



**NUCAFE**

# **NUCAFE Training Curriculum**

# Introduction

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Smallholder coffee farmers have been taken advantage of by middlemen who keep the majority of the wealth tied to the profits generated from coffee sales, leading to a perpetual cycle of poverty within these agriculturally based communities. NUCAFE aims to establish a market-driven system of coffee farmer enterprises and organizations which are empowered to increase their household incomes through enhanced entrepreneurship and innovation. NUCAFE has been working to alleviate this issue by eradicating the need for middlemen, assisting farmers' crops progress through the value chain, and allowing farmers to maintain ownership and control of their crops until they are sold.

NUCAFE is aware of the continued exploitation of smallholder farmers outside of its network of support, so NUCAFE intends to expand and extend its network of support. Ultimately, the goal is to include the remaining coffee farmers in the region as well as farmers specializing in other cash crops throughout East Africa. This will allow these additional smallholder farmers to increase the level of wealth in their communities and develop an entrepreneurial spirit. This can be accomplished by optimizing and universalizing the current curriculum used to train farming cooperatives and adding financial literacy elements. This will allow NUCAFE to extend its support to cash crop farmers that specialize in crops other than coffee. Expanding to include elements of financial literacy that encourage the development of an entrepreneurial mindset will serve as a means to increase their ability to take their future into their own hands.

One of NUCAFE's key operations is agricultural extension training that is used to train cooperative leaders, hub managers and trainers of trainers (TOTs). NUCAFE's current curriculum follows the banking model of education, in which education is seen as an act of depositing information in the minds of students. It is important to move away from this model to a more participatory-based method of learning in NUCAFE's training curriculum. An optimized framework will break down the various sections of this training curriculum to focus on topics such as the Farmer Ownership Model, business management, value addition, and marketing. This framework will work to help establish a system that fosters the creation of a dialogue between trainers and students, as both of these individuals are involved in the process of teaching each other.

The goal of this training curriculum framework and learning is to change the way NUCAFE thinks about its approach to farmer learning; the current way that farmer learning is approached limits farmers' ability to actively learn and participate, lowering their overall rates of retention of lesson material. To further NUCAFE's

impact, we have created a curriculum framework that uses innovative teaching and learning practices to enhance the farmer learning experience. The overall goal of the curriculum is to increase farmers’ overall financial literacy as well as their agency and engagement with the Farmer Ownership Model (FOM). This curriculum can provide an effective basis for communicating NUCAFE’s mission. This framework will not only aid coffee farmers in becoming more entrepreneurially minded, it will help them in successfully owning their coffee along the value chain. This will enable farmers to have more sustainable livelihoods, leading to faster societal transformation in their local communities.

<b>Current Problems with Trainings</b>	<b>Proposed Solutions with Curriculum</b>
There is a lack of information retention among farmers following trainings due to language barriers and miscommunication.	Shift away from lecture-heavy and literature-heavy lessons, Increase the rate of active participation and learning within trainings by implementing more participatory-based and activity-based trainings
NUCAFE trainings rely predominantly on passive learning, limiting the effectiveness of trainings.	Development of an active learning-based framework that combines elements of NUCAFE’s current curriculum materials with previous training materials focused on the Farmer Ownership Model, financial literacy, and sustainable agriculture.
NUCAFE lacks a direct method to measure training satisfaction from farmers, Trainers of Trainers (ToTs), and business managers.	Survey Toolkit will provide NUCAFE with the tools required to administer a survey that can assess training satisfaction and impact through SMS, WhatsApp, or a phone call.

The framework of the curriculum covers 6 topics: the Farmer Ownership Model, Governance and Leadership, Production and Productivity, Family Business Management and Succession Planning, Value Addition, and Marketing. Within each of these topics, there are 3-4 subtopics.

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# Learning Philosophy

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Our learning philosophy focuses on participatory-based learning with an emphasis on active learning among farmers and trainers alike. The current learning philosophy does not effectively address the need for active learning, maintaining a standard of passive participation that hinders long-term retention and understanding among those receiving training. The updated training curriculum includes a mix of activity-based learning as well as a more balanced mix of trainer-led and farmer-led instruction. The structure of the curriculum was created with an emphasis on farmers' active involvement while building a meaningful connection between the various overarching topics covered in NUCAFE's trainings. These activities were created with the intention of improving farmers' understanding of business acumen, minimizing their reliance on NUCAFE's business infrastructure, and improving their confidence in themselves throughout their personal entrepreneurial journeys. Simply introducing these activities is not enough to create this level of impact, as trainers and business managers must fully understand and encourage active participation and critical thinking among farmers when administering this training. With this in mind, we believe that those who participate in these trainings must maintain a level of active involvement that will encourage them to develop a sense of ownership of these lessons. This level of focus and purpose will enable farmers to reach a point of comprehension and understanding where they can effectively and completely redistribute the core lessons to others, should the need arise. It is crucial that the impact and satisfaction of these training sessions are regularly monitored and improved upon. Training satisfaction and effectiveness will be measured through frequent assessments and surveys of all training recipients. These results can then be collected to make improvements and additions to the curriculum framework in future years. These training materials will allow farmers to stimulate a shift towards a more self-reliant future, using NUCAFE's support as a stepping-stone to developing their own successful agricultural businesses.

When developing these lessons, cultural contexts and education levels ought to be considered. Not every cooperative has the same language or literacy rates, and as a result, a certain level of patience, understanding, and fluidity must be maintained as lessons are uniquely tailored and translated for specific populations. As a general rule of thumb, visuals should accompany a majority of lesson plans when possible. A visual is able to transcend language barriers and increase levels of retention and transferability among trainers and farmers alike. Some examples of lesson visuals can be found accompanying the financial literacy activities on pages 14, 15, 23 & 27. Not all farmers will be literate, so the curriculum ought to be constructed with that in mind. Shifting away from lecture-based lessons and literature-heavy

instruction will ensure an increase in levels of comprehension and understanding. Lecture-based lessons and literature-heavy instruction limit the level of retention of those being trained, predominantly due to a lack of active participation, leading to passive learning that ultimately keeps those being trained from fully digesting and retaining what is being taught. In addition, lessons drawn out for an extended period of time without direct involvement with those being taught end up losing the attention of those that are meant to be learning, resulting in vital lessons remaining unlearned. This result is shown in the study "A Comparison of Short Term and Long Term Retention: Lecture Combines with Discussion Versus Cooperative Learning." Bringing physical reference resources that connect to lessons will be imperative in increasing the retention of information since literate farmers and trainers will be able to review the information and reshare it when necessary. Some examples of physical reference resources include notes taken by trainers to assist with activities as well as visuals to complement lessons will be shown in the financial literacy activities section.

# Coffee Curriculum Framework

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This coffee curriculum framework includes 6 core modules that focus on the Farmer Ownership Model, Family Business Management, Production and Productivity, Governance and Leadership, Value Addition, and Marketing. Each of these core modules is further broken down into various sub-topics that will allow trainers to help farmers and business managers gain a firm understanding of these topics. The chart below also includes explanations on the inclusion and order of specific modules in this framework. Breaking down the structure of this framework into smaller sections will make the curriculum more manageable for training participants. This provides a contrast to NUCAFE’s current training sessions, which can be slightly more intimidating as they can last for several hours and span various topics.

<b>Module</b>	<b>Topic</b>	<b>Subtopic</b>	<b>Explanation on Order</b>
1	Farmer Ownership Model	<ul style="list-style-type: none"> <li>• Entrepreneurship Behavior</li> <li>• Financial Sustainability</li> <li>• Gender Equity</li> </ul>	Beginning with financial literacy, entrepreneurial behavior, and the farmer ownership model helps set the stage for attentive and enthusiastic learning and development.
2	Family Business Management	<ul style="list-style-type: none"> <li>• Gender Equity</li> <li>• Youth Engagement</li> <li>• Diversifying sources of Income</li> </ul>	Leads right into diversification of income and the incorporation of women and children in this process to help build a cohesive community and a universal sense of entrepreneurship.
3	Production and Productivity	<ul style="list-style-type: none"> <li>• Climate Resilience best practices</li> <li>• Entrepreneurial Risk-Taking</li> <li>• SACCOS</li> </ul>	Shifts to the introduction of entrepreneurial risks and banking (SACCOS) then to the actual agricultural elements of crop development
4	Governance and	<ul style="list-style-type: none"> <li>• Local Government</li> </ul>	Covers government and

	Leadership	<ul style="list-style-type: none"> <li>• Regional Government</li> <li>• Cooperative and Association Structure</li> </ul>	business structure so farmers/families understand their role and importance relative to the farmer ownership model
5	Value Addition	<ul style="list-style-type: none"> <li>• Quality Control</li> <li>• Post-Harvest Handling</li> <li>• Certification Schemes</li> </ul>	The latter end of training focuses on the final elements of the crop's journey through the value chain and quality control through this process
6	Marketing	<ul style="list-style-type: none"> <li>• Coffee Markets 101</li> <li>• Marketing your Coffee</li> <li>• Customer Satisfaction</li> </ul>	Finishing it all off with how their coffee is noticed and sent to markets and ultimately why it sells in the first place

## Activity 1: Financial Literacy and Effective Business Practices

Drawn from the Maasai Business Training Manual

Learning Goal	To develop a firmer grasp on the importance of financial literacy and generate a list of actions that increase positive cash flow; Participants will leave this activity with notes covering strategies to minimize unneeded expenses and to maximize their household income.
Overview	<p>The participants will be split into groups of 5-6 people and each of these groups will be given one of three different scenarios detailing farmers who take different approaches to their finances:</p> <ol style="list-style-type: none"> <li>1. Someone whose business is losing money</li> <li>2. Someone whose business remains small</li> <li>3. Someone whose business is growing</li> </ol> <p>Trainers will work with each group to go through each scenario and discuss how they ended up and what factors led to that result. After this portion of small group activity, the groups will rejoin and offer their thoughts to the larger group to come up with helpful strategies and activities that can prevent less desirable outcomes and improve their overall financial stability</p>
Materials Needed	<ul style="list-style-type: none"> <li>• A month's income worth of fake money or items to act as fake money</li> <li>• Written instructions to be given to each group</li> <li>• Posters or some way of noting group ideas and points</li> </ul>
Instructions	<ol style="list-style-type: none"> <li>1. Participants will be informed of the activity and given written copies of the activity if available</li> <li>2. Trainers will split up participants into even groups and give a set amount of an item to act as fake money. Ideally, they will be split into groups of 5-6. Each group will split into solos or pairs and will be assigned one of the three scenarios</li> <li>3. Trainers will then rotate between groups, working with the participants to look through the three varying scenarios to compare the impacts of their financial habits/decisions</li> <li>4. Groups will brainstorm habits that can help supplement their income or help them save money. These ideas will be compiled onto a list for the participants to have for themselves as well as to share with the larger group</li> <li>5. Groups will reform into one large group and share their small groups' findings and trainers will compile this list of ideas</li> <li>6. Using these findings, trainers will then summarize these ideas into notes -- preferably with visuals to simplify concepts -- and give copies to participants when possible</li> </ol>

## Too Many Expenses

Work with participants to play through the following scenario.

Even when money is flowing into your business, it might fail if too much is flowing out at the same time. This happens if you have too many expenses, or take too much out for a living.

Try playing through this scenario.

- Timanoy invests cash of 3 to start her bead business. Cash:3 / Owners Cash:3
- Timanoy uses all the cash to buy beads. Stock:3 / Owners Cash:3
- Timanoy sells 2 worth of stock and gets 3. (Profit of 1) Cash:3 / Stock:1 / Profit:1 Owners Cash:3
- Timanoy uses 2 for her family. (Loss of 2) Cash:1 Stock:1 Loss:1 / Owners Cash:3
- Timanoy buys new stock for the remaining cash of 1. Stock:2 Loss:1 / Owners Cash:3
- Timanoy sells 2 worth of stock and gets 3. (Profit of 1) Cash:3 / Owners Cash:3
- Timanoy uses 2 for her family. (Loss of 2) Cash:1 Loss:2 / Owners Cash:3
- Timanoy buys new stock for the remaining cash of 1. Stock:1 Loss:2 / Owners Cash:3
- Timanoy sells 1 worth of stock and gets 2. (Profit of 1) Cash:2 Loss:1 / Owners Cash:3
- Timanoy uses 2 for her family. (Loss of 2) Loss:3 / Owners Cash:3

## **Scenario: Staying Small**

Work with participants to play through the following scenario.

Timanoy has been running her bead business for a while. Each week she goes to the market and sells beadwork. Timanoy usually sells all the beadwork that she brings and gets 4 in cash. The 2 she uses for buying new beads, while the other 2 are used for buying food for the family.

→ Timanoy takes out cash of 2. (Loss of 2)  
Stock:2 / Owners Cash:2

→ Timanoy sells her beadwork at the market for 4. (Profit of 2) Cash:4 / Profit:2 Owners Cash:2

→ Timanoy Buys stock for 2.  
Cash:2 Stock:2 / Profit:2 Owners Cash:2

→ Timanoy takes out cash of 2. (Loss of 2)  
Stock:2 / Owners Cash:2

→ Timanoy sells her beadwork at the market for 4. (Profit of 2) Cash:4 / Profit:2 Owners Cash:2

→ Timanoy buys stock for 2.  
Cash:2 Stock:2 / Profit:2 Owners Cash:2

→ Timanoy takes out cash of 2. (Loss of 2)  
Stock:2 / Owners Cash:2

## **Scenario: Growing**

Work with participants to play through the following scenario.

Timanoy decides to try to make her bead business grow. To sell more beadwork she needs more money for buying beads. To get the money, she tries to take out less money from the business for some weeks.

→ Buying stock for 3.

Cash:1 Stock:3 / Profit:2 Owners Cash:2

→ Taking out cash of 1. (Loss of 1)

Stock:3 / Profit:1 Owners Cash:2

→ Timanoy sells beadwork of 3 at the market for 6. (Profit of 3)

Cash:6 / Profit:4 Owners Cash:2

→ Buying stock for 3.

Cash:3 Stock:3 / Profit:4 Owners Cash:2

→ Taking out cash of 3. (Loss of 3)

Stock:3 / Profit:1 Owners Cash:2

→ Timanoy sells beadwork of 3 at the market for 6. (Profit of 3)

Cash:6 / Profit:4 Owners Cash:2

→ Buying stock for 3.

Cash:3 Stock:3 / Profit:4 Owners Cash:2

→ Taking out cash of 3. (Loss of 3)

Stock:3 / Profit:1 Owners Cash:2

→ Timanoy sells beadwork of 3 at the market for 6. (Profit of 3)

Cash:6 / Profit:4 Owners Cash:2

→ Buying stock for 3.

Cash:3 Stock:3 / Profit:4 Owners Cash:2

→ Taking out cash of 3. (Loss of 3)

Stock:3 / Profit:1 Owners Cash:2

## Key Observations & Questions

### 1) Too Many Expenses

Now there's no stock left - and no cash to buy new stock for. The business has failed! What happened? What mistake did Timanoy make?

Timanoy took out too much for a living, which caused the business to dry out. Each week Timanoy got 3 from selling beadwork, but they cost her 2 to make. So actually the profit from sales each week was only 1. When she took out 2 for living, she was drying out the business. She picked more leaves off the tree than what had time to regrow.

Your business can fail if the value of your stock is decreasing, and you don't realize it. In the end, you will run out of stock, and might not have money to buy new stock.

Money for living is an expense for the business. Customers who never payback credits, bad prices, or food that turns bad are other types of expenses.

How can you avoid too many expenses? Be careful about how much

The money you take out of the business. It's good to keep some kind of records, so you know how your business is doing.

### 2) Staying Small

Did the participants see a pattern?

The same thing was happening every week: Timanoy takes out 2 for living, and uses 2 for buying new beads. The business never grows.

### 3) Growing

By taking out less money in the beginning, the business could grow. When it becomes bigger, Timanoy can take out 3 each week, instead of just 2.

Ask participants what are the benefits and disadvantages of the two Ways?

Ask the participants what is different about the new way Timanoy runs her business?

## Activity 2: Entrepreneurship Behavior

Drawn from The Farmer Ownership Model Development Module

<p>Learning Goal</p>	<p>The overall objective of implementing the farmer ownership model module is premised on the challenge that is threefold:</p> <ol style="list-style-type: none"> <li>1. To empower farmers to develop downstream agribusiness value addition services, as well as upstream activities (such as supplying inputs).</li> <li>2. To enhance productivity.</li> <li>3. To support farmers to operate in the most profitable value chains within a conducive policy environment.</li> </ol>																														
<p>Overview</p>	<p>Farmers will explore the progression of their coffee throughout the value chain.</p> <p>Throughout the activity, participants will work in small groups of 4-6 individuals. The first half of the activity will focus on having each of the groups recreate the steps in the coffee value chain displayed in the first example figure.</p> <p>The second half of the activity will have each group of participants focusing on one specific step in the coffee value chain. Participants will explore the downstream importance this individual step will have in adding value to their coffee. Each group will then present their findings for 5 minutes to the larger group.</p>																														
<p>Materials Needed</p>	<ul style="list-style-type: none"> <li>• Large sheets of poster paper (one per group)</li> <li>• Markers for each farmer</li> </ul>																														
<p>Instructions</p>	<ol style="list-style-type: none"> <li>1. Begin by presenting "The Principles of the Farmer Ownership Model" as well as "A Situational Analysis of the Coffee Value Chain." Draw the figure below and explain each individual step in the coffee value chain.</li> </ol> <div data-bbox="397 1312 1396 1816" data-label="Figure"> <p>The diagram illustrates the coffee value chain with the following stages and prices:</p> <table border="1"> <thead> <tr> <th>Stage</th> <th>Price in US\$ (Farmer)</th> <th>Cost in US\$ (Consumer)</th> </tr> </thead> <tbody> <tr> <td>Coffee flowers</td> <td>1 tree = US\$ 0.11</td> <td>1 tree = US\$ 0.15</td> </tr> <tr> <td>Green berries</td> <td>1 tree = US\$ 0.17</td> <td>1 kg = US\$ 0.20</td> </tr> <tr> <td>Red cherries</td> <td>1 tree = US\$ 0.40</td> <td>1 kg = US\$ 0.35</td> </tr> <tr> <td>Dry cherries</td> <td>1 tree = US\$ 0.60</td> <td>1 kg = US\$ 0.050</td> </tr> <tr> <td>F.A.O ungraded</td> <td>1 tree = US\$ 1.00</td> <td>1 kg = US\$ 0.10</td> </tr> <tr> <td>Graded AA coffee</td> <td>1 tree = US\$ 2.00</td> <td>1 kg = US\$ 0.15</td> </tr> <tr> <td>Roasted beans</td> <td>1 tree = US\$ 10.00</td> <td>1 kg = US\$ 4.00</td> </tr> <tr> <td>Roasted &amp; ground</td> <td>1 tree = US\$ 30.00</td> <td>1 kg = US\$ 8.00</td> </tr> <tr> <td>Consumer</td> <td>-</td> <td>1 kg = US\$ 0.63</td> </tr> </tbody> </table> </div> <ol style="list-style-type: none"> <li>2. Split up participants into even groups containing 4-6 participants</li> </ol>	Stage	Price in US\$ (Farmer)	Cost in US\$ (Consumer)	Coffee flowers	1 tree = US\$ 0.11	1 tree = US\$ 0.15	Green berries	1 tree = US\$ 0.17	1 kg = US\$ 0.20	Red cherries	1 tree = US\$ 0.40	1 kg = US\$ 0.35	Dry cherries	1 tree = US\$ 0.60	1 kg = US\$ 0.050	F.A.O ungraded	1 tree = US\$ 1.00	1 kg = US\$ 0.10	Graded AA coffee	1 tree = US\$ 2.00	1 kg = US\$ 0.15	Roasted beans	1 tree = US\$ 10.00	1 kg = US\$ 4.00	Roasted & ground	1 tree = US\$ 30.00	1 kg = US\$ 8.00	Consumer	-	1 kg = US\$ 0.63
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each. Each group will receive a large poster paper and each farmer will receive a marker.

3. Participants will work for 15-30 minutes within their groups to replicate the model of the coffee value chain, along with small written descriptions of each step in the value chain.
4. Walk around the room and answer any questions the farmer groups have as they construct their models.
5. After the groups have finished drawing their models, assign each group to a specific step in the coffee value chain (ex. Grading, roasting, etc.). Groups will assess how this specific step in the value chain is able to add value to their coffee. Participants will also explore how removing this specific step in the value chain could lead to possible downstream losses of value for their coffee. Groups will receive approximately 15 minutes to write their notes on the blank side of their paper.
6. Each group will then take turns verbally presenting their findings to the larger class.



### Activity 3: Gender Equity and Stereotypes

Drawn from Robert Gordon University Challenging Gender Stereotype Lesson Plans

Learning Goal	Examine stereotypes that both trainee participants and society hold of what men and what women should be. Stimulate and foster a discussion in which they can talk about their opinions and raise awareness of gender stereotyping.
Overview	This lesson will work to uncover common gender stereotypes found amongst Ugandan families associated with NUCAFE. Training participants will work to examine and uncover where these stereotypes originated from and how these gender roles can be challenged through discussion and questions. This activity will follow a lecture presentation focused on various gender norms and stereotypes as well as how gender equity can be achieved in the workplace and at home.
Materials Needed	No Extra Materials Needed
Instructions	<ol style="list-style-type: none"><li>1. Read out a few of the statements found in the list below, making sure to always ask the bolded statements. Ask for hands up if participants personally agree with the statement and no hand up if they disagree with the statement.</li><li>2. Facilitate discussion after all pupils have decided whether they will raise their hand after a certain statement, asking them why they have chosen their stance. <i>List of statements:</i><ol style="list-style-type: none"><li>a. People should go for the jobs they think they would be good at and are interested in.</li><li>b. Maths is really difficult.</li><li>c. <b>Your gender should have no impact on your work.</b></li><li>d. I would always encourage my children to do whatever subjects they want.</li><li>e. Merchandising is a profession best suited to women.</li><li>f. <b>Males and females are equal.</b></li><li>g. <b>Men are better than women at maths.</b></li><li>h. <b>Women do better in school than men.</b></li><li>i. Business and finances are a "mens" subject.</li><li>j. Being the only male/female in a class would put me off from choosing that subject.</li><li>k. The best job for you is one that matches your skills, abilities, and personal qualities.</li><li>l. Men are better at farmwork than women.</li><li>m. Women are better at domestic activities than men.</li></ol></li><li>3. After reading through the statements, give a description of gender roles which can be found below. This description can be</li></ol>

simplified, modified, and/or translated at the trainer's discretion. It can be helpful to include examples of some common gender roles mentioned by participants in the previous discussion.

**Explaining gender roles:** From an early age, we have a clear idea of gender roles which include what things we like, behaviors, and choices that are associated with being male or female. We then conform to those roles and identify with them. These ideas come from all sorts of sources - our families, the media, what we see in our world. Studies have even shown that parents speak differently to baby boys and girls and our cultural beliefs reinforce what is seen to be acceptable behavior of males or females. This includes what we do, what we like, and how we behave.

4. After completing this explanation and answering any participant questions about gender roles, ask the following questions to allow reflection from participants :
  - a. Why do you think there was so much agreement in the previous activity?
  - b. Where do these ideas come from?
  - c. Is it true that these are just women or men's things?
  - d. Where are these answers coming from?

## Activity 4: Fundamentals of Borrowing

Drawn from the Maasai Business Training Manual

Learning Goal	To understand the fundamentals of a loan and how to effectively handle the repayment.
Overview	In this activity, participants will be given an item to act as currency and model the act of receiving a loan and then repaying it back in weekly installments.
Materials Needed	<ul style="list-style-type: none"><li>• A set of example loan instructions per a pair of participants</li><li>• 20 beans per pair of participants</li><li>• A writing utensil to keep track of the loan repayment</li><li>• A piece of paper (One per participating pair)</li></ul>
Instructions	<ol style="list-style-type: none"><li>1. Trainers will explain the overview of the activity</li><li>2. Participants will be paired up and given the necessary materials to begin<ol style="list-style-type: none"><li>a. A piece of paper, writing utensil, 20 beans, and the written loan instructions</li></ol></li><li>3. Participants will follow the mock loan and work through the weekly transactions using the provided beans; each week's updates will be recorded on the sheet of paper provided.<ol style="list-style-type: none"><li>a. Trainers will supervise each pair, providing assistance when necessary.</li></ol></li><li>4. Once participants are finished, the group will come together and discuss their findings</li><li>5. Participants will write down these findings on paper and take these back with them once the discussion comes to a close.</li></ol>

### Loan Scenario

In this activity, participants will find a partner and then work through a mock loan. Below you will find a brief guide that details each of the changes during the seven-week period that you will be recording. Follow the guidelines below as you work through this mock loan scenario and record the change in money using the sheet below.

### Scenario Guide

- You start out with 4 shillings.
- You are given a loan that is worth 4 shillings.
- The loan plus 1 in interest must be repaid over five weeks, 1 each week.
- After the fifth week, the loan plus interest is paid back.
- You use 2 shillings during week 1 to buy seeds to grow vegetables
- Each week you use 1 shilling for general living expenses.
- Starting week 2, you buy fertilizer every other week for 1 shilling.
- During week 3, you sell your vegetables and make 2 shillings.
- For weeks 4-7, you sell your vegetables and make 3 shillings each week.

### **Scenario Recording Worksheet**

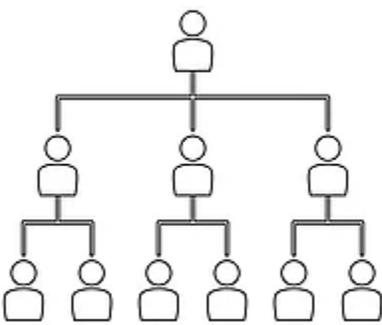
<b>Weeks</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
Investing cash(+)							
Getting loan(+)							
Selling vegetables (+)							
Buying Seeds(-)							
Buying fertilizer(-)							
Money for a living(-)							
Repaying loan(-)							
<b>Total In (+)</b>							
<b>Total Out (-)</b>							
<b>Total Remaining</b>							

### Solution sheet for Loan Scenario

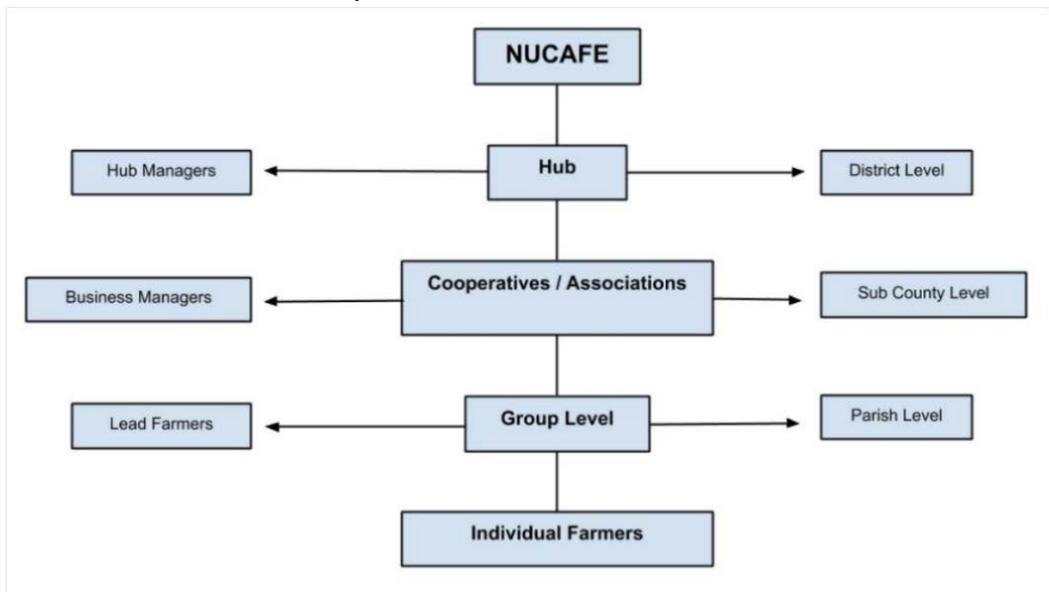
<b>Weeks</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
Investing cash(+)	◆◆◆◆						
Getting loan(+)	◆◆◆◆						
Selling vegetables (+)			◆◆	◆◆◆	◆◆◆	◆◆◆	◆◆◆
Buying Seeds(-)	◆◆						
Buying fertilizer(-)		◆		◆		◆	
Money for living(-)	◆	◆	◆	◆	◆	◆	◆
Repaying loan(-)	◆	◆	◆	◆	◆		
<b>Total In (+)</b>	◆◆◆◆◆◆ ◆◆		◆◆	◆◆◆	◆◆◆	◆◆◆	◆◆◆
<b>Total Out (-)</b>	◆◆◆◆	◆◆◆	◆◆	◆◆◆	◆◆	◆◆	◆
<b>Total Remaining</b>	◆◆◆◆	◆	◆	◆	◆◆	◆◆◆	◆◆◆◆◆

## Activity 5: Cooperative and Association Structure

Drawn from Organizational Structure of NUCAFE

Learning Goal	Define the importance of organizational structure in a business. Demonstrate how an organizational chart is created and used. Identify the tasks and roles needed to maintain a business and debate ways of organizing them.
Overview	Participants will learn about the organizational business structure of NUCAFE and what role they play in upholding this structure. Participants will be presented with a diagram of NUCAFE's organizational structure and will then work in groups to draw and recreate this model on their own. For the final activity, participants
Materials Needed	<ul style="list-style-type: none"> <li>• Large poster paper</li> <li>• Writing utensils</li> </ul>
Instructions	<ol style="list-style-type: none"> <li>1. Start the training session by asking participants to think about all the people who are needed in order for NUCAFE or any major company to successfully run. Ask them to shout out all the people they can think of, from the CEO to the farmer leaders, and write those positions on the board. Ask students to imagine how well the company would run if there was no structure to organize all these people.</li> <li>2. Move into an introduction and explanation of NUCAFE's organizational business structure: NUCAFE follows a line organization structure where direct lines of authority flow from top management and the lines of responsibility flow in the opposite direction. This is a top-down approach to management where the decisions are made by the top management and communicated to the lower-level staff in the hierarchy. Line managers are assigned to manage teams that operate with the intention of achieving an intended result. Line organization is the oldest and simplest method of administrative organization. In this type of organization, every employee clearly knows his or her position, and clear lines of authority and responsibility are allocated to all the employees.</li> </ol> <div style="text-align: center; margin: 10px 0;">  <pre> graph TD     A(( )) --- B(( ))     A --- C(( ))     A --- D(( ))     B --- E(( ))     B --- F(( ))     C --- G(( ))     C --- H(( ))     D --- I(( ))     D --- J(( ))             </pre> </div> <p>a.</p>

- b. Ask participants some of these questions to foster discussion about this particular organizational model:
      - i. Why is this a useful way to structure a business? What are the advantages?
      - ii. How do you see your own position in this organizational model?
3. Draw the organizational model below on a large sheet of paper. Give a brief explanation of NUCAFE's organizational structure: As an organization, NUCAFE is split into multiple hubs that can be found in various regions across Uganda. These hubs then contain multiple cooperatives and associations in each region which are managed by business managers. These business managers oversee farmers, farmer leaders, and Trainers of Trainers (TOTs) in each of the cooperatives.



4. Split participants into small groups and have them work for 20 minutes to recreate the diagram of the model on their own large sheets of paper. Circle around the room to answer any questions as they come up.
5. After all the groups have finished, participants will work individually for 15 minutes to draw the potential roles and business structure they could implement for their own small-scale coffee enterprises.
6. After this is complete, have participants reflect on what they learned about NUCAFE's organizational line structure and how these business structures may play a role in the development of their own coffee business.

## Activity 6: Coffee Quality Analysis

Drawn from the Coffee Quality Management presentation

Learning Goal	To recognize and be able to distinguish the quality differences among different coffee products from different regions.
Overview	In this activity, participants will be growing more familiar with coffee, growing accustomed to differences in taste, aroma, acidity, uniformity, etc. This will be accomplished through tasting each sample as a group taking notes on the different qualities that will be provided below and then discussing findings as a group.
Materials Needed	<ul style="list-style-type: none"><li>● 4-6 different collections of medium roast coffee</li><li>● One coffee mug per participant</li><li>● 7-10 grams of coffee</li><li>● Boiling water</li></ul>
Instructions	<ol style="list-style-type: none"><li>1. This activity will follow after the presentation on "Coffee Quality Management"</li><li>2. Set the water aside to boil and set up one mug per participant for the first type of coffee.</li><li>3. Explain the activity to participants as the water boils. This will be in accordance with the overview provided above.</li><li>4. Pour the coffee into the first round of mugs and explain the origin of that specific roast. As the roast is being explained, participants will taste the coffee using the cupping method shown in the coffee quality management training.<ol style="list-style-type: none"><li>a. Review: Cupping is a method used by coffee tasters, whereby coffee is sucked vigorously from a large spoon, whilst almost inhaling</li><li>b. Cupping is used to evaluate the cup profile, to understand minor differences of coffee from different regions, and to evaluate coffee for consistency, quality, and defects</li></ol></li><li>5. Following the first taste test, record the different sensations on the provided tasting evaluation sheet.<ol style="list-style-type: none"><li>a. Participants will be recording details in the following qualities of the coffee:<ol style="list-style-type: none"><li>i. Acidity - Sharp tang or tartness that is felt due to sweetness in the coffee</li><li>ii. Aftertaste - Feeling after swallowing or spitting the coffee.</li><li>iii. Flavour - The overall impression of the coffee.</li><li>iv. Body - The sense of heaviness, tactile richness, or thickness when you swish the coffee around your mouth.</li><li>v. Balance - A roast's overarching flavor (whether coffee is more sweet or bitter)</li></ol></li></ol></li></ol>

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|  | <ol style="list-style-type: none"><li>6. Once tasting and recording are done, discuss what was noticed with the coffee.</li><li>7. Repeat steps 3, 4, and 5 with the other roasts that are available.</li><li>8. Once the tasting, notes, and discussions are concluded, participants will keep their scoring sheets for each roast and are free to move on to the next segment of training.</li><li>9. This concludes this activity.</li></ol> |
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## Activity 7: Marketing your Coffee

Drawn from the Maasai Business Training Manual

<p>Learning Goal</p>	<p>Analyze different methods to attract customers. Learning to choose a marketing mix for their specific business, prioritizing price, product, place, and promotion.</p>
<p>Overview</p>	<p>Participants will learn about the Marketing Flower and the four elements of price, product, place, and promotion that influence marketing. Participants will then engage in a game in which they will be presented with a certain product and will have to discuss and decide which of the four elements would be most important to market that product. After finishing the game, participants will have a chance to expand their own coffee business plans by developing their own personal Marketing Flowers.</p>
<p>Materials Needed</p>	<ul style="list-style-type: none"> <li>• Large poster paper</li> <li>• Pieces of paper (one for each participant)</li> <li>• Writing utensils (one for each participant)</li> </ul>
<p>Instructions</p>	<ol style="list-style-type: none"> <li>1. On four pieces of paper, draw the symbols for the four elements of the Marketing Flower: price, product, place, and promotion.</li> <li>2. Introduce the Marketing Flower by first asking participants “why do plants have flowers? They attract insects! In the same way, your business needs to attract customers.</li> <li>3. Draw a big Marketing Flower on the flip chart, but don’t draw anything inside the four petals yet. Explain there are four main ways to attract customers. Ask participants if they can guess what they are. As participants guess them, draw the corresponding symbol in one of the four petals on the flip chart.             <ol style="list-style-type: none"> <li>a. The product itself, its quality, etc.</li> <li>b. The price of the product</li> <li>c. The place of the business</li> <li>d. How the product is promoted (signs, special offers, sales talk, etc.)</li> </ol> </li> </ol> <div style="text-align: center;">  </div> <ol style="list-style-type: none"> <li>4. Together, the mix of these four is called the Marketing Flower:             <ol style="list-style-type: none"> <li>a. Price is often not as important as we think. You might buy something because the shop was nearby or you like the atmosphere, or because you wanted a well-known brand.</li> </ol> </li> </ol>

If you think about successful brands, they are often not the cheapest. A lower price will often attract customers, but it will sometimes make people think that your product is of a low quality. Rather than just a low price, most people actually want the best value for their money.

- b. The product itself is very important. A good quality will make customers come back to buy again. You can also think of how to add value by providing something extra or a special service. For example, with coffee, you might offer to roast coffee the specific way a customer selects.
  - c. The place is where the business is located. For example, when you need something you buy often, like food, you don't want to walk far, and will often choose a business close by. So the place of the business is important. When you buy expensive things, you might be willing to travel far to get a good price or a special quality.
  - d. Promotion is how you make people aware of your product and business. Promotion might include signs in front of a shop, or explaining the benefits of a product to your customers. It also includes special offers.
5. Explain that price, product, place, and promotion are all important ways to attract customers. However, it's difficult to be the best in all four areas. Start by deciding which of the four are most important in your business. Then second, third, and finally what is least important.

Game: What would make you buy this?

6. The purpose of the game is to understand the four main reasons people buy things or services. You need four pieces of paper, with drawings of symbols for Product, Price, Place, and Promotion.



- a. Place the four drawings on four tables with space between them, preferable in different corners of the room. Make the participants stand up.
- b. Choose a typical product, for example, tomatoes. Ask participants to imagine that they're going to buy tomatoes. What would be most important to them: the quality of the tomatoes, the price, where they can buy it, or how it is promoted (how well the person selling it presents it, advertises it, etc.)?
- c. Each participant should now go to one of the four tables, according to what they think would be most important for

	<p>them. Go around at the different tables, and ask someone why they stand at that table? Try again with different types of products, for example, a haircut, a cow, beans...</p> <p>d. Ask participants what they discovered during the game? What did they learn? The game can show how people buy different types of products for different reasons. Different businesses require different Marketing Flowers.</p> <p>7. Participants should now work on their individual coffee business plans on their own individual pieces of paper. Explain that they need to decide how they want to attract their customers. Choosing the right Marketing Flower will help you sell more because it will satisfy the needs and tastes of your customers. As participants work, you should walk around at the tables, assisting as needed.</p> <p>8. Ask participants to reflect on the Marketing Flower, and how they can use it in their efforts to run a business. What was important? What new information did they learn?</p>
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# Universalized Curriculum Framework

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The universalized curriculum framework is a general overview of what the curriculum for cash crop farmers will look like when NUCAFE begins to expand to farmers specializing in cash crops aside from coffee. Elements pertaining to generally shared topics such as gender equity, financial literacy, and the structuring of cooperatives and associations will remain applicable regardless of the targeted cash crop. The primary difference between curriculums will be the instructions and details pertaining to the agricultural elements of the crop; this includes everything from land preparation, effective harvesting techniques, and tailored branding and marketing practices.

This acts as a guideline for curriculum development that NUCAFE can use to model the new crops' curriculums. Each of the six modules acts as a primary focus for the curriculum, expanding into more specific lessons that will assist farmers' development holistically. Each subtopic ought to include farmer-involved lessons that focus primarily on activity-based learning. There is a considerable amount of overlap between non-agricultural-based lessons so all of these lessons will be applied to each curriculum, regardless of the targeted cash crop.

Module	Topic	Subtopic
1	Farmer Ownership Model	<ul style="list-style-type: none"> <li>• Entrepreneurial Behavior</li> <li>• Financial Sustainability</li> <li>• Gender Equity</li> </ul>
2	Family Business Management	<ul style="list-style-type: none"> <li>• Gender Equity</li> <li>• Youth Engagement</li> <li>• Diversifying sources of Income</li> </ul>
3	Production and Productivity	<ul style="list-style-type: none"> <li>• Climate Resilience best practices</li> <li>• Entrepreneurial Risk-Taking</li> <li>• SACCOS</li> </ul>
4	Governance and Leadership	<ul style="list-style-type: none"> <li>• Local Government</li> <li>• Regional Government</li> <li>• Cooperative and Association Structure</li> </ul>
5	Value Addition	<ul style="list-style-type: none"> <li>• Quality Control</li> <li>• Post-Harvest Handling</li> <li>• Certification Schemes</li> </ul>

6	Marketing	<ul style="list-style-type: none"><li>• Crop Markets 101</li><li>• Marketing your crop</li><li>• Customer Satisfaction</li></ul>
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