



USAID
FROM THE AMERICAN PEOPLE

BUSINESS DEVELOPMENT TRAINING CONDUCTED AMONG NYUNGWE NZIZA'S AGRICULTURAL COOPERATIVES

FINAL REPORT



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I. Executive Summary

The USAID funded Strengthening Sustainable Ecotourism in and around Nyungwe National Park (SSENNP), otherwise known as “Nyungwe Nziza” is helping the country reach its tourism potential by targeting the spectacular Nyungwe National Park (NNP), focusing on inclusive ecotourism development for the benefit of communities surrounding the park, and leveraging private sector investment in the management, construction, and maintenance of new and existing park infrastructure.

Through Nyungwe Nziza’s small grants program, USAID aims to empower and build the capacity of communities/cooperatives around the park to derive sustainable and equitable benefits from agri-business farmers and related activities as an alternative livelihood which in the end would contribute to the reduction of threats to Nyungwe National Park’s biodiversity. Thus, In September 2012, Nyungwe Nziza released RFPs to form agriculture cooperatives in Nyamasheke and Nyamagabe Districts, one of the few areas around the Park where soils and climate are good for agriculture. Six proposals were received and reviewed by RDB, two agronomists from Kitabi and Bushekeri, hoteliers from around Nyungwe, and the Nyungwe Nziza Project staff. Three proposals made competitive range and site visits were conducted. Based on the review committee’s recommendations and site visits, two cooperatives were selected for support; Duhuze Imbaraga Cooperative in Bushekeri and Twiyubake Kitabi Cooperative in Kitabi.

Field assessments conducted thereafter revealed that business skills of both cooperatives were weak, hence the need to support these in cooperative capacity building training programs, to enable them transform their concept papers and ideas into fully functional agri-business enterprises, with benefits trickling down to all cooperative members in a sustainable and equitable manner. Therefore, Center for Skills Development was contracted to assess the training and capacity needs of these two cooperatives, and build their capacity in the respective business development services (agribusiness, business and cooperative management) in order for them to benefit from the existing ecotourism value chain opportunities around Nyungwe National Park.

For several decades, a multitude of cooperatives have operated actively across Rwanda. However, few cooperatives have been successful in achieving their desired objectives.

The challenges facing modern cooperatives are numerous. Cooperatives often lack business oriented goals, business management skills, internal operation manuals, and are often non-compliant with their existing internal regulations. There is a tendency to misinterpret the new law on cooperatives, there are conflicts of interest among leaders, poor management of assets, other financial aspects, and so on.

Recognizing the need to address these challenges, the Government of Rwanda established an independent department, "Rwanda Cooperative Agency" (RCA), to better guide and strengthen the capacity of cooperatives. Within this perspective, Rwanda mobilized people through established cooperatives, as a strategy to end the cycle of poverty and empower citizens economically.

The trainings conducted among Twiyubake and Duzimbaraga Cooperatives covered areas of Cooperative management and leadership, Business Planning, Records Keeping and Financial Management, Planning, Basic Business Management skills and Marketing.

The training on Leadership, Business Planning, Records Keeping and Financial Management Planning was attended by 20 cooperatives leaders from Twiyubake and Duhuzimbaraga cooperatives including 11 women (95%) and 1 man (5%).

The Cooperative Management, Basic Business Management Skills and Marketing trainings were attended by all cooperative members from Twiyubake and Duhuzimbaraga cooperatives. In total 55 members from both cooperatives attended the trainings including 48 women (87%) and 7 men (13%). The details of the number of women and men participants for each training theme and each cooperative are shown in the following table.

Table 1 Number of participants for the training

Cooperative Name	Training themes	Total Number of participants	Women		Men	
			Number	%	Number	%
Twiyubake Kitabi	Cooperative management, Basic Business Management skills and Marketing	24	23	96%	1	4%
Duhuzimbaraga Bushekeri	Cooperative management, Basic Business Management skills and Marketing	31	25	89%	6	11%
Twiyubake Kitabi	Leadership, Business Planning, Records Keeping and Financial Management, Planning	10	10	100%	0	0%
Duhuzimbaraga Bushekeri	Leadership, Business Planning, Records Keeping and Financial Management, Planning	10	9	90%	1	10%

Acknowledgments

We would like to express our gratitude to the team at Nyungwe Nziza project for the guidance they provided us during the implementation of this training program. Their orientation and support enabled us to match our training approach and methodology with the guidelines set by the training needs assessment, conducted prior to this work, and the expected results.

We also express our acknowledgements to DAI field coordinators who tirelessly provided their support for all organizational and logistical aspects of the trainings, as well as their assistance in the field while conducting the trainings.

Finally, we acknowledge the worthwhile collaboration of cooperatives' leaders and members, especially for their enthusiasm and active participation, which contributed enormously to the success of the trainings.

II. List of Acronyms and Abbreviations

BDS: Business Development Services

CSD: Center for Skills Development

DAI: Development Alternatives Inc.

RCA: Rwanda Cooperative Agency

1. Background Context

Through the “*Nyungwe Nziza project*”, USAID supported the implementation of a training program to strengthen the business capabilities of members and leaders of two selected cooperatives: Twiyubake and Duhuzimbaraga.

2. Purpose of the Trainings

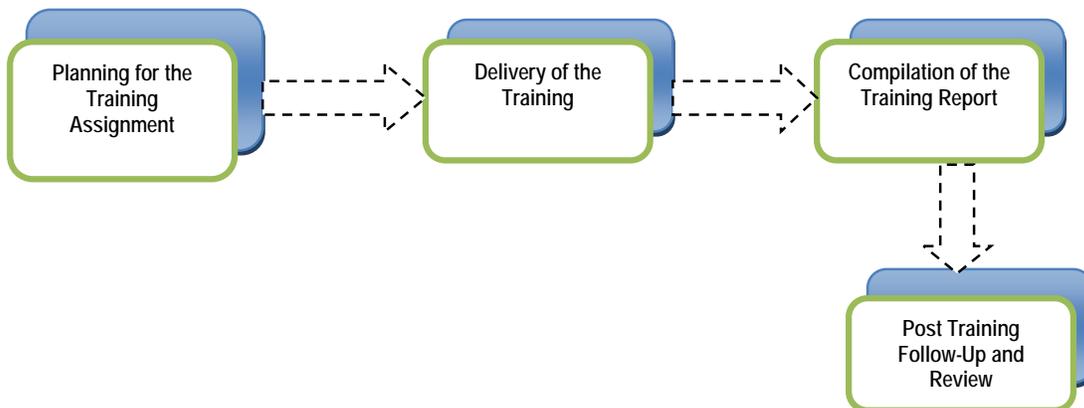
The main purpose of the training program was to equip cooperative members and leaders with practical skills, enabling them to run their cooperatives as business entities, by giving them the tools to comply with effective governance principles and best business management practices. Specifically, this assistance aimed at promoting good governance and accountable leadership, stronger management and cooperative principles, better business practices and enterprise development. These philosophies will strengthen higher value addition and business planning and make the cooperatives more profitable and sustainable.

We developed training modules and materials and conducted training sessions with two selected cooperatives. We focused on Cooperative Management & Governance, Record Keeping & Financial Management, Planning, Marketing, Business Planning and Business Management Skills.

3. Methodology

Approximately 60% of the course time was allocated to practical case studies and exercises, with the remaining 40% used for formal lectures. Course materials and exercises were tailored to cooperative members’ and leaders’ precise needs. The tools allowed participants to relate course information to the reality of their cooperatives’ structures. The Center for Skills Development (CSD) design approach empowered course participants to utilize acquired skills upon their return to daily activities. It is also important to note that materials used during the trainings were developed and printed in Kinyarwanda to ensure effectiveness.

The methodology applied can be described in the following activity phases:



3.1 Objectives of the Training

The objective of this training was to develop and implement the approach and methodology best suited to implementing the specified training modules. Specifically, the trainers ensured that:

- 1) All training programs were suitable for target communities to match their level of understanding.

- 2) Training materials we used for the various topics were user friendly and supported by Audio/visual where applicable including other training aids.

3.2 Summary of Methodology and Tools Used

3.2.3 Preparation

Training was based on the findings of the training needs assessment, previously carried out by Nyungwe Nziza project. During the preparatory work, a detailed work plan for the Training Program was discussed and approved by Nyungwe Nziza.



Training participants from Twiyubake Cooperative participate in group exercises during the cooperative management session

central to this methodology.

This method was efficient in explaining key concepts and principles that participants were not proficient with, and provided supplementary information. It enabled participants to acquire practical knowledge.

3.2.4 Brainstorming

The Brainstorming method was applied to generate creative ideas using participants' past experiences. The theory of brainstorming is that more ideas are generated within a group than individually, resulting in 'cross fertilization'. This method permits participants to reflect on past experiences, and think of new creative ideas and solutions.

3.2.5 Business Games

This is a learning tool that provides entrepreneurs participating in the training the opportunity to apply acquired skills. In this training, the business game played was the Elementary Business Cycle and Understanding Supply & Demand."

The game aimed to give participants the opportunity to experience the effects of their decisions on their business in a simulated business environment. This training tool allowed the trainer to put participants in the position of corporate managers. It gave participants the opportunity to make many different kinds of decisions -and forced them to manage the consequences of those decisions - as if they were operating in the real world of business.

After these sessions, participants were able to reflect on the mistakes they had made during the game and recognized where they had made the same mistakes in real life of their businesses. Following the game, the participants came up with suggestions and conclusions for better business practices.

3.2.2 Training sessions

We applied an adult learning methodology whereby participants were able to demonstrate a mindset change after the training. To achieve this, we applied a direct approach based on participatory learning and interactive modules that challenged participants to solve real world problems with practical application in their cooperatives. The following methods were applied during the training.

3.2.3 Lectures

Lectures included a range of techniques allowing participants to be active. Open ended questions, discussion points, and trainer-participant interaction were



Training participants from Duhuzimbaraga Cooperative participate in group exercises during the business management session

3.2.6 Open and Group Discussions

Knowledge, ideas and opinions on a particular topic, were the subjects of a free exchange between the participants and their trainer. During the open discussion, the trainer facilitated and led the discussion encouraging everyone to participate. In group discussions, participants were divided into small groups. Each group freely discussed the chosen topic. The trainer observed the groups, and provided, if necessary, small contributions to encourage effective discussion. The groups then met and presented their individual findings. Participants as a whole came up with further discussion points and conclusions about the topic.



Participant from Twiyubake cooperative playing the business game on saving

This method was used to analyze a situation and reinforce the concepts and understanding of participants. Basing discussions around shared experiences allowed participants to reflect upon and change their attitudes.



Participants from Duhuzimbaraga Cooperative role playing a financial planning meeting

3.2.7 Role Playing

Role playing provides a forum to explore a variety of things; exploring different viewpoints and perspectives, in order to help change attitudes, to try out different behaviors and skills in a safe environment, to demonstrate key learning for further analysis, as well as, to assess participants' understanding or skill levels.

3.2.8 Case studies

Case studies were applied to analyze and identify key factors influencing a situation. Case studies were selected to demonstrate best and worst practices. Various options were discussed and explored. Participants were tasked with generating alternatives or solutions using new knowledge and skills acquired during the training. Case studies were based on generic scenarios, with an element of surprise or fantasy built-in, encouraging participants to think laterally. Case studies included enough information to support the story so that participants can understand the problem fully.

3.2.9 Carousel

The carousel technique is useful for participants to share ideas and lessons with each other. When consolidated, the set of ideas generated are used to challenge and build on each other's' lessons.

The Carousel technique can be used after participants have completed group work in which they, for example:

- Discussed and answered questions,
- Thought of new ideas or tips,
- Developed a plan ,
- Created something

Post group work session is an alternative form to plenary, to discuss the outcome of their work. It can also be useful to discuss the main lessons where groups can share feedback on:

- Any new additions to their project and why
- Any changes to their plan and why

4. Training content and achieved deliverables

4.1. Cooperatives Management and Governance

It was clearly stated in the terms of reference that at completion of the training on cooperatives management and governance, the expected key deliverable is to assist cooperative members to produce two operations manuals (one per cooperative). Each operation manual would highlight the following aspects: cooperative's laws and regulations following the RCA guidelines, organizational structure and procedures (finance, recruitment, tender), dispute management and resolutions guide. The two operations manuals will be separately submitted as an annex.

In most of the cooperatives, the hierarchical structures are not filled as required by the cooperatives laws and regulations. We have assisted members to fulfill necessary preparations to proceed with the replacements through required procedures (election).

4.2. Business Planning

The training on business planning was conducted for six (6) days bringing together 20 participants, 11 who were men and 9 women. Under this theme, the following chapters were developed in details:

❖ **Entrepreneurship**

At the beginning of the training courses, we explained the concept of “*social entrepreneurship*”, to enable participants to understand the traits of a successful entrepreneur and the importance of turning a business idea into a written business plan. Key elements developed are:

- Introduction to entrepreneurship
- Importance of a business plan
- Business plan structure
- Data Collection
- Promoter description
- Business description
- Market study
- Technical study
- Investment cost and financial plan
- Profit and loss account / Income statement
- Financial projections
- Financial analysis
- Socio economic effects of the project
- Business plan conclusion
- Annexes
- Project

❖ **Importance of business plan**

- Help Entrepreneur / promoter think through the venture and consider all options and anticipate any potential difficulties
- Persuade lenders and investors on the economic and financial viability of the project and inspire them trust and confidence to inject funds in the business
- Serve as an operations guide in transforming an idea into a viable business
Furnish a benchmark and standard against which to judge future strategic business decisions and results.

❖ **Data collection**

Before transforming the project idea into a feasible business plan, key information is essential to make decisions and to put the business plan into action. The required information may be found from the business potential customers, competitors, public institutions such RDB, PSF, RAB, BDF and private institutions interested in such kind of business. The various sources of this information were detailed during the training.

❖ **Business plan structure**

Three main parts of a business plan are:

- ✓ Executive summary
- ✓ Description of the promoter
- ✓ Description of the business

❖ **Executive summary**

The executive summary will provide readers and potentials investors a brief, yet dynamic description of the key component of the business plan. That is why the writer has to make sure it is clear and comprehensive. It is often the last section to be written. A first-time reader should be able to read the summary by itself and know what your business is all about. The summary should stand – alone and should not refer to other parts of your business plan.

The summary, between one to three pages in length, will motivate readers to continue reading the remainder of the business plan in more details.

❖ **Description of the Promoter**

It is about the detailed identity of the promoter, the name and complete address and other relevant details about him/her. Within the description of the promoter, it is also important to include a short summary of the promoter's profile. Furthermore, it is necessary to include information concerning the promoter's property, the financial position and the guarantees he/she's ready to provide to financial institutions (in case the business plan is written with the purpose of seeking for financing).

❖ **Business description**

This paragraph introduces what the promoter does or what he/she is planning to do. It is important to summarize the history and status of the business. From this section, potential investors must be convinced that the uniqueness of his/her business and have a clear idea of the potential market. Include a vision statement as well as where you see the business in the future. If it is a start-up company, clearly explain how you came up with the idea to start your business. If the business is already in operation, state how long you have been in business. It is also important to say something about previous owner's success, failures and reputation in the community. In simple terms, this section explains:

- Objectives of the business and its goals
- Critical success factors
- Elements that need to be in place or managed in order to accomplish the objectives
- Provisional calendar of the activities to be realized and times designed to put them in action

Key deliverable

As defined in the terms of reference, the key deliverable for this training theme was to assist participants to produce business plans for their respective cooperatives. We grouped participants into different groups and they came up with a cooperative business idea. Each of the two cooperatives developed a business plan ready to use to acquire funds from various financial institutions. We coached participants chapter by chapter up to completion of the business plan in Kinyarwanda.

Key observations

The major observations are the following:

- ❖ The time allocated to the training was not sufficient for participants to explore the course and practical exercises of the entire course.
- ❖ As the course was delivered in Kinyarwanda, participants wrote their cooperatives' business plans in Kinyarwanda and consultants translated them in English.

4.3. Records keeping and financial management

The training on records keeping and financial management was delivered to selected members involved in the leadership position (executive committees) and controlling committees.

The aim of the training was to provide to participants with relevant skills and tools that enables them to collect relevant data for effective financial planning, to process collected data for producing financial figures and records keeping. The training covered three main parts as follows:

A. Financial management

- Basics of financial reporting for a cooperative
- The monthly report
- Annual Report
- Financial statements
- The Income Statement
- The Statement of Retained Earnings
- The Balance Sheet
- The cash flows statement

B. Accounting records

- Importance of keeping accounting records
- Sources of data (invoice, receipt, vouchers, goods receipt notes)
- Debtors' book
- Creditors book
- Sales account

C. Financial/accounting cycle

- Budget planning cycle
- Income items

- Expenditure items
- Capital costs
- Running costs

Deliverables

The key deliverables on this training theme was to assist participants to produce Tools for data collection, financial forecast, plans and reporting. During the training, we used groups and individual exercises to coach participants to produce financial planning and reports.

We provided relevant tools and asked participants to produce relevant financial statements after the training. The following are formats that were used during the training and we expect participants to use them appropriately while producing financial statements.

Table 2 Annual Income

Items	Quantity Year 1	Unit price	Total Revenue1	Quantity Year 2	Total Revenue2	Quantity Year 3	Total Revenue3
Product / Service1							
Product / Service2							
Product / Service3							
Other Product / Service							
TOTAL							

Table 3 Income Statement

Items	Year 1	Year 2	Year 3
Annual income			
Annual expenses			
Net profit before tax			
Tax			
Net profit			
Cash Flow			

Table 4 Profit and Loss Account

ITEMS	DEBIT	CREDIT
ANNUAL INCOME		
Product1		
Product2		
Product3		
etc		

TOTAL (Turn over) (A)		
ANNUAL EXPENSES		
Operating expense		
Raw material, etc		
Non operating expenses		
Net profit before tax		
Tax		
Net profit		
Cash Flow		

Table 5 Balance Sheet

DESIGNATIONS	Year 0	Year 1	Year 2	Year 3
Current Assets				
Cash				
Bank				
Accounts receivable				
A.Total Current Assets				
Fixed Assets:				
Land				
Buildings				
Machines				
Office equipments				
Etc				
B. Total Fixed asset				
C. Intangible assets				
TOTAL ASSETS (A+B+C)				
Liabilities				
Account payables				
Annual Profit				
Profit invested				
Profit saved for future investments				
Loan				
Owner's equity				
TOTAL LIABILITIES				

Table 6 Depreciation

Assets	Depreciation rate	Depreciation year 1	Depreciation year 2	Depreciation year 3
Land	0%			
Buildings	5%			
Machines	25%			
Office equipments	25%			
Etc				
Total Depreciation				

Table 7 Debtors and Creditors

	LES CREDITORS	Amount
1		
2		
3		
	S/TOTAL1	
	LES DEBTORS	
1		
2		
3		
	S/TOTAL2	

Observation

The general observation is that participants were very excited about this practical training theme. They had not received any training of this kind before and they were looking forward to applying it at a basic and practical level. The fact that this training was delivered in Kinyarwanda and all tools provided in Kinyarwanda was important. It enabled participants to understand that planning and financial management can be done easily, simply and in Kinyarwanda.

4.4. Effective planning

The training of effective planning was conducted targeting selected members of the two cooperatives. The objective of the training was to equip participants with basic skills in effective planning in a simple and practical way. The training was delivered in Kinyarwanda to obtain the participants' maximum interest and ensure maximum participation. The training content covered three main areas as follows:

Basics of planning

- What is effective planning for a cooperative
- Participatory planning
- The planning process (from data collection, working groups to the strategy)

- Principles of participatory planning
- Monitoring and evaluation

Determining priorities and defining key activities

- Dimensions of priority setting
- Costs aspects
- Timing as a key aspect in planning
- Time as a critical resource
- Daily time log
- Time saving action plan

a) Basics of strategic planning

- Difference between regular planning and strategic planning
- External assessment
- Market assessment
- Internal assessment

Deliverable

As defined in the terms of reference, the deliverables to achieve were to produce Annual Work Plan and Monitoring & Evaluation Plan formats for future usage of cooperative members. Both formats were produced. During the training, participants were taught how to use them in planning. Copies are attached to this report.

4.5. Business management skills

The training on Basic Business management skills constituted completing other business development knowledge that was delivered previously through other training themes. This theme focused on key business pillars related to selling skills, costs quality ratios and customer service, in the day-to-day business management processes. The following are some elements covered on this training theme:

- Register of Cooperative members
- Correspondences
- Minutes of meetings
- Registration records/certificates
- Bank documents
- Bylaws
- Quality and packaging
- Product development

The Basic Management Skills training took place in a relaxed atmosphere. Participants were very active during the training, which facilitated exchanges between participants. Interventions were rich and each participant benefited from each other's experiences.

With regard to cooperative operations management, participants revealed that some mistakes were always made especially in cash handling, bank operations processes, documents filing, etc.

Another added value of this training has been the exchange between participants both during the sessions as well as in the evenings. These exchanges allowed participants to enjoy the rich experiences of their respective cooperatives.

Deliverable

It was stated in the terms of reference that the deliverable for this training theme was the re-organization of committee leaders of two cooperatives where applicable. This had already been completed during the ‘*Cooperative Management and Governance*’ training, which was conducted prior to this training session.

We emphasized the importance of good governance to achieve effective management of the cooperatives’ businesses and to strive over the growing competition. We re-examined the daft operations manuals that had been developed during the “*cooperative management and governance*” sessions. We identified key positions of leadership that needed to be filled and/or replaced in each cooperative and we highlighted the “*processes*” to do so, as provided by the cooperative law.

Observations

After the training we observed the following:

- ❖ **Need for regular internal monitoring:** Participants should take the lead to conduct regular follow-up in their respective cooperatives to inquire the level of implementation of knowledge.
- ❖ **Transparency in the management of the cooperative funds:** Exchanges between participants on common challenges related to the management of funds revealed two key points. All cooperatives need to, 1) make changes in money handling and, 2) comply with procedure manuals and internal regulations.

4.6. Marketing

The course on Marketing was an integral part of the package that we offered to selected cooperative members who are involved in the strategic management of the cooperative’s activities. The training content had the following key elements:

- Basics of marketing
- The key elements of Marketing for a cooperative
- The four Marketing Components (Price, Product, Promotion and Place)
- Supply, Demand, and Price
- Marketing Channels and Selling Options
- Product development

Deliverable

The terms of references defined the deliverables on this training theme as to produce tools that enable the two cooperative members to carry out their own market analysis and marketing activities to potential clients and partners.

5. Summary of crosscutting issues affecting cooperative activities

Table 8: Key crosscutting issues at Duhuzimbaraga Cooperative

Key Issues	Possible Cause	Proposed Solution
1. Poor record keeping	<ul style="list-style-type: none"> All transactions were not recorded properly. 	<ul style="list-style-type: none"> After the training the treasurer committed to fill properly and regularly the books of account.
2. Poor costing of products	<ul style="list-style-type: none"> Poor costs recording which involves ignorance of some costs. 	<ul style="list-style-type: none"> Cost calculation exercises were provided.
3. Lack of readiness to market the new mushroom product	<ul style="list-style-type: none"> Timidity of members and isolation: The majority of members have never been outside their respective district of Nyamasheke! Therefore their thinking is limited to the direct marketplace of Nyamasheke Lack of techniques to transform the mushroom product 	<ul style="list-style-type: none"> The market research topic helped the members to identify more potential customers. The marketing table tool contained in the Marketing participant's manual, will help the cooperative to assess and reach more customers The members will look for information and skills on how to transform and add value to mushrooms in order to sell them in varied forms.

Table 9: Key crosscutting issues at Twiyubake Cooperative

Key Issue	Possible Cause	Proposed Solution
1. Lack of communication between the president and other committee members as well as ordinary members	<ul style="list-style-type: none"> The President managed the cooperative as if it was her personal business The President does not communicate about the progress of activities Lack of formal General assembly meetings 	<ul style="list-style-type: none"> The Cooperative management course provided clear information about why, when and how the General assembly meetings are organized The responsibilities and rights of the President and other executive committees' members were clearly explained and understood by the members
2. The members ignored their rights and obligations in the cooperative.	<ul style="list-style-type: none"> Ignorance Lack of ownership 	<ul style="list-style-type: none"> The rights and obligations of members were discussed during the cooperative management course
3. Dictatorship of the President.	<ul style="list-style-type: none"> Selfishness The President targets her own interests 	<ul style="list-style-type: none"> The General assembly decided to elect a new President. Elections of a new President were organized with the supervision and assistance of DAI field officer
4. The executive organs that do not work properly	<ul style="list-style-type: none"> Members of executive committees do not fulfill their responsibilities Lack of communication between executive committee members 	<ul style="list-style-type: none"> It was recommended to elect other people to replace the existing committee members New executives organs were elected under assistance and supervision of the DAI Field officer After election new committee members were reminded their rights and responsibilities in the cooperative.
5. The cooperative members do not know how the	<ul style="list-style-type: none"> The President managed the cooperatives assets as her own property. For example 	<ul style="list-style-type: none"> The new President knows well her obligations in regards to cooperative management

cooperative assets are managed	she used to sell products and keep the money in her pocket without justification.	<ul style="list-style-type: none"> • The money will no longer be managed by the President. • Cash transactions will be made and recorded by the Secretary/treasurer according to the law • The Procedures Manual was discussed and explained during the training • A copy of the Procedures Manual was provided to the cooperative to be used as a reference document for all cooperative activities
6. Non-compliance with laws governing cooperatives and internal regulation	<ul style="list-style-type: none"> • Lack of official cooperative registration document • Cooperative registration initiated but not completed due to negligence 	<ul style="list-style-type: none"> • The new executive committees members committed to follow up the procedure of obtaining the Cooperative registration
7. According to the costing exercise results the Irish Potato Product is not profitable	<ul style="list-style-type: none"> • Poor production due to soil nature 	<ul style="list-style-type: none"> • The trainer advised the cooperative to seek information on how to increase production. • The cooperative also has sells peas which is a more profitable product. The recommendation was to concentrate on peas rather than Irish potatoes.

5.1 General Recommendations

Below are recommendations:

- **Study Tour:** Many participants wished to participate in study tours to gain experience with from other cooperatives that have been successful in the same field.
- **Technical assistance for mushroom product marketing:** The Duhuzimbaraga Bushekeri Cooperative will soon launch a mushroom product. The weekly mushroom harvest is estimated around 200 kg of mushroom. Through the skills acquired in the marketing training should help the cooperative to look for mushroom markets, 200 kg seem a huge quantity compared to the local market size (Nyamasheke and Rusizi). The advice from the trainer was to target the Bukavu Market, which is considered to be larger, but does not incur high transport cost due to the proximity between Nyamasheke and Bukavu City. However, the shyness of the participants, as mentioned previously, impacts their willingness to target this market.

It is highly recommended that coaching services be provided to the cooperative to reach the Bukavu market and find regular customers.

It is also recommended that technical assistance in mushroom transformation and packaging could be provided. Examples of doing the production of dried mushrooms and production of mushroom flour for soup and porridge would be useful.

6. Conclusion

In general, the training was a successful experience from both the participants and the trainers' perspectives. From the beginning to the end of the trainings, participants showed remarkable motivation and were eager to gain new knowledge and to improve their businesses. Cooperative business management is a good concept, with a high potential for development. However, that potential will only be realized if the people with an interest in cooperatives development make the effort to work hard and with an attitude of ownership.

With a renewed desire to move forward, we hope that the trained cooperative members will bring positive changes in the management and development of the cooperative businesses and improve the living conditions of the members and community in particular.

Trainings took place in a relaxed atmosphere, participants were excited to have a mixture of technical and business related knowledge. They were well prepared for the program which facilitated exchanges between participants and group discussions. Inputs from participants were rich and each cooperative benefited from the experiences of other cooperatives.

At the end of the training, participants expressed the desire to receive follow up sessions to track their implementation of the practical knowledge gained during the training. The next steps should focus on monitoring and evaluation in order to ensure that all knowledge is put into practice.

Tools related to market analysis and pricing strategy were used during the training as exercises and shared with participants for practical use in their day-to-day management of the cooperative.

7. Annexes

Annex 1: Training Time Tables

Table 10: Cooperative Management Training Timetable

Hour	Day 1	Day 2	Day 3
08:00–10:00	Welcome & Opening ceremony Building relationship between trainers and participants <ul style="list-style-type: none"> Getting to Know Each Other Expectations Ground rules Training objectives Training agenda 	Recap of day 1: Conducted by a participant Session 2: Basics on Rwanda Cooperative Law <ul style="list-style-type: none"> Required documents The Role of Local Authorities 	Recap of day 2: Conducted by a participant Session 5: Types and management of cooperative meetings <ul style="list-style-type: none"> Convening the General Assembly meeting, or a special General Assembly meeting Convening and chairing the meeting of the Board of Directors Meeting of the Supervisory Committee
10:00–10:30	BREAK		
10:30-13:00	Introducing session 1. Overview and exposé on <ul style="list-style-type: none"> Cooperative Values & Principles Case Study & Group discussion 	Session 3: Roles and responsibilities of the various organs of a cooperative <ul style="list-style-type: none"> Functions of the March and October General Assembly Functions of the Extraordinary General Assembly Functions of the Board of Directors Duties and functions of the Supervisory Committee 	Session 6: Recruitment of staff <ul style="list-style-type: none"> Recruitment of the Manager and support staff Session 7: Rights and Obligations of Cooperative members and leaders <ul style="list-style-type: none"> Rights of Cooperative Organization Member Rights and obligations of the Cooperative Leaders
13:00-14:00	LUNCH		
14:00-15:45	<ul style="list-style-type: none"> Identification of problems undermining cooperatives (Analyzing underlying 	Session 4: Dispute management and resolution in Cooperatives <ul style="list-style-type: none"> Dispute management 	<ul style="list-style-type: none"> Training final evaluation by participants (filling out appropriate forms)

	causes and finding solutions).	• Offences & sanctions	
15:45-16:00	BREAK		
16:00-16:30	<ul style="list-style-type: none"> Day 1 evaluation 2 or 3 most important lessons learned 	<ul style="list-style-type: none"> Day 1 evaluation 2 or 3 most important lessons learned 	

Table 11: Business Management Skills Training Timetable

Hour	Day 1	Day 2	Day 3
08:00-10:00	Welcome & Opening ceremony Building relationship between trainers and participants <ul style="list-style-type: none"> Getting to Know each Other Expectations Ground rules Training objectives Training agenda 	Recap of day 1: Conducted by a participant Session 3: Bank documents Overview and exposé on <ul style="list-style-type: none"> Managing cash 	Recap of day 2: Conducted by a participant Session 4: Quality issues and packaging (continued) <ul style="list-style-type: none"> What is Packaging? <ul style="list-style-type: none"> ✓ Why and when packaging needs to be considered ✓ Different types of packaging ✓ Protecting goods ✓ Reducing the impact on the environment
10:00-10:30	BREAK		
10:30-13:00	Introducing the session 1. Overview and exposé on <ul style="list-style-type: none"> Correspondence and minutes of meetings Case study and group discussion 	Session 4: Quality issues and packaging Overview and exposé on <ul style="list-style-type: none"> What is a good quality product? <ul style="list-style-type: none"> ✓ Why quality is important ✓ How to ensure good quality 	Session 5: Product development Overview and exposé on <ul style="list-style-type: none"> What is product development and why is it needed? Product design & development
13:00-14:00	LUNCH		
14:00-15:45	Session 2. Business registration Overview and exposé on <ul style="list-style-type: none"> Registration records/ certificates Legal issues and legal forms of business organization 	Session 4: Quality issues and packaging (continued)	<ul style="list-style-type: none"> Training final evaluation by participants (filling out appropriate forms)
15:45-16:00	BREAK		
16:00-16:30	<ul style="list-style-type: none"> Day 1 evaluation 2 or 3 most important lessons learned 	<ul style="list-style-type: none"> Day 1 evaluation 2 or 3 most important lessons learned 	

Table 12: Marketing Training Timetable

Hour	Day 1	Day 2	Day 3
08:00-10:00	Welcome & Opening ceremony Building relationship between trainers and	Recap of day 1: Conducted by a participant Session 3: Supply, demand	Recap of day 2: Conducted by a participant Session 4: Marketing channels

	participants <ul style="list-style-type: none"> Getting to Know each Other Expectations Ground rules Training objectives Training agenda 	and price <ul style="list-style-type: none"> ✓ the price of the goods; ✓ the tastes, preferences and culture of consumers; ✓ the number of consumers; ✓ consumers' income level; ✓ competing prices of related local and imported goods; ✓ the range of alternative goods available to consumers. 	and selling options Overview and exposé on <ul style="list-style-type: none"> What are the different selling channels and options?
10:00–10:30	BREAK		
10:30–13:00	Introducing the session 1. Overview and exposé on <ul style="list-style-type: none"> Market research 	Supply, demand and price (continued) <ul style="list-style-type: none"> ✓ the price of the product on the market; ✓ the price of inputs and costs of production; ✓ technological factors; ✓ climate and weather conditions; ✓ storage possibilities; ✓ packaging possibilities 	Session 5: Product improvement and product diversification Overview and exposé on <ul style="list-style-type: none"> Introduction of new products Improvement of existing products Diversification of markets
13:00–14:00	LUNCH		
14:00–15:45	Session 2. The 4 Ps of Marketing Overview and exposé on <ul style="list-style-type: none"> The 4 Ps of Marketing <ul style="list-style-type: none"> ✓ Product ✓ Price ✓ Place ✓ Promotion 	Session 4: Marketing channels and selling options <ul style="list-style-type: none"> ✓ Direct selling vs. Indirect selling 	<ul style="list-style-type: none"> Training final evaluation by participants (filling out appropriate forms)
15:45–16:00	BREAK		
16:00–16:30	<ul style="list-style-type: none"> Day 1 evaluation 2 or 3 most important lessons learned 	<ul style="list-style-type: none"> Day 1 evaluation 2 or 3 most important lessons learned 	

Annex 2: Training Session Evaluation Charts

Table 13: TWIYUBAKE KITABI - Cooperative Management Training Session

Type	Number of Participants		Participants																						
	Avg	No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
A / General		23																							
Duration	4,4	23	5	5	5	5	4	4	4	4	4	4	2	5	4	3	5	3	5	5	5	5	5	5	5
Ambience	4,8	23	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	1	5	5	5	5	5	5	5
Training room/ Installation	4,5	23	4	4	4	5	4	4	4	4	5	5	5	5	5	5	5	2	5	5	5	5	5	5	4
Restaurant	4,0	23	4	4	4	5	4	4	4	4	5	5	4	4	4	4	5	1	4	4	4	4	4	4	3
B / Training Topics																									
1. Cooperative values & principles	4,9	23	5	5	5	5	5	5	5	5	5	5	5	5	4	4	4	5	5	5	5	5	5	5	5
2. Basics on Rwanda Cooperative Law and cooperative registration	4,8	23	5	5	5	5	4	4	4	5	5	4	5	5	5	5	5	4	5	5	5	5	5	5	5
3. Roles and responsibilities of the various cooperatives organs	4,8	23	5	5	5	5	5	5	5	5	4	4	5	4	4	4	5	5	5	5	5	5	5	5	5
4. Dispute management and resolution in cooperatives	5,0	23	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5
5. Types and management of cooperative meetings	4,9	23	5	5	5	5	5	5	5	5	4	4	5	5	5	5	5	4	5	5	5	5	5	5	5
6. Recruitment of staff	4,8	23	5	5	5	5	5	5	5	5	4	4	5	5	5	4	5	3	5	5	5	5	5	5	5
7. Rights and Obligations of Members & Leaders	4,9	23	5	5	5	5	5	5	5	5	4	4	5	5	4	5	5	5	5	5	5	5	5	5	5
C / Methodology	5,0	23	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
D / Trainer Evaluation																									
TANGINEZA Francois (Trainer)	5,0	23	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5

Table 14: DUHUZIMBARAGA Bushekeri: Cooperative Management Training Session

Type	Participants																														
	Avg	No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	29	30	31
A / General		31																													
Duration	4,5	31	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	3
Ambience	4,5	31	5	5	5	5	5	5	5	5	5	5	2	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4
Training room/ installation	4,6	31	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	4	4	5	5	5	5	5	5	5	5	5	5	5	
Restaurant	4,4	31	4	5	5	5	5	5	5	5	5	5	4	3	5	5	4	5	2	5	5	5	5	5	5	5	5	5	5	4	
B / Training Topics																															
1. Cooperative values & principles	4,5	31	5	5	5	5	5	5	5	5	5	5	4	5	5	5	3	5	4	5	5	5	5	5	5	5	4	5	5	5	
2. Basics on Rwanda Cooperative Law and cooperative registration	4,5	31	5	5	5	5	5	5	5	5	5	5	4	4	5	5	4	5	2	5	5	5	5	5	5	5	5	5	5	4	
3. Roles and responsibilities of the various cooperatives organs	4,4	31	5	5	5	5	5	5	5	5	5	5	3	3	5	5	4	5	5	5	5	4	5	5	5	5	4	5	5	4	
4. Dispute management and resolution in Cooperatives	4,5	31	5	5	5	5	5	5	5	5	5	5	4	2	5	5	5	4	4	5	5	5	5	5	5	5	5	5	5	4	
5. Types and management of cooperative meetings	4,4	31	5	5	5	5	5	5	5	5	5	5	3	4	5	5	5	3	4	5	5	4	5	5	5	5	5	5	5	3	
6. Recruitment of staff	4,4	31	5	5	5	5	5	5	5	4	5	5	3	0	5	5	5	4	5	5	5	5	5	5	5	5	4	5	5	5	
7. Rights and Obligations of Members & Leaders	4,5	31	4	5	5	5	5	5	5	5	4	5	4	5	5	5	5	4	4	5	5	5	5	4	5	5	5	5	5	5	
C / Methodology	4,5	31	5	5	5	5	5	5	5	5	5	5	4	2	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
D / Trainer Evaluation																															
TANGINEZA Francois (Trainer)	4,6	31	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	

Table 15: TWIYUBAKE KITABI – Business Management Skills Training Session

Type	Number of participants		Participants																					
EVALUATION GRID	Average	Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
A / General		22																						
Duration	4,2	22	5	3	3	3	2	2	4	5	5	5	5	5	4	4	4	4	5	5	5	5	5	5
Ambience	4,6	22	5	5	5	5	1	1	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Training room/installation	3,6	22	4	1	1	1	3	3	5	4	4	4	4	4	4	4	4	4	4	4	4	5	5	4
Restaurant	2,2	22	3	1	1	1	1	1	0	2	2	2	2	2	4	4	4	3	4	1	3	3	3	2
B / Training Topics																								
1. Registration records/ certificates	4,7	22	5	5	5	5	3	3	5	5	5	5	5	5	5	5	5	5	4	5	4	5	5	5
2. Correspondence and minutes of meetings	4,6	22	5	5	5	5	2	2	5	5	5	5	5	5	5	5	5	5	4	5	4	5	5	5
3. Business registration	4,6	22	5	5	5	5	3	3	5	5	5	5	5	5	5	5	5	5	4	5	2	5	5	5
4. Bank documents	4,6	22	5	4	4	4	3	3	5	5	5	5	5	5	5	5	5	5	4	5	4	5	5	5
5. About cooperative bylaws	4,8	22	5	5	5	5	3	3	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5
6. Quality issues and packaging	4,9	22	5	5	5	5	4	5	4	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5
7. Product development	4,7	22	5	4	4	4	4	4	4	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5
C/ Methodology	5,0	22	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
D / Trainer Evaluation																								
TANGINEZA Francois (Trainer)	5,0	22	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5

Table 16: Duhuzimbaraga Bushekeri - Business Management Skills Training session

Type	Number of Participants		Participants																														
EVALUATION GRID	Avg	Num.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
A / General		31																															
Duration	4,9	31	5	5	4	5	5	3	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5
Ambience	4,9	31	5	5	4	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Training room/ installation	4,8	31	5	5	4	4	5	4	5	5	5	5	5	5	5	5	5	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5
Restaurant	4,9	31	5	5	4	5	5	4	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
B / Training Topics																																	
1. Registration records/ certificates	5,0	31	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5
2. Correspondence and minutes of	4,9	31	5	5	3	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5

Table 18: Duhuzimbaraga Bushekeri - Marketing Training Session

Type	Number of Participants		Participants																														
EVALUATION GRID	Average	Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
A / General		31																															
Duration	4,9	31	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5
Ambience	5,0	31	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Training room/installation	5,0	31	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
Restaurant	4,9	31	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	
B / Training Topics																																	
1. Market research	5,0	31	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
2. The 4 Ps of Marketing	5,0	31	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
3. Supply, demand and price	5,0	31	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
4. Marketing channels and selling options	4,9	31	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	4	5	5	5	5	5	5	5	5	5	5	5	
5. Product improvement	5,0	31	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
C/ Methodology	5,0	31	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
D / Trainer Evaluation																																	
TANGINEZA Francois (Trainer)	5,0	31	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	

Annex 3: Financial Management Tools

Table 19: Annual Income

Items	Quantity Year 1	Unit price	Total Revenue1	Quantity Year 2	Total Revenue2	Quantity Year 3	Total Revenue3
Product / Service 1							
Product / Service 2							
Product / Service 3							
Other Product / Service							
TOTAL							

Table 20: Income Statement

Items	Year 1	Year 2	Year 3
Annual income			
Annual expenses			
Net profit before tax			
Tax			
Net profit			
Cash Flow			

Table 21: Profit and Loss Account

Items	DEBIT	CREDIT
Annual Income		
Product 1		
Product 2		
Product 3		
Etc		
TOTAL (Turn Over) (A)		
Annual Expenses		
Operating Expense		
Raw Material, Etc		
Non-Operating Expenses		
Net Profit Before Tax		
Tax		
Net Profit		
Cash Flow		

Table 22: Balance Sheet

Designations	Year 0	Year 1	Year 2	Year 3
Current Assets				
Cash				
Bank				
Accounts receivable				
B. Total Current Assets				
Fixed Assets:				
Land				
Buildings				
Machines				
Office equipment				
Etc				
B. Total Fixed asset				
C. Intangible assets				
TOTAL ASSETS (A+B+C)				
Liabilities				
Account payables				
Annual Profit				
Profit invested				
Profit saved for future investments				
Loan				
Owner's equity				
TOTAL LIABILITIES				

Table 23: Depreciation Table

Assets	Depreciation rate	Depreciation year 1	Depreciation year 2	Depreciation year 3
Land	0%			
Buildings	5%			
Machines	25%			
Office equipment	25%			
Etc				
Total Depreciation				

Table 24: Debtors and Creditors

	Creditors	Amount
1		
2		
3		
	S/Total 1	

	Debtors	
1		
2		
3		
	S/Total 2	

Annex 4: Annual Work Plan and M&E Plan Formats

Responsibility	Activity	Tasks	Time frame	Responsible person(s)	Major Tasks from Action Plans
MAIN OBJECTIVE	1. _____	a. Plan and lead regular meetings for conference committee members	As needed, starting again in September 2014	Mr./Mrs	
		b. Set agendas and coordinate meeting logistics (meeting place, conference calls, etc...)	As needed, starting again in September 2014	Mr./Mrs	
		c. Communicate with the board	Quarterly at board meetings	Mr./Mrs	
		d. Recruit conference committee members	As needed	Mr./Mrs	
	2. _____ —	a. Delegate following responsibilities to committee 1. _____ 2. _____ 3. _____	1. July 06	Mr./Mrs	
			2. Sept 06	Mr./Mrs	
			3. July-Sept 06	Mr./Mrs	
	3. Maintain financial records	a. Develop 07 budget and request needed funds from the board	Start June 06	Mr./Mrs Mr./Mrs	
			b. Coordinate payments and income	Monthly	

Responsibility	Activity	Tasks	Time frame	Responsible person(s)	Major Tasks from Action Plans
		a. Ensure 08 planning is in accordance with long range plan recommendations.	Fall 06	Mr./Mrs Mr./Mrs	
		b. Consult full board if different needs from plan arise.	As needed	Mr./Mrs	

Annex 5: Scope of Work

OBJECTIVES

The objective of this training is to develop and implement the approach and methodology, that means, best suited to implementing the specified training modules. Specifically, the training provider will ensure that:

1. All training programs are suitable for our target communities and match their level of understanding;
2. Training materials to be used for the various topics are user friendly and supported by audio/visual where applicable and other training aids.

STATEMENT OF WORK

Drawing on the training module/topics provided, training provider will be expected to:

1. Develop the training approach (plan) and methodology, including the implementation strategy for each of the recommended priority training modules as provided in Attachment C of ToR. The approach and methodology should pay particular attention to the ways and means by which women will be integrated in all training and capacity building events as cultural considerations and circumstances allow.
2. Using the above training approach and methodology, develop and implement the training plan as per the training modules selected focusing on:
 - o Training and building the capacity of two new agri-business cooperatives and mentoring/backstopping for the targeted cooperatives in order to become viable business enterprises
 - o Training and organizing selected cooperative executive committee members where applicable to ensure effective day-today management of cooperatives as business enterprises.
 - o Provide mentoring to the trained targeted cooperative members as required.

DELIVERABLES

The expected deliverables for this assignment include:

1. **Work Plan:** Describing the methodology that will be used to build the two cooperatives capacity and the approach per topic should be depended upon the capacity of the targeted audience to

ensure participants get value. This work plan also shall present timing of the training, training evaluation and shall be delivered to the Nyungwe Nziza within 5 days after contract signing.

The format for such report will be agreed up and developed jointly between Nyungwe Nziza and the Contractor.

2. Training report

The Contractor will prepare a report for training implemented in two cooperatives. The format for these reports should include the following

- Executive summary
 - Acknowledgements
 - List of acronyms and abbreviations
 - Table of contents
 - Background /brief description of the training phase and context
 - Purpose of the training
 - Methodology
 - Objectives of the training
 - Summary of the methodology and tools used in the trainings
 - A summary of Results of training evaluations
 - Key observations
 - Lessons learned and recommendations for the future training
 - Insert figures of photos and captions, tables
 - Conclusion
 - References
 - Annexes: SOW, Training time table ; Participant attendance per topic, sex of participants; training tools; evaluation forms, etc
3. In addition to the report of the training in two cooperatives, the contractor will produce the following deliverables as summarized in the terms of reference;
- a) In collaboration with the cooperatives, trainees will produce and present to DAI the following copies of;
- Two (2) targeted cooperatives operations manuals in Kinyarwanda ie: for Duhuze Imbaraga and Twiyubake Kitabi cooperative including the summarized elements/bullets in the ToR.
 - Produce 2 cooperative Financial management tools for proper bookkeeping records to track each cooperative financial income, profit and loss accounts etc
 - Annual planning format for each of the cooperative including M& E reporting produces. (1 in English and translated in Kinyarwanda for the cooperative to use.
 - Two (2) strategic business plans with a business model one per targeted cooperative produced in Kinyarwanda and copies provided to DAI in English by the contractor. Note the contractor should work closely with targeted cooperatives to produce these business plans to understand the concepts in the plan and these plans should related to their current existing activities/products.
 - Based on the current executive committee teams of the targeted cooperative there is need to re-organize/elect new members of 2 cooperatives due to lack of proper structure of the targeted cooperatives this will be done in consultation with the Business development services specialist and the field coordinators.

- Evidence tools to show that the cooperative members are able to carry out their own market marketing to potential partners
 - Evidence (table) reporting showing gender representation in all trainings conducted and in the new executive committee members that will be elected.
4. **Power point presentation.** Drawing on the training report above, prepare and present a power point presentation to Nyungwe Nziza emphasizing findings, conclusions and recommendations with regards to training implementation
 5. **Final report.** Prepare and present a final report of the training incorporating all the above deliverables and training plan and cooperative members trained.

TEAM COMPOSITION

The training team shall consist of:

- **Training team leader.** The team leader should have;
 - Planning, coordinating and directing team activities. Facilitation of operations, excellent English report writing, arranging and attending consultative meetings with client to ensure that assignment deadlines are met.
 - At least ten years of professional experience on international development projects, and demonstrated experience in conducting training and building the capacity of rural organizations in Rwanda;
 - At least three years direct/demonstrated experience in designing and delivering training programs to Rwanda's rural cooperatives
 - University degree in business administration, organizational development, strategic planning, human resources management, economic zone development or a related field. Master's degree strongly preferred.
 - Previous experience in working in tourism and/or economic development sectors is highly desirable.
 - Reference of similar work experience and organization/cooperatives conducted.
 - Fluency in written and spoken English and Kinyarwanda is required
- **Training team members/trainers (no more than 5).** The training team members should have the following qualifications (NB: We are looking for a training team with an appropriate mix of qualifications and skills required to perform the scope of work.). At a minimum, team members should have:
 - Minimum of a Bachelors Degree in rural sociology, business development, rural development, agri-business or a related field:
 - At least four years experience working with cooperatives or other rural organizations; two of these years must be related to cooperative development/transformation into business enterprises with a bias on SMEs, financial management, business plan development
 - Strong Kinyarwanda communication/training skills and a proven ability to transfer difficult concepts to rural populations;
 - Experience in developing and implementing cooperative-related training modules;
 - Preference will be given to candidates with training skills in marketing, market research, agri-business training skills
 - Fluency in written and spoken English and Kinyarwanda is required.
 - Excellent English report writing skills