

TRAINING GUIDE FLIP BOOK FOR FARMERS UNDER FARMER MARKET SCHOOL

Adapted from ADRA FMS Training Manual



PICTURE CODES & TALKING POINTS

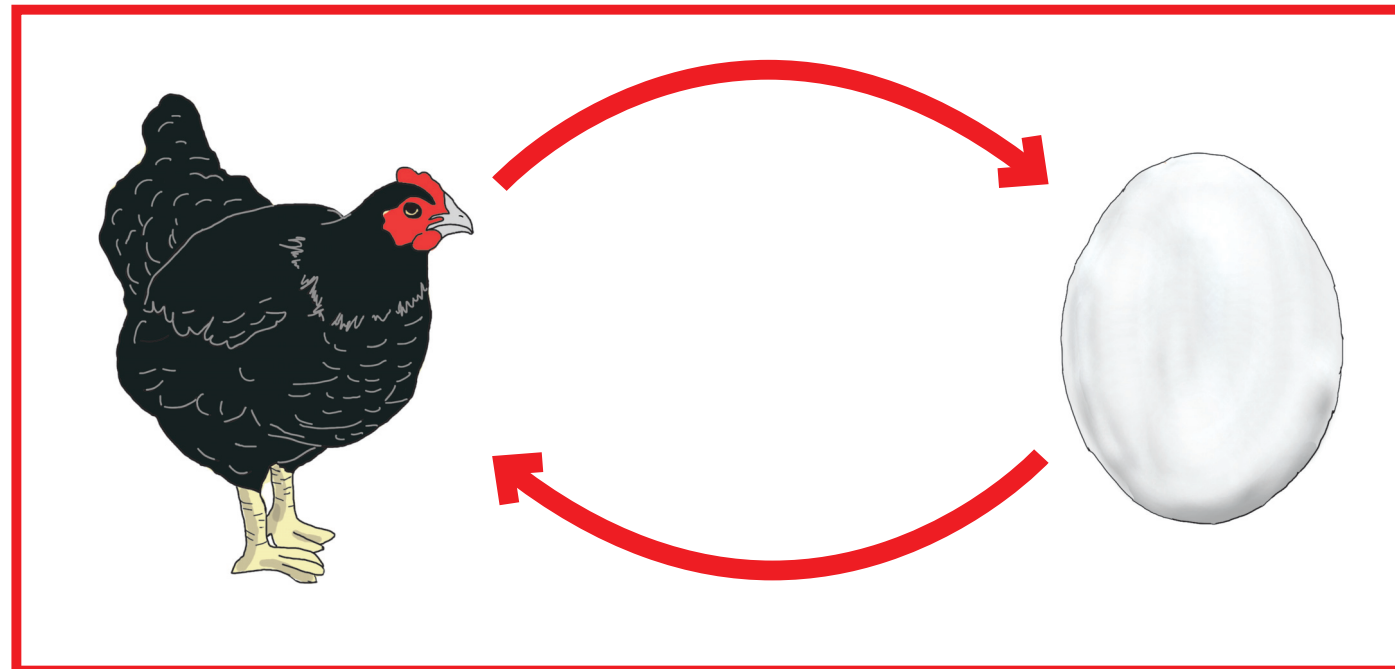
This manual was simplified, illustrated & designed by Simon's Gallery & Hallmark Development Consulting Co. Ltd.

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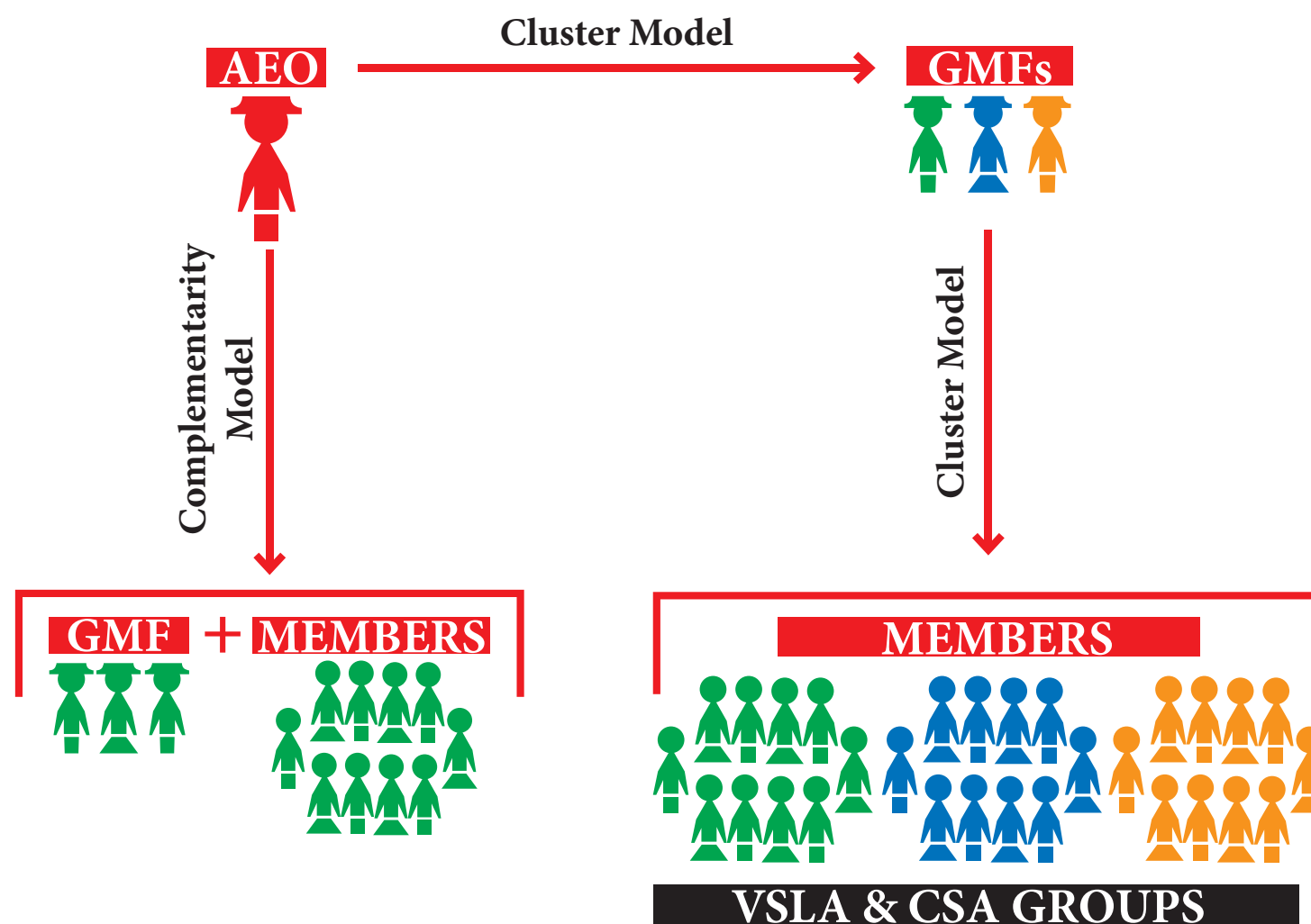
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SESSION 1

GROUP FUNCTIONALITY AND INTRODUCTION TO FMS



FMS TRAINING STRUCTURE & MODEL



AEO Training in Complementary Model



AEO Training in Cluster Model

SESSION 1

GROUP FUNCTIONALITY AND INTRODUCTION TO FMS

Group Functionality

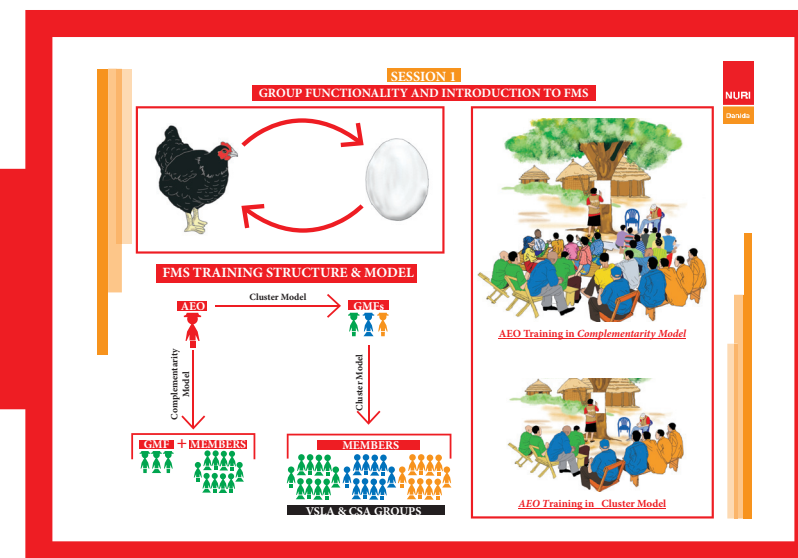
FMS is best implemented by groups with strong leadership and a clear vision, hence it is important for groups selected for FMS training to examine themselves in terms of leadership, their roles, and following of the groups' constitutions.

FMS groups need to perform a thorough evaluation and fix areas of weaknesses for a functional group.

Introduction to FMS

Ask participants what they think or know about FMS, thereafter end the discussion with the following;

- FMS starts with marketing which informs the production decision – refer to the chicken and egg story, see illustration.
- FMS is about farmers carrying out market research on their own using their own resources.
- In the end “Smallholder farmers will discover what the market wants by themselves”. With this they will be able to select what the market demands.



Can FMS help Farmers address the challenges of market?

Key points to note

- FMS success is tied to a functional group strong leaders, so leadership is key in the groups
- Many Small Holder Farmers (SMHFs) have limited access to market information
- FMS is therefore about building farmers' skills in profitable marketing of their produce and bridging the information gap.
- FMS builds on what farmers have learned in production, post-harvest handling and values addition.

Conduct reflection based on the mood meter

SESSION 2

FARMERS' LEARNING, EXTENSION, MARKET AND FACILITATION EXPERIENCE.

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SESSION 2

FARMERS' LEARNING, EXTENSION, MARKET AND FACILITATION EXPERIENCE.

Conduct a participatory recap of the previous session

- Consider topics/learning of the previous session and reflect on them.
- Analyze and discuss results of the mood meter conducted in the last session.

Farmer's experiences about learning

1. Farmers have a wealth of experiences that they have gained over years and it is important to build on that.
2. From the discussions, it is important to emphasize that learning is a continuous thing in life so they should be willing to learn.
3. FMS is about farmers taking part in a market research process and through that they will be able to learn it. This activity is to help farmers understand market dynamics and how to deal with them.

Farmers' experiences on agricultural extension

Ask the farmers where they get new ideas about farming. Later form two groups and ask them to discuss their experiences with agricultural extension methods as per the relevant illustrations giving advantages and disadvantages each.



Farmers' experience with markets

Ask the members to discuss what they think about markets based on the questions below, followed by a plenary discussion.

- Why are farmers getting low prices?
- How can farmers get better prices from for their products?
- Who set prices in the market and how can a farmer become a price maker not taker?

Key points to note

1. Farmers have a lot of experiences to use in during learning or training
2. FMS training approaches are participatory and interactive
3. Farmers need the right information to gain access to the farmer. Market can be near or far and there can be failures. They have to keep trying.

Conduct reflection based on the mood meter

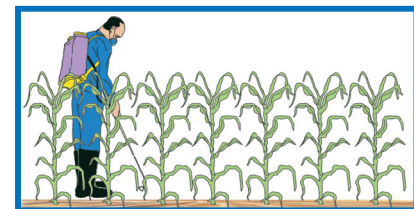
SESSION 3

MONITORING AND PLANNING OF FARM PRODUCTION

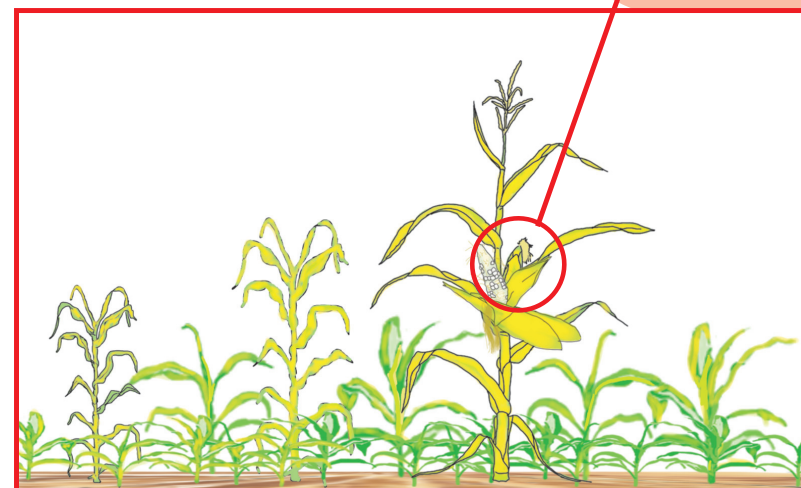
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FARMER A



FARMER B



SESSION 3

MONITORING AND PLANNING OF FARM PRODUCTION

Conduct a participatory recap of the previous session

What is monitoring?

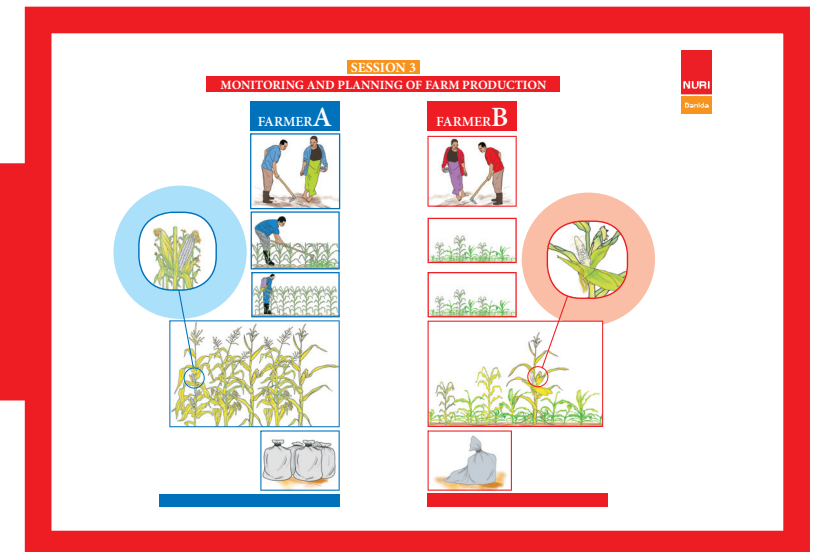
Conduct a role play of two farmers with the following.

1. Farmer A: Applied the new GAP/CSA knowledge and practices in his farming activities.
 2. Farmer B: Did not apply the knowledge he got from the GAP/CSA training in his farming activities.
- Then have a plenary discussion after the role play above focusing on the observation made in the illustration.

Planning Farm Production

Have a plenary discussion planning on farm activities

- Are there farmers who plan their farm production?
- How is done?
- Why is it done?
- Are there any records that they keep on farm plans?
- Conduct a reflection and experience sharing on how they implemented their PMPs over the years.



Key points to note

- A farmer must regularly check his/her crops as they grow
- Use of recommended GAP/CSA practices
- It is important to keep records in a farm
- To measure progress, it is important to know where you were before and after.
- Monitoring is important in whatever we do utilizing the knowledge and skills learnt in GAP/CSA.

Conduct reflection based on the mood meter

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SESSION 4

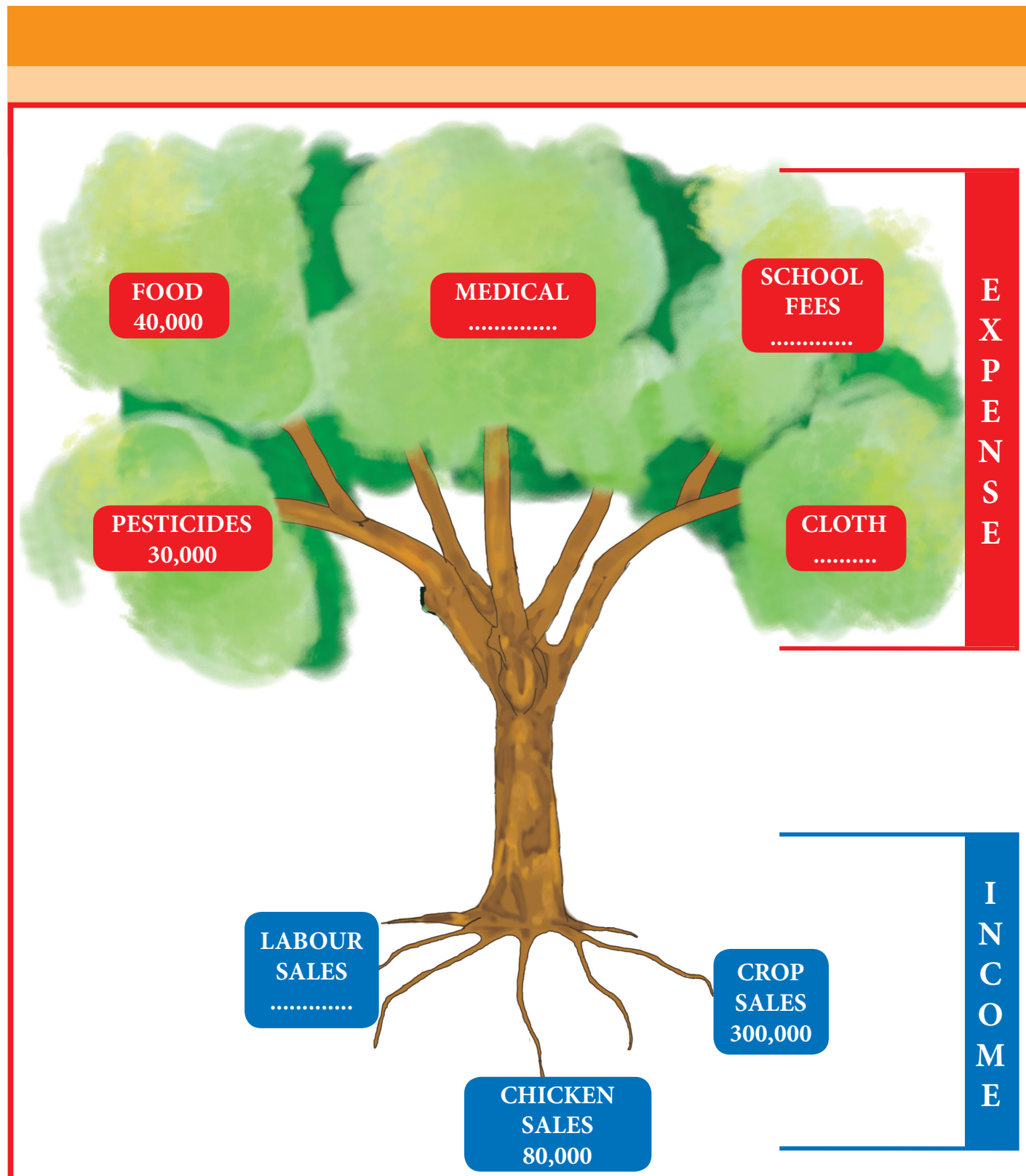
FACILITATION Refer to the Main FMS Manual Book

SESSION 5

HOUSEHOLD - HH ECONOMY AND THE FAMILY FARM

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SESSION 5

HOUSEHOLD - HH ECONOMY AND THE FAMILY FARM

Conduct a participatory recap of the previous session

What is a household and household economy?

- A household consist of those persons who eat from the same pot. Members may not be related at all.
- Meanwhile the household economy is about income and expenditure in the household.

The Household Economy Tree

Looking at the tree diagram shown, how does it relate with a typical household? Relate this to household vision and goals achievement taught earlier to the farmers under VSLA/PMP integration.

The family farm

- Ask questions about all the activities taking place on the drawing above.
- Which ones generate money and which ones use money?
- Who are the family members involved in activities that bring money to household?
- Discuss activities which negatively affect household economy.

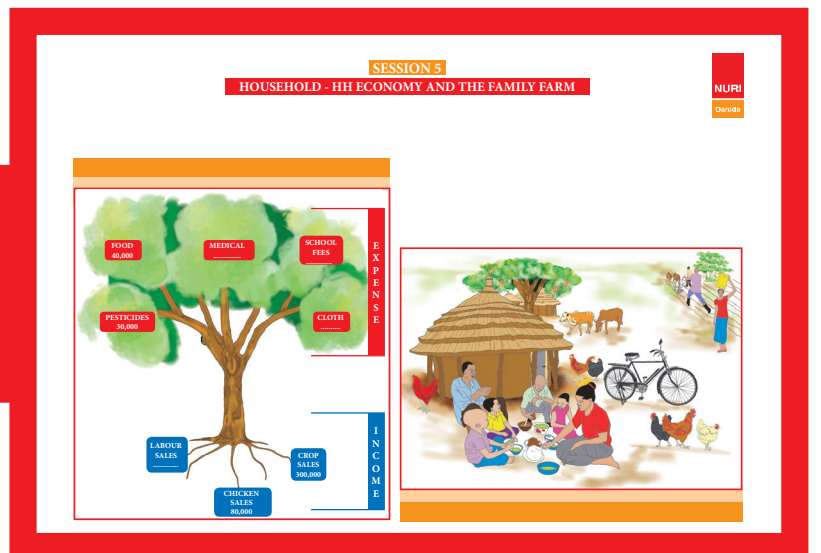
Return to/reward for family labor

In FMS training, family labor is not costed and is treated as an opportunity cost when it's used in production activities.

Key points to note

1. A household is a starting point for economic change and development
2. If the expenditure is higher than the income the family can never progress
3. It is important to have alternative sources of income for the family
4. A family needs to be engaged in activities that bring income and avoid negative ones
5. In FMS training, cost of family labor is often not considered but it is reward for them.
6. Every family member plays a critical role in contributing to household economy.

Conduct reflection based on the mood meter

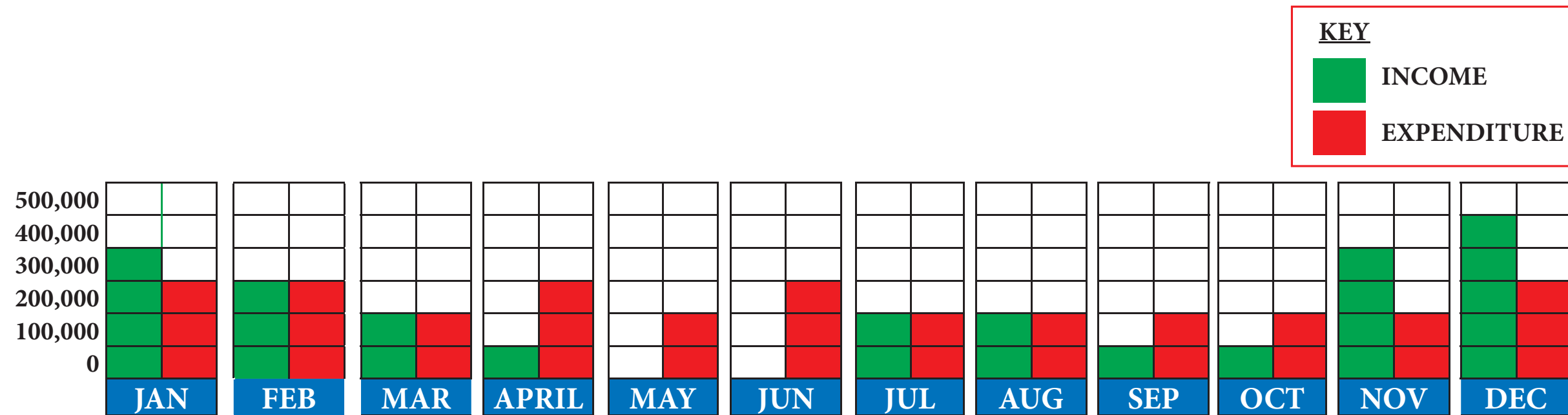


SESSION 6

SEASONAL INCOME AND EXPENDITURE, SAVINGS AND LOANS

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ASSETS	LIABILITIES
Cows	VSLA loan
?	?
?	?
?	?
?	?



SESSION 6

SEASONAL INCOME AND EXPENDITURE, SAVINGS AND LOANS

Conduct a participatory recap of the previous session

Seasonal income and expenditure

See the calendar chart on the next page. What happens in months of high income or high expenditures?

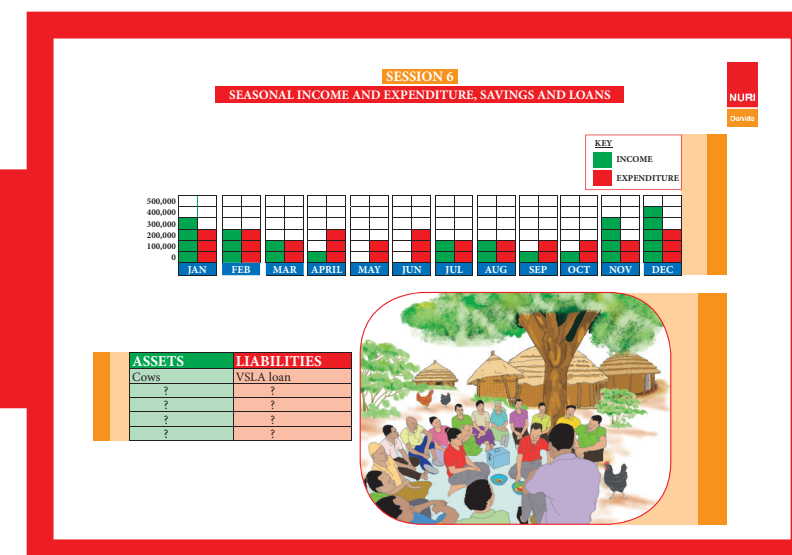
Savings and loans

Allow the farmers to brainstorm on the following concepts;

- Household goal and vision
- Benefits of VSLA to small holder farmers
- Savings
- The different savings methods available
- Loans and repayment

Household visioning

Based on the VSLA training, how can you (farmer) achieve some household goals to reach your vision? Use the group Vision Journey map to conduct a role play with the aid three volunteers.



Financial assets and Liabilities

Explain what assets and liabilities are while giving examples. Why are assets important in a household? Farmers need as much as possible to take loans for income generation activities.



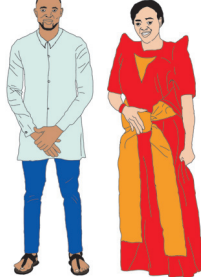


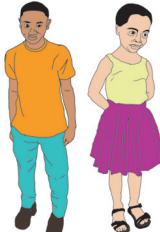


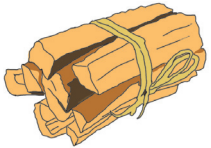
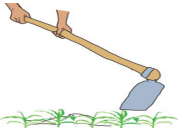
Now! Ask every farmer to try and make analysis of her/his own households by comparing assets and liabilities. Results are discussed but not displayed / shown.

Key points to note



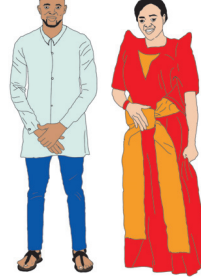


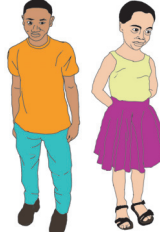

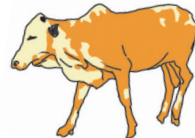


1. Income is not there every month so Farmers should learn to save in times of harvest to help in times of scarcity
2. Farmers should avoid wasteful expenditure and consumption
3. Farmers should have a number of alternative sources of income
4. Attaining Vision is a step by step and using things with you and those around you
5. Farmers should have assets to sell in hard times

Conduct reflection based on the mood meter

Gender roles activity

Gender resource ownership

SESSION 7

GENDER

Conduct a participatory recap of the previous session

Gender

Ask the farmers what they know about gender and sex.

Gender roles and resource control

Group exercise:

Daily activity mapping, roles, time spent and resource ownership by different gender (including girls and boys)

- Role categories; reproductive, productive, money management and decision making
- Resource ownership; land, trees, animals, birds, money etc.

Household dynamics

Role play 1: Cooperating husband and wife

Role play 2: Rivalling and disunited husband and wife

The image shows two activity sheets from a session titled 'SESSION 7 GENDER' by NURU. The first sheet, 'Gender roles activity', has a header with icons of a man, a woman, and a group of people. Below the header is a grid with 4 rows and 10 columns. The first column contains icons of a man, a woman, a man, a woman, a man, a woman, a man, a woman, a man, and a woman. The second column contains icons of a man, a woman, a man, a woman, a man, a woman, a man, a woman, a man, and a woman. The remaining columns are empty. The second sheet, 'Gender resource ownership', has a header with icons of a man, a woman, and a group of people. Below the header is a grid with 4 rows and 10 columns. The first column contains icons of a man, a woman, a man, a woman, a man, a woman, a man, a woman, a man, and a woman. The second column contains icons of a man, a woman, a man, a woman, a man, a woman, a man, a woman, a man, and a woman. The remaining columns are empty.

In a plenary discuss the following;

- Which family will prosper from their family farm?
- Why did role play 2 end in conflicts?
- What advice can be given to the wife and husband in the second play?
- What are the benefits of managing conflicts in a household?

Key points to note

- Sex and gender are different, while sex cannot change gender can they are socially assigned
- FMS encourages shared responsibilities and resources for the proper functioning of a household.
- GBV can affect working together.
- There should be cooperation among the husband, wife and children.

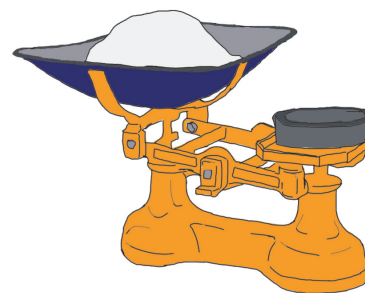
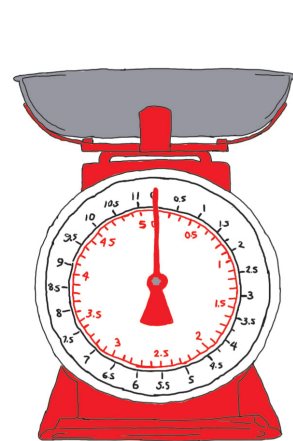
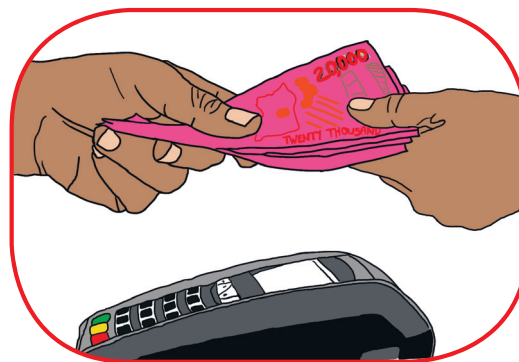
Conduct reflection based on the mood meter

SESSION 8

MARKET, PRICE, PAYMENT TERMS AND WEIGHTS

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1 KG = 2 CUPS



15 KG = 1 BASIN

SESSION 8

MARKET, PRICE, PAYMENT TERMS AND WEIGHTS

Conduct a participatory recap of the previous session

Market

From CSA training and other sources, discuss these questions in plenary:

- What is a market and types of markets available?
- List the methods used by group members to sell their produce, highlight some of their advantages and disadvantages.

Markets prices and payment terms

- In a plenary discussion, what often affects the prices the farmers get for produce in they. What can be done to get better prices? Come up with answers.
- Discuss the different modes of payment of goods sold in the market giving advantages and disadvantages

Weights

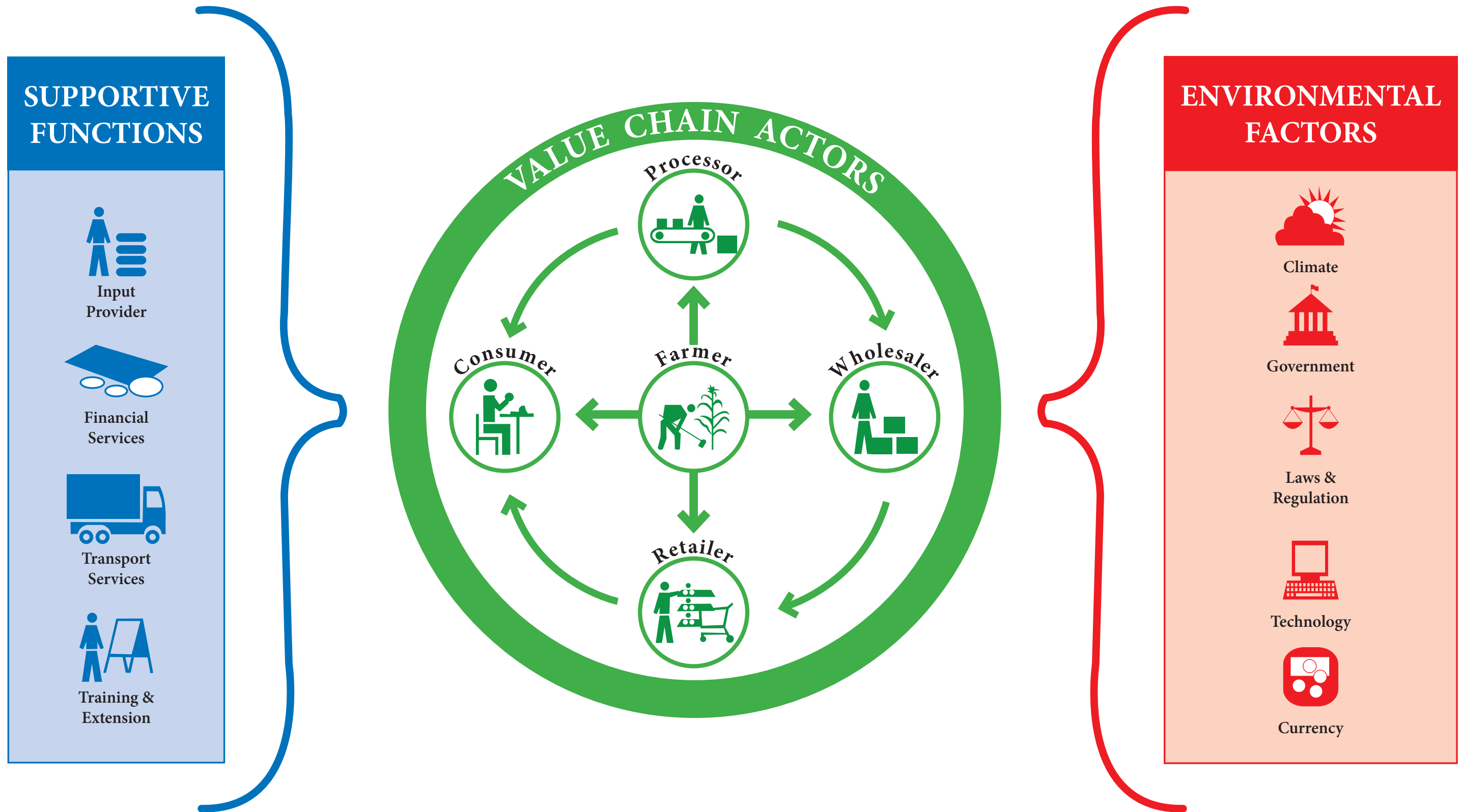
Farmers should be aware of the different measurement used in the market to avoid being cheated and helps develop trust with buyers. This can be in form of weights and volume. Ask the farmers which one they are familiar with



Key points to note

- Farmers should know there are different markets and they should identify the right market and method to sell to maximize profit.
- Different payment modes are offered in they market and they should choose the best ones
- Observe the effect of supply and demand on commodity prices
- In order to fetch higher prices, ensure – quality, grading, value addition, selling when supply is limited etc.
- Being familiar with different measurements helps farmers to avoid being cheated and builds trust with buyers.

Conduct reflection based on the mood meter



SESSION 9

VALUE CHAIN MAP

This session might require AEO to be present during the training to reinforce the GMFs.

Conduct a participatory recap of the previous session

Brainstorm about the Local Market and the Middleman:

- Refer to the local market in your area and discuss who are the buyers, who sells in it?
- Who is a middleman, their roles, advantages and disadvantages?

Group work:

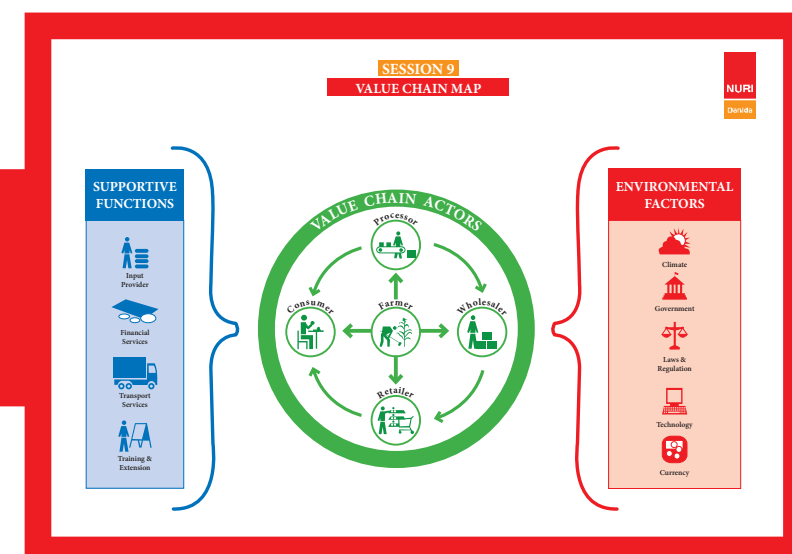
1. Form 3 groups and analyze who you sell your produce to.
2. Then ask them to present their findings per group which are then discussed.

Value Chain Map

- The value chain is the link between sellers and buyers in the market from production to final consumption.
- When there are many value chains for a given commodity, it becomes a value chain map.

The Market System

In addition to the value chain map above you also have the transporter, regulators, financial service agents, tax man, IT services, in-pot dealers, tractor hire etc. and this becomes a market system.



In plenary, discuss;

- The most important services for your value chain or market system to function
- Challenges for the value chain or market system
- Ways to minimize the challenges
- Prevailing taxes/dues/charges for your value chain and its effect on prices

Key points to note

- Many small-scale farmers often only know the direct path to a consumer on the local market
- There are market options including middlemen where farmers can sell their produce.
- The farther a farmer sells along a value chain map the better the price
- In a market system there are enablers as well as challenges

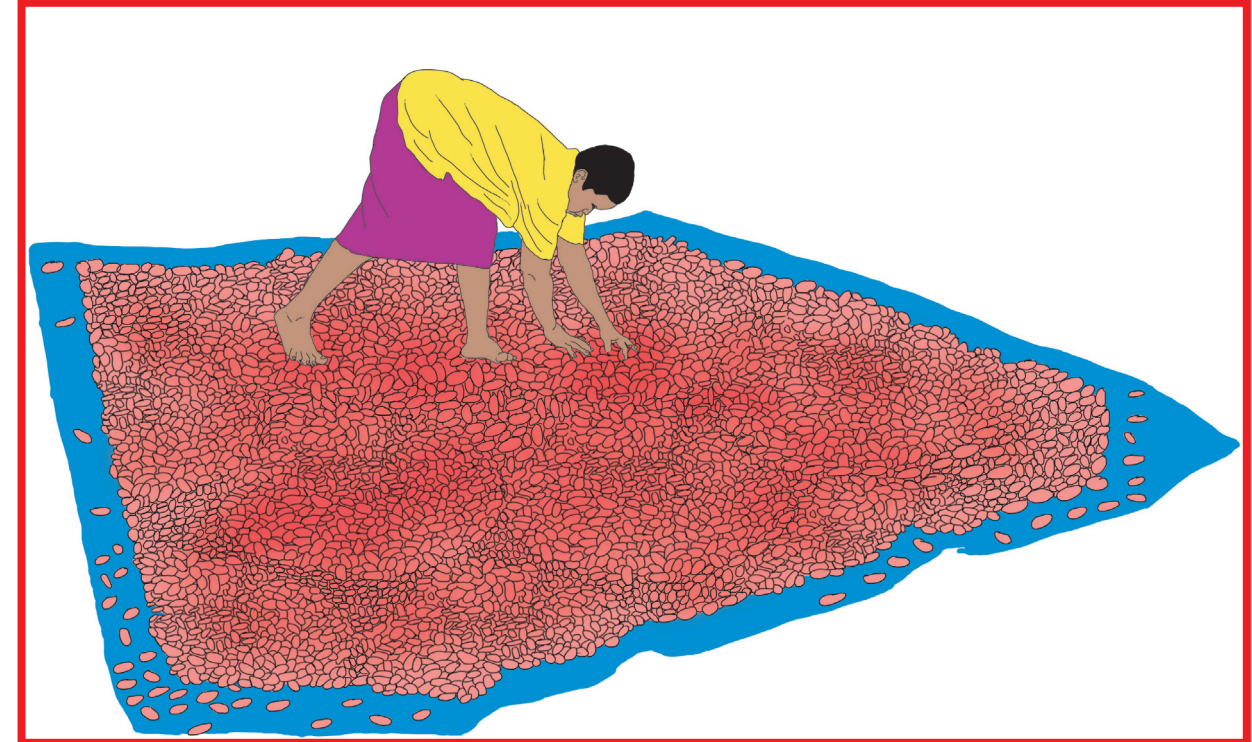
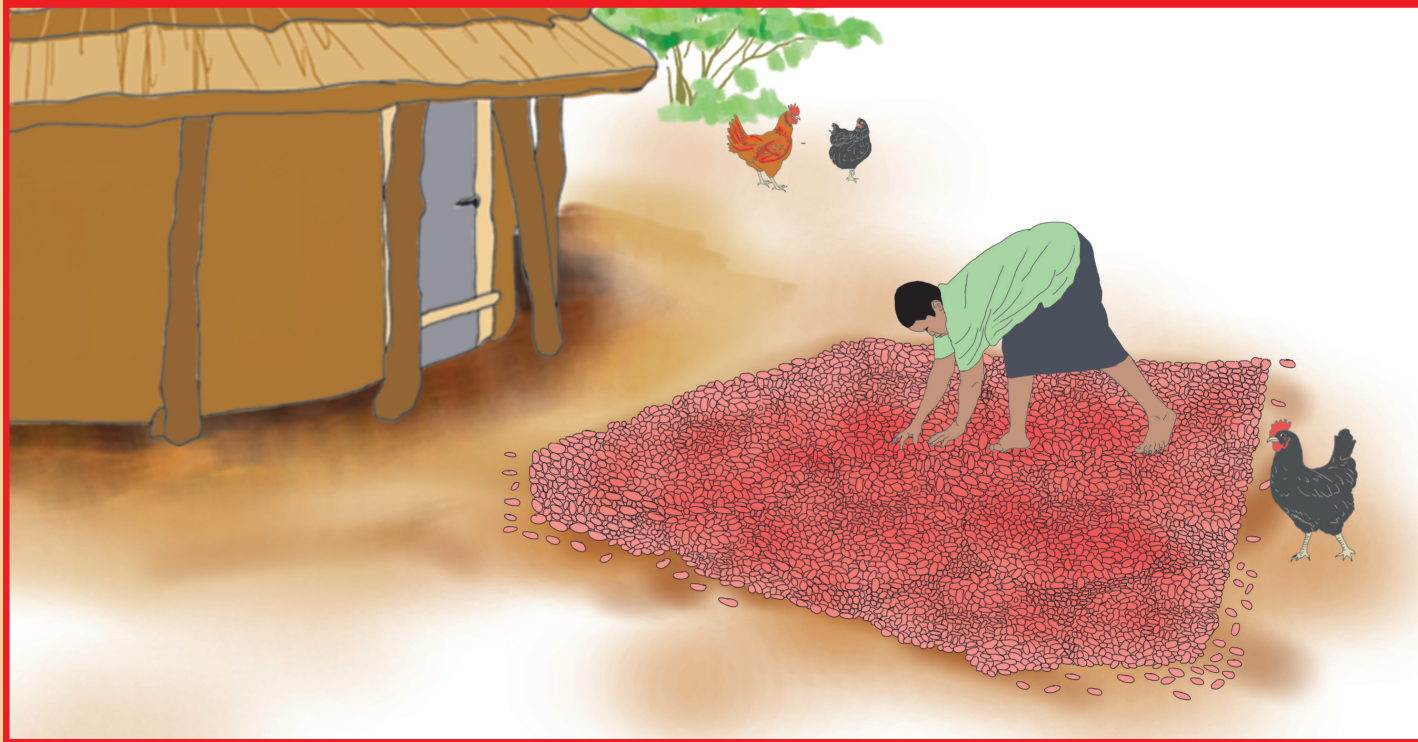
Conduct reflection based on the mood meter

SESSION 10

VALUE ADDITION AND VALUE REDUCTION

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SESSION 10

VALUE ADDITION AND VALUE REDUCTION

Conduct a participatory recap of the previous session

Value addition

- Ask participants to give examples of value addition processes they know of.
- Ask participants to brainstorm the quality demands of different markets they know.
- Highlight the importance of Post-Harvest Handling (PHH) from training received

Packaging, washing and grading

Group exercise:

- Conduct a group exercise on packaging, washing and grading (sorting) for different produce; let participants discuss the challenges and advantages of this.
- What can the group or farmer draw or learn from these?

Processing

Group exercise:

- Divide the participants into four groups and let each group discuss three examples of full or semi processing of crops they know, with their advantages and disadvantages.
- Which ones can they undertake?
- Examples: Semi processing; shelling of groundnuts, drying okra, cleaning simsim Full processing; groundnut paste, maize flour, sunflower oil etc.

Key points to note

- Farmers should know different methods of value addition and those that can ably do
- Let farmers know that the market dictates produce quality by the price it offers
- Poor PHH leads to loss of value and hence income
- Better quality and processed produce fetches a higher price on the market

Conduct reflection based on the mood meter

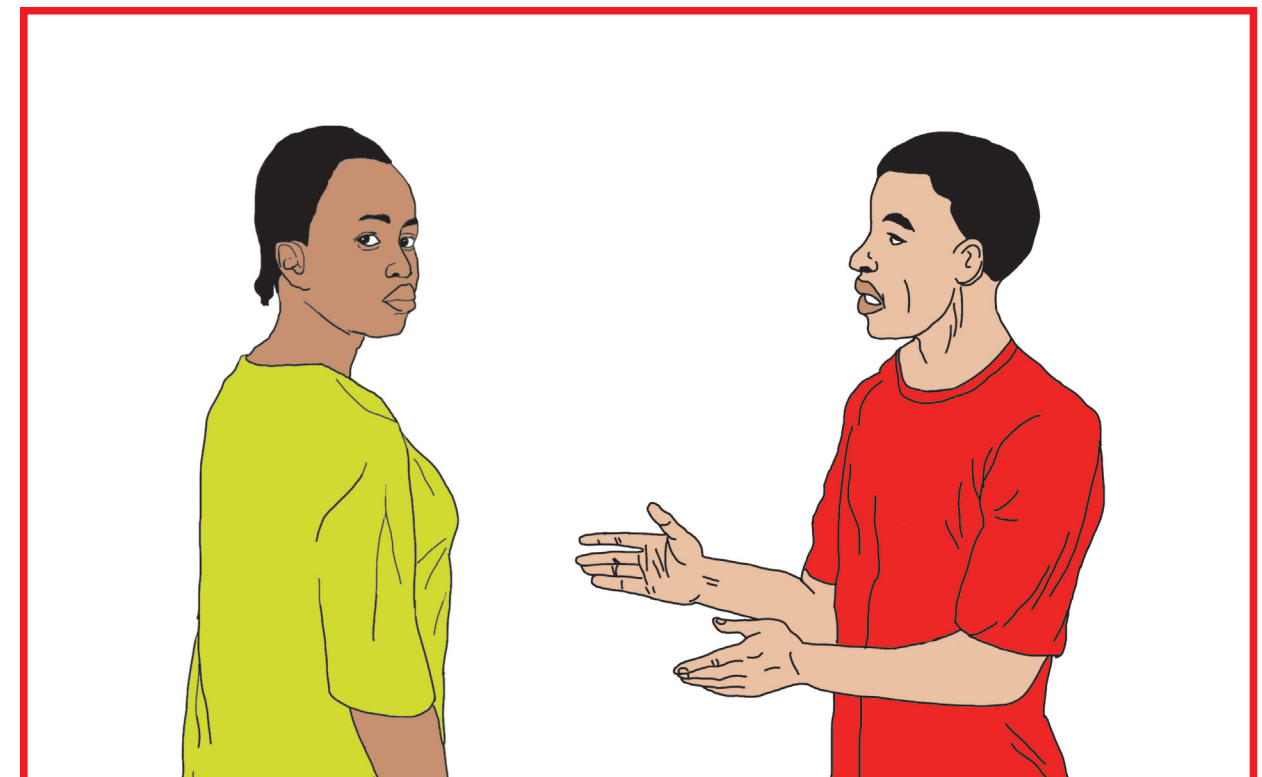
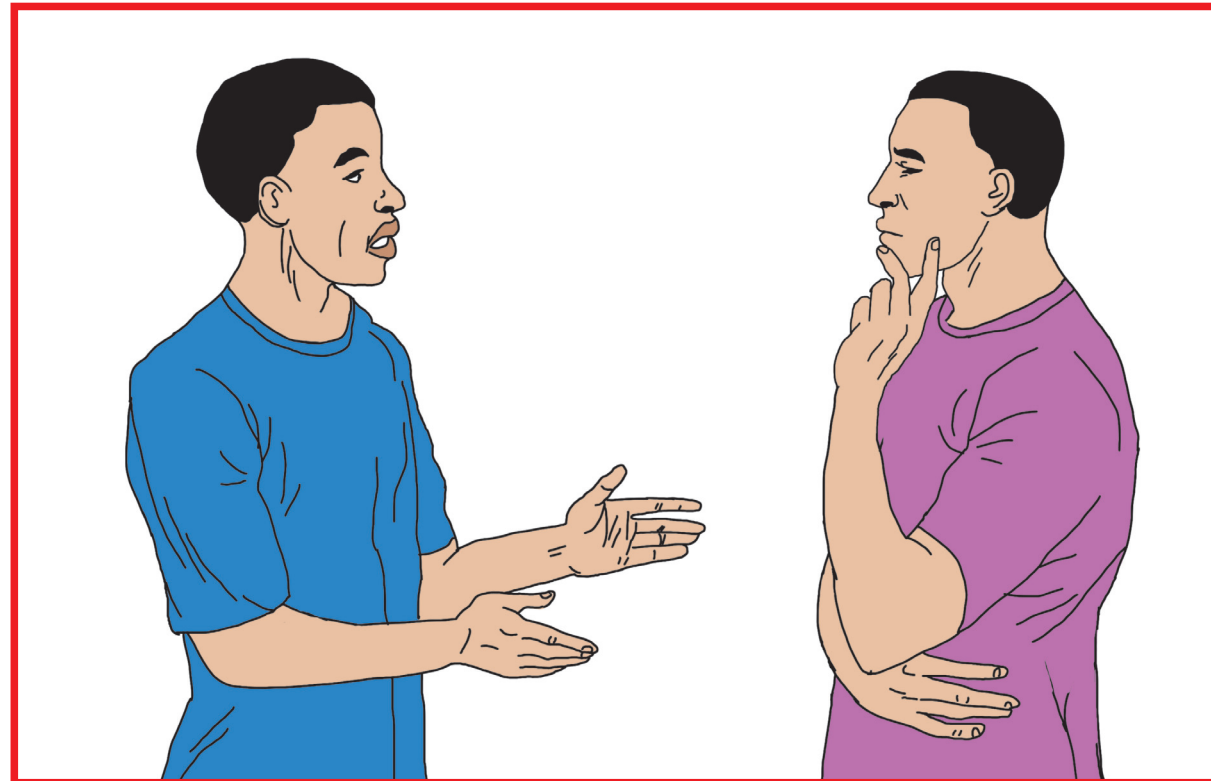


SESSION 11

COMMUNICATION SKILLS

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SESSION 11

COMMUNICATION SKILLS

Conduct a participatory recap of the previous session

Listening skills:

Conduct a role play of three different scenes, as follows;

- One person talking while the other is not interested to listen to what is being talked about
- Two people are talking at the same time without each listening to what the other says.
- Both persons actively talking to each other and keeping a good eye contact

Interviewing; What is it?

In a plenary, discuss what makes an interview in the market a success or failure. This will prepare the group for market trip.

Key points to note

- Its important for two people communicating to be fully involved and not distracted
- Good communication ensures better understanding and further engagement between the two parties.
- Create a good environment or platform when communicating/interviewing.
- You need to have good communication skills to be able interview someone and get the right information.

Conduct reflection based on the mood meter

Also tell the participants the next session will be a visit to the local market.



SESSION 12

TRIP TO LOCAL MARKET

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SESSION 12

TRIP TO LOCAL MARKET

This trip is for training purpose only and requires about three days to conduct including a day for preparation, market trip and presentation/discussion of report



Conduct a participatory recap of the previous session

Preparing for the visit to the market

- Let the group members suggest the questions to be asked during the market trip by brainstorming.
- Group members can look commodities, service providers and regulatory services e.g. transporters, tax collectors etc.
- Strictly, keep record of the interviews.

Presentation of findings and discussions after the marketing trip

- The group members that went for the market trip shall present their findings to the entire group based what they gathered, such as, 'Who sells?' 'Who buys?' specifications and prices?
- For those who did not handle any commodities they will also present their findings e.g. on transporters, financial services, storage, taxes etc.

Key points to note

- The group members should come up with questions they need to ask or information they need to gather from the market trip
- Farmers shall form mini groups and they should be assigned 2 crops/animals or other information required to trade in a given market
- They have a market trip on an agreed date
- After the trip, they come and present findings to the entire group which are then discussed

Conduct reflection based on the mood meter

SESSION 13

NEGOTIATION AND CONTRACTING

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SESSION 13

NEGOTIATION AND CONTRACTING

Conduct a participatory recap of the previous session

Negotiation skills

Conduct a role play depicting 3 scenes / events involving 2 -3 farmers who are following up with a buyer or buyers as below;

- Team 1 went to buyer without much of the information and also didn't pick key information,
- Team 2 went with sample of the product, quantity the group has bulked and their contact, and;
- Team 3 had information like team 2 but were arrogant to buyer during price negotiations.

Then discuss the results in a plenary.

Contracting and types of contracts

Contracting is about two parties coming together and having a mutual agreement where farmers will produce a product for a buyer and a third party (local authority) to witness

- Discuss the different provisions of the contract agreement with farmers
- Discuss different types of contracts e.g. verbal, written, open etc. including advantages and disadvantages
- Draw any experiences from the members.



Key points to note

- Farmers need to have the right information combined with good communication skills for fruitful negotiations
- Be open in negotiations as they can fail or succeed and have full backing of group members
- A well written, signed and witnessed agreement letter provides guarantee for both buyer and farmer/seller
- A verbal agreement is good enough especially when the two parties trust each other

Conduct reflection based on the mood meter

SESSION 14

COLLECTIVE MARKETING AND FARMER ORGANIZATIONS

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SESSION 14

COLLECTIVE MARKETING AND FARMER ORGANIZATIONS

Collective Reflection of previous session

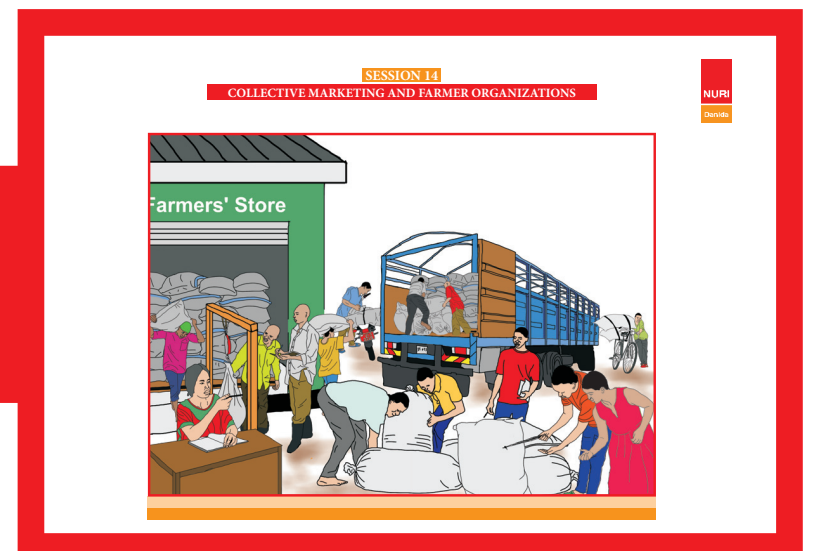
Collective Marketing

- Bigger and better buyers demand for high quantity and quality of produce to pay better prices.
- Farmers can bulk their produce to realize the demanded quantity and quality
- Price difference covering transport cost is key for collective marketing versus individual selling
- Share any experiences the group or members have in collective marketing.

Farmer Organizations

- Farmers have to be organized to be able to sell collectively.
- Two or more groups can decide to sell together to realize the volume required.
- Numerous farmer groups/organizations exist and are benefiting their members.
- For this to happen, there has to be good leadership in such association.

GOOD CHARACTERISTICS	BAD CHARACTERISTICS
Hold regular meetings	Meetings are irregular
Proper records kept	One man leadership
?	?
?	?
?	?







Key points to note

- It's safer and beneficial for farmers to market their produce collectively
- Price difference factoring transport is key for collective marketing to work
- Two or more groups can come together and sell collectively
- Good leadership in such associations is key

Evaluation of FMS training based on the mood meter

- All 13 sessions using mood meter and verbal feedback
- The next meeting is preparation of the group's first trip to market led by GMFs as AEOs would have finished their part.

MOOD METER

MOOD METER				
	VERY POOR	POOR	GOOD	VERY GOOD
How do you feel after the session today?				
Did you understand all the subjects?				
Were all your learning expectations met?				
ETC				