

**STRENGTHENING RESILIENCE OF MICRO, SMALL AND
MEDIUM SIZED ENTERPRISES (MSMES)
FOR
ACCELERATING PROGRESS TOWARDS SUSTAINABLE
DEVELOPMENT GOALS (SDGS) IN ZIMBABWE**

Facilitators' Guide Validation
Workshop



Objectives of the manual

- To guide BCDOs in training MSMEs on business tools that enable them to better manage the businesses and the operating environment in Zimbabwe.
- Contributes to the development of a culture among MSMEs that is open to learning, looks beyond risks, seeing opportunities and understand the importance of having the capacity to provide quality products and services.
- Is aligned with vision 2030 which envisages creation of an enabling environment to support Micro, Small and Medium Enterprises so that these contribute meaningfully towards economic growth, value addition, exports, and decent employment creation.



MSME businesses do not survive after a large disaster strikes or due to changes in the environment. Why?

What is business Resilience?

HOW WOULD YOU DESCRIBE BUSINESS RESILIENCE IN YOUR OWN WORDS?



What is business Resilience?

- What problems are faced by the businesses in the picture?
- What would make the business to recover its operations quickly and why?
- So, in your view, what is business resilience?



Business Resilience

- A resilient business is the one that can predict possible disruptions, when they occur adapt, recover, and thrive in the face of disruptions

COMMON CHALLENGES FACED BY MSMES IN ZIMBABWE

Lack of access to risk management tools including identification and analysis.

Access to markets influenced by limited access to market information, perceived poor quality of goods.

Limited access to trained and skilled staff and business mentorship as well as training.

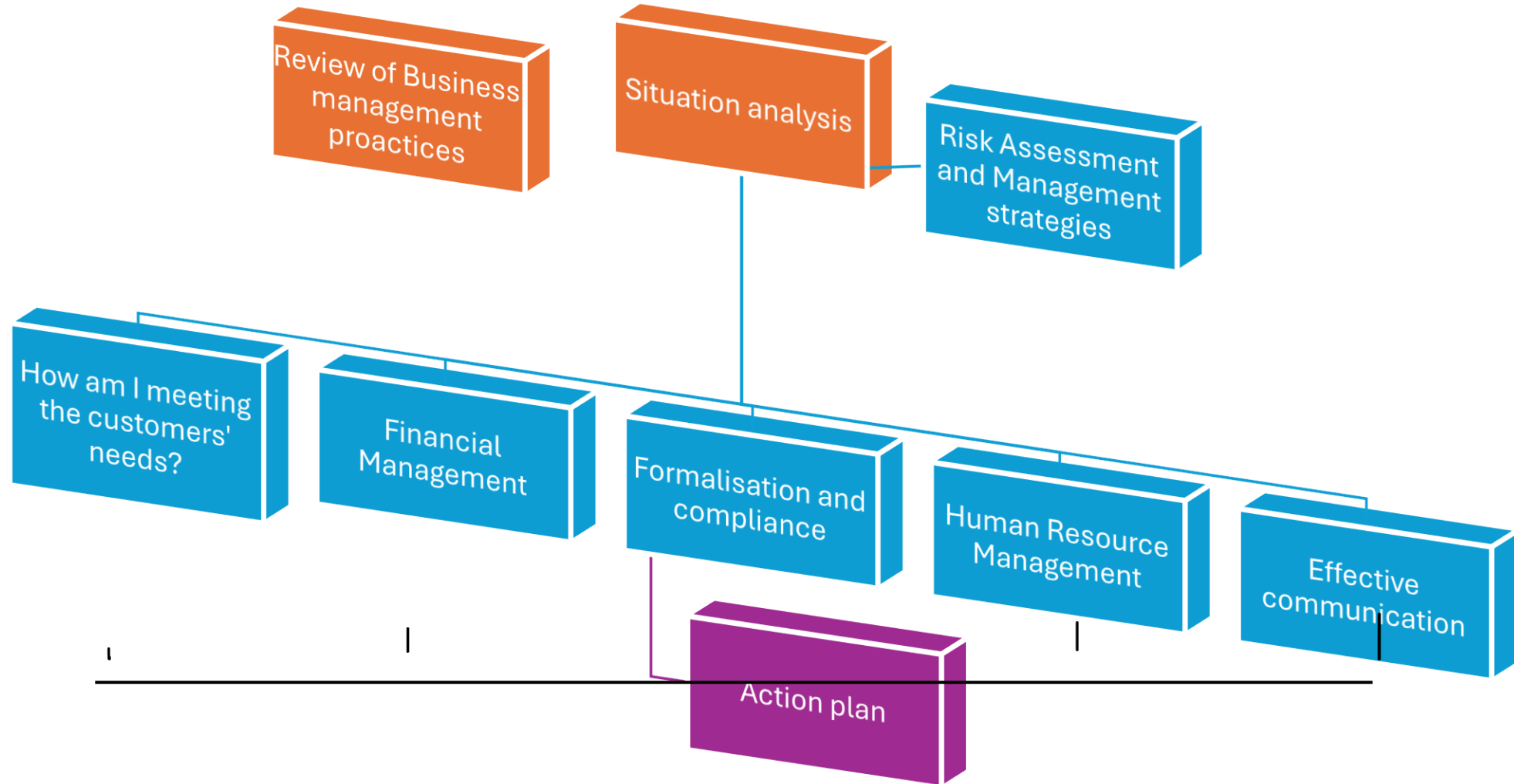
Cashflow changes related to currency instability and lack of access to appropriate funding.

Navigating the complex regulatory environment.

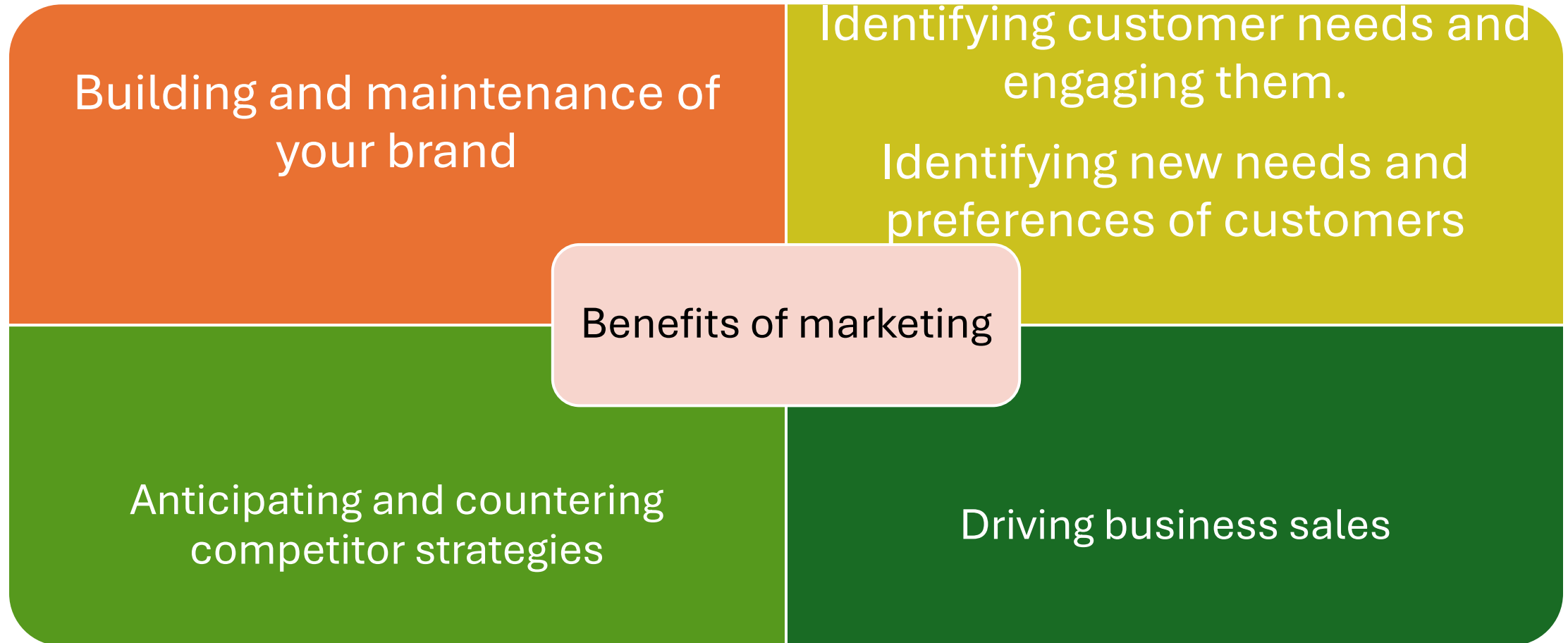
Supply Chain Disruptions

HOW DO THESE CHALLENGES AFFECT BUSINESS RESILIENCE?

Key Topics



Focus on why we are doing what we do?



Self reflection on Marketing

- Does your business have a marketing strategy?
- If yes, what are the key components covered by the marketing plan?
- How does the business communicate with customers to understand their needs?
- Marketing plan development

Marketing Mix



Other Key concepts

- Market segmentation
- Digital Marketing
- Positioning
- Branding



Training Approach

- BCDOs have suggested session activities
 - Objectives
 - Preparation
 - Activities hints on how the session can be conducted
 - Key messages
 - Call to action for entrepreneurs



Manual Review Task

1. **Training Approaches-Are** the suggested approaches practical, what else can be done?
2. **Content**-Is the content accurate? Is there additional content to be covered?
3. **Contextual Issues**- are there other relevant business management concepts needed for MSMEs in Zimbabwe
4. **Practical application**- how could the manual be applied by BCDOs?
5. **Linkages**: how can BCDOs collaborate with other stakeholders to enhance compliance and access to markets?
6. Select a rapporteur to present your views

Group review of Manual: modules 1 to 4



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Group
review of
Manual:
modules 5
to 7





General comments

- Any generic reflection on the modules and suggested approach?



Thank you for
your great input



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**Training of Trainers
Workshop**





Training Objectives

- To enable BCDOs to:
 - Train entrepreneurs in the training package and build resilient enterprises
 - Apply participatory methods in training MSMEs
 - Identify and engage key stakeholders relevant in the MSME development journey
 - Reflect on the practical aspects of training the MSMEs in their districts
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Adult Learning and Participatory Training Methods

Objectives of this session

- By the end of the session participants will be able to apply adult learning principles and participatory training methods in training MSMEs in the Resillience modules

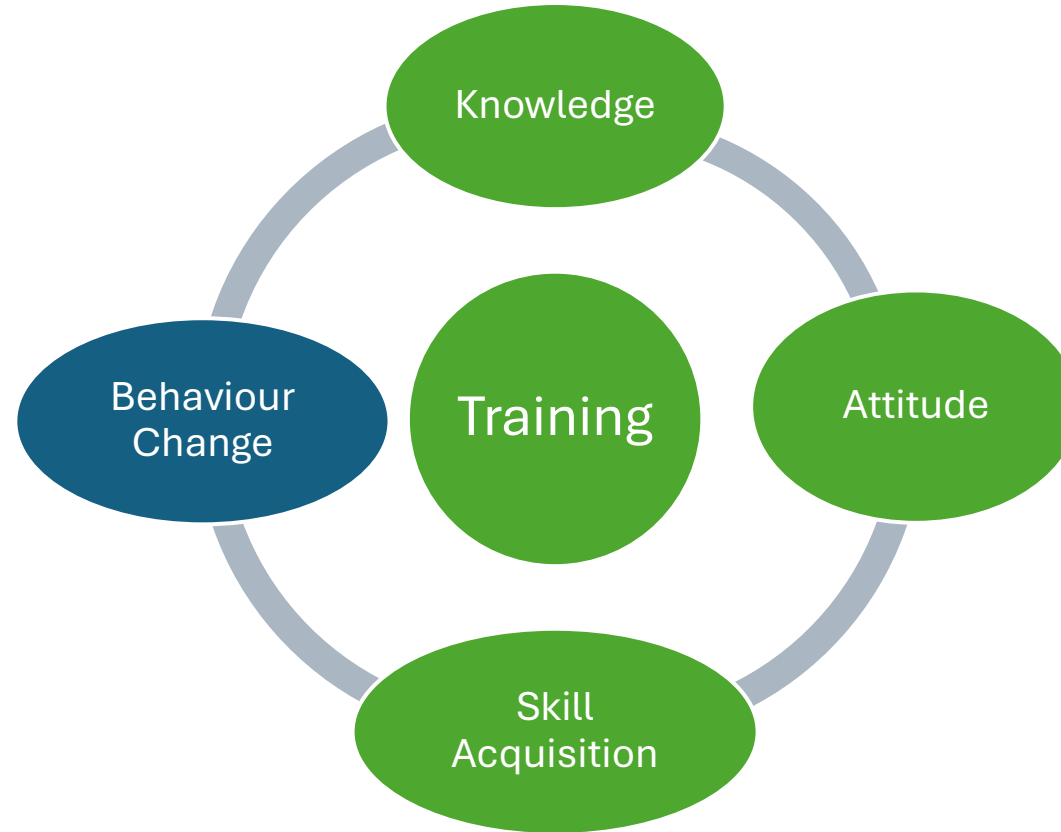


What is Training?

Please explain to your neighbor your understanding of what training is?

2 m

Training is acquiring...



Training is the process of acquiring knowledge that influences attitude change and acquiring a skill which when it is applied results in desired behavior change.

A Trainer's job

As a trainer your responsibility and challenge is;

...changing the *behaviour* of entrepreneurs by
providing knowledge that improves attitudes
and develops skills

Exploring Purpose of MSME Resilience training

World Cafe' Method:

Question 1: Who are the MSMEs we work with in the different districts? What affects their resilience?

Question 2: What specific behavior do we want to see after Training sessions?

Question 3: What are the Adult Learning principles/methods we need to observe/use to effectively facilitate training?

TEN ADULT LEARNING PRINCIPLES

1. Experience
2. Teamwork
3. Relevance
4. Safety
5. Enjoyment
6. Immediacy
7. Reinforcement
8. Activity
9. Accountability
10. Style



Ten Principles of Adult Learning

	Principle	What it means
1	Experience	Adults bring a lot of previous experience and knowledge. Acknowledge and built on it by allowing them to share experience.
2	Teamwork	Adults cannot be forced to learn, want to be in control, and part of the team. Learning is a joint effort
3	Relevance	Adults cannot be forced to learn. They focus is only on knowledge that is practical, applicable and necessary to their real-life situations. Adults need to know why they need to learn something.
4	Safety	Adults do not learn if they feel ridiculed, ignored or unsuccessful. Positive emotions make adults participate better feeling respected, supported and successful. Create an environment where ideas can be shared freely.
5	Enjoyment	Adults are more willing to learn if the learning is fun and enjoyable. They enjoy receiving praises even for small efforts. Positive feedback greatly increases motivation and effort.
6	Immediacy	Adults want to be able to apply what they learn immediately. Use practical examples, role-plays and case studies
7	Reinforcement	Adults learn more if they use more than one of their senses. Use of multiple visuals (slides, flip chart, handouts)
8	Activity	Adults learn better and remember more when they are actively involved in the learning process. Their confidence levels increase by practising and doing things themselves.
9	Accountability	Adults want to keep promises and they expect others to do so too
10	Style	Adults have a lot in common on how they learn but they also have their differences known as learning styles

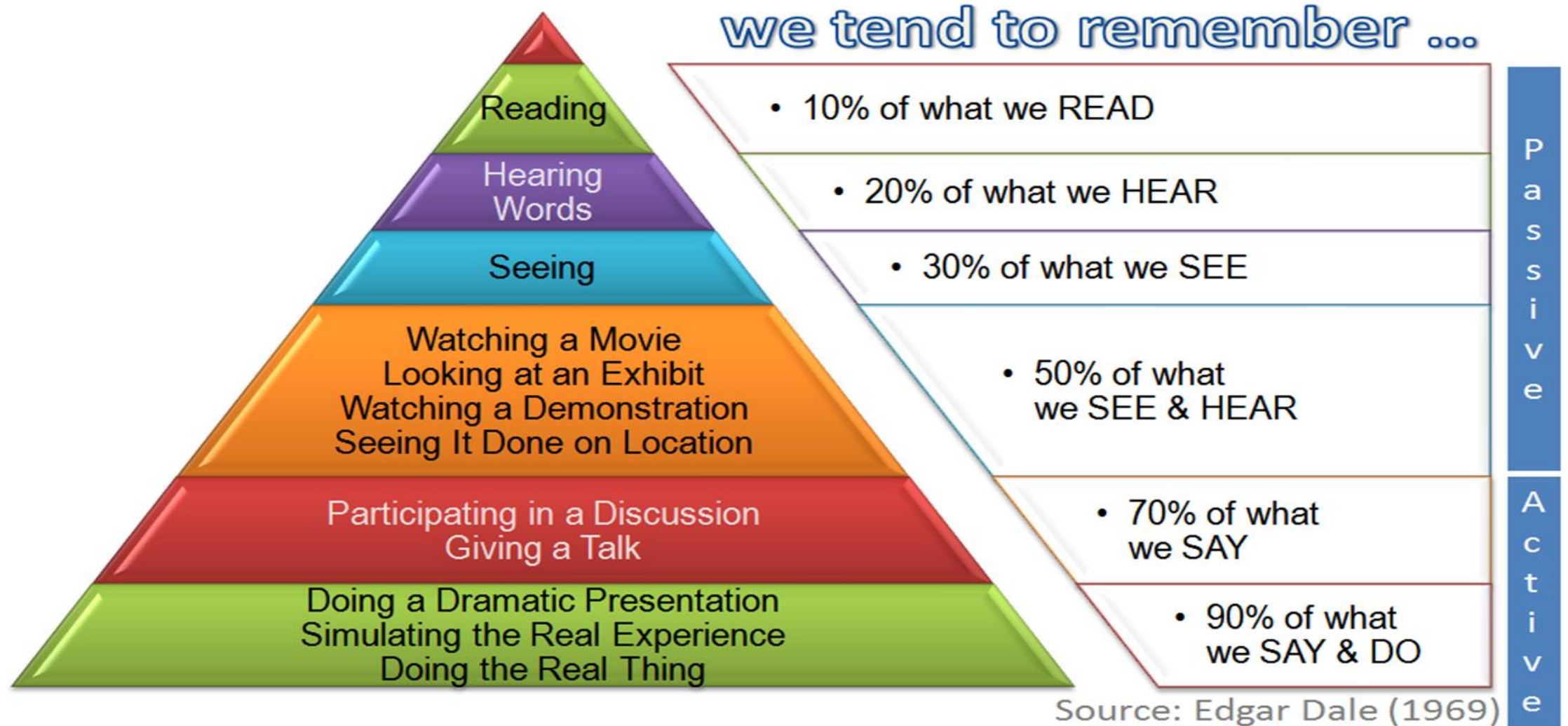
Applying the Ten Principles

Group Discussion

- In your group, review the 10 principles of Adult learning
- How would you observe the ten principles as a trainer when conducting MSME Resilience training?

10 minutes

Importance of using the right Training Methods





What is meant by Participatory TRAINING METHODS?

List the participatory training methods you normally use

PARTICIPATORY METHODS

- Participatory methods involve the learners actively in the learning process **making it more interesting** for adults.
- Participatory training methods allow learners to **share** their experiences.
- Adequate care should be taken in the selection of a training method that is **appropriate to the target audience** and the **learning objectives**.
- Trainers should **reach participants** at all skill or literacy levels, learning styles, and experiential levels.

PARTICIPATORY TRAINING METHODS

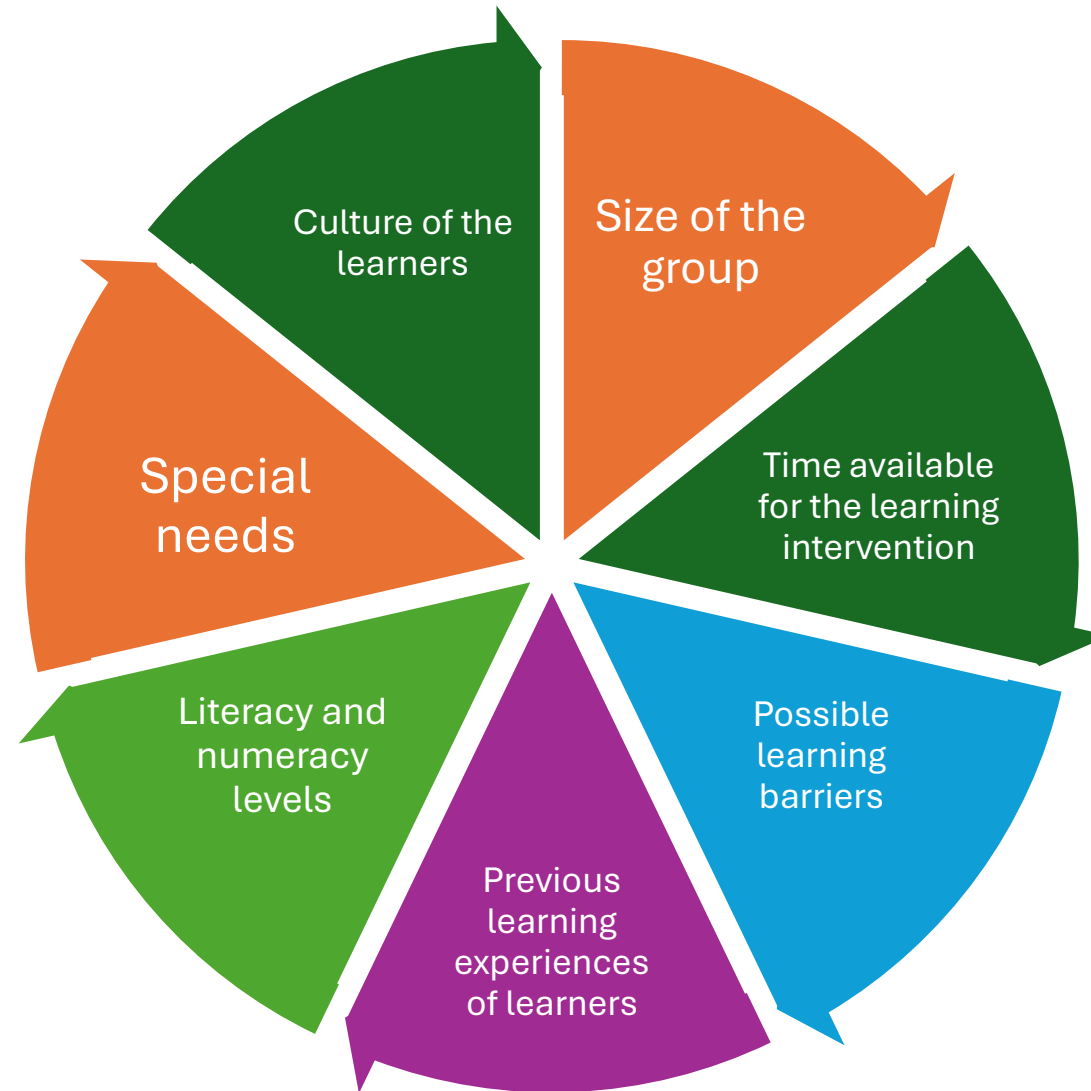
Which participatory methods you are currently using?

PARTICIPATORY TRAINING METHODS

- Brainstorming
- Group Discussion
- Exercise
- Case studies
- Role play
- Simulation / Games
- Field visits
- Lecture
- Demonstrations
- Gallery walk

What influences the selection of training Methods?

What Influences the Selection of Participatory Methods?



Group Activity

Training method	When is it appropriate to use it?	What are the rules for using that method?	How can it be applied online
Brainstorming			
Roleplay			
Case Study			

TRAINING TECHNIQUES

Using space:

- You don't have to run up and down the room, but don't only stand in one corner, or stuck behind the laptop - try moving around.
- It helps keep focus on you and on what you are saying.
- Where possible, try and move from one end to the other of the classroom and/or if the classroom environment allows, move between the learners.

HANDLING QUESTIONS

- The golden rule about handling a question is to listen to the entire question before you respond with an answer.
- It is a good habit to repeat the questions. This helps in four ways:
 - You to make sure you heard the question correctly and understood what is being asked.
 - It gives you're the opportunity to breath and formulate your answer.
 - It brings the rest of you audience onto the same playing field.
 - It also provides you with the opportunity to acknowledge people in you class.
- Questions can be thrown to the floor to answer. This also encourages class participation.

WRITING SKILLS

- When writing on a white board or flip chart, stop talking and capture the information
- Also take the lighting of the room into consideration when selecting the colours you write with.
- Try not to write all text in CAPITAL LETTERS or CURSIVE as it decreases the readability.
- Use different colours to emphasise different learning point
- Stick to 6 to 8 lines per sheet / chart / slide

USING ICEBREAKERS/ENERGISERS

- Icebreakers are generally used during the first session of a training course to reduce tension and anxiety.
- The underlying message is for the delegates to understand that they are all equal in the training room
- It is important to remember to use icebreakers because you want to and because it will be effective and valuable to the training session, not as a time-filler
- Energisers, on the other hand, are used during the course, especially at times when your groups seem to be tired and un-participative.
- Be sensitive in respect of the icebreakers or energisers you choose to use.
- Being up front you will easily gauge the mood of the delegates.

DEALING WITH PROBLEM AREAS

DISCUSS HOW YOU WOULD DEAL WITH THE FOLLOWING DIFFICULT AREAS:

- Tired / Non participative learners
- Co-facilitator arrives at the session without being prepared
- A learner becomes disruptive during a session
- Speeding up/slowing down a session
- Learner experiences an epileptic seizure
- Co-facilitator corrects you during a training session
- You arrive at a training venue and find that there is no whiteboard or projector screen

Session Planning

WHAT IS IT

- An organized description of the activities and resources you'll use to guide a group toward a specific learning objective.
- It can be as simple as a brief outline, or more complex, with scripts, prompts, and lists of questions that you plan to ask.

Purpose of a session plan

- The main purpose of the session plan is to guide and support the trainer
- It helps the trainer to remember the structure of the session
- To focus the training session (objectives)
- To keep a record training activities

WHY USE A SESSION PLAN

- As you plan, you visualize each step of the class. - helps you ensure that you've thought about everything that you need to say, and that you present information in a logical order. You'll also be able to prepare for points that people might find difficult to understand.
- After your session, you can use your plan to work out what went well – and what didn't – so that you can adapt it for future lessons.
- Last, a training session plan will be invaluable for a substitute instructor, if you can't make it to class.

SESSION PLAN DEVELOPMENT

A session plan will help you decide on the following:

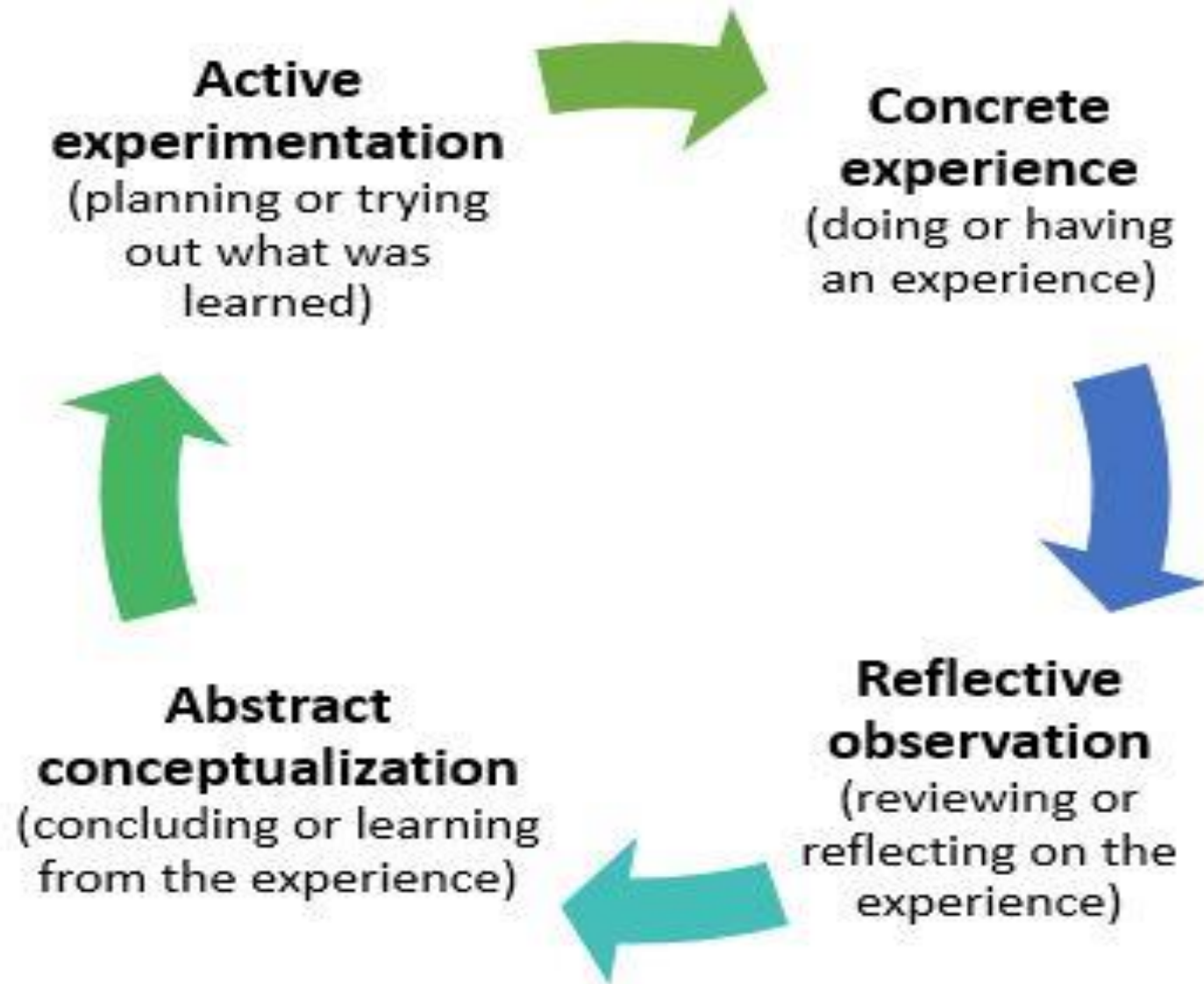
- Which topic you will address in which session
- What learning objective you plan to achieve during each session
- What activities you are going to conduct during the session , in chronological order and roughly how many minutes you plan to spend
- Which training method and training tools you intend to use
- Which supporting training materials you intend to refer to during your session
- After your session, you can use your plan to work out what went well – and what didn't – so that you can adapt it for future lessons.

**WHAT IS UNDERSTOOD BY THE TERM
EXPERIENTIAL LEARNING CYCLE?**

WHAT IS EXPERIENTIAL LEARNING?

- Experiential Learning is a process of learning through experience, and is more specifically defined as “learning through reflection and doing”
- The experiential learning cycle is built on the appreciation that adults learn best when they are clear of the objectives of learning and when they participate in activities that build on experience

Experiential Learning Cycle



Setting objectives

Session objectives should be achievable:

- Ask yourself is it feasible
- Objectives can focus on three different types of change:
 - Change in Knowledge-understand, comprehend, explain, describe, know , list
 - Change in attitude-appreciate, value
 - Change in Behaviour-write, use, calculate, fill in, make etc

SETTING OBJECTIVES

- Facilitator needs to clarify the objectives of the training/session- Why are people gathered what will be the different expected behaviours when by the end of the training/session
- This is a contract between the trainer and the participants which allows for objective evaluation at the end of the training/session
- Set objectives from the participants perspective

eg -----*To introduce the marketing concept to the participants.*-----
is trainer centred.

eg At the end of the session , participants will be able to apply the marketing concepts in marketing their businesses

RECOMMENDED PROCEDURE FOR OBJECTIVES

- Write the objective on flip chart or board-before lesson starts
- At the beginning of session –Introduce the objective and ask if it is clear to the participants
- Refer to objective at end of session –to verify whether the objective has been met.

INTRODUCING YOUR TOPIC

- Always start off by introducing the session topic
- Explain the session objective
- Highlight the key learning points
- This sets the scene for the training session and draws learners (especially adults) into the learning process
- Make sure you stick to the intended session objective
- “By the end of this session the participants would be able to explain the importance of visual aids”

TOPIC: Characteristics of Entrepreneurs

Objectives: By the end of this session participants should be able to list the characteristics of entrepreneurs

Content	Method and Activities	Resources And Preparation	Suggested Time Allocation	Responsibility	Desired Outcome
Introduction	LECTURE: <ul style="list-style-type: none">The typical characteristics of entrepreneurs are discussed	Flip Chart	5 minutes	Facilitator	Clear understanding of characteristics
(Experience)	DISCUSSION: <p>Think about typical SMMEs in your community / town. Do they share similar characteristics to those discussed?</p>	Use a Video Clip of MSME interviews	5 minutes	Participants / Facilitator	Analysing the different levels of understanding of participants



TEAM EXERCISE

- Prepare a session plan for your allocated Module for presentation
- **Session plan should Follow the Experiential Learning Cycle**

Objectives of this session

- By the end of the session participants will be able to apply adult learning principles and participatory training methods in training MSMEs in the Resilience modules

Preparation for sessions

- Each team to allocate the module session to each other
- Prepare a session plan for the module
- Present the module in 1h 30m