

Facilitator guide

MODULE 2: PRELIMINARY MARKET MAPPING

Purpose: Participants are able to use market mapping as an analysis tool

Learning objectives:

Participants should...

- Understand the purpose of market mapping
- Know and be able to use the PMSD market map
- Be aware of the limitations of the market map
- Have been introduced to the concept of systems thinking

Materials:

- ❖ Flipchart and markers
- ❖ Paper and pens
- ❖ Different colours of post-its
- ❖ Market map cards (see session 2 below for details)
- ❖ [2.1 Module 2 slides](#)
- ❖ [2.2 Market Maps](#) – 1 copy per group

Session title	Time
Introduction to market mapping	45 mins
The PMSD market map	60 mins
Market mapping activity	60 mins
Total	2 hours 45 mins

Session title: Introduction
Time: 45 mins
Materials: ❖ Pens and paper
Objective: <ul style="list-style-type: none"> ➤ Participants appreciate why mapping is valuable ➤ Understand the complexity of an apparently familiar market system
Context: A major component of the PMSD approach is market mapping. <ul style="list-style-type: none"> • We use 'preliminary market mapping' to help our teams identify the actors in the market and start to understand some of the opportunities and blockages. • We use 'participatory market mapping' to enable market actors to understand their own market, the actors and relationships involved and to identify their own blockages and opportunities. In both cases it is a tool to help people get an understanding of the whole system.
Process: <i>Open discussion – 10 mins:</i> <ul style="list-style-type: none"> • Hands up who has had a coffee this morning? • Who were some of the actors involved in getting that coffee to you? <i>[encourage participants to think about the market chain, supporting services and enabling environment]</i>
Activity – 20 mins: [this section is optional depending on time] <ul style="list-style-type: none"> • Now each of you will have a chance to attempt your own market map. Take a pen and on a single sheet of paper map the "coffee" market system that brought your morning cup of coffee to you • Do this in any way you wish: using cartoons, maps, diagrams • You will have 10 minutes • In pairs compare market 'maps' – what are the differences, what seems to work well? <i>Debrief – 10 mins:</i> <ul style="list-style-type: none"> • What were the different ways that people represented this market? • What did you find helpful about other people's diagrams and your own? • What didn't you find helpful? • What do you think are the key components of a good market system diagram or map?

Notes:

- You can also choose other market systems such as taxis, newspapers or something else they are likely to come into regular contact with

Some of the lessons to draw out in the debrief:

- **Comprehensive** – not missing any important information
- **Systemic** – represents the system as a whole and the linkages between parts
- **Appropriate** level of detail – helps you to make sense of it without being overwhelming

Session title: The PMSD Market Map

Time: 60 mins

Materials:

- ❖ [2.2 Market Maps](#) – 1 copy per group
- ❖ Market map cards – a different set for each group (groups should be no bigger than 5-6). To make:
 1. Use the market maps included with the training materials (linked above) or other market maps if preferred (you may want to choose markets from your region)
 2. Write each actor or issue onto a separate A6 card (leave some out if very complex) and add a title card for each set
 3. Mix each set of cards up so that participants do not know which order they go in or which layer they belong in. however, be sure to keep them with the correct title card
- ❖ [Module 2 slides](#)

Objective:

- Participants are introduced to the PMSD version of the market map

Context:

- As you have seen, there are many ways to approach mapping a market. Based on experience gained over the last 10 years, Practical Action have developed a market map which they feel best serves the outlined purpose

Process:

Present:

- In order to ensure that our approach is truly systemic, we map three layers of the market system [*slide 2*] – you may recognise this from our earlier discussion.
 - **Market chain actors** – these people own the product and range from the primary producer to the final consumer
 - **Service providers or ‘supporters’** – the critical inputs, services and advice that the market chain actors need to play their role in the market system, for example with quality, finance or transport.
 - **Enabling environment or ‘influencers’** – these include *formal* (e.g. policies and regulations), *informal* (cultural norms), and *infrastructure* (e.g. roads, telecoms networks)
- [*Slide 3*] show how the map looks when the actors are present and the relationships are also represented
- **Demand-led perspective:** *reverses the direction of the chain* - shows the flow of

income from markets to primary producers, rather than the flow of *goods* in the opposite direction. This helps users of the map to think about how market chain linkages and functions can be improved so as to facilitate the flow of income to target producers.

- Instead of “how can these smallholder farmers get more income for this crop?” try “how might a greater share of urban expenditure on this product reach these farmers?”
- You can see that different services are required by different market chain actors

Activity – 15 mins:

- *[Hand out one set of mixed up market mapping cards to each table]*
- Each group has to piece together their market map on a flipchart, based only on the information on the cards – record any questions or points of disagreement
- What does the map tell you about the market system?

Plenary:

- As a whole group, go round and review each map
- Each group to give a short report – what did they learn about the market, what were their questions and disagreements
- The rest of the group have the opportunity to ask questions or disagree with how it has been laid out
- *[following the discussions, hand out printed copies of the maps and narratives for people to refer to for more information]*

Debrief:

- What do you think the limitations of this as a tool might be?

It is a simplified model to help us to make sense of a complex system. It does not and cannot show every nuance and relationship. [slides 4, 5 and 6 show some other examples of maps that don’t include all possible information but show the key elements required to fulfil their purpose.]

Notes:

- Note: The term ‘Enabling environment’ can be misleading; there are also many other terms used. It’s important to note that it can also be disabling. Other terms include ‘the context’, ‘business environment’ (and clarify that it is not just about business issues), ‘rules of the game’, ‘market environment’ etc.
- If you are unsure whether an actor belongs in the chain or is a service provider, ask whether they *own* the product at any stage – this can help you to differentiate
- Places for disagreement could be:

- **Transport** - might go in the market actor chain or in service providers, depending on whether the transporter owns the product and sells it on or is paid for transportation services
- **Producer coordination** – co-ops could provide a service function or might buy milk from members and sell it on. They normally do both and more... Co-ops are a particularly good actor to show that some actors belong to more than one level of the map. They can even be very powerful actors who shape policies or make huge investments that improve infrastructure or education in their areas of influence. This affects the business environment.
- A very important discussion that can emerge at this point is the **role of NGOs** in the market system. The trainer has to be aware that NGOs should not be considered part of the system because they are using resources from outside of the system and cannot remain once those funds have ended. If an NGO is involved in trading, marketing, or training of actors as a business, then there is a conflict of interests that can raise very interesting discussions in the room. If an NGO wants to do market functions, then it should play with the rules of markets; not the rules of aid.
- In general, we would map *actors* in the market chain, *functions* in the supporting services and *issues* in the enabling environment. However, different people do it differently. If the topic comes up, facilitate a debate around what makes most sense to them, while clarifying Practical Action's approach.

Session title: Market mapping activity

Time: 60 mins

Materials:

- ❖ 4 different colours of post-its – 1 for each layer of the map and one for comments
- ❖ Flipchart paper

Objective:

- Participants able to create their own preliminary market maps

Context:

You will now have the chance to create what we call ‘preliminary market maps’ for each of the markets that were selected in Step 1’s training session.

Activity:

- We are going to construct a market map for each of the market systems you selected yesterday
- Use different coloured post-its for each layer of the market
- Typically you would put
 - actors in the market chain
 - functions in the supporting services
 - issues in the enabling environment (although it is important to identify the actors at all levels)
- Put each actor or issue on a separate post-it so they can be moved around
- Be as specific as you can – if you have any idea of the numbers of producers, or prices of a product as it moves along the chain then say so. For the enabling environment, don’t just write ‘infrastructure’, say ‘bad roads’ or ‘limited access to electricity’ etc.
- As you go, make a note of all the key gaps in your knowledge on a separate flipchart
- You will have 40 minutes to construct your market map
- When the maps are complete, participants have 15 minutes to go round and look at the others
- If they think something is incorrect, or have further information to fill any of the gaps, they can suggest an amendment on a yellow post-it

Debrief:

- What were some of the things you noticed as you went around the room?
- Facilitator to feed back some general observations

It is extremely important to note the gaps in your knowledge or understanding at this point, as this will guide further information gathering.

Notes:

- Observations might include:
 - Level of specificity used
 - What is missing
 - Arrows pointing in the wrong direction / relationships not shown / too many arrows for it to be readable

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Tip!**

Guided reflection:

The ‘debrief’ is essentially a guided reflection process, allowing participants to get maximum learning and insight from each exercise you do, as well as from each module or training day. The type of questions you ask will have an impact on the quality of the discussion, it is not enough just to ask ‘So, what do you think?’. There are a number of different models or processes you can refer to. Here are a few options:

1. The ORID method (Observational / Reflective / Interpretive / Decisional):

- What happened in that exercise?
- What did you like / enjoy?
- How has this changed your thinking?
- What will you do differently in future as a result?

2. The What? So What? Now What? method:

- *What* have you learned?
- *So what* – what is the significance of the learning?
- *Now what* are you going to do or change going forward?

3. Start. Stop. Continue. Change:

Based on what you’ve learned, what will you:

- start doing and stop doing?
- continue doing?
- How will you change what you’re already doing?

4. AH-HAH!

Ask everyone to write ‘Ah-hah!’ on a page of their notebook and to make a note every time they learn something new, have a new insight or make a new connection. At the end of each module (or day or hour...) have each person (or team) share their most important Ah-hah! moments.

5. Could you really use this?

This can be an important additional question to ask. If not, is it because you’ve not gone into enough detail or because you think this framework is not relevant to you? Often the answer might be ‘I’ve not put enough contextual detail’. This can lead from a generic reporting back to tackling some of the important specific issues.

The type of debrief it is best to use will depend on whether you are debriefing an exercise, a module or an entire training programme.

Give time to this process and don’t be afraid of silence – reflection takes time.