

OPEN
COMPET
PPMATCH
BPLANEND

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EXERCISE	:	Yarn Coil	
Code	:	OPEN – 1-yarncoil	
Source	:	Ralph Engelmann	Adapted by: CoT/Gazipur
Tested in	:	Gazipur/Bangladesh	Date: 2/98 By: Kohinoor Yeasmine
Target group	:	Illiterates	

Objectives : To energise and unfreeze the participants,
 To improve relationship among the group members,
 To visualise the manifold relations among the participants.

Uses : Group cohesion,
 Opening day.

Time : 15 minutes

Requirements : Lead facilitator; all co-facilitators;
 Yarn coil of at least 80 m neatly coiled for clear throws (make sure that no plastic thread is utilised).

Setting : Participants and facilitators standing in a circle.

Steps : **(1)** Hold a coil of yarn in your hands. Introduce yourself by focusing on four different aspects: a) your name (particularly your nickname), b) the name of your first child, c) the village / city you come from, d) your business idea developed so far (; pretend that you have a business idea for later use; all information given during 30 seconds to 1 minute). Then throw the coil to somebody in front or next to you, keeping the end of the yarn in hand. That very participant receiving the yarn coil from you follows the same pattern. This exercise goes on until the last participant has had her turn with everybody holding the yarn thread tightly.

(2) Ask the participants to pull the yarn lightly, holding the hands at the height of their hips. A network of lines indicating relations appears which the facilitator uses for the explanation of the social relationship within the group (see Processing).

- Caution** : Some participants do not hold the yarn tightly so that it may be lost.
Some face difficulties to tell short and funny stories off-hand.
It has been experienced that some participants face problems and properly throwing and catching the yarn coil.
Some participants may move abruptly, throwing the yarn inattentively somewhere on the floor, thus spoiling the remaining social relation figure of the yarn.
- Hints** : Explain the necessity in the beginning to hold the yarn very tightly (use both hands rather than one!).
One co-facilitator assists the participants in throwing and holding the yarn coil because the lead facilitator is busy in supervising the discussion. Subsequently, (s)he will be the last to present (her)himself to the others.
All co-facilitators should join in because the participants are interested to learn more about them (personal background).
- Variations** : **(1)** Each participant to whom the yarn is thrown introduces himself briefly (the facilitator starts to set a certain standard, elaborating on his marital status, school and professional career, future wishes in one minute maximum!). Then a grouping in pairs is done while each pair gets ten minutes to find out among themselves:
- three things they have in common;
 - three things they don't have in common;
 - what the respective partner likes most.
- The findings are presented to the whole group by each pair turn by turn during a maximum of two minutes per pair.
Time requirement: 45 minutes.

- (2) Throwing of the yarn but without any short stories or introduction. This variation serves the purpose of finding groups of 2's (pairs) which get the task to present to the whole group after ten minutes: three common/uncommon things and what the partners like most (see **variation 1**).

The network issue and the participation of the facilitator remain the same. This variation serves to deepen the information about co-participants and to do a leap forward towards self disclosure.

- (3) If groups are built with this exercise, then the groups are to discuss during 15 minutes about their expectations towards the CEFE training. Common findings are communicated to the whole class in a plenary session. Total time requirement would be 45 - 60 minutes.

Processing

: The participants are asked to pull the yarn lightly so that the network of lines becomes clearly visible. How do they interpret this network of threads? *Elicit that this network demonstrates possible lines of communication between all the participants and the facilitators during training.*

Ask how they feel as part of this net(work)? *(Elicit the fact that everybody is a fully accepted member of the whole group in order to develop a group feeling. Stress the interdependence of all participants as learners during this training, referring to the action learning and the group dynamic approach. Let them draw the conclusion that everybody can contribute their share to the successful completion.)*

Explain that mutual learning (= learning from co-participants) is one of the training programme's objectives, and it will be monitored every day (mood barometer). Learning can only take place if there is an open atmosphere which enables everybody to stand up and speak out freely at any point in time. Make clear that facilitators – as the name indicates – are there to facilitate learning and not impose any subject matter contents on them.



Exercise	: Bus game
Code	: OPEN – 2-bus
Source	: PLA Notes, N° 32; Adaptation: CoT
Tested in	: Gazipur / Bangladesh Date: 2/98 By: U Thein Maung
Target group	: Illiterates

Objectives : Break the ice among participants and facilitators,
Energise the participants.

Use : Opening session.

Time : 10 minutes

Requirements : Lead facilitators; all co-facilitators.

Setting : Participants stand in U shape

Steps : (1) Inform the participants that they are waiting at a bus stand. The buses will depart to different "destinations" which are announced by you. The participants are then required to board the bus which brings him to the respective "destination". Announce with a loud voice the first destination: <village in which training takes place> and Dhaka. All those originating from <village in which training takes place> queue up in one line, all those from Dhaka in another. Ask the respective first person in line to play the driver, i.e. do as if he/she steers the wheel and move around freely in the room with the others from the same "bus" following. The movements are going on for about ½ minute.

- (2) Stop the "buses" with a loud voice and announce the new destinations: participants and facilitators with 3 or more children in one bus, those with up to two children in the other. Encourage the respective first persons in the queue to play the driver again (½ minute).
- (3) The third group of destination concerns famous actors: Razzak and Elias.
- (4) The fourth group of destination centres around their liking of certain fruits: banana and jack fruit. They queue up in the respective line representing their own taste.
- (5) The fifth and final destinations are "having already an income generating activity (IGA) or business" and those not having them. Again movements during ½ minute.

Caution : In the beginning the meaning of "buses" is taken more seriously than actually is required.
The session can be very loud.

Hints : Facilitators will join in the ice breaker.
Encourage the participants to wheel around as movement and loud voices will contribute to breaking the ice.
Before announcing the respective next round, stop briefly and count the number of people in the different queues; it's like giving the internal statistics of a group regarding certain criteria (origin, likes/dislikes, advancement in IGA identification, etc. according to the criteria applied).
Clearly indicate the different starting positions (bus stops) for the different groups (at least three meters distance between them) so that the persons joining in this line become clearly visible to all others.
In case, all groups (busses) take the same circular movement so that there is no more a distinction between them, "play" the traffic police" and redirect some groups into different directions.

Variations : (1) Regarding the different destinations and the need to get certain information from the facilitators' side. Adapt the busses' destinations always to the respective target groups' specific situations (i.e. there might be less or more according to your impressions in how far unfreezing has been achieved!).

- (2) Increase the number of destinations which depends largely on the criteria provided (e.g. the third step in this exercises regarding the number of children could easily be turned into 3 or more destinations according to the actual number or certain brackets of numbers such as 0-1, 2-3, 3-4, 4-5, 6 and more children.
- (3) If you operate with only two destinations (options) throughout the exercise, then it might be helpful that the <village in which training takes place> and Dhaka positions remain always the same so that the participants can always assemble at the same place, i.e. people in favour of bananas go to the Dhaka bus whereas those in favour of jack fruits assemble at the <village in which training takes place> position.

Processing

: Just mention that this energiser has permitted to get some basic ideas regarding some features of all participants and facilitators.

Link to the last destination (income generating activity) by pointing out that those participants who do not have identified one project idea should not worry because this will be dealt with during the training programme. Those who have a concrete project idea in mind will identify even others so that they can really compare which one seems to be the most viable one. This also will be taken care of during the training programme.



Exercise	: Symbols and nick names
Code	: OPEN – 3-symbols
Source	: Torsten Stripke
Tested in	: Gazipur / Bangladesh Date: 2/98 By: Abdul Wadud
Target group	: Illiterates

Objectives : Identify participants and facilitators by nicknames and symbols, Unfreezing.

Use : Opening session, Unfreezing.

Time : 20 minutes

Requirements : Lead facilitator, co-facilitator;

Different symbols (9 x 9 cm = 4 x 4 inch according to the breadth of a ZOPP card; such as house, shoe, basket, lamp, candle, etc. which represent well-known articles of their surrounding) pasted on the lower part of vertically used ZOPP cards (number according to participants plus facilitators + 10),

Set of 30 times all symbols (5 x 5 cm) neatly cut and piled per symbol,

"Name Chart" / "Cash Win Chart" of participants (see **Annex 1**),

Chart with all different symbols which are pasted with the help of small pieces of rolled masking tape;

Security pin for every participants.

Setting : Participants sitting in a semicircle.

Steps : **(1)** Tell the participants that for the time being nobody knows how the others are named with the exception of those who knew each other before. Explain the necessity that everybody chooses a nickname (preferably

a short one!) which might be the real name or any other name by which he/ she would like to be called throughout the training programme. Give them some time for thinking and ask them one by one to tell their nicknames (including the facilitators).

- (2) Then show the chart with different symbols pasted on a quarter flip chart paper and introduce them one by one (so that the participants can make up their mind which symbol to choose!). Ask them to choose one symbol and come quickly forward to pick their symbol ("first come – first serve"). Inform them that they should go back to their place after having picked their symbol. All the facilitators will choose among those symbols which remain on the chart.
- (3) Ask them now turn by turn (following the sitting order) to introduce themselves by nickname and symbol; let them explain why they have chosen the respective symbols ("What is the reason why you picked that symbol"). During the individual presentation phase, one co-facilitator writes down the name on the upper part of the vertical ZOPP card (lower part covered by the symbol). Meanwhile, the second co-facilitator writes down nicknames and sticks symbol on the prepared chart (see **Annex 1**). Then, the participants will fix their personal ZOPP cards with the help of security pins to their clothes.
- (4) Thank the participants for their participation, and lead over to the next session (administrative details).

Note: the "Name Chart / Cash Win Chart" (**Annex 1**) will be utilised throughout the training programme in order to note down all cash money (special prizes and during the exercises) won by the participants. That participant who finishes first on the last day will earn an additional 100 Tk cash award. This ongoing competition is meant to stimulate the participants' competitive spirit.

Caution

: During the picking of the symbols, some small "accidents" might occur.

Some participants might be disappointed if their favoured symbol has been picked by somebody else.

Hints

: Tolerate some disorder during the selection of the symbols because it contributes to the unfreezing of the situation.

Encourage participants whose favoured symbol has been picked to watch out for the second best among the remaining ones.

The additional columns on the name chart will be utilised during the training to note the prizes (cash money) won by the participants because the most clever participant will receive an extra prize (overall winner) of 100 Taka.

The other symbols which are already prepared will be utilised during the training programme for all interventions of the participants which are captured on ZOPP cards; the symbol helps to identify the author of the respective contribution. The set of symbols should be placed next to the ZOPP boards throughout the training programme.

Make sure that there is good co-ordination among the facilitators in announcing the participants' names which belong to the selected symbols (writing the chart) and the individual introduction providing the reason why the symbol has been selected. This can best be achieved if the sitting order is respected and if you make sure that everybody listens to the individual explanations.

The symbols should be clear in their meaning, if possible they are drawn by a professional artist.

Variations : (1) The symbols may be displayed on the ground so that the participants are closer by having a better view.

Processing : Not required

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Exercise	:	Administrative details
Code	:	OPEN – 4-admin-details
Source	:	CEFE Manual Adaptations: CoT Gazipur
Tested in	:	Gazipur /Bangladesh Date: 2/98 By: Kohinoor Yeasmine
Target group	:	Illiterates

Objectives : Familiarise the participants with the administrative details of the training programme,
Communicate the Do's and Don'ts being valid throughout the whole training programme,
Provide a forum to discuss open questions about the training.

Uses : Introduction to the rules and regulations during the CEFE training,
Opening day.

Time : 15 minutes

Requirements: All facilitators and personnel of the host institution;

Pictures on quarter flip chart paper to emphasise the different issues (such as speaker with a megaphone, a clock to symbolise the danger of penalties, four people to show the steering committee, a banknote to demonstrate that cash money is needed for some exercises),

Cash box (made of packing paper or carton),

Box for the mood barometer sheets (last session of the day),

Bell or any other instrument to call the participants on time into the training room,

Setting : Participants seated in a large semicircle.

Steps : (1) Tell them that during the following minutes you want to explain the main administrative details which need to be obeyed during the training programme in order to facilitate its smooth running.

(2) Refer to the different items as there are:

* daily **working schedule** (9 – 11.30; 12.00 – 14 o'clock or slightly longer).

- * **latecomers** (in the morning and for the second session) pay a **fee** amounting to 1 Taka per 5 minutes late; mention that the facilitators will pay the double amount). A cashier should be appointed / selected by the participants; if required he/she will get a helping hand from one facilitator for the bookkeeping process. Fines will be paid immediately when a latecomer enters the training hall.
 - * every morning a **speaker** resumes the main learning points of the preceding day during 5 minutes (ask already for a volunteer).
 - * during the break a **refreshment** (tea, biscuits, bananas) will be served.
 - * a **steering committee** meeting will meet after the end of the daily programme; it is composed of two participants and two facilitators who will meet during 15 minutes. All matters of concern will be discussed during that meeting, particularly regarding breaks, snacks and general comfort.
 - * inform them that training success will depend largely on their behaviour in terms of constructive **feedback** provided to the co-participants; we can only progress if we learn from each other.
 - * remind them to bring some **cash money** (10 to 20 Taka in small bank notes or coins) every day; explain that they can win much more if wise business decisions are done and that throughout the training programme there are many opportunities to win some money during competitions and exercises.
 - * refer to the "Name Chart" (introduced during the session explaining the use of the personal symbols) and explain that the participants will undergo a "**Cash Prize Competition**" throughout the training programme during which they can win small amounts of cash money; the different prizes won and the income cashed in through personal sales (mini projects) during the training programme (mornings, breaks, after class) will be written on this chart, and the best performer will get a specific award of – say – 100 Taka.
- (3) Encourage participants to ask questions wherever they have difficulties understanding the meaning of the administrative details.

Caution : Some participants feel too shy to ask questions!

The meaning of some administrative details may not be understood properly as the whole context of the training is not yet known to the participants.

Discussion on the amount for latecomers penalty is taking some time.

Hints : Answer each question exhaustively!

Emphasise those points which are crucial for the smooth conduct of the training such as group dynamics, action learning, punctuality, mutual help among the participants, etc.

Stress the self-determination of the participants as far as the accomplishment of their individual goals is concerned.

If there are some (semi-) literate participants: questions about a written schedule should carefully be answered by explaining that in the past it proved meaningful not to give daily schedules for several reasons (frequent changes of the programme due to situational needs; games' names are meaningless to the participants at this stage; absence of some participants who think that they already know the contents which adversely influenced the group dynamics process, etc.).

Nevertheless, you may give a rough timetable distinguishing between classroom activities, introduction of all modules through games and exercises, invitation of guest speakers, a plant visit (if valid), fieldwork, individual business plan preparation (refer to the CEFE workshop ladder which will be explained during one of the next sessions!) and the presence of bankers to provide feedback on the participants' contributions regarding their individual businesses.

Points to elaborate in more detail:

- * Daily attendance and its necessity in view of group dynamics!
- * Cash awards for some exercises and competitions. The money gained during personal sales in the training hall (among participants and from participants to the facilitators) will be recorded, too.
- * Make suggestions for the penalty amount per 5 minutes late to be paid by the participant; amount should not be too high but the fine should still "hurt" the latecomers or prevent absences and tardiness!
- * Make sure that this fund is managed by one participant (if possible to be nominated by the whole group during this session!) so that the facilitators can concentrate on the supervision of the training. In case, a cash collector cannot be nominated, postpone the decision until the next day. The group should decide about how to use this fund; instead of organising a party, the money may be donated, shared by all or used for other means at the end of the training.
- * Explain that a bell will be rung two minutes before the start of the next session, i.e., in the morning, after tea breaks as a signal that all participants should take their seats. Latecomers will be penalised as explained earlier.

Avoid lengthy explanations which may be boring for the participants at this stage where warming up is more important.

Facilitators will have to pay double or triple amount if they are late in the training room (Note that it is advisable if one facilitator comes late by purpose during the first day and that he/she pays immediately the penalty so that the participants can witness that this rules concerns everyone without exception!).

Variations : According to the locality some other administrative rules might be set.

Processing : Before proceeding to the next session, inquire if there are any questions which remained unanswered!

Stress the action learning and anti spoon-feeding approach of CEFE!

Mood barometer

				
1	Quality of the presentation			
2	Knowledge building			
3	Learning from co-participants			
4	Importance for your objectives			

Mood barometer

				
1	Quality of the presentation			
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Mood barometer

				
1	Quality of the presentation			
2	Knowledge building			
3	Learning from co-participants			
4	Importance for your objectives			



Exercise	: Levelling of expectations and course outline briefing		
Code	: OPEN – 5-outline		
Source	: CoT Gazipur		
Tested in	: Gazipur / Bangladesh	Date: 2/98	By: Abdul Wadud
Target group	: Illiterates		

Objectives : Express one’s expectations vis-à-vis the training programme,
 Inform the participants about the course contents (outline),
 Provide feedback on expectations mentioned,
 Understand the most important features of business planning with the help of a model (CHAIR).

Use : Opening day

Time : 30 minutes

Requirements : Lead facilitator,
 Flip charts displayed on a ZOPP board with 1) a CHAIR (business) and four legs representing the most important ingredients such as: project idea, competencies, (financial) resources and the solvent demand (*pre-pared as labels or symbols which are to be pinned next to the respective leg*) which need to be united in order to plan a sustainable business (**Annex 1.2**); 2) a CHAIR with one broken leg representing the failure of business if only one of these legs is not strong enough (see **Annex 1.2**).
 Table depicting the course programme outline with the most important events utilising different symbols (see **Annex 2**) depicting the most important contents / modules in a comprehensible manner

Setting : Participants seated in the usual U shape.

Steps : **(1)** Invite the participants to express freely why they have come to this training programme: “What are your expectations?” With what do you expect to part from this training course in terms of know-how, skills or knowledge?” Document their answers (along with their personal sym-

bols) on ZOPP board; take them as a point of reference and provide feedback in how far individual expectations can be met once the course outline has been explained (end of **step 4**).

- (2) Invite the participants to listen carefully to your explanations regarding the course outline because it will have some effect on their personal planning during these two weeks. Before going into detail, direct their attention to the flip chart depicting a CHAIR with four legs (**Annex 1.1**). Explain that the CHAIR represents the business they are planning to set up. This CHAIR can only be used if the four legs are strong enough to hold the respective person (entrepreneur) sitting on it. Ask them if they can imagine what these four legs stand for in a situation of real business preparation (*elicit project idea, competencies, financial resources and solvent demand through guiding questions*)? Any other ideas emitted by the participants might be written on flip chart so as to display their wealth of ideas; the correct ideas (see above) are encircled or underlined in a different colour to distinguish them clearly.
- (3) Explain that all the necessary steps leading to the identification of the four items will be covered in the training programme. But alert them that the lack of any of these items (legs) might lead to failing in business planning. Show the second picture depicting the CHAIR with one broken leg (**Annex 1.2**).
- (4) Lead over to the table which displays the training programme in broad lines (only modules are mentioned but no names of exercises! See **Annex 2**) and explain them in sequential order. Focus will be particularly laid on those days during which exceptional things will happen (market survey, presentation of project ideas to husbands, guardians, or bankers) so that they are enabled to plan accordingly. The simple book keeping device should be mentioned as well, because this is a recurring exercise which will need some time but which is expected to have a high impact on their future behaviour as business(wo)men.

- (5) Invite them to ask questions of general concern regarding the programme outline. Do not go too much into detail (time!). If required, repeat with others words the course programme's sub-modules and the different objectives.
- (6) Then, check the different expectations card by card by providing a concrete answer to them. If the expectation expressed can be satisfied, mark ✓; if it is out of reach during this training programme mark X and explain the reasons based on the course outline provided, and if there is a certain chance of adapting the programme to a certain expectation (particularly if this expectation is expressed by more than one participant!) mark (✓) and explain that the facilitators will see in how far they can integrate that expectation into the course outline.
- (7) Ask their attention to have a final word on some of their (presumably) hidden expectations (credit). Mention that experiences show that micro and small businesses set up exclusively with the entrepreneur's money are more appropriate because there will be no heavy debt which needs to be repaid. What will happen if the business fails?

Caution

: The participants want more detailed information on the different sub-modules.

The meaning of the four legs of the CHAIR model are not properly understood because they are too abstract.

Hints

: Do only display the CHAIR flip chart paper with the four legs without their labels; introduce the labels one by one. The picture of the broken CHAIR will be shown at a later stage.

Refrain yourself from going too much into detail, and tell them that precise information will be given in time when the respective exercises are due.

Variations

: (1) Firstly, explain the meaning of the chair's four legs, and then proceed to symbols for the next step. Instead of text for the different training programme modules, use different symbols or icons (*tested!!*). Examples are:

- Woman alone: her strengths and talents,
- Hands: skill abilities,
- Woman, house and people: family and environment,
- Woman and hen, frying pan as well question mark above her head: project idea
- Woman approaching a market (houses, people): market survey <in a red frame to underline the importance>
- Banknote with an arrow away: business expenditures,
- Banknote with an arrow in: estimated sales income,
- Woman in thinking posture (one hand below the chin): business decision to be taken.

(2) After **step 1** the expectations are categorised according to the training programme's modules. Another category takes care of all those expectations which might still be included into the training programme (while sacrificing other contents; this is only suggested if there is a

substantial number of similar expectations which can easily be integrated into the programme).

A last category displays all those cards (expectations) which definitely cannot be satisfied through this training intervention such as credit demands from the facilitators or the organisations institutions (if she doesn't provide credit!), technical training issues (e.g. new designs, poultry issues, specific fisheries information, and so on).

Note: honesty in levelling the expectations pays off as compared to half-baked answers which leave the participants without any definite answer and with a certain hope that their expectations might be fulfilled.

Processing : Not required

Annex 1.1

CHAIR Model - business preparation -

Annex 1.2

Broken CHAIR Model - failed business preparation -

Annex 2

CEFE training programme for illiterates – (main exercises in a methodological overview)

SME = Speaker, Mood barometer, Energiser

Time	7.8. (Fr)	8.8. (Sa)	9.8. (Su)	10.8. (Mo)	11.8. (Tu)	12.8. (We)		14.8. (Fr)	15.8. (Sa)	16.8. (Su)	17.8. (Mo)	18.8. (Tu)	19.8. (We)
09 ⁰⁰ – 11 ³⁰	Welcome	SME	SME	SME	S	S		SE	SE	SE	SE	SE	SE
	Yarn coil Bus game Symbols	Necklace production exercise	Environmental screen	Khichuri (4 Ps)	Final project selection (micro screen)	Market Survey		2. feedback session	Highest income months	My cost categories (continued)	Monthly income forecast	Preparation for presentation	Project Action Planning
	Adm. details Course outline		Simple project identification		Cooking oil (Demand – Supply)				Muri making (Production cost)	Monthly cost calculation			(Gantt Charting)
12 ⁰⁰ – 14 ³⁰	Strengths detector	Necklace (ctd.)	Micro Screening in plenary	Khichuri (continued)	Marketing mix (board game)	Market Survey (ctd.)		Calendar	Muri making (continued)	Monthly cost calculation (continued)	Yearly cash flow	Presentation to bankers	Individual book keeping format
	Daily mood barometer	Simple book keeping device		Marketing strategy (mini market)	Final market survey prep.	Feedback session			My cost categories				Final evaluation
Extra curricular activities		B. keeping	B. keeping	B. keeping	B. keeping			B. keeping	B. keeping	B. keeping	B. keeping	B. keeping	
		Mood barometer	Mood barometer	Mood barometer	Mood barometer	Mood barometer		Mood barometer	Mood barometer	Mood barometer	Mood barometer	Mood barometer	
MODULES	OPEN COMPET	COMPET	COMPET PPMATCH	MARKET	MARKET	MARKET		MARKET	MARKET	FINANCE	FINANCE	FINANCE	END
	BUSINESS PLANNING												