



# ENTREPRENEURSHIP & BUSINESS DEVELOPMENT TRAINING REPORT NOVEMBER 2020

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DORA WARD 5, MUTARE DISTRICT

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**ENTREPRENEURSHIP AND BUSINESS DEVELOPMENT TRAINING REPORT**  
**05 – 06 NOVEMBER 2020**  
**MATIKA PRIMARY SCHOOL, DORA WARD 5, MUTARE**



Entrepreneurship and Business Development Training in progress

**Objectives of the training**

The objectives of the training were;

- i. To strengthen communal women farmers' participation in small scale agriculture value chain, and;
- ii. To support communal women farmers with off-farm and on-farm empowerment initiatives (which will include crop/produce value addition, digital literacy to enhance household food security and marketing of their products) to enhance household resilience and build food security.
- iii. To build the capacity of women communal farmers to adopt entrepreneurship and business development skills as they undertake COVID-19 adapted livelihood strategies to enhance value chain production.

## **Introduction**

An Entrepreneurship and Business Development training was conducted in Dora ward of Mutare. The training was run over two days, 05 and 06 November 2020 at Matika Primary school. The training targeted to build the capacity of women communal farmers to undertake COVID-19 adapted livelihood strategies, treat their farming activities as businesses and participate in the agriculture value chain production. The training focused on the following key areas;

- a. Principles of Group Management & Financial Literacy
- b. Entrepreneurship & Business Management practices
- c. Digital Literacy & e-Marketing
- d. Value Chain Development & Value Addition

## **Attendance**

Below is the disaggregated data of the participants who attended the training;

<b>Training</b>	<b>Females</b>	<b>Males</b>	<b>Female youth</b>	<b>Total</b>
Entrepreneurship & Business Development	36	17	6	<b>59</b>

The participants were drawn from across the whole ward and this was confirmed when the village register was called out. In the training there were no male youth participating, the register showed male participants above 36 years.

## **THE PROCESS**

### **Opening preliminaries**

The workshop was officially opened by the ward Councilor, Tonderai Gopito. He welcomed all the participants and appreciated them for leaving their demanding day to day tasks to attend the workshop, with some having travelled from far off places. Further on, Councilor Gopito received the organizers of the training, Artwell Goneso and Nyasha Nyatondo from Poverty Reduction Forum Trust and the Facilitator Mendy Mkondwa from Self Help Development Foundation.

### **COVID-19 Regulations**

The participants were reminded to be cognizant of the COVID-19 Regulations; maintaining social distance, wearing their face masks properly, and washing their hands frequently. Sanitizer was provided, water for drinking was provided. Since COVID -19 was still looming, food was saved as packed meals for the participants. Water was also saved since the heat wave was so intense.

### **Training sessions**

On the first day, the training sessions started around 1100hrs after the research validation process and ended at 1500hrs to allow the participants time to travel from their places and return in time. On the second day, sessions started at 0900hrs ending at 1500hrs. Stationery was provided for the participants to write notes for future reference. The facilitator led the sessions while a rapporteur posted the notes on flipcharts. The sessions were divided into eight topics and on each session the

facilitator and the participants drew up some action points. These action points will be reviewed on the second training.

### **Methodology**

In adult education it is known that adults learning through seeing, copying and practicing. Therefore, visual aids, group work, buzz groups, flipchart notes, case study/stories and a practical demonstration were applied during the training sessions. These allowed and encouraged active participation of the attendees. The training was also gender sensitive. Shona the local language was the main language used by the facilitator and the participants. Everyone was allowed opportunity to share their view points, while the set ground rules provided the rules of engagement and social contract for the duration of the training.

## **SESSIONS & MODULES**

### **Day One**

The first day started on a high note. Gathering from their expectations, the participants were eager to know more about farming and business practices; getting knowledge on disaster preparedness in their business practices; ways of re-establishing their businesses; means of marketing and transportation of their goods; and knowledge on post-harvest management. The facilitator used a “Session and Module” approach to ensure that everyone participated actively. The first activity was to demonstrate in a humorous manner, a Trust Building session. This made an ice-breaker to kick start the training.

#### **Session 1: Trust Building**

The session sought to build trust among the participants and between them and the facilitators. The participants were asked to each write down two true statements about themselves and one false one. As each one presented their statements, the rest of the participants were to detect the Truths and False statements about each other. This helped the participants to further get acquainted and to relax. The responses revealed that the participants knew each other very well. They were drawn from the same neighborhood and were inhabitants of the same villages. Trust in such a group was easy to establish due to prior relationships.

### **Module 1: Group Management**

#### **Objectives of the module**

By the end of the session, the participants were expected to:

- ▶ Know how to form a group and associated group dynamics
- ▶ Self-select themselves into groups

#### **Session 1: What is a Group?**

The Facilitator asked the participants to name the groups that they know, the purpose of their group, when and where they meet and finally how they manage each other. Participants named the



groups they have in their areas as mainly Mukando/Savings and Farmers groups. A sample of two groups, Munhanzva and Greenlight, were given the chance to elaborate further on their group information.

A group was defined as a formal (registered) or informal set of two or more people who are interdependent and interact to fulfill a common goal. A further explanation of different categories and types of groups was given - Task Oriented & Need based.

### Categories of groups

The Facilitator explained the two categories of groups noting that the group's purpose should be clear answering the 4Ws & H (What, Why, When, Where, and How).

#### 1. Task oriented groups

*Example illustrated:* Forming a group to build a foot bridge to allow farmers to get to their farms without any dangers.

#### 2. Need based groups

*Example illustrated:* Forming a group to save money to satisfy capital needs; farmers groups to satisfy marketing needs

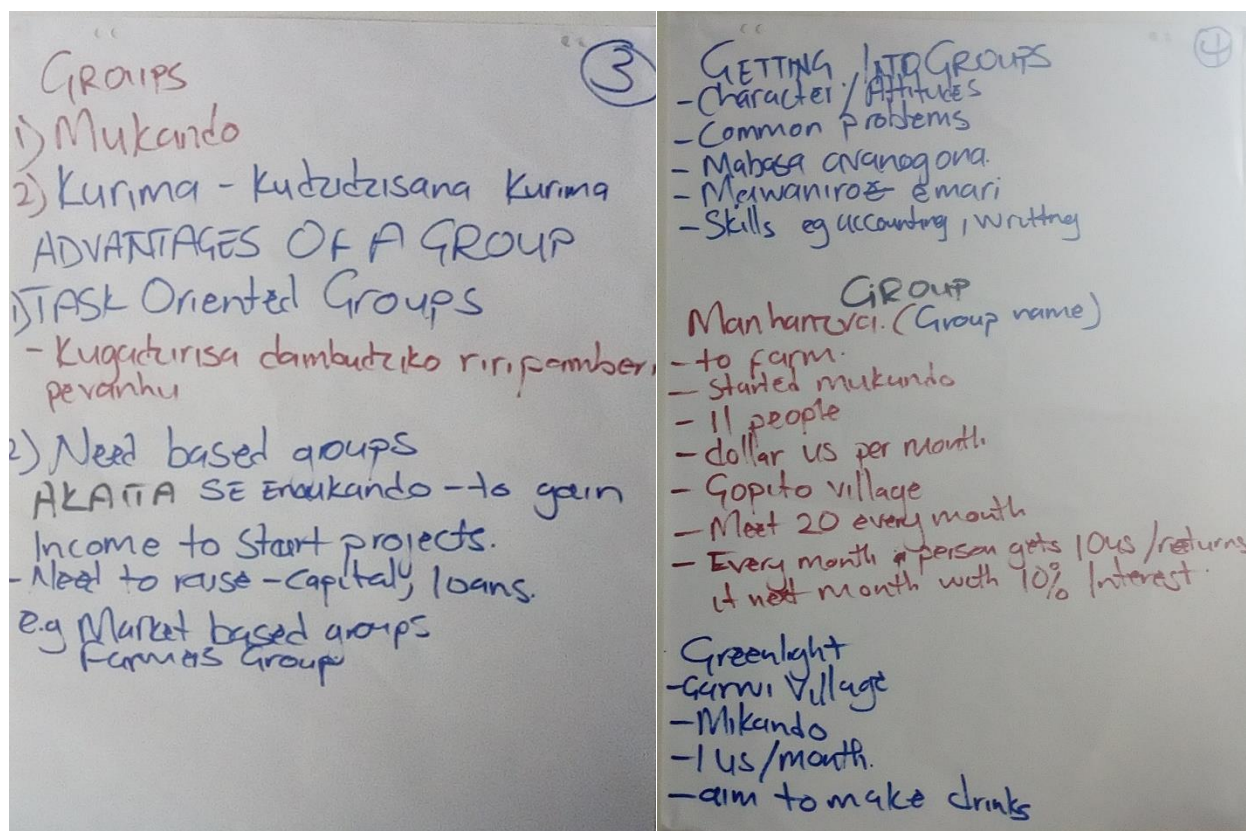


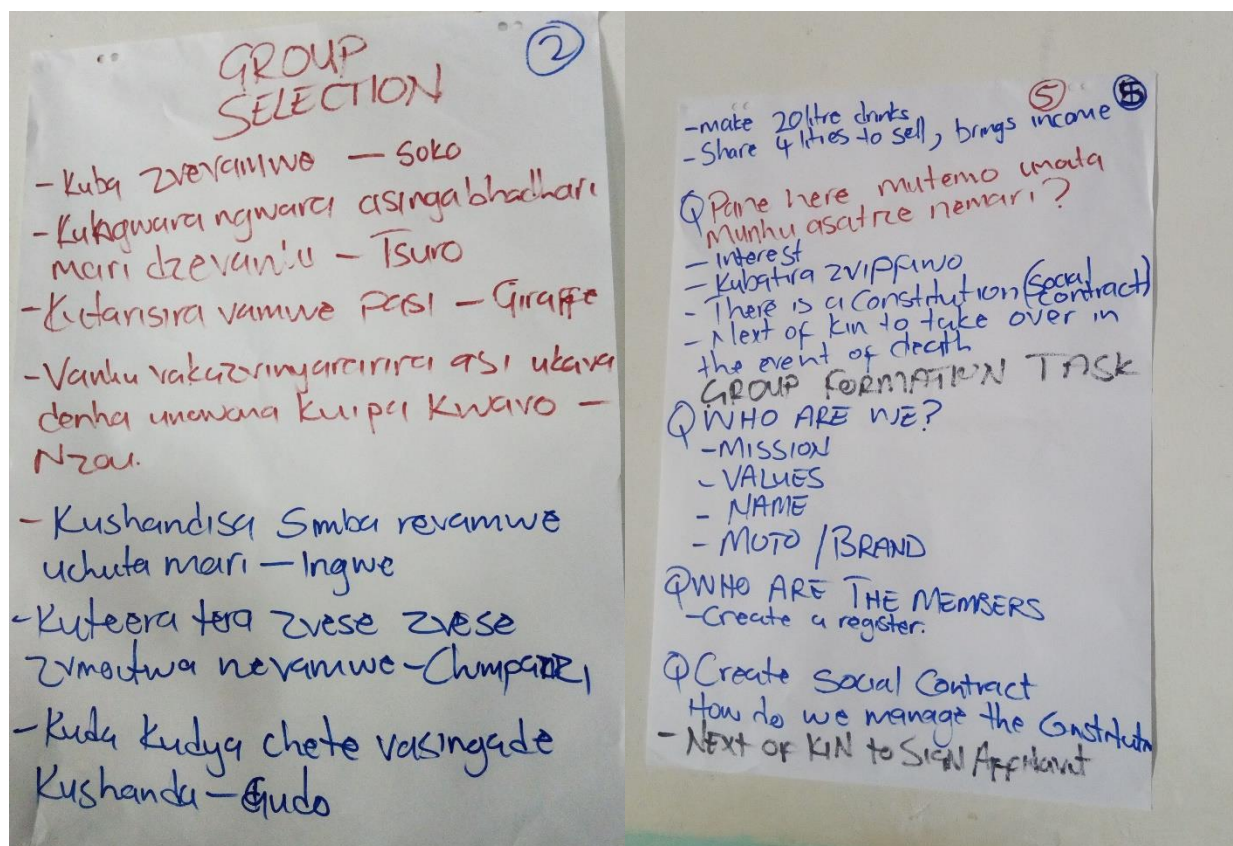
Illustration of feedback from the participants

The participants were able to draw out the different push factors of forming groups. They understood the purpose of forming groups' could be in-order to fulfill different requirements either tasks or needs. Although the participants mentioned having some groups, they mentioned having learnt that groups can be need or task oriented, meaning that groups can continue to exist well after

formation and some can cease to exist soon after the task is fulfilled. Therefore it was noted that it is important for them to define the purpose of their group whenever they form groups.

## Session 2: How to select group members

The facilitator was gave participants several cards with different animals. Participants were asked to describe how each of the animals behave and how it associates with others. Good and bad characteristics of the animals were mentioned in plenary. The second step was to link the feedback with the group dynamics, what these animal characters mean regarding peoples' characters when in groups.



At the end of the session participants were aware that group selection of members is key in that certain attributes (skills, knowledge and attitudes) shape the group and might help strengthen or break the group. Therefore groups should self-select.



*Illustration of importance of self-selection on Group formation*

The facilitator explained that, for Task Oriented groups, you need a variety of skills, knowledge & attitudes required for that task, while for Need based groups, the need is the back-bone. The participants were able to see from the illustration of animals of the same characters and attitudes that they are happily doing their business while that group of mixed characters, everyone does their own thing and does not pay much attention to another. This therefore means the groups can either continue or disintegrate.

At the end of the session, participants had learnt that groups are formed for working together; sharing information; and to associate for certain needs and tasks.

### **Session 3: Operationalizing the group**

The participants were given a task to go do: and form group using the criteria learnt, define the

- i. Create a group and give it a name;
- ii. Define the Purpose/type of the group (savings, commodity groups, whatsapp, church);
- iii. Who are the members (Register)
- iv. What attributes (skills, knowledge, attitudes) does the group members have;
- v. Where they want to meet;
- vi. When does the group meet;
- vii. Write Vision, Mission, values, and objectives of the group
- viii. Prepare a simple social contract (Constitution) following the discussed procedures, dos and don'ts

The key lesson pointed out by a group making drinks is to avoid a social contract statement which states that they will grab one's property upon failure to return the group loans from savings. They were not aware of the law that takes away powers from civilians to grab one's property. However, the Facilitator took them through the Small claims court procedure to recover debts and resolve the issues amicably.

**Task 1:** Participants were tasked to go and form a group and follow the requirements given and make the group functional. This will be reviewed in 2021 on the second training.



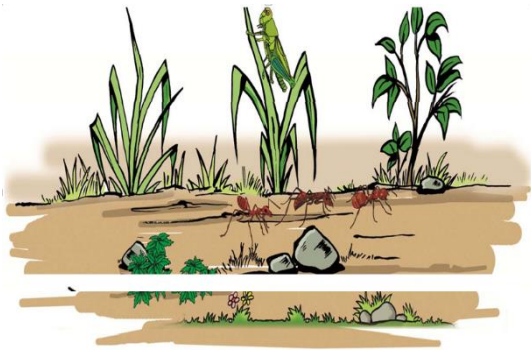
## Module 2: Savings & Financial Literacy

### Objectives of the module

- By the end of the session Participants understand the importance of Financial Planning

First, the Facilitator took participants through understanding the importance of planning and thinking about the future. A story of The Ant and The Grasshopper was used to open the session.

### The Ant & the Grasshopper



*The Grasshopper and the Ants One fine day in winter some Ants were busy drying their store of corn, which had got rather damp during a long spell of rain. Presently up came a Grasshopper and begged them to spare her a few grains, "For," she said, "I'm simply starving." The Ants stopped work for a moment, though this was against their principles. "May we ask," said they, "what were you doing with yourself all last summer? Why didn't you collect a store of food for the winter?" "The fact is," replied the Grasshopper, "I was so busy singing that I hadn't the time." "If you spent the summer singing," replied the Ants, "you can't do better than spend the winter dancing." And they chuckled and went on with their work.*

The Facilitator asked the participants to share what they have heard from the story and what they can learn. Some of the responses from participants were;

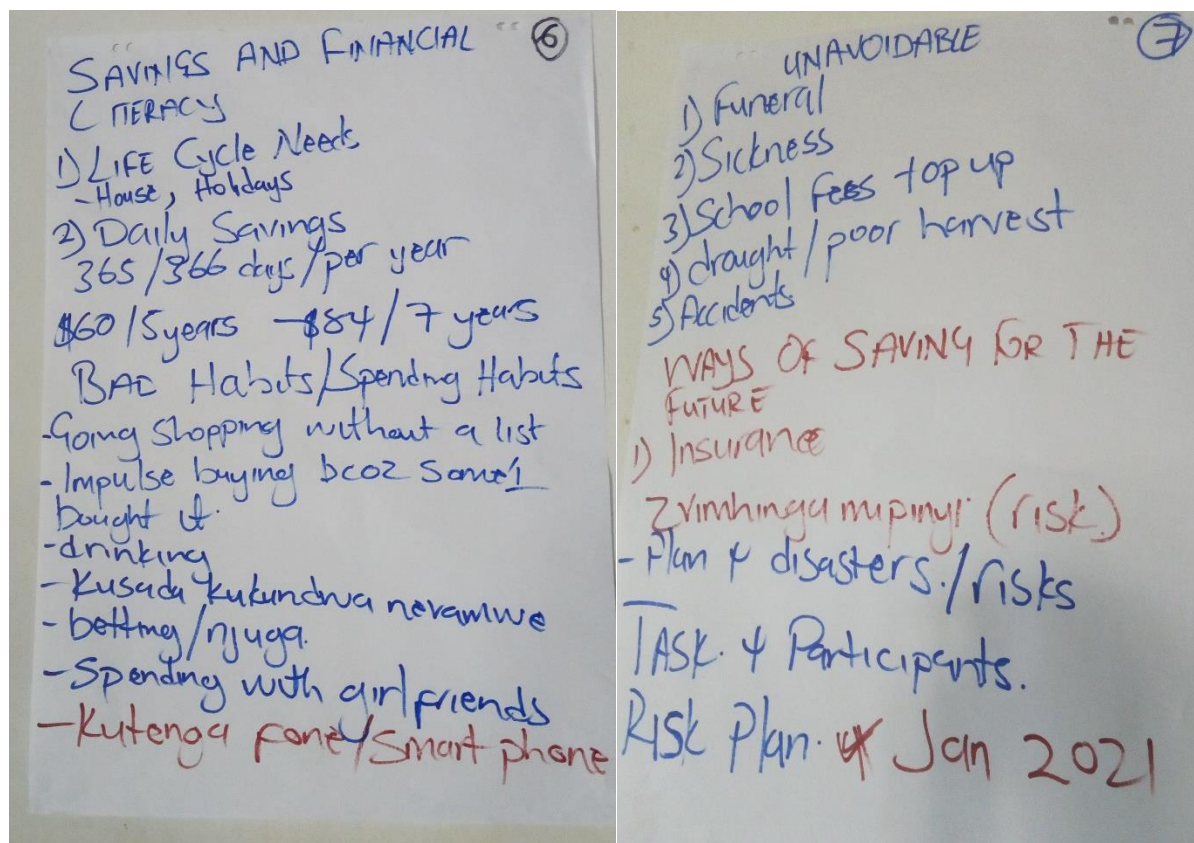
- The ants are hardworking and they symbolize hardworking farmers
- The grasshopper is lazy and symbolizes lazy people who end up begging and stealing from farmers' fields
- There are people who are never ready for any situation because they never prepare

The key lesson coming out of the story is 'Prepare today for the needs of tomorrow'. This marked the beginning of the Session on Savings and Financial planning.

### Savings

The Facilitator helped the participants reflect on the types of groups that can be formed. One group mentioned was Savings group. This was brought up in this session to explain the importance of saving regarding planning for the future (Financial Planning).





The Facilitator asked participants what they would use the money from their savings groups. A few responses picked were; paying school fees, buying farming inputs. The Facilitator explained the purposes of forming a Savings group as creating a village bank or source of financial capital for the businesses therefore the money from savings can only be saved for the purposes of investment. A group member borrows money to invest as capital injection in their business, hence things like buying farming inputs are a good example of uses of the Savings.

### Financial Literacy

Further, the Facilitator linked the proceeds of the business in the form of capital as the source of money to cater for life needs. This was well explained by asking the participants their life cycle needs. They gave responses as food, shelter, clothing, health services etc. The facilitator illustrated on the importance of 'saving today for future use' as learnt from the story of the Ant and the Grasshopper. A daily savings exercise was illustrated in plenary, which showed how much impact can be made through daily savings of a dollar, for one year through to five years. This can only be achieved through personal financial discipline. The Facilitator asked participants to name avoidable and unavoidable habits of spending money. The responses came as highlighted on the charts above.

The participants were able to relate to bad spending habits. However, from the session they could then understand the impact of spending habits on ones' ability to save. This demonstrated that sometimes bad spending habits are done without thorough analysis of its impact on the Life Cycle Needs. The lesson derived from this by the participants was that, Saving & Investing, proper Financial Planning and Good spending habits will help families cater well for their life cycle needs.

### **Insurance & Investment**

- Participants were tasked to think about future – Probable Risks. Examples of risks given by the Facilitator were those things which people can have control over (internal business risks) and those things that people do not have control over as they happen (external business risks). Examples of Cyclone IDAI and Covid-19 are some of the examples the Facilitator cited as risks that people may not have control over their happening. However, they need to plan for the risks so that the impact is not too much.
- Plan for Risks: The Facilitator asked the participants if they have some form of Investments or Insurances of any sort. Savings groups; Insurances were some cited examples of planning for risks. Most of the participants mentioned being members of a funeral company (Nyaradzo and Ecosure) where they are preparing for death. The facilitator then also encouraged them to have business risk plans and insurances for their businesses. Some types of insurances discussed for the security of the businesses were:
  - i. Livestock Insurance
  - ii. Crop insurance
  - iii. Building insurances
  - iv. Vehicle insurances

**Task 2:** Participants were tasked to go and prepare a Risk Plan for their businesses. This will be reviewed on the second training in 2021.

### **Module 3: Digital Literacy & e-Marketing**

As a way to respond to some of the marketing challenges discussed during the validation process and findings of the study carried out earlier, the Facilitator took the participants through Digital Literacy and e-Marketing sessions.

First, a mini-survey was carried out to find out what electronic gadgets possessed by the participants. The electronic gadget common was a phone.

<b>Disaggregate</b>	<b>None</b>	<b>None-Smart phone</b>	<b>Smart phone</b>
Females	10	16	16
Males	2	9	6

The Facilitator took the class through an investigation of the uses of non-smart phone and those of the Smart Phone separately. The participants' feedback evidenced that the Smart phone had more uses over the non-smart phone. However, the Facilitator highlighted that, for farmers to run proper businesses they need to be digitally connected and embrace e-marketing using the basic electronic gadgets in their possession.

⑧ DIGITAL MARKETING  
E-MARKET.

- 10 Women (No Phone)
- 2 Men

SMART PHONES

- 6 MEN
- 16 Women (with Smartphones)

Mbuyizi USES

- Kutambira mari yemutero
- Communication (calls & texts)
- Kutambira mari ey EcoCash.
- Calculator, Calendar

Smartphones uses

- whatsapp, facebook (Groups)
- Information (internet)
- Calculator, Calendar
- Photos, Time

Smart phone uses cont... ⑨

- Banking
- Radio
- Games
- Notes - making notes
- Novels, Books
- Movies/Videos.

\* LIST OF CUSTOMERS  
(Communicate with Customers using phone.)

- Kurima mari application E-mbare.
- Whatsapp Status to advertise produce.
- Whatsapp Profile Pic
- Whatsapp Groups Marketing.

ACTION PLAN

- 1) Buy Smart phone. Jan 2021
- 2) Join/Form Whatsapp Marketing groups. 06/11/2020

Responses like marketing using phone contacts; WhatsApp profiles and statuses; WhatsApp groups can help and could have helped the farmers during the Covid-19 National lockdown to market their products while adhering to the regulations. One participant mentioned having Kurima-Mari application on her phone but doesn't know how to use it and how it can be beneficial to her business. The participant was asked to link up with the Agriculture Extension Officer in their area since they provide the technical assistance on use of the application. Further, the participants were tasked to form a Farmers group where they can help each other when need arises, especially around marketing, bulk inputs buying, information sharing and also using technological devices. On this platform, use of the application can be discussed and each farmer can benefit. The rest of the participants were made aware that Kurima Mari application is for all farmers and extension agents, bringing the information and contacts needed to improve and increase production in farming.

The responses from the participants reflected that they were quite aware of the uses of the gadgets they have, although the aspect of marketing using these devices was not something on the forefront. Others mentioned that they shunned buying smartphone thinking that internet and some things shared on WhatsApp are not good for their children. However, this matter was cleared through an explanation by the Facilitator that children need to be monitored at all times because they can get those obscene platforms even from other sources, not only from a phone at home. Therefore it was not an excuse to shun a smart phone for fear of abuse by children. Others mentioned the issue of high tariffs. The facilitator highlighted that every cost must be factored into the business and this starts from Business Planning. This then marked the end of day one. The Business Planning was the next session for the second day.

**Task 3:** Formation of WhatsApp Commodity & e-Marketing group (Group was formed immediately after the first day, 06/11/2020).

**Task 4:** Buying Smart phones (by Jan 2021)

### **Ending day one**

The Facilitator ended the day by giving the participants tasks for the last session and emphasizing that all the tasks given from Module one need to be given attention and they will be reviewed on the next training in 2021.

Nyasha Nyatondo took over the platform and conducted a quick review to find out what the participants had grasped during the sessions. The learnings proved still fresh in their minds and examples of responses given were as follows:

- Groups can help reduce costs when buying inputs and selling produce
- Savings creates local capital which helps in business capital injection
- Cellphones can be used to market produce
- During Covid-19 people could have secured a single letter as a group to sell their produce in town since farmers were considered Essential Service providers.

After that, Nyasha handed over to the Ward Councilor who applauded the participants for their active participation. Participants were urged to come back for the last sessions on the following day. The Councilor also appreciated the organizing team and the Facilitator for keeping the group active since no one slept during the session although the weather was so hot.

## **Day 2**

The second day started also on a high note, all the participants returned except the Ward Councilor who was committed with other engagements. The day started at 9:00am with a recap from day one. The participants mentioned what touched them the most from the previous sessions. One participant mentioned that they are doing drink making and was struck by the fact that they cannot grab one's property in the event of failure to pay back the loan from the group neither can they have that clause in their constitution. He mentioned that, the aspect of using the small claims court as a way of resolving the issue was a great enlightenment to them.

## **Module 4: Entrepreneurship & Business Development**

### **Objectives:**

By the end of the module:

- Participants will see the importance of Entrepreneurship and Business Development.
- Facilitator is aware of participants needs, gaps and view of their enterprises

### **Session 1: What is a Business?**

The Facilitator started by asking participants to write down the names of the business people in their area that they know and the type of businesses that they do. The pieces of paper were collected and put in one basket and jumble them up. These were recorded and pinned to the wall.

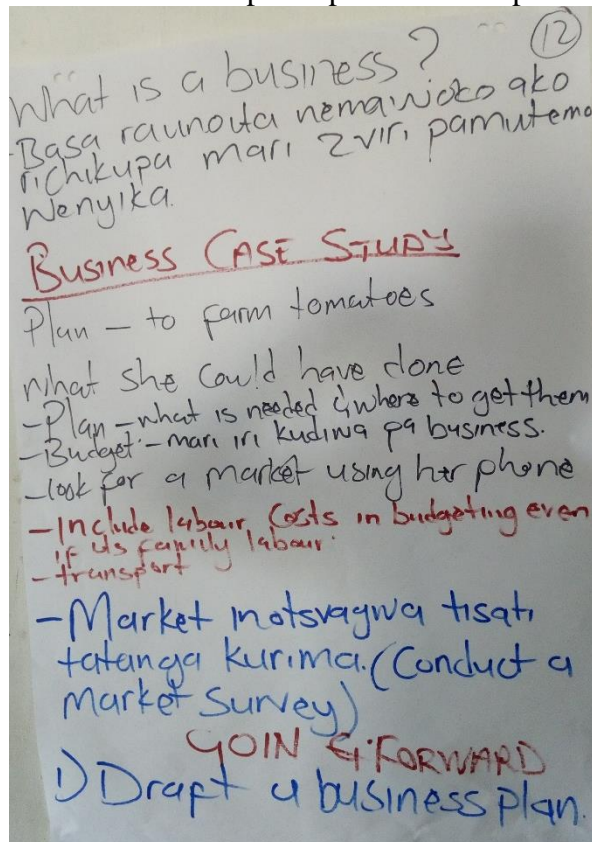


The Facilitator led the process of analyzing the listed businesses together with participants, looking at type of business and the frequency of each business. The lesson to learn was that, the participants viewed everything that brings money in their households as business. This proved that the people in Dora ward 5, maybe due to their vicinity to Mutare City, they have moved into entrepreneurship as source of their livelihood and making Mutare as their market. In Dora, they dwell on sand mining, quarry crushing, wood cutting and horticulture as the main sources of their livelihoods. This came out even as the analysis of businesses was going on.

The facilitator then asked them how they define a Business. The responses were coined into one valid definition and this was captured on the flipchart “*Basa raunoita nemaoko ako richikupa mari zviripamutemo wenyika*”. This meant that some of the enterprises are being done to survive the families though they are not legally allowed. This was a definition shared with the participants to be aware of as they establish various enterprises.

## Session 2: Why Business Planning is important

For an entrepreneur to be able to run a sustainable business, there is need to plan for the business. Therefore the Facilitator took participants through analysis of importance of Business Planning. In this session, a case study of Mr. Ngwerume’s Business was analyzed. Copies of the case study were issued to the participants and one participant was asked to stand and read for the group.



After reading the Case of Mr. Ngwerume, the facilitator led the participants to discuss and analyze the story. The discussion investigated Mr. Ngwerume's Plan; what he should have done; and how he can continue.

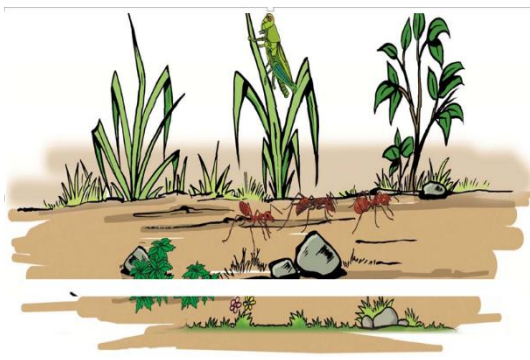
The purpose of this discussion was to make the participants understand that Business Planning is important and is rather the foundation of establishing an enterprise. Participants made a lot of chuckles and laughing as they discovered that Mr. Ngwerume had no direction in whatever he was doing, for example he shunned following up on the debtors and had no fixed price. This led to the next session; Drafting a Business Plan in-order to run sustainable businesses.

### Session 3: Drafting a Business Plan

The Facilitator took the participants through the template of drafting a Business Plan, explaining what they need to bring out clear on each stage. Visual aids of planning and the story of the Ant and The Grasshopper were also reflected on in plenary. Participants learnt that anything without proper planning is bound to fail, for example the person who prepared steps for going up the hill to collect the flag had no difficulties getting there at the time of the competition, than those that waited for the day of the competition. As well the story of the Ant and the grasshopper taught them to plan today for future life.



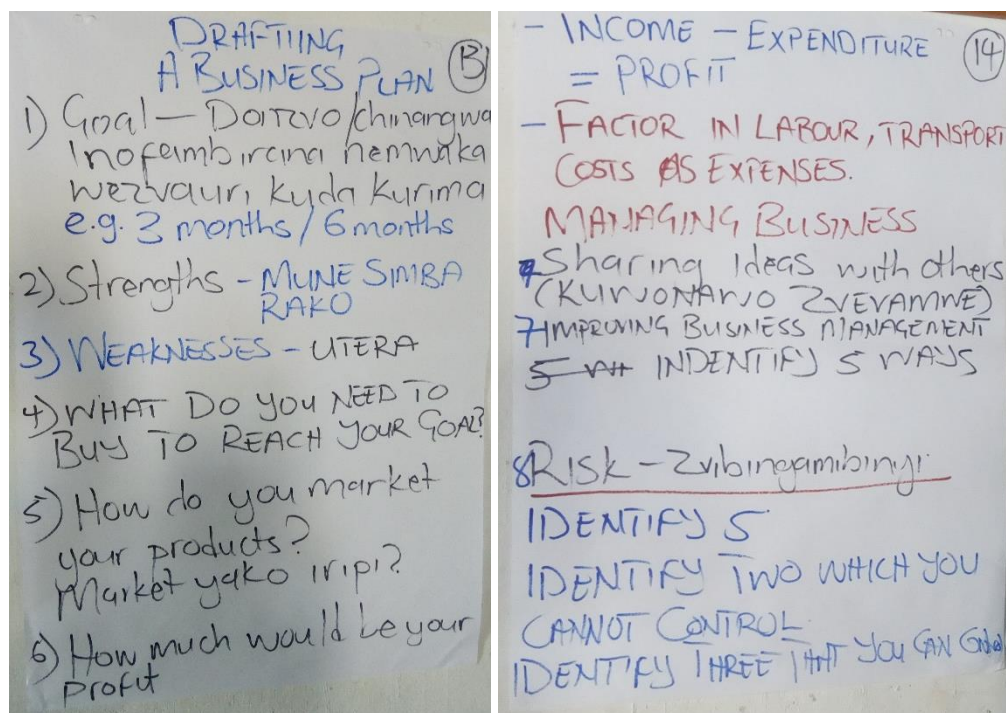
*Visual aids used during the Business Planning exercise*



*Story of the Ant & the Grasshopper for Business Planning*

The following steps were discussed for drafting a Business Plan:

- ▶ Explain your **goal**. **Specify the timeframe**.
- ▶ Identify your **weaknesses** in your business
- ▶ Prepare a budget of materials needed to start the business (Buying Plan)
- ▶ Cost the materials needed to find out the Capital needed
- ▶ Draft the marketing strategies (Marketing Plan)
- ▶ Determine your **profit** next month (Costing and Pricing)
- ▶ Describe ways to manage the business (**Business Management**)
- ▶ Identify the probable risks that may arise
- ▶ Prepare your Risk mitigation plan (to include plans to mitigate the risks of Covid-19)



What emerged from the discussion that was most important for the participants was preparing the business plan first before implementing, with lessons drawn from Mr. Ngwerume's case. Also the participants learnt that failure to factor in their labor costs and transport costs will give them false assumptions on profit. One participant was able to mention 'use of phone to market products' as a marketing strategy. Therefore the ability to synchronize previous sessions and current session was key in that participants were able to reflect to everything that puts value to the business.

#### Session 4: Re-Establishment of your Business

The Facilitator moved on to check with the participants if there were persons with businesses affected by Covid-19. Two stories were shared. This was followed by participants' task to buzz in pairs and answer the following questions on pieces of paper:

- i. At what stage/level are you in your Business?
- ii. Which one is your going concern?
- iii. Where do you want to be?
- iv. How do you get there?

The copies of the responses were collected and below are some of the responses captured:

Type of business	At what stage/level are you in your Business?	Which one is your Going Concern?	Where do you want to be?	How do you get there?

Egg Hatching and Selling Day-old Chicks	Start-up (5 months old)	The only suppliers of chicks in the area. The business has signs of survival, financially.	To be the biggest local supplier of chicks in the ward and surrounding areas	Publicizing their new breed
Poultry	Start-up	It's a going concern.	Need to be running 5 batches of 100 birds.	Not spending more than ¾ pf the profits from the first batches
Egg hatchery	Advanced stage. Well known in the area and others are bringing their eggs for hatching. Selling Boschveld eggs at USD\$30.00 per crate and USD\$1.00 per chick.	The business is running smoothly and customers are flocking like bees	The business should help establish other enterprises	The profits will be used to operationalize the idea
Sawing	Start-up. Covid-19 disrupted the operations. Could not access the materials due to movement restrictions.	The demand for school uniforms is going up and they are able to re-engage into the business	To grow the business	Increase production and following up on debtors.
Drink making	Business growth stage	The business is still running and proving to grow	To improve from supplying individuals to supplying shops	Continue to do market research and increase production.
Road runners	Business growth	The business is less costly and they sometimes use home grown produce and allow them to go free lance	To increase volumes. Now have 26 birds on sale.	Will increase the laying chickens and hatch more eggs using machinery.
Poultry	Planning stage	Have money in savings club which will be used to start the	Motivated to start the business.	Will operationalize the knowledge



		business. Have now gained knowledge on Business Planning & Management.		from the training.
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The above responses reflect that the businesses in Dora ward 5 are at various stages. However most of them have proven to be going concern and the participants have gained ways to improve the businesses from the training. The underlying statement of evaluation is that, the training came at the right time when producers are just recovering from the shocks of COVID-19. The knowledge gained is much needed in re-establishing and redirecting the businesses. It was important to learn that some of the businesses were really brought to a standstill due to the pandemic, although the participants showed that they still have the capacity to revive the businesses.

**Task 5:** Participants were tasked to go and prepare a Business Plan for their Business, start operationalizing it and bring the Business Plan on the next training.

## Module 5: Value Chain Development

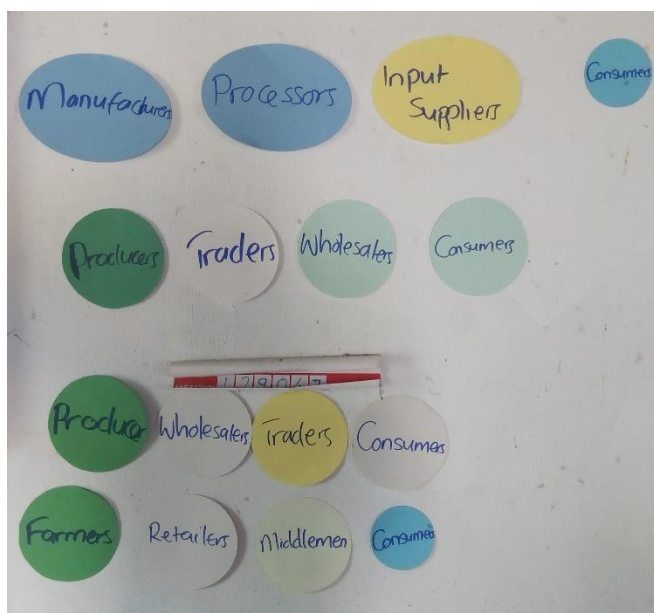
### Objectives of the session

By the end of the module participants were expected to

- ▶ understand what is a value chain.
- ▶ create useful value chains

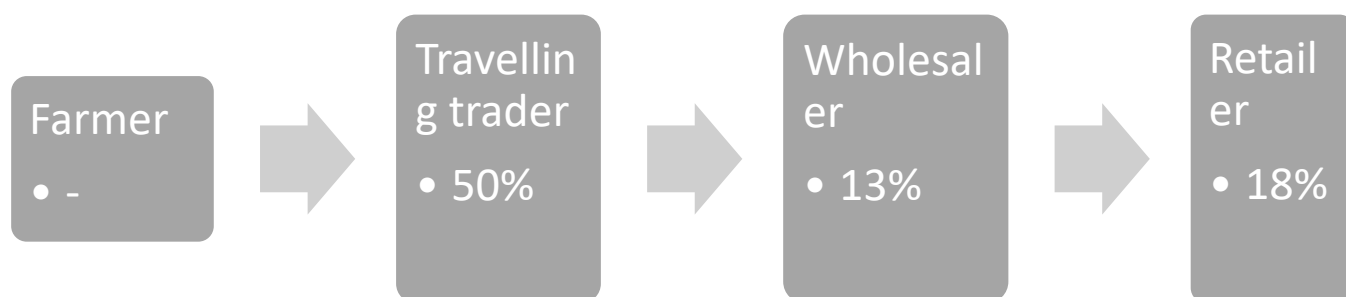
### Session 1: How to create a Value Chain

The facilitator asked the participants how their produce exchanges hands until it reaches the end-point, the consumer. After a few plenary responses, the Facilitator gave the participants a collection of cards with various value chain actors written on them. In groups, they were asked to agree on order of connection in a value chain. After agreeing on an order, the cards were stuck on the wall for everyone to see. The groups had different feelings on the order of connection in the value chains.



*Participants' illustration of their understanding of order of Value Chains*

A discussion around the order of connection reached a point where the group agreed that, value chains depend on the type of product. However what is important is knowing value chain actors in each value chain. The lesson drawn from the discussion is that the name value chain reflects that at each stage where a product exchanges hands, there is a **value** being **added** so that the next in possession of the product makes profit. The farmers/participants also learnt that, they should also target to make profit, which means they should try various supply chains or value chains as they market their produce or buy inputs.



*Facilitator's illustration of order of Value Chains*

The illustration above was presented by the Facilitator to show that those who get produce at farm-gate target at least to get 50% profit from the produce. This means that the Farmer/producer should not be pushed too much to reduce their profit, but rather should know their targeted profit margin, stemming from the Business plan as discussed earlier.

**Definition of Value Chain** (plenary discussion)

To round off the discussion, the Facilitator then defined a value chain and its benefits to the participants as a means of reinforcing the discussion. A value chain was defined as *simply a useful way of understanding how the world of producing, buying and selling things works.*

**Benefits of Value Chains**

- ▶ Greater income
- ▶ To identify new income generating opportunities
- ▶ More stable and predictable income
- ▶ attract young people to farming or persuade them not to leave rural areas
- ▶ learn new skills and adopt improved practices

A keynote to the participants was that giving value to the produce can be done through creation of processing value chains. Therefore a demonstration of value addition through food processing was done to curb post-harvest and market influx losses as was experienced during the national lockdown for COVID-19 pandemic. A demonstration of how to dry vegetables was done and the participants mentioned that it was a new recipe to them (vegetables cooked and mixed with tomatoes before drying).

**Task 6:** Participants were tasked to create value chains in their locality and according to their enterprises.



*Value Addition on vegetables to curb post-harvest losses or market influx.*

### **Closing remarks.**

In closing, Artwell Goneso PRFT, appreciated the whole process during the training and the participants' engagement. He went further to explain the next steps that there will be another second round training to reinforce the research carried and this will be done with the same participants sometime in 2021. Therefore all the tasks given to the participants should be worked on and will be reviewed on the second training. This will help to leave something sustainable behind as a way forward from the Research.

The School Head, Mrs. Plaxedess Mhandu applauded the organizers of the programme and the facilitator. She elaborated that she was happy by the participations by the community and emphasized that they are really working hard to enhance their entrepreneurship. Mrs. Mhandu was impressed by the content of the training and commented that the content came on the right time to assist the entrepreneurs to revive from the shock of COVID-19.





*Participants doing an energizer to refresh during the training*

## ANNEXES

### ANNEX 1: PROGRAMME FOR ENTREPRENEURSHIP & BUSINESS DEVELOPMENT TRAINING

PLACE: DORA WARD 5, MUTARE

DATE: 05 & 06 NOVEMBER 2020

#### DAY 1

TIME	ACTIVITY	RESPONSIBLE
0900 - 0910	Opening remarks Objectives of the workshop	Local Councilor Nyasha Nyatondo
0910 - 1100	Trust Building	Mendy Mkondwa
	Validation of Study	Nyasha & Artwell
<b>1100 - 1130</b>	<b>TEA BREAK</b>	<b>ALL</b>
1130 - 1300	Principles of Group Management & Financial Literacy	Mendy Mkondwa
<b>1300 - 1400</b>	<b>LUNCH</b>	<b>ALL</b>
1400 - 1600	Entrepreneurship & Business Management practices	Mendy Mkondwa
1600 - 1615	Closing Remarks	Nyasha

#### DAY 2

TIME	ACTIVITY	RESPONSIBLE
0900 - 0915	Opening remarks & Recap	Nyasha Nyatondo
0915 - 1015	Digital Literacy & e-Marketing	Mendy Mkondwa
<b>1015 - 1045</b>	<b>TEA BREAK</b>	<b>ALL</b>
1045 – 1245	Value Chain Development & Value Addition	Mendy Mkondwa
1245 - 1300	Workshop evaluation	Artwell/Nyasha
	Vote of Thanks & Closing Remarks	Local Headman/Village Head
<b>1300</b>	<b>LUNCH &amp; DEPARTURE</b>	<b>ALL</b>

## ANNEX 2: LIST OF PARTICIPANTS

  
**SELF HELP DEVELOPMENT FOUNDATION**  
**LIST OF PARTICIPANTS**

6 Female Youth  
36 Females  
17 Males  
59

Date: 05 & 06/11/2020 Venue: Matika Primary School Ward: 5  
District: Mutare Activity: Entrepreneurship and Business Development

#	Name & Surname	Sex	35 & Below	36 & Above	Designation / Organisation	Contact number/Email	Signature
1	Nyasha Mazurwini	F		✓	Farmer	0784092793	Nyasha
2	Rose Madzime	F		✓	Farmer	0774 503 001	Rose
3	Jane Maruya	F		✓	Farmer	0778 536 003	J.M
4	Memory Rendozai	F	✓		Farmer	0773 852 998	Memory
5	Eugene Makire	F		✓	Farmer	0773 1312 18	EM
6	LORRAINE MATIKA	F	✓		Farmer	0775 715 989	LM
7	NYEMUDZAI SHINDIRA	F		✓	Farmer	0782656298	Shindira
8	Mavis Mutasa	F		✓	Farmer	0774847666	M. Mutasa
9	Judith Nyamankindi	F		✓	Farmer	0777 158 426	Judith
10	Anis Nyamankindi	F	✓		Farmer	0782094472	Anis

  
**SELF HELP DEVELOPMENT FOUNDATION**  
**LIST OF PARTICIPANTS**

Date: 05 & 06/11/2020 Venue: Matika P. School Ward: 5  
District: Mutare Activity: Entrepreneurship & Business Development

#	Name & Surname	Sex	35 & Below	36 & Above	Designation / Organisation	Contact number/Email	Signature
1	Quintus Chikwira	M		✓	Farmer	0735018530	Quintus
2	TENDAI MABIRA	M		✓		0774 069287	Tendai
3	LOVEMORE MORENDE	M		✓		0785614658	Love
4	DANIEL MWAFAKUSI	M		✓		0773863806	Daniel
5	CLAYTON MWAFAKUSI	M		✓		0771529411	Clayton
6	Georgina Mwaikwa	M		✓		0775309617	Georgina
7	Howard Mwaikwa	M		✓		0775631550	Howard
8	Jedah Kanyo	M		✓		0787845429	Jedah
9	NYASDA MWAFAKUSI	M		✓		0778183541	Nyasha
10	Rafidco Logwe	F		✓		0783411387	Rafidco





# SELF HELP DEVELOPMENT FOUNDATION

## LIST OF PARTICIPANTS

Date: 05 & 06/11/2020 Venue: Matika P. school Ward 5  
District: Mutare Activity: Entrepreneurship & Business Development

#	Name & Surname	Sex	35 & Below	36 & Above	Designation / Organisation	Contact number/Email	Signature
1	IONBERA Gopio	M		✓	COUNCILLOR	0778 239 208	
2	SIEGHER T. ROSA	M		✓	FARMER	0772 608 217	
3	RAKOS MURANDI	F		✓	SCHOOL HEAD (Primary)	07509 181	
4	Susan Nyamumba	F		✓	FARMER	0786 020 904	
5	SANISAI BZOTI ZEN	F		✓	FARMER	0774162051	
6	Cecilia Pfundira	F		✓	farmer	0772 823 938	
7	Phubye Mufume	F	✓		Farmer	0778093908	
8	Jaylyn Chiroso	F		✓	Farmer	0771 96 1389	
9	Vingina Musika	F		✓	farmer	0774624101	
10	Fungai Chinoniso	F		✓	Farmer	0777980258	



# SELF HELP DEVELOPMENT FOUNDATION

## LIST OF PARTICIPANTS

Date: 05 & 06/11/2020 Venue: Matika P. school Ward 5  
District: Mutare Activity: Entrepreneurship & Business Development

#	Name & Surname	Sex	35 & Below	36 & Above	Designation / Organisation	Contact number/Email	Signature
1	O. MATUKUTIRE	F	✓		FARMER	0774 591 539	
2	P. MWAMBARA	M		✓	FARMER	0771 085 621	
3	A. CHIKURUME	M		✓	FARMER	0771517895	
4	TALLESURE MURANDA	M		✓	Farmer	0771885628	
5	JOSEPH IMEDI	M		✓	Farmer	0777533221	
6	PATRICK CHIKWANDA	M		✓	Farmer	0783713245	
7	AQUILINE MUGOCHA	F		✓	FARMER	0771885559	
8	MONICA NEMUPANDA	F		✓	FARMER	0778272263	
9	SIPHWE MUTSVETI	F		✓	Farmer	0771772913	
10	ERASUS KAMURATHO	M		✓	farmer	0773083378	





SELF HELP DEVELOPMENT FOUNDATION  
LIST OF PARTICIPANTS

Date: 05 & 06/11/2020 Venue: Matika P. School Ward 5  
District: Mutare Activity: Entrepreneurship & Business Development

#	Name & Surname	Sex	35 & Below	36 & Above	Designation / Organisation	Contact number/Email	Signature
1	Lilian Gororo	F	✓	✓	Farmer	0771756429	L Gororo
2	Egnes Dube	F		✓	Farmer	0783830174	Egnes
3	Anetor Nhamitwa	F		✓	Farmer	0773080446	Anetor
4	Tafaranda Gwizozo	F		✓	Farmer	078399740	Tafaranda
5	Elizabeth Roud	F		✓	Farmer	0778357441	Elizabeth
6	FELISTAS MADZINE	F		✓	Farmer	0776875886	Felistas
7	Muwasha Murehwa	F		✓	Farmer	071271831	Muwasha
8	Rudo Maguyira	F		✓	Farmer	0787865577	Rudo
9	Irean Kazembe	F		✓	Farmer	077668566	Irean
10	Mendy Muponda	F		✓	Farmer	0786401424	M Muponda



SELF HELP DEVELOPMENT FOUNDATION  
LIST OF PARTICIPANTS

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District: Mutare Activity: Entrepreneurship & Business Development

#	Name & Surname	Sex	35 & Below	36 & Above	Designation / Organisation	Contact number/Email	Signature
1	Patience Muusha	F		✓	Farmer	0775252971	Patience
2	Esther Mutema	F		✓	Farmer	0771752604	Esther
3	Snelter Maseunika	F		✓	Farmer	0776213831	Snelter
4	Judith Majeche	F		✓	Farmer	0778698138	Judith
5	Beaulah Mupfema	F		✓	Farmer	0773247712	Beaulah
6	Hilolani Nyekuni	F		✓	Farmer	0786558210	Hilolani
7	Abigail Mwanange	F		✓	Farmer	0776694072	Abigail
8	Cecilia Mwanange	F	✓		Farmer	0785894871	Cecilia
9	Patricia Dzude	F		✓	Farmer	0776175542	Patricia
10							