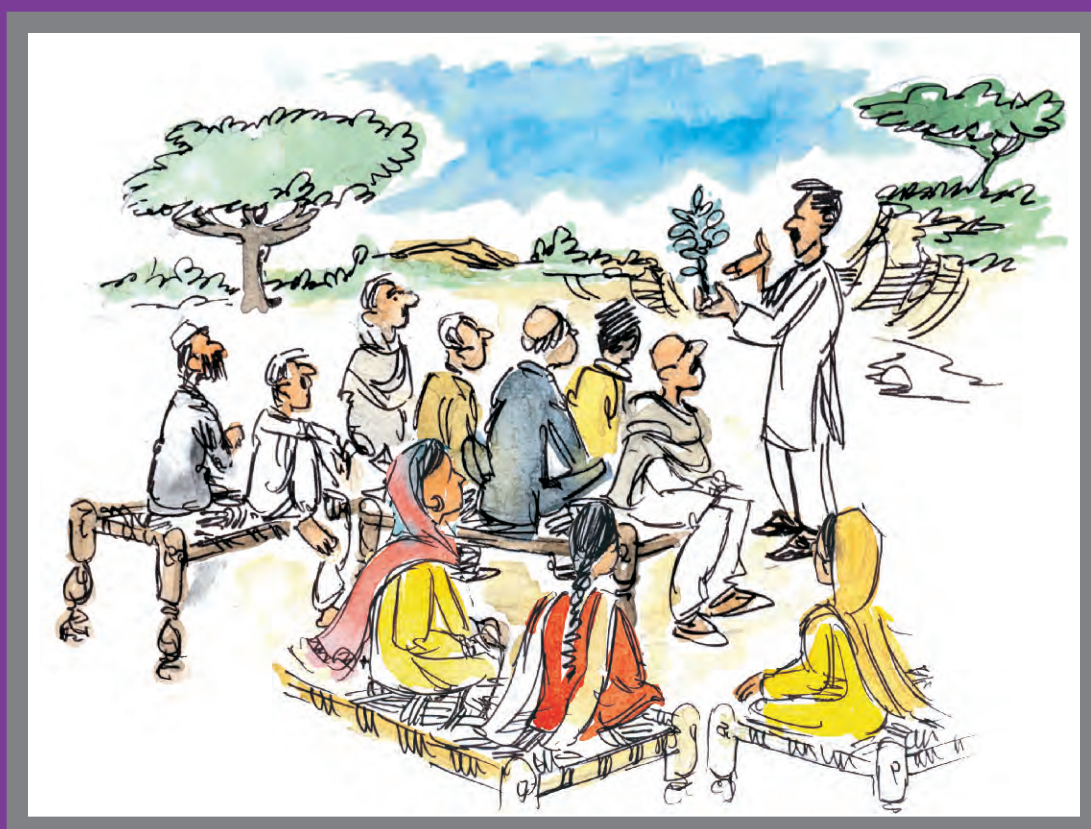


Farm Business School

Training of Facilitators Programme South Asia



Manual



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Training of Facilitators Programme

South Asia

Manual

FOOD AND AGRICULTURE ORGANIZATION OF THE UNITED NATIONS
REGIONAL OFFICE FOR ASIA AND THE PACIFIC
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Foreword

Dramatic changes are taking place in farming worldwide as a result of globalisation, liberalisation, and rapid urbanisation. Farmers are intensifying existing patterns of production and diversifying their farm enterprises in an attempt to improve their livelihoods. Technical know-how is not enough. In order to be competitive and take advantage of the new opportunities that are arising farmers increasingly have to adapt their farm business to market changes and improve efficiency, profitability and income.

The desire to increase income by taking advantage of market opportunities requires farmers to become better decision makers and better at competing in this new environment. The emphasis on the market and the need of farmers to be competitive, calls for better farm management skills. Marketing and farm management have rapidly gained predominance globally over the last two decades. Farm business management skills and knowledge is recognised as important for farmers to effectively respond to present day farming challenges. Farm management advice helps farmers to make the right choice between crop enterprises according to individual levels of financial, labour and land endowments and at their level of risk adversity.

In response to these changes, the Food and Agriculture Organisation of the United Nations (FAO) has developed the concept of the Farm Business School (FBS) to build farmers' capacity in entrepreneurial and management skills. The Farmer Business School enables farmers to learn and improve their knowledge, change their attitudes and enhance their skills toward improved farm commercialisation. The approach followed in the FBS is practical and based on 'learning by doing'. The learning process is designed to enable farmers to learn continuously and to improve their knowledge, change their attitudes and enhance their skills to develop their farming practices to make their farms more market-orientated and profitable. The concept of the FBS was inspired largely by the experience of Farmer Field Schools (FFS).

The Farm Business School consists of a package of training materials intended to inform policy makers, train FBS facilitators and train farmers. The Training of Facilitators Programme is classroom-based and of a short 15 day duration. The Training of Farmers Programme consists of a series of meetings that take place at farm level and run over an entire season. Learning about business occurs in the farmers' own local environment where farmers can work in small groups at their own pace.

The training programme presented in this manual has been adapted for use among Farm Business School facilitators in countries in the South Asia region. It has been designed for extension workers or farmers with good communication skills and some experience in training. Farmer Field School facilitators could be ideal. It is expected that graduates of this training programme will, in turn, set up and run Farm Business Schools together with farmers. Once facilitators have conducted training successfully at farm level, some of the farmers could be identified, from among the more capable, and asked to become FBS facilitators.

The training is expected to be conducted by a Core Team of Trainers (CTTs) made up of Master trainers; individuals with substantial experience in training of trainers and importantly in Farm Business Management concepts and tools.

The training materials that comprise the Facilitator's Training consist of two parts: 1) a facilitator's manual; and 2) a handbook for the participants.



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Assistant Director-General and
FAO Regional Representative for Asia and the Pacific

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Introduction

This manual provides a guide to the training of Farm Business School facilitators. It is earmarked as a training of extension workers (public, private sector and NGOs) but could also include lead or master farmers if appropriate. It is a simple manual to use and gives various options for training. The main focus is on "learning by doing" and this is conducted through in-class exercises and practical applications in the field.

Responsibilities of the Core Training Team (CTT)

As members of the Core Training Team, you are responsible for the following key tasks

1	Localize and adapt FBS training materials
2	Train extension workers and lead farmers as facilitators
3	Select an FBS model appropriate to the region
4	Mentor and coach facilitators during implementation
5	Follow-up and support facilitators so that they can cope with changes and challenges post implementation

Tips for localizing and adapting the Farm Business School (FBS) training materials

The Core Team of Trainers is expected to review the Farmer's Training Programme materials and adapt them to the local context. Ideally this should be done collectively in a workshop environment led by a trained curriculum specialist. While reviewing the material, the following will be considered:

Levels of Literacy & Language Requirements	While every effort has been made to keep the level of language accessible, whether using English or a local language, the materials may need to be adapted according to the levels of literacy of the intended participants.
Use of Numbers & Calculations	Many of the exercises require writing and the use of numbers and calculations. The CTTs will need to assess whether number-based calculations can be used or it will be necessary to use symbol-based calculations.
Previous Experience of Training (particularly with FFS)	If the facilitators have experience of leading Farmer Field Schools (FFS), they can be expected to manage the FBS material much better.
Cultural Norms	Assess the examples and case studies in the Farmer Training Programme materials to ensure that these are culturally appropriate and acceptable to grassroots communities.
Agricultural Realities	Change the names, crops, sums of money and other aspects of many of the case studies and exercises. In any case, the best examples are those that come from the participants' and the trainers' own experience. Whenever possible, replace the examples in the Farmer Training Programme with more locally relevant material that gives the same information and message.

Farmer business school models

Flexibility is the main ingredient of the FBS. The FBS programme can adapt according to local situations, farmers' necessities and their diversity. It should be pointed out that the models below are not distinct and there are likely to be situations when farmers can associate with more than one model type.

Model 01:

Support to Existing
or New Farm
Enterprises

Farmers who join the FBS may already be growing crops and livestock however they may have little if any commercial experience and the focus of the FBS here will require skills to be developed for commercial farming. In other instances the focus of the FBS may be to encourage farmers to look for new commercial opportunities by adding new crops and livestock to their farming systems.

Model 02:

Formation of
Farm Enterprise
Groups

Farmers may be organised into groups around some crop or livestock activity. The aim of the FBS will be to follow the local pattern of group organisation and enhance commercial farming skills.

Model 03:

Establishment of
Common FBS
enterprise:

The focus and attention of the school can be placed on a single, common enterprise that all participants have an interest in. If the participants do decide to create "FBS enterprise(s)", ensure that clear rules are agreed upon and written down by all participants. All participants will need to share the costs of inputs, labour, etc., in an equitable manner that is agreed by all the participants.

Model 04:

Post-technical
Production Training

Some farmers may be interested in the FBS as an activity that builds out from previous technical training that they may have received. The FBS could be viewed as a graduate programme for these farmers.

Planning of FBS facilitator training

Identification of Facilitators:

- FBS facilitators can be staff from public sector extension services, NGOs, CBOs, Business Development Service Providers and lead farmers (who have graduated from this first round of FBS training)
- A balance of male and female facilitators should be inducted to take the FBS initiative forward

Duration:

The duration of the training has been set at 15 days but would depend on local conditions, the availability of time of the participants and, of course, funding.

Models for Training of Facilitators

There are a number of ways to arrange facilitator training:

Sr.	Training Plan	Time Frame	Location
1	Complete season training of facilitators	30 half day meetings extending over the cropping season	Central training centre
2	Abridged training of facilitators focusing on essential concepts	Up to 15 days at one time	Central training centre
3	Part time training of facilitators	Meeting at key times during a season	Central training centre
4	Abridged training of facilitators programme	Approximately 15 days, but split into stages	Closer to the field
5	Localised field school	Approximately 30 half day meetings but split into stages	Field

The following questions should be kept in mind when planning a FBS training of facilitators programme:

- Which training needs should be addressed first? Which can be addressed later in the season/year?
- Will the facilitation team have only one training opportunity, and how long will it last? Will facilitators need refresher courses at various intervals?
- How many people should be trained? This depends on the number of schools that are planned, but in participatory processes it is customary to limit the number of participants in a training workshop to between 20 to 25 persons.
- What equipment and materials are needed? What is realistically available and appropriate to local conditions?
- The type of training provided depends on the available budget and on whether or not the facilitators can attend long training sessions while continuing their full-time employment.

Preparing for the training

Training Venue: The venue where the training will take place must be suitable for training. The participants need to be able to sit in a way that they can see each other and see you and also be comfortable. The venue has to be large enough to seat all the participants comfortably and to allow the participants to break into small groups (teams) that will work on their own.

Preparation: It is suggested that you prepare each session/meeting in advance and decide on the most effective way of communicating the information. For some exercises, simple materials are needed like large sheets of paper, pens, pencils, ropes, etc. Be sure to plan the exercises well in advance and make sure you are familiar with them and the related subject area.

Equipment: You will need at least:

- | | |
|--|---|
| <ul style="list-style-type: none">■ A white board or chalk board and markers or chalk■ Large sheets of paper■ Masking tape | <ul style="list-style-type: none">■ Marking pens■ Pencils■ Loose lined and unlined paper■ Projector and computer |
|--|---|

Handbooks: Please ensure that all participants have a copy of their handbooks as these contain all the handouts and forms required to conduct the training. In addition to these handouts, feel free to supplement this document with additional handouts/content, as appropriate.

Facilitator Manual: This manual provides step-by-step guidance for conducting exercises to help the participants learn various aspects of running a FBS. You may want to add other exercises which you are free to do. In particular you will need to have on hand energisers that you can use when the participants' energy flags. These are not included in this manual.

Farmer's Training Program:

Frequent reference will be made to the Farmer's Training Program. This is the main resource used in running a FBS. Each participant in the training will need a set of the following:

1

Step-by-Step Instructional **Manual** that will guide you through each meeting highlighting key messages and methodologies recommended for each meeting. This manual has been prepared as a suggested guide, and you are encouraged to adapt its contents keeping in mind local context. Although this manual has been specially designed for a South Asian audience, there may be exercises, methodologies and/or examples that you may want to add to the sessions in order to have a more productive and meaningful discussion with the FBS farmers.

2

Visualized '**Handbook**' for the FBS Farmers to refer to during and after the meetings. This book will serve as a resource as well as workbook for farmers who can refer to its contents as needed outside of the FBS meetings. The Handbook is structured around the contents of the Manual and will be used during the meetings to support discussion as and when required. As with the Manual, the FBS facilitator is encouraged to highlight key messages and to add more contents if required by the FBS group.

3

PowerPoint Resource: PowerPoint slides have been developed for you to use during the various sessions of the Facilitator Training Programme. The aim of these slides is to help focus the attention of the participants. Before starting the programme you will need to familiarise yourself with the contents of the PowerPoint Resource and decide how and when you are going to use them. They are set out in the order of the sessions as they appear in the training manual and are clearly marked. The manual does not give any prompts for using the slides, so it is suggested that you make your own notes in your manual for using them.

Session # 1: Getting to know each other





Objectives

By the end of this session, participants will be able to get to know each other and become comfortable working with each other. The group will also have the opportunity to set some workshop norms and rules.



3 hours

Sr.	Steps	Resource Material
1	<p>Welcome the participants to the training of FBS Training of Facilitators Program. Thank them for taking out the time to join the group for this very important - and exciting - training.</p> <p>Ask the participants to introduce themselves. Ask each participant the following questions:</p> <ul style="list-style-type: none"> ■ What is your name? ■ Where are you from? ■ What do you do? ■ What is your experience with Farm Business? 	
2	<p>Tell participants that now that formal introductions are over we will engage in an exciting competition. Ask them to turn to Pg 03 of their handbooks and complete the 'Human Scavenger Hunt' activity. Read out the instructions, and inform participants that they have 20 minutes to go around the room and contact as many people as they can acquire signatures. Remind participants that no one person can sign against a particular fact more than once! Tell participants that at the end of 20 minutes the person with the most signatures on their form wins an exciting prize!</p> <p>Ensure that enough participants have a chance to move around, interact with each other and laughter is generated around this exercise. At the end of 20 minutes, ask participants to return and give out a prize to the winner.</p> <p>Process the exercise by asking participants if they learned anything new about their fellow participants. Highlight that getting to know each other is a process of continuous discovery and it is very important that this process continues until the end of the 15 day training.</p>	 <p>Pg 03 Getting to know each other</p>

Sr.	Steps	Resource Material
3	<p>Ask participants: Why are we here? What are your expectations from this training of facilitator's programme? Listen carefully to their responses and then using the handout on Pg 04 share with participants training objectives & agenda.</p>	 Pg 04 Facilitator's training objectives & suggested agenda
4	<p>Briefly go over the 15 day Agenda and tell participants that the focus of this training will be to prepare them to facilitate village-based FBSs. Tell participants that the 15 day training is structured as below:</p> <ul style="list-style-type: none"> ■ Day 01: Participants will have an opportunity to get to know each other and the core training team. Moreover, they will be introduced to the FBS initiative and oriented to their role as FBS facilitators. ■ Day 02: Key concepts in Communication will be discussed and participants will be trained in effective facilitation. ■ Day 03: Participants will be divided into teams and assigned Meetings for Roll-Out. Teams will be given an opportunity to work with the CTT on content/facilitation issues as they prepare for roll-out. ■ Days 04 - 13: Selected meetings will be rolled out by participants. Although effort will be made to incorporate as much of the FBS Farmer's Training programme as possible some sessions may have to be shortened due to time constraints. Following each roll-out there will be an in-class discussion where key concepts will be discussed and feedback will also be provided on facilitation skills. ■ Day 14: Participants will have an opportunity to discuss the way forward and suggestions for organizing and managing the village level FBS will be provided. Participants will be oriented to key activities that will be their responsibility, i.e. organizing a Village Awareness Meeting and Organizing Farmers into an FBS group. ■ Day 15: On the last day participants will be oriented to the Training Needs Assessment activity and provided with some guidance on how FBS meetings should be scheduled. The day will end with a short certificate distribution and graduation ceremony. 	

Sr.	Steps	Resource Material
	<p>Note: The abovementioned agenda is a suggested format, the CTT may make changes in duration and content as deemed appropriate.</p>	
5	<p>Before ending the first session, tell the participants that as a facilitator of this intensive training, you would like to suggest some norms that will allow its effective implementation. Tell the participants that you have some suggested norms - which they must agree with, and add to. Put on a flip chart the following:</p> <ul style="list-style-type: none"> ■ Participation - make sure everyone has a chance to speak throughout the day, especially the quieter participants (and women) ■ Discipline - if someone wants to contribute a point, they must raise their hands; there should be no mini meetings during the sessions ■ Punctuality - everyone should return from breaks (lunch and teas) on time ■ Energizers - ensure that there are opportunities to have fun, laugh, be energized ■ Managing the environment - keep cell-phones on silent for the duration of the session; use acceptable language ■ Complete focus on ToT objectives - therefore the long hours as required ■ No unnecessary distractions - no de-tracking, keeping other comments limited <p>Ask the participants to brainstorm and agree on rules for the training programme. Be sure that before setting a rule all participants agree to it. Clearly explain that as the training programme progresses some rules may have to be changed and others added. Once the rules are in place the training can commence.</p>	

Session # 2: Introduction to the FBS









Objectives

By the end of this session, participants will be introduced to the concept and rationale of the Farm Business School programme, as well as discuss the advantages of implementing the program in their regions.



3 hours

Sr.	Steps	Resource Material
1	<p>Refer to pg 05 and explain to participants that the Farm Business School programme is a farm business management focused initiative that will be implemented at the village level to help farmers establish and strengthen their farms as market oriented enterprises. Explain that although the core of the programme is the village-level FBS, the initiative is envisaged as a six-step process. Refer to the diagram and explain that steps 01 - 03 have been completed already and this training of facilitator's programme is step 04. Highlight that after this training, FBS facilitators are expected to undertake step 05 (orientation and mobilization of communities) as well as step 06 (training and mentoring of farmers). Explain clearly that while steps 01 - 03 are a one-time investment, it is expected that the process of training additional FBS facilitators and implementing village level FBS will continue. Clarify that this training is designed to equip participants to effectively discuss and understand FBS learning principles and roles & responsibilities of an FBS facilitator.</p>	 Pg 05 Developing a Farm Business School programme
2	<p>Ask participants: What is a Farm Business School? Turning to Pg 06, ask participants to take 10 minutes to answer the questions listed. Ask volunteers to share their responses to each of the questions asked.</p>	 Pg 06 What is the Farm Business School?
3	<p>Using Pg 07 introduce participants to the Farm Business School, i.e. a village level entity that will enable farmers to learn and improve their knowledge as well as enhance their skills towards farm commercialization. Guide participants through the handbook and clarify each point as required.</p>	 Pg 07 Introduction to the FBS

Sr.	Steps	Resource Material
4	Ask participants: What distinguishes the FBS from other programs? Elicit discussion and then using pg 08 highlight that an FBS has four key characteristics. Elaborate on each characteristic and elicit discussion. Highlight, that the FBS is designed as a flexible program of learning for farmers in their farms.	 Pg 08 Key Characteristics of a Farm Business School
5	Refer to pg 08 and discuss the key learning principles that the FBS is focused around. Highlight that as FBS facilitators you are committed to ensuring these principles.	 Pg 08 FBS learning principles
6	Discuss with participants Pg 09 Roles & responsibilities of an FBS facilitator. Discuss each key task and tell participants that this Training of facilitators is geared towards enhancing participants' capacities to perform each of these key tasks.	 Pg 09 Roles & responsibilities of the FBS facilitator
7	Encourage discussion about the FBS. How relevant is it to the work the participants are doing? How do they think the FBS can contribute to their work and to the work of the farmers in their areas?	

Session # 3: Communication skills






Objectives




By the end of this session, participants will learn about and demonstrate principles of effective communication.



3 hours

Sr.	Steps	Resource Material
1	<p>Begin the Session with an Exercise:</p> <ul style="list-style-type: none"> ■ Organise the participants into pairs. ■ Ask them to decide which one of the pair is A and which is B. ■ Ask the A's to leave the room. ■ Give the B's the following instructions: <p>When the A's come back into the room they will be blind folded. Your job is to take them by the arm on a little tour. You may give them instructions; such as, "walk forward five paces" or "turn left", etc. Your goal is to get your partner safely back to his or her seat.</p> <ul style="list-style-type: none"> ■ Give the following instructions to the A's: <p>You will be blindfolded. Your B partner will lead you on a little tour. They may give you instructions and lead you by the arm, but you are not to ask questions or give them any feedback whatsoever. Their goal is to get you safely back to your seat.</p> <ul style="list-style-type: none"> ■ Ask the B's to find their partners and guide them back to their seats <p>Note: Watch the exercise carefully and take note of how the different teams handle the exercise. This will help you lead the discussion that follows.</p>	
2	<p>Start a discussion about communication using the following questions:</p> <ul style="list-style-type: none"> ■ To the A's: How did it feel being led by someone, but not being able to ask questions or make comments? ■ To the B's: How did it feel to lead someone who could not communicate with you? 	

Sr.	Steps	Resource Material
	<p>When the discussion has finished, reverse the roles and have the A's lead the B's around. This time there should be two-way communication.</p> <p>At the end of the exercise ask the participants the following questions:</p> <ul style="list-style-type: none"> ■ How was the second experience different from the first? ■ By doing this exercise what have you learnt about communication? <p>Write the responses on the board. Encourage discussion.</p>	
3	Write the word <i>Communication</i> on the board.	
4	Ask the participants to brainstorm on the meaning of communication. Write the responses on the board. Encourage discussion.	
5	Using pg 10 explain that communication is 'the imparting or interchange of thoughts, opinions or information by speech, writing or signs'. Highlight that communication can either be one way (for e.g. television, radio or newspaper) or it can be two way (for e.g. face-to-face conversation, telephone or workshop/seminar). Elaborate that in any two-way conversation a 'MESSAGE' is sent by Communicator 'A' and received by Communicator 'B' who interprets and evaluates the message contents.	 Pg 10 What is communication?
6	Ask participants: What are some elements of effective communication? Using Pg 11 elaborate.	 Pg 11 Elements of effective communication
7	<p>Ask participants, what is 'culture'? Listen carefully and then elaborate that culture is a set of shared values and beliefs. Ask participants: How are communication styles affected by cultural context? Using Pg 12 highlight that communication is never devoid of a cultural context.</p> <p>Note: Add to the discussion by highlighting some communication styles from your region that are affected by cultural context.</p>	 Pg 12 Introduction to communication styles

Sr.	Steps	Resource Material
8	Ask participants what kind of barriers there are to communication? Generate discussion, and then guide participants through the points given on Pg 13.	 Pg 13 Barriers to communication
9	Explain that although there are many elements of effective communication, we will focus on some tips for effective verbal and non-verbal communication followed by 'Listening Skills'.	
10	Ask participants why focus on non-verbal communication? Using Page 14 highlight that people understand only 7% of the words you say, 38% of the voice you are using and 55% of the body movements you are doing. Using the handout, elaborate some techniques for verbal and non-verbal communication.	 Pg 14 Effective verbal and non-verbal communication
11	<p>Ask participants: what is listening and why is it important for effective communication? Elicit discussion, and then share some tips to improve listening skills given on Pg 15.</p> <p>Note: Where possible, use additional exercises to demonstrate and explain each concept.</p>	 Pg 15 Effective listening
12	<p>Summarize the session by highlighting that effective communication requires the facilitator to:</p> <ul style="list-style-type: none"> ■ Convey information, ideas and emotions to others in such a way that they are received as intended. ■ Engage in active listening ■ Ask for information and opinions in a way that gets relevant, honest and appropriate responses ■ Use and interpret non-verbal communication; facial expressions, body movements and physical contact ■ Provide constructive feedback to others 	

Session # 4: Effective facilitation










Objectives

By the end of this session, participants will understand the concept of adult learning as well as have an opportunity to examine and improve their facilitation skills.



3 hours

Sr.	Steps	Resource Material
1	Ask participants: How many people here have experience in teaching children? Listen to their responses and then ask them: How many people have taught adults? Is there a difference in teaching children and adults? Discuss the topic, and then refer to Pg 16 'Understanding adult learning'. Explain that one of the most significant differences is that adults have to actively choose to participate in the learning process. Explain and discuss the Adult learning cycle.	 Pg 16 Understanding adult learning
2	Highlight that there is a significant different between teaching (children) and facilitating (adults). Ask participants: What could be some differences between 'teaching' and 'facilitation'? Elicit a discussion and contribute key points using Pg 17 Teaching vs. facilitation	 Pg 17 Teaching vs. facilitation
3	Write the following question on the board: What is effective facilitation? Ask participants to turn to Pg 18 of their handbook and take 10 minutes to answer the questions, i.e.: <ol style="list-style-type: none"> 1. What are the main roles of a participant? 2. What are the main characteristics of a facilitator? 3. What are some do's & don't for effective facilitation? 	 Pg 18 Effective facilitation
4	Introduce 'Facilitation' using Pg 19 and highlight that in essence facilitation means 'to make easy'. Point by point go over each of the given roles of a facilitator and ask participants if they agree. Ask them to identify - and note down - any additional tasks that come up during discussion.	 Pg 19 Introduction to facilitation

Sr.	Steps	Resource Material
5	<p>Using pg 20 share with participants 'Facilitation skills and training techniques'. Ask them to identify which of these techniques they already use, and which they feel they could improve upon. Remind participants that during the roll-out in the next 12 days, they will have time to practice and improve each of these facilitation skills.</p>	 <p>Pg 20 Facilitation skills & training techniques</p>
6	<p>Divide participants into groups of 3 - 5. Give each group a topic for presentation. Ensure that topics are of interest and relevant to the training agenda. Ask each group to spend 15 minutes preparing and then delivering a 5 minute presentation. Remind them that although 1 - 2 people will be delivering the presentation the entire group should contribute towards making presentation aids and putting together key messages.</p> <p>Once all presentations are over, ask each group to critique their own performance, and then ask other groups to suggest areas of improvement.</p>	
7	<p>Tell participants that delivering effective presentations is integral to facilitation. Using Pg 21 share with them some tips for effective presentations. Invite participants to contribute to the discussion on how they can improve their presentation skills.</p>	 <p>Pg 21 Tips for effective presentations</p>
8	<p>Ask participants to use the Facilitator's evaluation form Pg 22 to conduct an evaluation of their own group. Explain that they should be as honest with themselves as possible. They do not have to share the results. It will give them a starting point from which they can measure their progress as a facilitator. Ask if any of the participants would like to share anything they learnt about themselves through this exercise.</p>	 <p>Pg 22 Facilitator's evaluation Form</p>
9	<p>Conclude the session by highlighting that the next few days will focus on two things: mastering the FBS content and enhancing participant's skills as FBS facilitators. At the end of the roll-out both dimensions will be evaluated. A form, similar to the evaluation form shared with participants will be used to assess participants' performance.</p>	

Session # 5: Understanding the FBS curriculum





Objectives

By the end of this session, participants will be oriented to the Farmer's training programme and divided into groups for roll-out of meetings. Participants will have time to organize their groups and prepare for the roll-out.



3 hours

Sr.	Steps	Resource Material
1	<p>Introduce participants to the 'Farmer's training programme'. Highlight that programme is comprised of a series of meetings structured around the crop or livestock cycle as an FBS facilitator, you will receive a set of two books:</p> <ol style="list-style-type: none"> 1. Step-by-step instructional manual that will guide you through each of the meetings highlighting key messages and methodologies recommended for each. This manual has been prepared as a suggested guide, and you are encouraged to adapt its contents keeping in mind local context. Although this manual has been specially designed for a South Asian audience, there may be exercises, methodologies and/or examples that you may want to add to the sessions in order to have a more productive and meaningful discussion with the FBS farmers. 2. Visualized handbook for the FBS farmers to refer to during and after the meetings. This book will serve as a resource as well as workbook for farmers who can refer to its contents as needed outside of the FBS meetings. The handbook is structured around the contents of the manual and will be used during the meetings to support discussion as and when required. As with the manual, the FBS facilitator is encouraged to highlight key messages and to add more contents if required by the FBS group. <p>Ensure that each participant has a complete 'Farmers training program' for them to use for the remainder of the training.</p>	

Sr.	Steps	Resource Material
2	<p>Using Pg 23 Introduction to the FBS's 'Farmers training program' highlight that the next 12 days will be focused on going through as many meetings as possible. Tell the participants there will be a debriefing after each session, where the content and process skills of the trainers will be discussed.</p> <p>Note: Use the content and process forms provided to evaluate trainer's performance.</p>	 <p>Pg 23 Introduction to the FBS farmers training program</p> <p>TN 01 Content & process forms</p>
3	<p>Divide participants into Training teams A, B, C and D and using pg 28 explain that each team is given a basket of sessions to prepare for the upcoming roll-out.</p> <p>Note: Ensure that teams have a balance of male and female trainers. Make sure also that more and less experienced trainers have been put together to ensure that all teams are equally strong.</p>	 <p>Pg 28 Basket of sessions</p>
4	<p>Now set up the mock roll-out exercise as follows:</p> <ul style="list-style-type: none"> ■ Create a flipchart that will inform everyone as to who will conduct which steps within which session. ■ The task for each team is to carefully review the related steps in the manual - with reference to the handbook and reference material. ■ Tell the participants that all teams responsible for any one session should know the entire session, so that they can prepare their section more intelligently. ■ Remind participants that in the interests of time meetings will have to be shortened and some exercises will have to be dropped. Tell them that one of their key tasks is to prepare session plans keeping in mind that all key points have to be covered in the time slots provided. 	
5	<p>In the plenary establish with the participants the following norms:</p> <ul style="list-style-type: none"> ■ While training, they cannot keep a manual in their hands. They should note points for their steps on VIIP cards; ■ Some printed charts exist for each session. If trainers think 	

Sr.	Steps	Resource Material
	<p>that they need more flip charts, they must make them. Ideally they should make do with the handouts in the participant handbook.</p> <ul style="list-style-type: none"> ■ They should know the handouts that will be used during their Session, and they must remember to refer participants to these as needed. ■ Each team must have a clear understanding of what role will be played by each team member. They must not compete for the floor. At no time should two trainers be on the floor. If one trainer is on the floor, the other should seek permission to intervene. ■ Ensure that you have all the stationery and material needed for the effective roll-out of your session. 	
6	<p>Tell the participants that they have 1 hour 30 minutes to go through their given session and individual steps. Make sure that participants understand that they must first sit as a session team and understand the entire Session, before they go to their individual STEPS. Supervise the groups and where required guide them and/or respond to their queries and questions.</p>	
7	<p>Call the participants back to the plenary. Tell them that you would like to give them some tips on how they can make the delivery of their sessions more interesting. Prepare well, and within an hour demonstrate the following:</p> <ul style="list-style-type: none"> ■ how to introduce session objectives ■ how to move from the general (overview) to the specific ■ how to conduct informal individual and group activities ■ how (and when) to conduct demonstrations ■ how to explain forms (through an example) ■ how to refer to handouts (using examples, participation) 	
8	<p>Tell the participants that in their mock sessions, you would like to see them use some of the skills just demonstrated. Tell them that you are available for required guidance. Give teams the rest of the day to prepare their meetings.</p>	
9	<p>Prepare and share an agenda for the training roll-out. Ensure that sufficient time is set aside after every meeting roll-out for discussion and feedback to facilitators.</p>	

T N-01

Areas of feedback from process monitors





Note: Please make adequate copies of this form and disseminate as required.

Training Team: _____ Session Title: _____
 Trainer: _____ Feedback by: _____ (Team _____)

Sr.	Performance Criteria
1	<p>Clarity of process</p> <ul style="list-style-type: none"> ■ How clear was the facilitation process? ■ How well did you understand the exercise? ■ How well were the objectives covered?
2	<p>Materials</p> <ul style="list-style-type: none"> ■ Did the presenter demonstrate the correct use of multi-media projector, flipcharts, white boards, writing on charts, etc? ■ Was the content well presented?
3	<p>Verbal communication how would you rate the trainer in terms of ability to:</p> <ul style="list-style-type: none"> ■ Hold attention through voice ■ Capture attention ■ Establish rapport and a personal touch ■ Capture and paraphrase comments ■ Avoid crutch words ■ Talk with and not to the participants ■ Use appropriate on-the-spot examples ■ Make logical transactions ■ Summarize and take participants along
4	<p>Nonverbal communication - how would you rate the trainer in terms of:</p> <ul style="list-style-type: none"> ■ Overall appearance ■ Eye contact ■ Body language ■ Movement ■ Use of hands ■ Participant sensitivity ■ Observation ■ Enthusiasm

Sr.	Performance Criteria
5	<p>Questioning and reinforcement - how would you rate the trainer in terms of ability to:</p> <ul style="list-style-type: none"> ■ Formulate and phrase appropriate questions ■ Ask a variety of questions ■ Paraphrase a question ■ Present a question ■ Handle responses to a question
6	<p>Listening - how would you rate the trainer in terms of ability to:</p> <ul style="list-style-type: none"> ■ Reflect content and feeling ■ Summarize ■ Demonstrate understanding of questions and comments through paraphrasing ■ Appear attentive to the questioner and others.
7	<p>Group control - were the trainer sensitive to the mood of the group? How did they:</p> <ul style="list-style-type: none"> ■ User humour - appropriateness in terms of relevance to topic, duration, ability to bring about mood change in the group (from seriousness to enjoyment back to seriousness). ■ Cope with hostility - recognizing hecklers and deal with them appropriately. ■ Move a "stalled" group - recognizing the group energy or interest has waned and bring it up again ■ Manage time - ensure session moves along
8	<p>Team work - Did this group exhibit effective team work? Did they assist each other? Were they sensitive to each other's needs?</p>

How would you rate this presenter in terms of his/her command over the delivered content? (tick ✓):

4	3	2	1
 <input data-bbox="279 1825 351 1892" type="checkbox"/>	 <input data-bbox="598 1825 670 1892" type="checkbox"/>	 <input data-bbox="917 1825 989 1892" type="checkbox"/>	 <input data-bbox="1236 1825 1308 1892" type="checkbox"/>

Areas of feedback from content monitors

Training Team: _____ Session Title: _____

Trainer: _____ Feedback by: _____ (Team _____)

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>





Did the presenter tell the audience what s/he was going to tell them?

Were all the steps of the session (or portion) covered?

If not, mark on the manual the steps or points that were missed out.

What strategies did the presenter use (or could have used) to ensure that no points were missed out?
Did the presenter conclude by reiterating main points?
Would the content, as delivered, appeal to both existing and new entrepreneurs?
While observing the session roll-out, would you recommend any changes to the content? If yes, please note.

How would you rate this presenter in terms of his/her command over the delivered content? (tick ✓):

4	3	2	1
			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Session 6: Roll-out of FBS meetings




Objectives

By the end of the mock roll-out, participants will have an opportunity to obtain further clarity on and demonstrate their understanding of the FBS curriculum. The roll outs will also help FBS facilitators to agree on some shared delivery standards as well as further develop their own facilitation skills



10 days

Sr.	Steps	Resource Material
1	<p>Welcome the participants to the roll-out phase of the 'Training of facilitator's program'. Remind them that this training is being conducted to ensure that the end product, i.e. the delivery of the FBS meetings, is effective. Share the session objectives with the participants. Emphasize that this session will establish whether the participants are comfortable with regard to:</p> <ul style="list-style-type: none"> ■ The handling of the module; ■ Establishing the links between the manual and the handbook; ■ Adherence to the time required per step; ■ Use of visual aids (charts and reference to the participant handbook). 	 <p>Pg 24 FBS meetings</p>
2	<p>Explain to the participants the roll-out process as follows:</p> <ul style="list-style-type: none"> ■ Roll-out and debrief would take place over 10 days ■ For each session, there would be the trainers and recipients of the training. ■ The recipients of the training would perform two roles: first, the role of an FBS facilitator and second of the farmer who is a member of the FBS. ■ Tell the participants that as recipients - trainees- they would play the role of farmers and will be expected to evaluate the trainers/ facilitators. ■ Tell the recipients that they will receive mini feedback forms on which they are to rate all presentations. For the details of the rating, they should refer to the content and process monitoring forms. Tell the participants that since it would be very difficult to refer to so many aspects of presentation that the mini feedback form has been developed to facilitate their rating of the trainer/facilitators. Conduct a quick exercise - ask participants to refer to the Mini feedback form and the sub criteria e.g. preparation and use of training materials, non-verbal communication etc. Ask them if this is clear. 	<p>TN 02 Individual participant feedback form</p>

Sr.	Steps	Resource Material
	<ul style="list-style-type: none"> ■ Tell the participants that the lead trainer will give a time completion warning 15 minutes before end time. The groups must adhere to the timing. After each session, there will be a 5-minute break during which participants will fill out the rating forms for the delivered session. Help participants understand that their rating will reflect their understanding of effective training. ■ Tell the participants that throughout this mock roll-out, they must refer to both the manual and the handbook. So these documents should be open at the right page at all times. 	
3	<p>Organise the FBS meeting by giving the teams that will deliver a session five minutes to set-up the stage and settle into their roles. Remind the teams that they are completely responsible for all logistical arrangements. The trainers/facilitators should seat themselves in a position from where they can view the trainers and the majority of the participants. The two trainers can also split themselves so that they can view the group from different angles.</p>	
4	<p>Begin the session by:</p> <ul style="list-style-type: none"> ■ Noting and announcing the start and close time; ■ Ensuring that all participants have the rating form; ■ Ensuring that the participants have their manual and handbook in front of them; ■ Ensuring that none of the participants are preparing their session while another team is presenting. 	
5	<p>As the Session is being rolled out, make sure that you note the individual trainer's performance carefully - with examples that can be quoted (as best practices or points for improvement) for the various criteria and sub-criteria. The first session is the most critical, since it would set the stage and tone for all roll-outs.</p>	
6	<p>At the end of the Session, applaud the sub-team for their roll-out, and tell the group that they will now experience their first feedback session. But before the feedback process, they must complete their mini feedback forms. Give participants' a 5-minute break so that they (recipients and trainers) can fill out the mini</p>	

Sr.	Steps	Resource Material
	feedback forms. For the trainers this would be a self-assessment exercise.	
7	Given the large number of participants, you will have to ensure effective utilization of time. Remind participants to keep their comments brief - and to refrain from repetitions. Simultaneously demonstrate good practices - either by giving examples or acting out. Ensure a balanced mix of humour with serious expectations. Where necessary, clarify concepts.	
8	Repeat the session roll-out and debrief process for each of the remaining sessions. Ensure that the process and content of each rolled-out session is carefully covered. Note whether your comments and suggestions are being 'heard' and incorporated into 'changed' behaviour.	
9	On the fourth day of training, conclude this overall roll-out session with an assessment of individual trainers in terms of their content and process skills - and whether you would recommend them as FBS facilitators.	TN 03 Overall impression of the trainee as FBS facilitator

TN-02

Facilitators evaluation form

Name of evaluator: _____ Session #: _____ Date: _____

Content & Process Monitoring : How would you rate the trainer in terms of

Sr.	Name of Trainer	Preparation & use of overheads	Introduction techniques	Verbal communication	Nonverbal communication	Questioning, listening & group control	Attitude & team spirit	Command over content
1								
2								
3								
4								
5								

Overall Session	Logical & Coordinated	As per Module	Interesting & Lively	Overall Impression
Comments on the session: _____				

For each session, rate the performance of the trainers per given criteria, and add qualitative comments to help explain your ratings.

Rating Scale:

4 = Excellent

3 = Good

2 = Average

1 = Below Average

TN-03

Overall impression of the trainee as FBS facilitator

Sr.	Participant Name	Contact Information	Rating	Remarks
1				
2				
3				
4				
5				
6				
7				

A

Has potential to conduct FBS facilitation effectively

B

Has potential and should be considered FBS co-facilitator

C

Needs more investment to develop as an effective FBS Facilitator, but can be considered as a reserve

D

Not recommended for further involvement with the FBS program

Session 7: Orientation & mobilization of communities







Objectives


By the end of the session, participants will be oriented to the steps involved in creating awareness and mobilizing communities. Participants will also be exposed to the FBS Awareness Plan.



3 hours

Sr.	Steps	Resource Material
1	<p>Ask participants: As FBS facilitators, how will you begin to organize the village level FBS? Discuss, and explain that the first recommended step is for all facilitators to orient and mobilize communities at village level. Using Pg 29 'Orienting and mobilizing communities' discuss in the steps suggested.</p>	 Pg 29 Orienting & mobilizing communities
2	<p>Emphasize that effective community orientation and mobilization is essential to the success of the FBS. Share with participants some tips for effective community mobilization given on Pg 30. Ask the group to discuss and brainstorm (from their past experience) any additional tips, particularly keeping in mind the local cultural context.</p>	 Pg 30 Tips for effective community mobilization
3	<p>Stress the following points:</p> <ul style="list-style-type: none"> ■ It is important to talk to the farmers to interest them in the FBS. ■ Start by letting the people ask questions. Try to get them involved in the discussion. ■ Not all farmers will be interested; some may also be opposed to the idea of a school. ■ Propose the FBS for a first village community meeting ■ If you are from the area and an extension worker, then you will know what to do. If you are not from the area, then ask the relevant extension worker for help. ■ Identify influential people who can help you organise the first meeting. Ensure that they get a basic understanding of the benefits of a FBS. ■ Write down the names of those who say they will come; also write down how to contact them. ■ Prepare well for the first meeting. ■ The first task is to gain the confidence of the people; this will take time. 	

Sr.	Steps	Resource Material
	<ul style="list-style-type: none"> ■ Listen to people and what they have to say; show them respect. Do not try to control the discussion or impose your way of thinking. Let them ask questions and do the talking; this will be a good way of obtaining information, about who could be a possible participant in the FBS. ■ People may not express their true views and feelings. ■ Identify and work within the local culture. ■ Identify more precisely the farmers and their interest in the FBS. 	
4	Wrap up the exercise by asking if there are any more questions or ideas about organising an awareness meeting.	
5	Explain to the participants that for the remainder of the session each of them will work independently on planning an awareness meeting.	
6	<p>Refer participants to pg 31 FBS Community Awareness & Mobilization Plan and ask them to work on it by answering the questions and following the instructions.</p> <p>If some of the participants come from the same area, they may work together in teams of 2-3. Explain that some of the questions they will not be able to answer because this is just a practice exercise. They should do their best to answer the questions with the information they have about the farmers in their respective communities.</p>	 <p>Pg 31 Form 01 FBS community awareness & mobilization plan</p>
7	When they have completed their plans, ask each participant in turn to present them to the rest of the class. At the end of each presentation encourage discussion.	
8	After all the presentations have been made, encourage more discussion. What are the best ways to create awareness? Brainstorm some other possible methods of getting awareness at the village and community level for the FBS new idea. As they come up, write all of the key ideas and new ideas on the board.	
9	Explain to participants that where form 01 helped them plan their orientation and mobilization strategy, form 02 gave them tools using which they could effectively understand the community and plan the FBS presentation. Encourage them to review form 02.	 <p>Pg 33 Form 02</p>

Sr.	Steps	Resource Material
10	Once participants are familiar with form 01 and 02, remind them that they will be holding orientation sessions and awareness meetings for a particular purpose. Highlight that information obtained from the community must be collated and compiled using form 03 (List of People who can help Organize the FBS) and form 04 (List of People who would be interested in coming to FBS meetings)	 Pg 35 Form 03 Pg 36 Form 04
11	Remind participants that these tools will be invaluable as they proceed into the next stage, i.e. Organizing and Managing a Farm Business School.	

Session 8: Organizing & managing the FBS







Objectives

By the end of the session, participants will be able to identify appropriate FBS models and understand how to select relevant farmers for the FBS. Participants will also be oriented to the stages involved in FBS formation and to the role expected from them - as FBS facilitators - at each stage.



3 hours

Sr.	Steps	Resource Material
1	<p>Ask participants: How do you think one FBS can differ from another? Elicit responses such as geographical area, composition of farmers, etc and lead participants into a discussion of FBS focus or key objectives. Using the handout on Pg 37 highlight that four FBS models have been envisaged:</p> <ol style="list-style-type: none"> 1. FBS formed to provide support to existing or new farm enterprises 2. FBS formed to support one or more existing Farm Enterprise Groups 3. FBS formed to facilitate establishment of a single common farm enterprise for the farmer groups 4. FBS formed to build upon a previous technical training and for farmers that have the motivation and confidence to manage their farms as a business. <p>Discuss each model in detail and elaborate that these are not distinct examples and it is possible to have more FBS models based upon farmers needs and demands. Highlight also that there is no right or wrong model, and the FBS programme encourages flexibility in its approach. The ultimate objective is to use this syllabus to respond to farmers needs, as required.</p>	 <p>Pg 37 Farm Business School models</p>
2	<p>Using Pg 38 highlights that once the FBS model has been selected by the facilitator in collaboration with the larger community (or as directed by the core training team), the next step is to identify and select farmers. Using Pg 38 elaborate that there are six broad categories of farmers and the direction that the FBS will take will depend on what categories of farmers are included in the group. Elicit discussion on what the implications could be in terms of approach, subject matter and FBS objectives.</p>	 <p>Pg 38 Identifying and selecting farmers</p>

Sr.	Steps	Resource Material
	<p>Highlight that irrespective of categories, some criterion has been suggested for all participating FBS members. Ask participants to go over each of the selection criteria, and ask them whether they agree that this is important. Ask them if they can identify any other criteria that should be kept in mind.</p>	
3	<p>Recruit 4 volunteers for a mock exercise Pg 39. Ask volunteers to pretend that they are representatives from a village where an FBS is to be established. Ask each of them to answer one question listed in the exercise. Once the answer to each question has been presented, ask the larger group how the formation and direction of the FBS will be affected by each answer.</p>	 Pg 39 Exercise
4	<p>Organise the participants into teams of 3-5. Refer each group to Pg 40 Managing & facilitating a Farm Business School. Ask each group to read and discuss the stages of the FBS life cycle and at each stage consider carefully the role of the FBS facilitator. When the teams have finished, discuss key points in the plenary. Wrap up the session by asking if there are any questions about getting started with a FBS. Listen carefully to all the questions. Encourage the participants to answer the questions where possible.</p>	 Pg 40 Managing & facilitating a Farm Business School

Session 9: Planning the FBS curriculum






Objectives

By the end of the session, participants will be able to conduct a needs assessment and structure an FBS schedule responsive to farmers interests and needs.



3 hours

Sr.	Steps	Resource Material
1	<p>Explain to Participants that in this 15-day training we have already had an opportunity to review all the meetings from the Farmer training program, and we have also completed mock roll-outs of many of them. Ask participants: How will you decide how to structure your individual FBS meeting plan? Which of the optional meetings will you select? Will you focus more on some subjects rather than others? Will you shorten the length of the meetings? Will you increase the duration given to certain subjects?</p> <p>Tell participants that these - and other such decisions - have deliberately been left to the FBS facilitator in order to ensure that the village level FBS is flexible and caters to farmers' needs rather than prescribing a set training pattern. However, the FBS facilitator cannot make these decisions alone.</p>	
2	<p>Refer participants to Pg 45 Assessing FBS Needs. Stress that Part of preparing to start an FBS group is to assess the training needs of potential participants. Referring to the assessment format highlight that filling in this form is a simple way to record important information that will have a direct impact on how you structure the FBS meetings.</p>	 Pg 45 Assessing FBS needs
3	<p>Divide participants into groups of 3 - 5. Ask each group to review the Training Needs Assessment form on Pg 46. Highlight that once the information in Section 1 has been collected, the focus should be on identifying specific information shown in Section 02. Ask each group to fill out the Training Needs Assessment form based on their experience of working with small farmers. Tell groups that this form will be used for the next exercise so effort should be made to ensure that it is completely filled out.</p>	 Pg 46 Training needs assessment form

Sr.	Steps	Resource Material
4	<p>Once the needs assessments have been completed, ask each group to give their completed form to another group. Ask the groups to carefully review the completed Needs Assessment forms.</p> <p>Then ask each group to refer to the FBS time chart on Pg 49 and using the schedule of meetings in the Farmers training programme as a guide prepare a plan for the FBS whose needs have been identified.</p>	 <p>Pg 49 FBS time chart</p>
5	<p>Once all schedules have been made, ask each group to present their FBS schedules and in their presentation answer the following questions:</p> <ol style="list-style-type: none"> 1. What was the main purpose behind forming this particular FBS? 2. What were some key areas of interest (in terms of subjects and activities) for the farmers? 3. What were some of their main farming problems? 4. How has this FBS schedule been structured to respond to FBS interests and to resolve problems identified? 5. What changes were made to the suggested schedule of meetings? Why have these changes been made? 6. How will these changes help improve the FBS performance? 7. What optional sessions have been integrated? At what stage of the season has these been included and why? 8. Have any of the original sessions been dropped? If yes, then why? 9. Have you added/suggested any additional sessions and/or activities? If yes then what, and why? 	
6	<p>Conclude the session by explaining that the starting date for the FBS will depend on the facilitator, but will have to be in tune with their particular enterprise pattern of production, be it annual crops, perennial crops, or small and large livestock. The design of a FBS training of facilitators programme should be based on a combination of training needs and an assessment of knowledge and skills. This means finding out what kind of training each farmer has had in the past, identifying gaps between what they already know and what they need to know, and based on this designing a training programme that meets everybody's needs.</p>	

Sr.	Steps	Resource Material
	<p>Because of the different backgrounds of farmers a single training will have to meet different sets of needs.</p> <p>Emphasize that the purpose of this exercise was to illustrate the importance of conducting needs assessments and to match the FBS meetings to the training requirements of the farmers. It should be stressed that it is not possible to make a final schedule of sessions at this training; this is something the FBS facilitator should do after the FBS has been formed.</p> <p>Encourage discussion and the teams to make changes to their implementation programs based upon the feedback received.</p>	

Session 10: Evaluation & close




Objectives

By the end of the session, participants will be able to congratulate each other on having successfully completed an intensive training programme for FBS Facilitators. They will also have an opportunity to evaluate the training program and suggest recommendations for future roll-outs.



3 hours

Sr.	Steps	Resource Material
1	Tell participants that we have reached the last session of this intensive 15-day training. Reiterate training objectives and highlight that you hope that each of these have been effectively achieved.	
2	Refer participants to page 52 for Evaluation of facilitators' training program form. Ask them to spend the next 30 minutes filling out the given evaluation form. Highlight that their honest and impartial feedback will be essential for future roll-outs of this training.	 Pg 52 Evaluation of facilitators' training program
3	When they have completed the evaluation, ask participants if any of them would like to share their feedback and highlight what they have learned from this experience and what they liked most and what they liked least about this training. Ask them also to suggest recommendations for the future. Generate discussion.	
4	Thank all facilitators for their participation and wish them luck for their task ahead. Express your confidence that all of them are exceptional facilitators and will make a real difference at the village level with their respective FBS.	
5	Ask participants to share their way forward and highlight what steps are to be completed next. If you - as a CTT member - have specific instructions for how the next steps of the program are to be implemented share them with participants.	
6	Conduct a short graduation activity in consultation with the organisers of the training programme about how they want to hold the graduation ceremony. They may want to invite VIPs or other	

Sr.	Steps	Resource Material												
	<p>special guests. This needs to be planned well in advance. Consider the following points:</p> <table border="1"> <tr> <td data-bbox="295 472 544 600">Venue:</td> <td data-bbox="544 472 1177 600">Where is the best place to hold the programme?</td> </tr> <tr> <td data-bbox="295 600 544 696">Guests:</td> <td data-bbox="544 600 1177 696">Who should be invited to attend?</td> </tr> <tr> <td data-bbox="295 696 544 875">Presentations:</td> <td data-bbox="544 696 1177 875">Will anyone give a talk? Who will hand out certificates? Should any of the participants talk?</td> </tr> <tr> <td data-bbox="295 875 544 958">Refreshments:</td> <td data-bbox="544 875 1177 958">Will refreshments be served?</td> </tr> <tr> <td data-bbox="295 958 544 1077">Logistics:</td> <td data-bbox="544 958 1177 1077">who will organise chairs, tables, decorations, etc. (This could be done by the participants)</td> </tr> <tr> <td data-bbox="295 1077 544 1182">Certificates:</td> <td data-bbox="544 1077 1177 1182">Will certificates be issued? By whom?</td> </tr> </table>	Venue:	Where is the best place to hold the programme?	Guests:	Who should be invited to attend?	Presentations:	Will anyone give a talk? Who will hand out certificates? Should any of the participants talk?	Refreshments:	Will refreshments be served?	Logistics:	who will organise chairs, tables, decorations, etc. (This could be done by the participants)	Certificates:	Will certificates be issued? By whom?	
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