

# FARMER MARKET SCHOOL

TRAINING GUIDE



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Northern Uganda Resilience Initiative

NURI

Danida

Adapted from ADRA FMS Training Manual

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# Acronyms

ADRA	Adventist Development and Relief Agency
AEO	Agricultural Extension Officer (NURI Agric. Field Extension Workers)
AES	Agricultural Extension Supervisor (NURI staff)
BDS	Business Development Service
CSA	Climate Smart Agriculture
CSAC	Climate Smart Agriculture Coordinator (NURI staff)
EFT	Electronic Fund Transfer
FBS	Farmer Business School
FFBS	Farmer Field and Business Schools
FFS	Farmer Field School
FMS	Farmer Market School
GMF	Group Marketing Facilitators
MAAIF	Ministry of Agricultural Animal Industry and Fisheries
NURI CF	NURI Coordination Function
PHH	Post harvest handling
PIM	Participatory Impact Monitoring
PMC	Production and Marketing Committee (at farmer group level of NURI)
VSLA	Village Savings and Loan Association

# Background

Following a decision to extend the NURI program by one year and the need to support and strengthen marketing in the graduated NURI farmer groups, NURI CF implemented a pilot on Farmer Market School (FMS) starting late 2021. The pilot built on a model developed, and introduced in Uganda by Adventist Development and Relief Agency (ADRA).

The FMS methodology aims at empowering smallholder farmers to explore markets and better understand market functions and opportunities through facilitated discovery learning. Once a value chain is known with all its links and actors, specifications and peculiarities, farmers will be better able to make decisions about which value chains to specialize in and what is expected of them as producers, and better able to analyze other relevant value chains. They will better understand the importance of quantity, timeliness and quality. The FMS covers 14 topics to complete the curriculum and farmers can begin to explore markets after attending some topics . The markets can be located within their locality and beyond, depending on their needs and using own resources (see FMS manual at <https://nuri.ag/>).

The NURI FMS pilot started in November 2021 with the training of 4 master trainers, from among NURI staff. These trainers then rolled out what they had learned to extension staff across the implementation units in April/ May 2022. The model was then rolled out to selected farmer groups. NURI adapted ADRA training manuals to guide the implementation of the pilot activity. Farmer groups were selected to participate based on group membership, group functioning, leadership, production and marketing trend and willingness to finance learning. A total of 89 farmer groups were selected across the different implementing units.

## SESSION I

# 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.

#### Conduct a role play of the 3 cooking stones;

- Divide members into 03 groups and ask them in their groups to go and randomly pick 03 stones.
- When they are back, ask them to set their stones in a position for cooking.
- Ask them what they considered while they were choosing those stones and whether the stones were good for making a cooking position.
- Brainstorm on what defines a group, what defines a good leader, roles of leaders and members and reflect if the group follows their constitution. Then ask the groups to propose ways of improving weak areas.

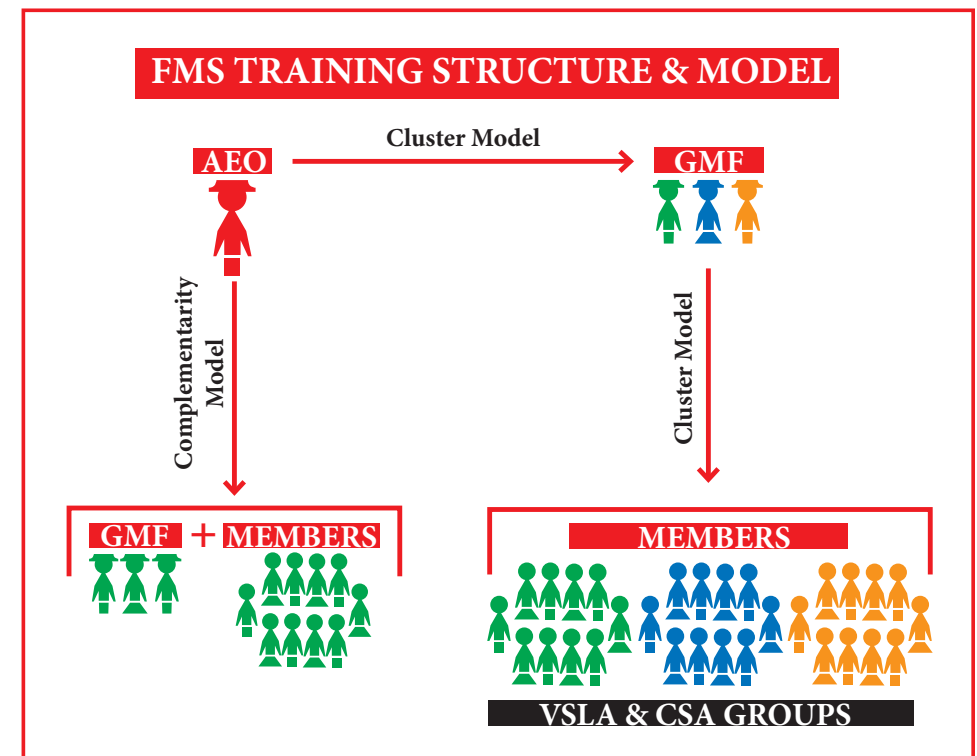
### Introduction to FMS

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

- Small scale farmers have little or no market information and thus they are cheated by middlemen or produce what is not demanded in the market or sell at very low prices
- Farmers feel bitter about middlemen and low prices and are powerless about it. However, there are market opportunities beyond the middlemen or local markets which farmers can access
- 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 markets demand.
- FMS training is delivered through Cluster and/or Complementarity models and has 14 topics to cover

## Can FMS help them 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 AND MARKET EXPERIENCES.

### Conduct a participatory recap of 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.

### Farmers' experiences about learning.

- Farmers have a wealth of experiences that they have gained over years and it is important to build on that.
- Ask 2-3 farmers to share their experiences about the learnings, extension services, market and

marketing.

- Again ask 2 -3 farmers to share their experiences on what makes them learn? what drives them to learn? what is the goodness of extension services and encounters on marketing their produce?
- From the discussions, it is important to emphasize that learning is a continuous thing in life so they should be willing to learn.
- FMS is about farmers taking part in a market research process and through that they will able to learn it. This activity is to help farmers understand market dynamics and how to deal with them.

Class room way of learning



Field visit (Learning by seeing)



## 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.

- How do farmers look at the NURI extension model used in CSA training?

## Role Play

Farmers should act a role play on hitting the market; either the 'blind folding-stick-strike' or 'drop small stones in bucket'. Then discuss in a plenary. You need the right information to get the market but there can also be failures.

## Farmers' experience with markets

Ask the members to form three groups 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

- Farmers have a lot of experiences to use in during learning or training
- FMS training approaches are participatory and interactive
- 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.

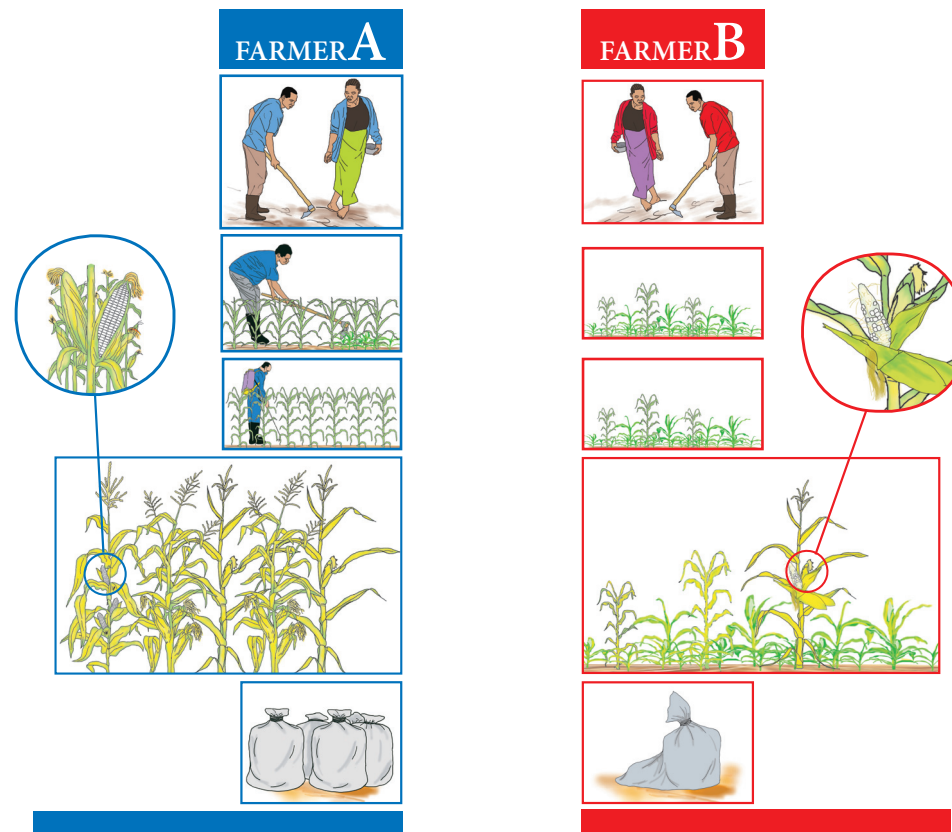
Conduct reflection based on the mood meter

## SESSION 3

## MONITORING AND PLANNING OF FARM PRODUCTION

Conduct a participatory recap of the previous session

What is monitoring?



## Role play

Conduct a role play of two farmers with the following.

- **Farmer A:** Applied the new GAP/CSA knowledge and practices in his farming activities.
- **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.

## Filling of perception forms

FMS group shall discuss and fill the two forms to help monitor that changes that come with FMS implementation in the group. These can be got in the FMS training manual.

## 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

**NB.** SESSION 4

**FACILITATION** Refer to the Main FMS Manual Book

## SESSION 5

## HOUSEHOLD - HH ECONOMY AND THE FAMILY FARM

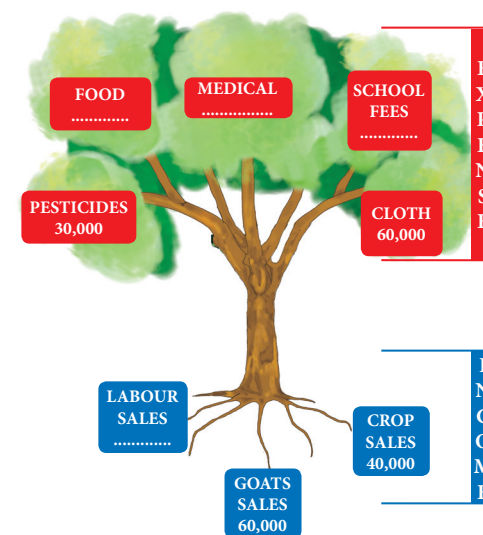
### Conduct a participatory recap of the previous session

### 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.
- Discuss what activities bring money and take away money and why in a HH?

### The Household Economy Tree

This is how income and expenditure flow in a household. If expenses are higher than income, what happens? Households with higher income than expenses are stronger  
Looking at the tree diagram shown, how does it relate with a typical household? This relates 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.



## SESSION 6

## SEASONAL INCOME AND EXPENDITURE, SAVINGS AND LOANS

Conduct a participatory recap of the previous session

### Seasonal income and expenditure

Discuss with farmers the income and expenditure pattern in a production season in a year. Thereafter use placards to illustrate this or make drawing on the ground. See the calendar chart on the next page. What happens in months of high income or high expenditures?

### 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.

### Group work

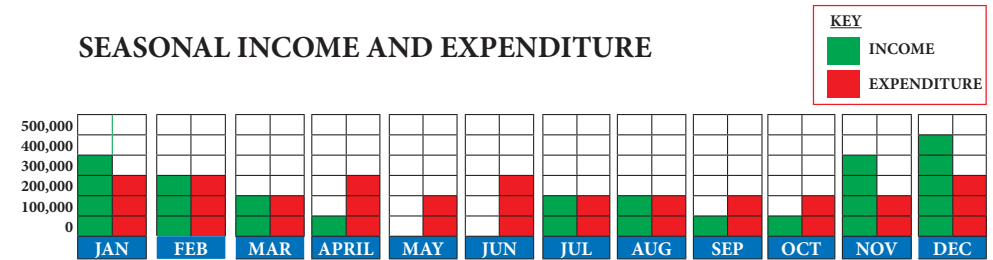
Form 3 groups and ask each group to select two crops that they know very well and they compare income against the costs involved in their production in order to get the net profit they get from it which is 'return to family labor'.

### Key points to note

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

Conduct reflection based on the mood meter

### SEASONAL INCOME AND EXPENDITURE



### 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. Categorize the assets and liabilities as in the table below and ask the farmers to fill. Why are assets important in a household? Farmers need as much as possible to take loans for income generation activities.

ASSETS	LIABILITIES
Bank savings	Bank Loan
VSLA savings	VSLA loan
Animals kept	?
?	?
?	?

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

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

## Conduct reflection based on the mood meter

## SESSION 7













## GENDER

### Conduct a participatory recap of the previous session













### Gender

- Ask the farmers what they know about gender and sex.

**Gender roles activity**

**Gender resource ownership**

### 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

**Role play 1:** Cooperating husband and wife

**Role play 2:** Rivalling and disunited husband and wife

In a plenary discuss the following;

- Which family will prosper from their family farm?
- Why did role play 2 ends 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.
- Sharing roles and resources is very important in a household and these roles can change.

Conduct reflection based on the mood meter

## 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?
- What are prices dependent on?
- List the methods used by group members to sell their produce, highlight some of their 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
- For weights, it is important the scales are certified by UNBS
- Using the right measurement helps them to calculate the right price of produce sold.



## 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

## 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

### The local Market and the Middleman, brainstorm:

- 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?

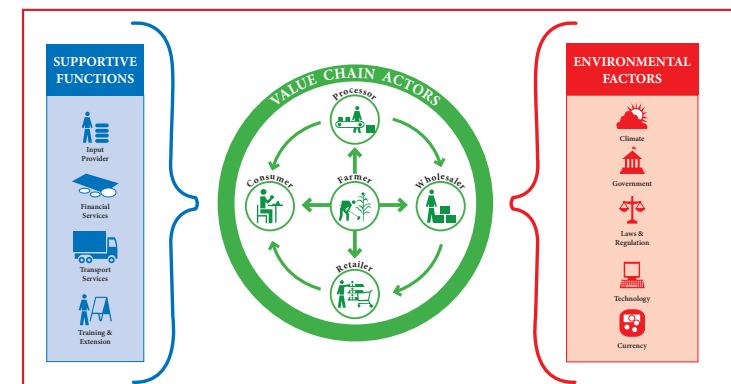
### Group work

- Form 3 groups and analyze with the groups who you sell your produce to.
- 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.
- For farmers to better understand what a value chain is, choose a given crop e.g. soybeans, and ask farmers questions such as who buys from them, who buys from the middleman, who buys from the one who bought from the middleman until it reaches final consumer i.e. path it takes.

When there are many value chains for a given commodity, it becomes a value chain map.



## Exercise

- Form groups of 3-5 people and ask each group to draw the value chain (paths) for a product of their choice. What is the price at each stage?
- Each group shall present, participants discuss and GMFs/AEOs will clarify areas not clear.
- You realize it takes different path (chains) to the final consumer especially with value addition provided.
- Price is lowest at the producer level and highest at consumer level.
- Many small-scale farmers often only know the direct path to a consumer on the local market

## 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-put 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

- 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

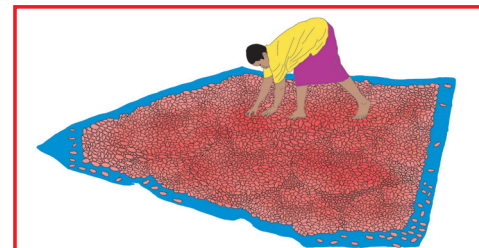
## SESSION 10

## VALUE ADDITION AND VALUE REDUCTION

### 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?

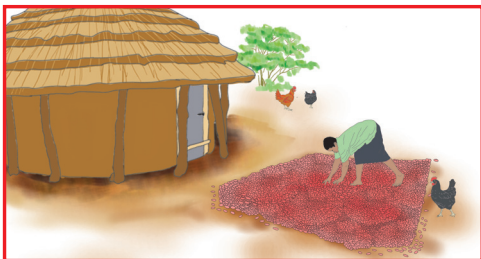
### Processing

### 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.

## Value Reduction by poor PHH

This is about loss of crop value from time of harvest till it reaches the market or the consumer by poor PHH. Farmers should try to avoid this loss of value



### Group Exercise:

- Divide the participants into three groups to discuss how avoid value reduction of selected crops from farm to market and present.

### 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 II

## 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;

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.

*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. The AEO or the GMF may supplement what farmers suggest if they are not many.
- Form mini groups of 3-4 members including at least 1 literate member
- Ask each mini group to choose 2 products to investigate at the market e.g. soybean & maize, another cabbage and eggplant etc.
- Some groups can look at the service providers and regulatory services e.g. transporters, tax collectors etc.
- Strictly, keep record of the interviews.

## Visiting the market

The group members shall visit the market on an agreed date to carry out the market research based on areas of interest and information needs agreed earlier. This may take a day of its own especially if it is far.



## Presentation of findings and discussions after the market- ing trip

- Each sub group that went for the market trip shall present its 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.
- The GMFs and AEOs may support groups to prepare their findings but not replace them. The findings are discussed by the group to pick information that they can use or requires more research.
- AEOs/ GMFs will tell the group members they will later conduct further market visits on their own.

## 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

## Conduct a participatory recap of the previous session

### Negotiation – Role Play

- 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.

- One farmer will act as a produce buyer who is less or more talkative, or sympathetic – and will not agree with price offers to the group.
- In plenary discuss what took place in the role play and see what you can learn out of this role play which they can pick when such opportunity comes



## 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

### Collective Reflection of previous session

### Collective Marketing

- Bigger and better buyers demand for high quantity and quality of produce to get better prices of produce. Same with input procurement, bulk purchase will lead to lower 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 and try to identify areas to improve or get motivated to do it.



### Farmer Organizations

- Farmers have to be organized to be able to sell collectively. Besides, 2 or more groups can decide to sell together to realise 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.
- Now form two groups, one to discuss what makes farmer associations work well and the other handles struggling or poorly managed association.
- Ask them to present and discuss in plenary to identify areas for improvement. FMS is about networking groups to access market collectively as NUMBERS IS POWER.

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