throws the dice (or any other method chosen by the group). He or she advances the number of squares shown on the dice.

The facilitator draws a card from the pile with the picture that matches the square the player has landed on and reads the question.

The player gives an answer:

- for four of the 5 P cards (product, price, promotion, place), the answer is “True” or “False”, according to the participant’s guess. The facilitator can check the correct answer. If the group wants to discuss the statement further, they may do so and then the next person is asked to take his or her turn;
- if the player lands on the symbol of the figure (people), the facilitator will read out the question, and the player gives the possible answers. The group should then discuss the answers and ideas jointly. If the discussion is finished, ask the next person to take his or her turn;
- when most groups have reached the end of the game, they can help others until all have completed it.

#### Round 3 (15 minutes)

In the roundup, encourage exchanges of experience between participants from the different groups. For example: did they learn anything new? Was it easy or difficult to play the game? What

<sup>12</sup> Adapted from: S. Bauer, G. Finnegan, N. Haspels, *GET Ahead for Women in Enterprise Training Package and Resource Kit*, ILO, Bangkok, 2004, pp.157-186.

were the main lessons learned from the game? Did they agree with the answers? If not, why not? Are there issues that they want to know more about?

Conclude by asking participants some of the following questions: did any similar problems occur in your cooperative? In what form? How did you solve them? Was this successful? How could you have done better? Did the game provide you with any new ideas for solving your marketing problems? Which ones? What messages will you remember as most important from the Marketing Mix Board Game?

Distribute the 5 Ps of Marketing: Summary Chart and the Posters to all participants.



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## Materials

- Four playing boards or flip charts with the Marketing Mix Board Game, one for each small group. The board and summary chart are provided in Annex II;
- Sets of Posters (A4 size) for each of the 5 P symbols to put on the walls as well as 4 x 5 sets of Question Cards can be downloaded from the My.COOP platform: [www.agriculture-my.coop](http://www.agriculture-my.coop);
- Counters in different colours according to the number of participants (alternative material: playing stones, or rubber erasers decorated with pins or painted in different colours for each person);
- Four dice.



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## Timing

2 hours



## 4.5: A fishbowl discussion on certification schemes



### Objectives

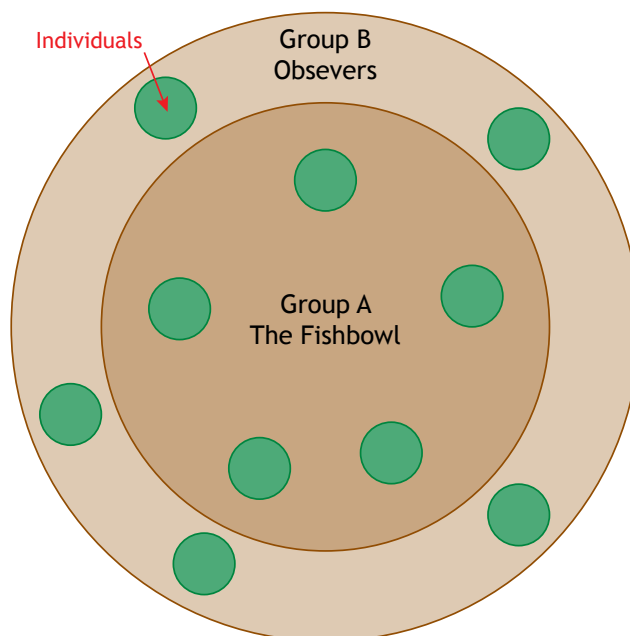
- To explore and evaluate different certification schemes;
- To discuss the pros and cons of the different certification schemes.



### Methodologies

The trainer identifies (in advance) two to three subject matter experts or participants who are experienced in certification and briefs them on the facilitation process. Ideally you would have one person for fair trade, one for UTZ certification, and one for organic culture.

A small circle of chairs will be set up, surrounded by a larger circle. There will be a few more chairs than participants, to facilitate mobility.



The trainer opens the session with the experts in the centre circle, and addresses the learning objectives and methodology of this session. The main objective of this session is to explore in a joint way the different certification schemes and their pros and cons.

Each participant/expert in the inner circle gets 5-10 minutes from the trainer to explain the certification scheme, how cooperatives obtain certification and the related challenges.

Once the three different cases have been shared with the entire group the fishbowl is officially open. Participants who want to comment or question something can move into the inner circle by occupying an empty chair there. If there is no empty chair, one of the participants of the inner circle needs to leave voluntarily to free up a chair. The discussion continues with participants frequently entering and leaving the fishbowl. Participants have more than one opportunity to move into the inner circle.

The outer circle must always observe silently. The trainer should enforce this principle diligently. Those in the outer circle prepare questions and comments and move into the circle when ready.

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## Tips

- Summarize the discussion and open the floor for a debriefing either following the conversation topics or once the time allocated has been exhausted;
- Simply removing the centre circle of chairs allows for participatory debriefing discussions that are very conducive to reflection;
- During the debriefing, review key points, interesting comments and the group's feelings regarding particular issues.



## Material

- Two rows of circles;
- Flip chart for debriefing;
- One marker for the debriefing.



## Timing

Any form of fishbowl requires a minimum time slot of 1 hour 30 minutes.

# All modules

## 5.1: Open Space



### Objectives

To exchange and learn about self-identified issues and challenges in the management of agricultural cooperatives.



### Methodologies

An Open Space works in a highly productive and effective way – giving participants plenty of freedom and creating a highly structured organizational order at the same time – because it observes a series of principles and laws.

A fascinating pattern of self-organization and productivity unfolds, which contains all of the following:

**CONNECTING:** We are all here because the theme (management of agricultural cooperatives) is something we have a real passion about and because it is a unique opportunity to connect with others who are eager to learn about, plan for, and take action.

**FOCUSING:** We can not anticipate exactly what will happen during the OS as this has turned out to be obstructive to effective organization and high-level performance. Participants take charge in a much more efficient way than we ever could. The trainer, in the middle of everyone, starts off with an empty agenda wall, which – in a structured process – is quickly filled by participants and is going to be our agenda for the day.

**SELF ORGANIZATION AND ACTION:** Anyone who feels committed will put forward their burning question, passionate issue, or great idea related to the theme “My.COOP”. Participants then manage themselves constantly, i.e., in terms of contributing or learning. The whole process is a constant optimization of efficiency.

**RESULTS:** The people who convene the sessions take responsibility for taking notes and typing them on to the computer or other device.

### Steps to take

Place chairs in a circle and choose a blank wall for the agenda. Use large sticky notes to arrange agenda proposals.

After explaining the theme and objectives, invite the participants into the centre of the circle in order to fill the agenda.

Instruct participants to present their proposal and place it on the agenda, including their name, for reference.

Avoid duplication by encouraging participants to create one posting per issue.

Identify the most passionate or experienced participant on each agenda item to convene the sessions and take notes.

Propose that sessions be combined or run in parallel if several people have identified the same focus areas.

The trainer must be present yet invisible, providing assistance and guidance only when necessary while letting the participants dictate the learning process.

Ensure that the “law of two feet” is properly understood. If at any time a participant is neither learning nor contributing, they must use their feet to reach an alternative session.

Conflict can occur when one individual wants to attend two sessions that are scheduled simultaneously. The person with the timetable clash must find the two conveners and persuade them either to combine their sessions or change the time. If this approach is unsuccessful, the participant can flit from group to group.

Time must be allocated at the end of each session to formulate a report on the learning process. It is helpful to provide the moderators with a standard format that includes the time and title, moderator name, list of participants, discussion points and key recommendations.

Convene participants an hour before closing time in order to share highlights and key reflections in a round table discussion.

The trainer must convene with a representative from each session to collect the primary reports in order to prepare a final report after the OS. Add a table of contents, review language and format the document as needed before providing it to the participants in print form or online.

## OPEN SPACE

On self-identified issues and challenges in the management of agricultural cooperatives

### Agenda

<b>9:00</b>	Welcome and introduction to the OPEN SPACE
<b>9.30</b>	Agenda-setting for small group discussions
<b>10:00</b>	Small group discussion #1
<b>11:00</b>	Small group discussion #2
<b>12:00</b>	Closing circle
<b>14:00</b>	Small group discussion #3
<b>15:00</b>	Small group discussion #4
<b>16:00</b>	Closing circle
<b>16:30</b>	Debriefing

### Principles of Open Space

1. Whoever comes are the right people.
2. Whenever it starts is the right time.

3. Whatever happens is the only thing that could have happened.
4. When it is over, it is over

### 5. The Law of Two Feet

If you find yourself in a situation where you are not learning or contributing, go somewhere where you can.

## 5.2: Study visit



### Objectives

To review the knowledge, skills and attitudes that were dealt with in the course, in a concrete and realistic context.

Study visits can create added value in this My.COOP training package. They allow you to learn from reality.



### Study visit tips

Explain the objectives of the study visit and the programme in advance and link them to specific sections in the My.COOP modules;

Hand out blank learning diaries where participants can record their experiences, and provide them with guiding questions such as “What did I learn?”, “How can I apply what I learned in my own professional context?”;

Have an informal meeting with the cooperative in advance to discuss some of the important aspects of the study visit. In this way the cooperative can also prepare in the most optimal way;

Upon return, organise a collective debriefing where insights and discoveries can be discussed in the plenary session.

## 5.3: Evaluation exercise on the management of agricultural cooperatives



### Objectives

To review the knowledge, skills and attitudes that were dealt with in the course so far;  
To reinforce knowledge and awareness.



### Methodology

Participants divide themselves randomly into three sub-groups. Groups review the sessions of days 1 and 2 and generate a list of five challenging questions for the other groups (questions can be about anything covered during the plenary sessions). Questions are clearly formulated and written down (e.g. on flip charts).

The other two groups are invited to answer the questions of one group; the suggesting team validates the responses and/or provides additional information.

Competition between sub-groups: the winner is the team that generates the highest number of unanswered questions.



### Materials

- Three flip charts;
- Three markers;
- Prize for the winning group.



### Timing

30 minutes – 45 minutes

# Bibliography

Bauer S.; Finnegan G.; Haspels N. 2004. *GET Ahead for Women in Enterprise Training Package and Resource Kit* (Bangkok, ILO).

ILO Promotion of Cooperatives Recommendation, 2002 (R193).

ILO/COOP<sup>AFRICA</sup>. 2010. *Project design manual: A step-by-step tool to support the development of cooperatives and other forms of self-help organizations* (Geneva, ILO).



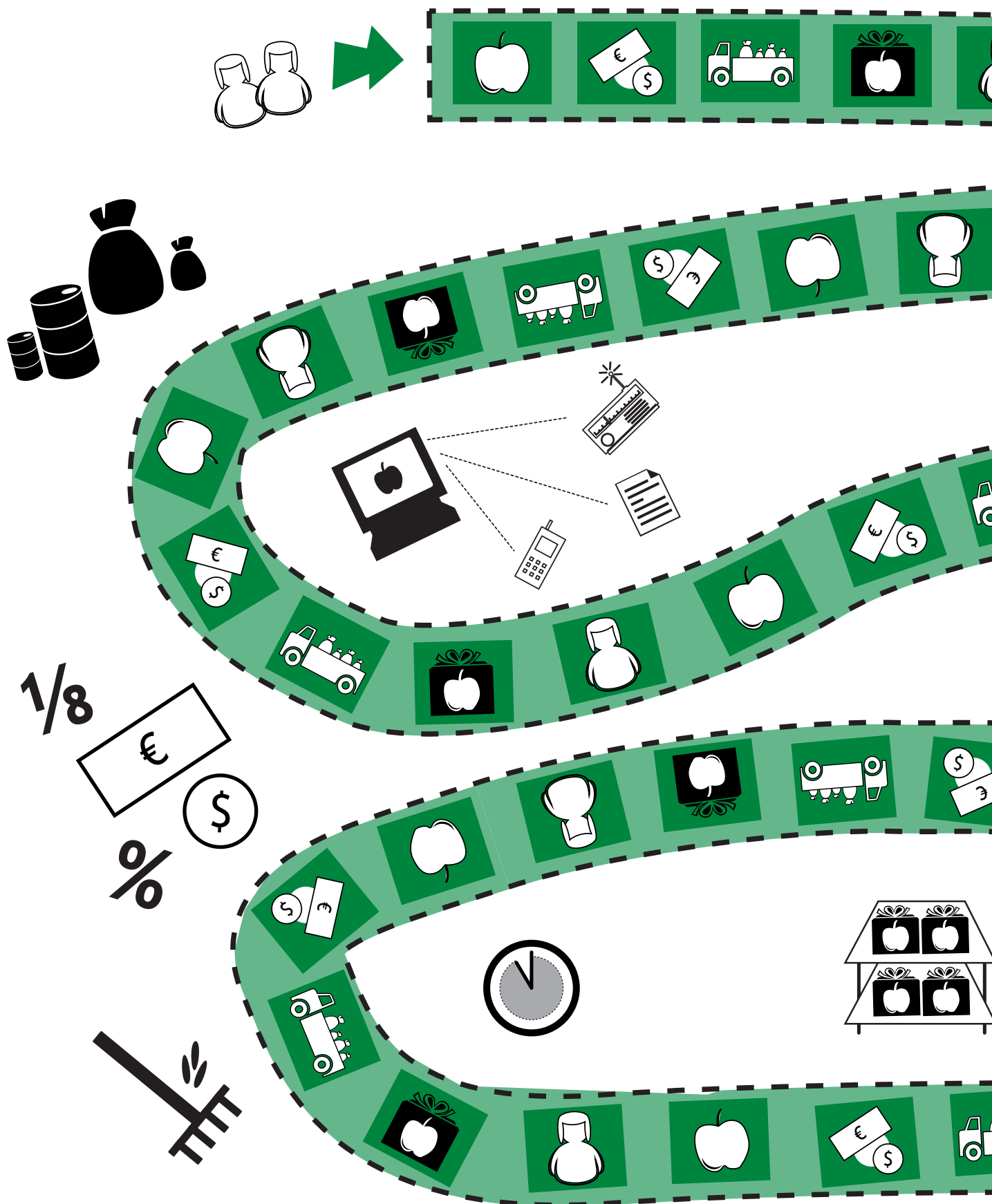
# ANNEX I

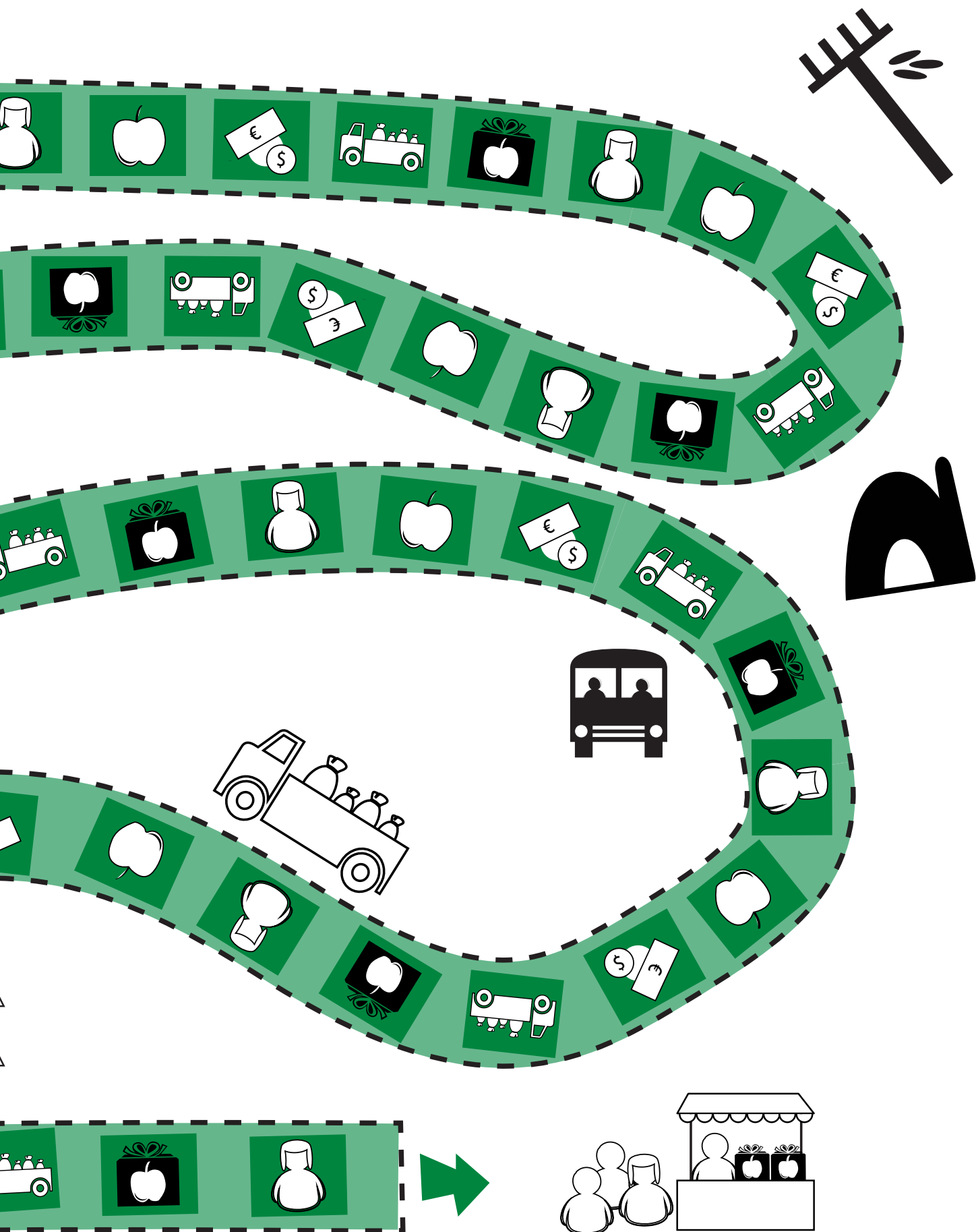
## Sample Training Agenda

Trainers:		Course Secretary:			
Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 – 10:30	Introduction and opening. Icebreaker.	A value chain exercise.	<b>Peer assist</b> session on identified challenges in supply of farm inputs.	A value chain case study.	Open Space or Study visit.
	The cooperative cube. Basic cooperative concepts and principles.	Addressing governance challenges. Brainwriting.		Improving cooperative performance.	Self-identified approaches on the management of agricultural cooperatives.
11:00 – 12:30	The cooperative knowledge café.	Needs assessment. A jigsaw exercise on different tools and instruments.	<b>Round robin</b> on storage and stock management.	A top 100 list. Market information analysis. Case-based learning.	Open Space.
	Being a member of a cooperative.	Comparative analysis of tools and techniques.			
12:00 – 14:00					
14:00 – 15:15	What is your cooperative about?	Mind-mapping and prioritizing needs + matching exercise with services.	Price-setting policy. A panel debate.	The Marketing Mix Board. Game-based learning	Open Space.
	A storytelling exercise.	Organizing our thoughts graphically.			
15:15 – 15:45	Coffee break.				
15:45 – 17:00	The cooperative environment. A network analysis.	SWOT analysis of the internal capacity of cooperatives to offer services.	<b>Evaluation exercise</b> on acquired competences in cooperative management.	<b>A fishbowl discussion</b> on certification schemes.	Debriefing and conclusions from the Open Space or Study visit.  Evaluation and final closure.

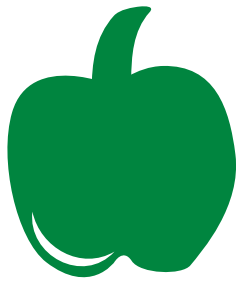
## ANNEX II

### Marketing Mix Board Game





## The 5 Ps of Marketing: Summary Chart



Product



Price



Place and Distribution



Promotion



Person



**[www.agriculture-my.coop](http://www.agriculture-my.coop)**