



# Farmer business school with climate change and gender perspective: Learning and monitoring guide

2019



Food Resilience Through Root and Tuber Crops in Upland and Coastal Communities of the Asia-Pacific (FoodSTART+)



**Farmer business school with climate change and gender perspective:  
Learning and monitoring guide**

International Potato Center

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## Preface

The farmer business school (FBS) is a participatory action learning process that involves farmer groups participating in agricultural value chains. As part of capacity strengthening, FBS comprises a series of group-based experiential learning activities over a production-marketing cycle while interacting with other chain actors and stakeholders. As a tangible outcome of FBS, the farmer-participants are expected to initiate or strengthen a business upon completing the FBS learning process. FBS aspires to more profitable pro-poor farm business through market-oriented innovations that enhance trust, coordination, and collaboration between farmers and other chain actors while empowering men and women farmers, thus ultimately contributing to sustainable livelihoods of targeted farming households.

The FBS approach was developed by the International Potato Center (CIP) and first introduced in Indonesia in late 2000s. Following its successful application, FBS was then introduced in the Philippines by CIP - Food Security Through Asian Roots and Tubers (FoodSTART), one of the grant projects supported by the International Fund for Agricultural Development (IFAD). More recently, the approach has been scaled out and adapted by several IFAD investments projects in Asia, including the Fisheries, Coastal Resources and Livelihood Project (FishCORAL) and Integrated Natural Resources and Environmental Management Project (INREMP) in the Philippines, Smallholder Livelihood Development Project in Maluku and North Maluku (SOLID) in Indonesia, and Meghalaya Livelihoods and Access to Markets Project (Megha-LAMP) in India with support and technical backstopping by the CIP - Food Resilience Through Root and Tuber Crops in Upland and Coastal Communities of the Asia-Pacific (FoodSTART+), a project funded by IFAD and the European Union.

This FBS Learning and Monitoring Guide complements the FBS manual developed previously by CIP. The two documents are expected to be jointly used as key resources during trainings of FBS facilitators and day-to-day implementation of the schools.

The adoption of the FBS approach by relevant national organizations is expected to contribute to the development of capacities of their staff and partners, so that they can act as effective and confident facilitators and enablers of micro-enterprise development for the benefit of their target population.



Diego Naziri, *Principal Investigator, FoodSTART+*

## Acronyms

BDS	Business development services
BL	Business launch
CF	Community Facilitator
CIAT	International Center for Tropical Agriculture
CIP	International Potato Center
EU	European Union
FBS	Farmer business school
FBS-LMG	Farmer business school learning and monitoring guide
FBS-MC	Farmer business school monitoring checklist
FBS-MMG	Farmer business school monitoring-mentoring guide
FishCORAL	Fisheries, Coastal Resources and Livelihood project
FGD	Focus group discussion
FoodSTART	Food Security Through Asian Roots and Tubers
FoodSTART+	Food Resilience Through Root and Tuber Crops in Upland and Coastal Communities of the Asia-Pacific
GMP	Good manufacturing practice
IFAD	International Fund for Agricultural Development
INREMP	Integrated Natural Resources and Environmental Management Project
Megha-LAMP	Meghalaya Livelihoods and Access to Markets Project
MF	Mentor facilitator
PO	People's organizations
RTB	CGIAR Research Program on Roots, Tubers and Bananas
SOLID	Smallholder Livelihood Development Project in Maluku and North Maluku
SWOC	Strengths, weaknesses, opportunities and challenges
SVM	Stakeholders' validation meeting
SVW	Stakeholders' validation workshop
TOF	Training of facilitators

## What is the FBS learning and monitoring guide?

The **FBS learning and monitoring guide (FBS-LMG)** is primarily meant to guide the FBS facilitators in their weekly sessions, and remind them of the expected output for each session. It is not a replacement of the farmer business school (FBS) manual that remains a 'must-read' for adequate FBS preparation; providing the details of the concepts, principles, and directions to the facilitators. The manual should be read during and after the training of facilitators (TOF), before the FBS implementation, and as preparation for the refresher course. Furthermore, the FBS-LMG guides FBS facilitators and the FBS Core Team of the implementing organizations in identifying and addressing challenges (mentoring) and tracking progress (monitoring) in implementation.

The FBS-LMG is an operational, easy-to-use checklist of activities and outputs that the facilitators can easily refer to during the FBS session. It consists of the following sections:

1. **Implementation and facilitation of FBS:** discusses the basic relationship and importance of intertwined processes: FBS facilitation, monitoring, and mentoring, and describes the different responsibilities of facilitators relative to their respective monitoring and mentoring functions.
2. **Summary of modules:** presents in brief the modules and sessions of the FBS curriculum and the suggested number of hours or days of engagement with the enterprise group. The module, activities, duration of engagement, and any changes should always be agreed between the facilitators and the enterprise group.
3. **The modules in brief:** summarizes the learning objectives, suggested activities (with brief description), and expected outputs of each session.
4. **The FBS monitoring-mentoring toolkit:** a key tool to track and enhance FBS implementation. FBS monitoring is done at three levels: the local enterprise facilitators, i.e. the community facilitators, the implementing organization's mentor facilitators, and the FBS Core Team to be established by the implementing organization. Local and mentor facilitators as well as the Core Team have different oversight and monitoring roles and should all have this guide to harmonize status and needs information of the group, and the nature and timing of their responses.

While the FBS-LMG is handy during the FBS sessions, the facilitators should always refer to the FBS Manual for the concepts and principles, and to prepare for the exercises. The facilitators, however, can be creative and add relevant exercises related to the session. The add-on(s) should be listed in the exercises column of the monitoring checklist indicating in the remarks column that this is an add-on. Evidence of activities and relevant outputs should be part of the materials in the documentation portfolio.

## Implementation and facilitation of FBS

The farmer business school with climate change and gender perspective is a community-based business cycle-long entrepreneurial learning activity that engages farmer groups in the development or upgrading of their businesses through participatory processes, and by interacting with other value chain actors as they get exposed to the dynamics in supply and market chains.

### The FBS Implementation Framework

The FBS implementation framework is crucial and should be discussed and clearly defined during the overall planning of FBS. The **FBS Core Team** will be in charge to coordinate, supervise, monitor, and mentor the implementation of the FBS. The day-to-day implementation of FBS will be led by different facilitators who also provide oversight. A crucial role will be played by the **mentor facilitator (MF)**. They will have a good understanding of marketing, value chain and product development as well as outstanding capacity to work closely with farmers and be committed to communities. The **community facilitator (CF)** will be a progressive member of the farmers' group enrolled in FBS and is expected to have skills in facilitating the group process, or high potential to acquire such skills.

A CF will be identified for each FBS and will facilitate the FBS sessions of the group, ideally the one to which they belong. It is recommended that at least two MF are identified for facilitating all sessions implemented in one or two FBS groups. Therefore, for successful implementation of FBS, **all three facilitators (one CF and two MF) are expected to jointly and collaboratively facilitate all sessions**. The MF will also be responsible for regularly submitting monitoring reports (e.g. checklist) to the FBS Core Team who establishes and maintains an FBS status database, access to which will be granted to CIP staff in charge of capacity building and technical backstopping. Selection and/or hiring of staff by the implementing organization will be informed by the recommendations provided by CIP in the draft terms of reference.

The FBS Core Team and FBS Facilitators will undergo about a week's TOF on FBS organized by CIP. Upon completion of the training, the monitoring-mentoring framework can be adjusted and terms of reference for the different facilitators refined, accordingly.

### Facilitation, Monitoring and Mentoring

FBS Core Team and FBS Facilitators will all perform facilitating, monitoring and mentoring functions. However, they will have well-defined and different responsibilities in the process. Facilitators should clearly understand the monitoring-mentoring function as part of the facilitation process. Accordingly, the FBS training has specific sessions on facilitation, and FBS monitoring. The connection should be made clear during the TOF-FBS to ensure that facilitators perform the monitoring-mentoring function well enough to achieve objectives and comply with the requirements of the implementing organization.

It has been said that: "Facilitation is the practice of providing leadership without taking the reins. A facilitator for community engagement gets others to take responsibility and to take the lead on different tasks that will result in collaborative efforts to address the issue around which the engagement is taking place"<sup>1</sup>. Therefore, the different facilitators are trained so that they can learn how to use methods and tools that enable the FBS group to understand the vision and purpose of its engagement, the means to achieve its objectives and targets, and ways of tracking

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<sup>1</sup> Pennsylvania State University. Center for Economic and Community Development. Dept of Agri Economics, Sociology, and Education. "Facilitating Community Engagement". College of Agricultural Sciences. <https://aese.psu.edu/research/centers/cecd/engagement-toolbox/facilitation>. Accessed 03/13/2019



whether the group and its members are progressing well towards the final goal of initiating or strengthening a business. Facilitators need to balance time, the degree of uncertainty around key issues, and the maturity and strength of the FBS group, and help the members to find the best possible option or action to address the challenge or opportunity. Facilitation for entrepreneurship and value chain development requires a set of skills that teases out the participants' existing and potential skills to listen, motivate, and develop the different capabilities to teach, mentor, and manage learning processes.

If facilitation is the means of getting the processes done without imposition, then monitoring allows tracking and assessing the accomplishment. If outputs in terms of process and/or concrete compliance indicators are not, or only partly met, or there are other needs/gaps to be addressed to achieve outputs, facilitators should mentor the FBS group themselves, or facilitate access to external specialists, technicians, business service providers, and others to provide the required mentoring to the FBS group.

## Summary of modules

MODULES	SESSIONS/ACTIVITIES	DURATION
<i>M0. FBS Preparations</i>	FBS refresher course by implementing organization's facilitators Village immersion (i.e. focus sites) and legitimization with local officials (district and village) Preparatory meetings with prospective participants	2-3 days
<i>M1. FBS Planning and targeting</i>	FBS orientation; rules of engagement, responsibilities Participant selection, profiling Preparation of monitoring folder/portfolio Prioritization and targeting Curriculum adaptation/ refinement	4-6 hours (separate days)
<i>M2. Group formation and strengthening for enterprise development</i>	2a. Identification, validation of business/enterprise; capability assessment of members	2-3 hours
	2b. Livelihood and business visioning; objectives setting	
	2c. Learning to work together: Improving communication skills, cooperation and trust building Facilitation skills	2-4 hours (longer in separate sessions if group needs more strengthening)
<i>M3. Introducing business and marketing concepts</i>	3a. The business enterprise and the value chain perspective; Planning the market visit	3 hours
	3b. Mapping the supply and market chains; identifying chain actors: Field work – market visit Discussion/organizing outputs; sharing	2-3 hours 4 hours
<i>M4. Identifying and prioritizing chain opportunities and interventions</i>	4a. Planning for in-depth value chain assessment	3 hours
	4b. Conducting chain assessment (i.e. interviews, focus group discussions (FGDs) of various chain actors)	Separate days; sub-groups
	4c. Analyzing and prioritizing chain opportunities, interventions, and potential support services needs	4 hours
	4d. Sharing and validating with chain actors and potential business support services providers; stakeholders' validation meeting (SVM); output-preliminary action plan	4-6 hours
<i>M5. Testing potential innovations</i>	5a. Action planning for innovations to address opportunities and interventions; preliminary action plan from SVM validated with members	2 hours
	5b. Designing and organizing the testing of innovations	2 hours (if multiple innovations; more time)

MODULES	SESSIONS/ACTIVITIES	DURATION
	5c. Conducting and monitoring the testing of innovations; Consumer and market testing	4-8 hours
	5d. Special topics to support innovation, examples: production and postharvest interventions – root and tuber crop opportunities: social marketing; food quality and safety; packaging, etc. as identified	16 hours (several weeks/sessions; may be done in cluster of enterprise groups)
	5e. Analyzing results and preparing for sharing innovations	4 hours
	5f. Sharing innovations with chain actors and other farmers: SVW (product introduction and exhibition with improved packaging)	4-6 hours
<i>M6. Accessing Business Development Support Services (BDS)</i>	6a. Panel discussion of invited BDS providers	2.5 hours
	6b. Synthesis of BDS; accessing during FBS implementation	0.5 hours
<i>M7. Business Planning</i>	7a. Business Planning lecture	1 hour
	The preparation of the business plan for the enterprise group usually requires technical assistance from BDS provider and/or implementing organization's staff	
<i>FBS Business launch: the final event</i>	Planning of the business launch (BL): 2 months before the projected date of the business launch	At the start or middle part of module 5
	Launching new businesses/ enterprises:	2 hours – pre-BL
	Preparation of exhibits; business pitch	8 hours
	Final event; business launch	4 hours
	Post-BL; planning for post-FBS support	
<i>Post-FBS support</i>	Monitoring of businesses, support services and external business environment	
	Managing business challenges and opportunities	
	Facilitating the preparation of business plans and access to BDS or technical assistance	

# The modules in brief

## Module 0

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### FBS preparations

#### This module involves:

1. an immersion process in order to:
  - a) clarify with the participating organization and farmer group(s) the FBS process
  - b) identify the members who will commit to FBS sessions through until the business launch.
2. the conduct of the FBS refresher course by the implementing organization's Core Team for the Community and mentor facilitators, especially to include the use of the FBS Learning Guide and the FBS Monitoring Guide.

#### Expected outputs:

1. capability of local facilitators to conduct FBS enhanced.
2. the use of FBS manual, learning guide, and monitoring guide clarified and understood.
3. supplies and materials, logistics, and templates for documented outputs understood and prepared.
4. refresher course conducted by implementing organization's facilitators.

Before module 1, the meeting with the selected participants of FBS enterprise group, the implementing organization should have oriented and consulted the local units and farmer group on the FBS process, the participant selection process, and their involvement/needed commitment in the FBS. This may be through consultation meetings, or through consultative visits to the relevant local offices and farmers. These activities can be done in the 'village immersion' by the implementing organization's facilitators.

There is need to assess which farmer groups are eligible or potential FBS participants using the following criteria: (1) organized and with high enough potentials to engage in business enterprise; (2) strong interest; (3) good potential of improving the supply chain (i.e. needed raw materials and other inputs).

The FBS refresher course, if necessary, should be conducted at this stage.

The facilitators should start developing the FBS documentation portfolio which is where the FBS documents are kept (e.g. adapted curriculum, profile sheets, pre-test results, module session outputs, etc.). This FBS portfolio is useful in the FBS monitoring-mentoring process.

# Module 1

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## FBS planning and targeting

### This module involves:

1. orientation of selected and committed FBS participants and getting to know the members
2. profiling of the FBS members
3. prioritization or validation of the targeted enterprise
4. validation of the adapted FBS curriculum, scheduling, and logistics agreements.

### Objectives

At the end of the session, participants should be able to:

1. discuss the concept and process of the FBS
2. confirm their interest and commitment to participate in the FBS
3. validate the FBS enterprise from the implementing organization's enterprise prioritization process
4. refine the FBS curriculum according to their needs and backgrounds.

**Duration:** 4 hours

### Learning content and methods:

Content / Activity	Methods
Getting to know each other	Games to help improve communication, participation/cooperation and trust building
Profiling of participants and group using template <i>(demographic/socio-economic/educational background of individual participants; existing livelihoods of members)</i>	Group interaction; followed by facilitator's brief summary of getting to know games to build core values of communication, cooperation, and trust and respect
Leveling of expectations and commitment to participate in the process	Meta cards (training materials used to write thoughts/key words in small papers)
Introduction/ orientation of the FBS	Presentation, discussion
Pre-testing of participant knowledge	Use of simple questionnaire (1 page)
Validation/prioritization of the focused commodity, enterprise or value chain	Use of ranking criteria for 2-3 potential commodity candidate enterprises
Refining the FBS curriculum	Presentation, discussion, matrix ranking, meta cards
Norm setting/functions and roles of participants/facilitators/resource persons	Small group discussions, presentation, consensus building exercise, line game
Logistical agreements: venue, scheduling, resources needed	Discussion-interaction; firming of agreements

**NOTE:** The profile sheets of participants, and their participation in this module, should give the facilitators some ideas/insights as to the resources and capabilities of members. Facilitators should take note in their documentation. Activities 4, 7, and 8 may not take much time as these are partly discussed in module 0.

**Expected outputs:**

1. participants and facilitators reach common understanding of the FBS approach
2. FBS enterprise group formed, and members profiled
3. FBS curriculum validated; develop the FBS sessions plan and schedules for implementation
4. logistical needs clarified and agreed (e.g. venue, funds, supplies/materials)

## Module 2

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### Group formation and strengthening for enterprise development

This module aims to assess, form and strengthen the farmers groups for enterprise development or chain improvement. It has three sessions: (1) livelihood and business visioning, (2) individual and group capacity assessment, and (3) learning and working together.

#### Session 1. Group formation for enterprise operation

##### Objective:

1. To validate the potential enterprise for chain development or upgrading
2. To form the FBS group based on the validated enterprise/value chain.

##### Duration: 1 hour

This is a brief session where the trainer-facilitator will present the identified/validated enterprise/value chain based on the preliminary assessments. The facilitator describes the possible organization/formation of the group members according to the different activities (e.g. production, processing, marketing, business recording) that will be involved for the enterprise to operate. The organizational structure of the business enterprise will then be identified.

#### Session 2. Livelihood and business visioning

##### Objectives:

At the end of the session, participants should be able to:

1. discuss key livelihood and business concepts
2. develop and share their livelihood and business vision
3. prioritize related market chain(s) of the validated/prioritized commodity(ies).

##### Duration: 2 hours

##### Learning content and methods

TOPICS	METHODS
Understanding livelihoods and business	Group exercise on livelihoods; meta cards
Enterprise/business visioning of the farmer groups	Group discussion and livelihood visioning (i.e. household livelihoods; farmer groups livelihood)
Prioritizing commodity and value chains	Brainstorming; group discussion for consensus building exercise on focused value chains

The outputs will be synthesized and documented by the facilitator for review by the participants.

### Session 3: Learning and working together

**Objectives:**

At the end of the session, participants should be able to:

1. improve their capabilities in communication and cooperation/collaboration that are essential in value chain/enterprise development
2. assess what makes a group successful and describe the roles and contributions of its members
3. firm up core values needed for the success of the business.

**Duration:** 2-4 hours

**Learning content and methods:**

TOPICS	METHODS
Roles and contributions of group members	Team-building games: start with exercises/games that highlight individual imaging, self-worth, self-knowledge as important building blocks to group work for business development Brainstorming using meta cards
What makes a group successful	Team building games that highlight communication, trust building exercises

The outputs will be synthesized and documented by the facilitator for review by the participants.

**SPECIAL TOPIC:** Facilitation skills building

The purposes of this session are to:

1. stress the importance and principles of the facilitation function in the FBS process
2. help build/improve facilitation skills.

This session will be conducted by an invited implementing organization’s resource person or the FBS Facilitator.

**Method:** Lecture; games; role-playing; video



## Module 3

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### Introducing business and marketing concepts

This module aims to introduce key concepts on business, enterprise, market supply and value chains. It consists of two sessions: (1) market-supply and value chain perspectives, and (2) entrepreneurship for small-scale producers.

Module 3 starts with a practical discussion of the concepts and principles of market supply and value chains, especially the differences between the three in terms of forward and backward linkages: value chain concept's main difference involving the importance of facilitation and collaboration of all chain actors for mutual benefits. This is session 1, which includes a market visit for experiential learning of the concepts and principles, as well as serving as a primer for module 4 on the value chain assessment.

### Session 1: Supply-market and value chain perspective

#### Objectives

At the end of the session, participants should be able to:

1. understand the concepts of business and enterprise, supply-market chains, and adding value
2. identify the value chain actors, potential service providers and other stakeholders, and their roles in the value chain.

**Duration:** 3 hours

#### Learning content and methods

TOPICS	METHODS
Definitions (supply and markets chains, marketing, value chains and adding value)	
Description of chain actors, service providers, stakeholders and their roles	Presentation Games, role playing
Chain mapping: Flows of products, money information; benefit distribution and power relations; bargaining power	Case analysis
Market visit: preparation and organization	Market visit orientation; organize members into sub-teams to interview chain actors

**EXERCISE:** Market visit (undertaken on another day)

**Duration:** 2 hours, excluding travel time

The market visit is field work guided by the facilitator that introduces participants to the market and business concepts and enables them to map the chain. The participants are expected to learn from the different market-supply chain actors. The members work in sub-groups to enable them to conduct the most interviews in the limited time (2 hours excluding travel time). It is important to have made adequate preparation for the market visit. The sub-groups choose a leader who can facilitate the interviews, clarifying the checklist of data/information to be gathered from each actor, allocating people to note-taking, analyzing gathered data/information, and organizing for reporting. During the interviews with a limited number of chain actors, participants should gather and record information about

other chain actors as well. Also, implementing organization’s facilitators should have made prior arrangements with appropriate organizations or chain actors for the market visit.

After the interviews and direct observation, participants go back to the venue for the discussion, analyzes of fieldwork outputs, organization and sharing of outputs. It is suggested that the market visit be scheduled at a time when most chain actors can be found.

Synthesis by facilitator. In addition to summarizing the outputs of the market visit exercise noting the initial supply and market chain maps, the synthesis should emphasize the importance of the exercise in identifying additional supply and market chain actors, understanding how to contact and better engage them in preparation for the conduct of value chain assessment in module 4.

## Session 2: Entrepreneurship for small-scale producers

### Objectives

At the end of the session, participants should be able to:

1. discuss the concept of entrepreneurship and the role of local entrepreneurs
2. identify different types of business organizations, and describe their relative advantages and means of growth.

**Duration:** 30 minutes to 1 hour

### Learning content and methods

TOPICS	METHODS
Farmer and processor: producer versus entrepreneur	Games, testimonials, panel discussion (successful entrepreneurs)
Income and profit orientation; improving efficiency, competitiveness through chain interventions	Case study, testimonials; example using commodity/ value chain
Types of business organizations; options for organizing business groups (pros and cons of cooperatives, associations, others)	Presentation, case study
How local entrepreneurs grow	Testimonials, case presentation, lecture

**NOTE:** Since this session is relatively brief, the presentation and orientation for the module 4 field work can follow, i.e. the conduct of the value chain assessment.

## Module 4

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### Identifying and prioritizing chain opportunities and interventions

This module aims to assess and prioritize challenges and opportunities across the supply and market chains using appropriate tools. The chain mapping exercise in module 3 can provide the lead to the different chain actors who will be interviewed during this module's value chain assessment.

The chain assessment results can help analyze how improvements can be made at the different points or nodes in the chain: from inputs to production, processing, marketing, and consumption, including the logistics in the different parts. The module consists of five sessions: (1) planning for value chain assessment, (2) conducting the chain assessment, (3) discussion and analysis of the chain assessment results, (4) sharing and validation with chain actors, potential support services providers, and stakeholders; and (5) analyzing and prioritizing chain upgrading opportunities and interventions.

### Session 1: Planning for supply-market-value chain assessment

#### Objectives

At the end of the session, participants should be able to:

1. understand the importance and purpose of value chain assessments
2. plan and organize chain assessments
3. present the potential interventions in the chain functions/actors based on the chain assessment results.

**Duration:** 3 hours

Session1, on planning and organizing for the value chain assessment, can already be done following session 2 of module 3, as the latter is a short session. The assessment should focus on the relevant chain of the target commodity enterprise while also enabling a good understanding of the other related chains.

Before the conduct of the value chain assessment, the facilitator should have prepared for the module 4 field work by contacting the chain actors to be interviewed or who are involved in the group discussions. This is critical as engaging with some chain actors, like traders and businessmen, could be challenging. It is also important to legitimize this process by sending communication to the relevant officials.

The use of checklist of data/information needs for each chain actor is very useful. The checklist in module 3 can be refined and tailored to the specific enterprise value chain.

#### Learning content and methods

TOPICS	METHODS
Target commodity/supply-market chain/ service providers and stakeholders to visit/interview	Group discussion; brainstorming, meta cards Follow through of chain map in module 3
Key information to be collected, methodology to use, and questions for each actor/service provider	Checklist provided Group exercise; role-playing (practice interview)
Tasks and roles for assessment team members	Group discussions Allocation of tasks within the people's organization (PO)
Preparing logistics and schedule for fieldwork	Group discussions; post session contacts

## Session 2: Conducting the value chain assessment

### Objectives

At the end of the session, participants should be able to:

1. apply methods and tools in supply-market chain assessment
2. collect relevant information for assessing the target commodity chains
3. determine operational challenges in conducting the assessment.

**Duration:** 2-4 hours (may vary according to the chain actor interview or group discussion). Fieldwork is conducted in sub-groups and can last 2-5 days depending on the availability of producers, traders, processors, and other chain actors.

### Learning content and methods

TOPICS	METHODS
Chain actor (e.g. input supplier, farmer, trader, wholesaler, retailer, processors, consumer) characterization, including gender roles	Field visit, key informant interviews, focus group discussion (FGD), direct observation of production, markets, processing
Basic chain description (volumes, prices, margins, seasonality), relationships, governance, risks/vulnerabilities, costs and margins, including issues of efficiency, equity and sustainability	Field visit, direct observation, interviews, FGD Expanded, in-depth rapid market appraisal
Problems and opportunities; potential interventions/innovations	Field visit, interviews, FGD

## Session 3: Discussion and analyzes of fieldwork results

### Objectives

1. At the end of the session, participants should be able to:
2. consolidate, process and analyze data from the assessment
3. discuss and summarize key results, conclusions and recommendations for action.

**Duration:** 4 hours

### Learning content and methods:

TOPICS	METHODS
Data consolidation and processing	Group exercise
Analyzing fieldwork data results, using quantitative and qualitative/visual tools	Analytical methods and tools, including chain mapping and strengths, weaknesses, opportunities and challenges (SWOC)
Preparing the assessment report	Group exercise; consolidation of findings

**NOTE:** Basic chain maps include the functions/roles of actors, their characterization and relationships; risks and vulnerabilities; costs and margins; challenges and opportunities. The value chain fieldwork should be able to capture the data/information of the different chain actors.

## Session 4: Sharing and validating with value chain actors

### Objectives:

At the end of the session, participants should be able to:

1. share and validate assessment results with other chain actors and stakeholders
2. jointly identify and prioritize chain opportunities, including potential collaboration with chain actors.

**Duration:** 3-4 hours

### Learning content and methods:

TOPICS	METHODS
Presentation of assessment results	Presentation, display of products and posters
Discussion with other actors and stakeholders to solicit their views and suggestions	Panel discussion, group exercises
Building chain-wide consensus on priority needs and opportunities, and next steps	Panel discussion, group exercises

**NOTE:** This sharing of value chain assessment results is called the stakeholders' validation meeting (SVM), which is participated by the facilitators with farmer group leader or representative, partners and stakeholders, and potential business development services (BDS) providers. Sessions 4 and 5 of this module can be done together during the SVM.

## Session 5: Analyzing and prioritizing value chain opportunities

### Objectives

At the end of the session, participants should be able to:

1. build consensus on an updated list of priority market opportunities, using outputs from the sharing-validation exercise with other chain actors and stakeholders
2. prepare an action plan to address the prioritized market opportunities.

**Duration:** 2-3 hours

### Learning content and methods:

TOPICS	METHODS
Identifying criteria and guidelines for priority setting	Brainstorming
Ranking of supply-market chain opportunities by farmer-processors, partners, and chain representatives	Ranking exercise and group discussion
Building consensus on priority market opportunities	Group discussion

**NOTE:** The final output of the SVM will be an action plan that addresses the identified challenges and opportunities to develop or upgrade the value chain. The SVM can be done by cluster of enterprise groups and held in a strategic venue where relevant stakeholders and potential BDS providers converge. Participants at the SVM include representatives and facilitators of the enterprise groups: the action plan will still have to be presented to, and validated by, all members of the enterprise group back in the community.

## Module 5

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### Testing potential innovations

This module aims to introduce technological, commercial, and institutional innovations or interventions in collaboration with other chain actors and stakeholders to address identified opportunities and/or challenges. It consists of six sessions: (1) validating the action plan of innovations to address market opportunities, (2) designing and organizing the testing of innovations/interventions, (3) conducting and monitoring the testing of innovations, (4) special topics to support innovations, (5) analyzing results and preparing for sharing innovations, and (6) presenting and sharing innovations with chain actors, support providers, and other stakeholders

Sessions 1 and 2 can be done together in one sitting.

#### Session 1: Validating the action plan of innovations to address market opportunities

##### Objectives

At the end of the session, participants should be able to:

1. validate the identified/prioritized innovations corresponding to value chain opportunities and challenges with the enterprise farmer group members
2. develop the design and organize for the testing of innovations/interventions.

**Duration:** 2 hours

##### Learning content and methods:

TOPICS	METHODS
Validating the technological, commercial, and institutional innovations identified during the SVW	Presentation of the action plan; group discussion
Prioritizing potential innovations for testing and introduction in market chain	Group discussion, group exercise
Refining the action plan	Group exercise

#### Session 2: Designing and organizing the testing of innovations

##### Objectives

At the end of the session, participants should be able to:

1. identify the interventions needed to develop or improve the value chain, and translate them into a design for testing
2. organize and prepare for testing interventions/innovations, including roles/task assignments, guidelines, and tools to be used.

**Duration:** 2 hours (if group decides on multiple innovations then will need more time)

## Learning content and methods

LEARNING CONTENT	METHOD/TOOLS
Moving from the identification of innovations to design or activity plan	Group exercise
Preparing for activities to test innovations, defining roles of members, tasking: production to marketing, and identifying sources of support services and/or specialists/resource persons needed to test the innovations/interventions.	Group discussion
Preparing guidelines and tools for testing prototype innovations: commercial, technical and social/cultural feasibility	Group exercise

### Session 3: Conducting and monitoring the testing of innovations or interventions

#### Objectives

At the end of the session, participants should be able to:

1. develop prototypes or improve the target interventions
2. undertake testing and refinement of interventions
3. monitor the process and results of innovation testing.

**Duration:** several weekly sessions based on the design and organization for the testing of innovations.

#### Learning content and methods:

TOPICS	METHODS
Implementing activities for testing the prototypes/drafts	Experiments/trials, market research, consumer and market testing; FGDs
Collecting and organizing information during testing; assessing for quality or efficiency standards	Recordkeeping and other documentation methods; quality assessment tools; consumer or user feedbacking
Modify action plan or adjust activities accordingly	Group work; discussion-sharing

**NOTE:** Refer closely to the FBS Monitoring Guide. Resource persons or specialists are accessed/invited to train participants and guide the specific interventions. There will be different resource persons according to the intervention.

### Session 4: Special topics to support innovation

#### Objectives

At the end of the session, participants should be able to use practical knowledge, information, and skills in applying interventions or innovations to the market chain.

**Duration:** Around 16 hours

### Learning content and methods:

TOPICS (EXAMPLES)- AS APPLICABLE	METHODS
Business laws and regulations	Resource persons or specialists Lecture, presentations, field visits, group discussions, group exercises, learning visits/educational trip
Product standards and certification	
Supply chain management	
Good manufacturing practice (GMP) and food safety/ hygiene	
Packaging and labeling	
Market development and marketing strategies, including social marketing	
Business ethics	
Negotiation and conflict management	
Accessing and using market information	
Legal services	
Other topics depending on the needs of the group concerned	

**NOTE:** The conduct of seminars or trainings for the special topics may be clustered for common needs.

### Session 5: Analyzing results and preparing for sharing innovations

#### Objectives

At the end of the session, participants should be able to:

1. analyze and use results in further refining innovations
2. prepare for sharing innovations with other stakeholders.

**Duration:** 4 hours

#### Learning content and methods:

TOPIC	METHODS
Summarizing experiences and results	Presentation, group discussion
Reviewing innovations based on previously agreed indicators of success, profitability	Group exercise; costs and margins analysis
Developing a shortlist of field-tested innovations; producing the product package for presentation to stakeholders for feedback	Group discussion; interventions and product(s) packaging
Preparing for the sharing event: the SVW with exhibit of initial innovations results	Group exercise for planning; tasking
Others as needed	

**NOTE:** Session 5 can already start in the middle of module 5 to prepare adequately for the SVW. The presentation of improved products and innovations is done in the SVW with exhibit, session 6.



## Session 6: Presenting and sharing innovations with market chain actors and stakeholders

### Objectives

At the end of the session, participants should be able to:

1. share tested innovations or interventions with other chain actors and stakeholders
2. get feedback and suggestions for further improvements or refinements from potential markets and other stakeholders.

**Duration:** 6 hours

### Learning content and methods:

TOPICS	METHODS
Sharing Event: Building chain-wide consensus on priority innovations as basis for business development	SVW with exhibition of product prototypes, or improved products, and other innovations; display of sample products and posters
Presentation of field-tested innovations	Presentation, testimonials, promotional activities, media coverage
Discussion with other actors and stakeholders to solicit feedback and suggestions	Panel discussion, group exercises, feedback forms
Post-event assessment and planning for further improvements/ refinements	Group discussion planning facilitation

**NOTE:** Session 6 is the 2<sup>nd</sup> SVW where tested innovations/ interventions are presented to and shared with partners, stakeholders, BDS providers, representatives of potential markets, with media coverage if possible. The main purpose is to get feedback for further refinements or improvements to prepare for the business launch.

### Post-Module 5: Planning for the Final Event

The business launch should be planned about two months before the target date. This is the responsibility of the implementing organization's management with the different levels of facilitators. Planning should begin immediately after completion of module 5.

After the SVW, at which the revised action plan has been developed, a suitable date should be identified for the business launch. Preparations can then be adequately undertaken, including the refinements of the product quality with improved packaging, etc.

### Objectives

At the end of the session, participants should be able to:

1. plan for the business launch
2. prepare and organize the business launch event.

**Duration:** 4 hours

**Learning content and methods:**

TOPICS	METHODS
Reviewing status of innovations to estimate readiness, and scheduling of the final event	Group discussion
Conceptualizing and designing the business launch	Group discussion; video presentations of sample business launches; sample programs
Roles and tasks for farmer-group members	Group exercise
Logistic planning	Administrative work/ facilitation

## Module 6

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### Accessing business development support services

This module aims to create awareness about what BDS are, the ways and means of accessing them, and to develop or enhance farmers' access to and use of BDS. The module consists of three sessions: (1) BDS services, (2) financial resources and management services, (3) and research and extension support.

Engagement with BDS can begin during module 5 where resource persons or specialists and support service providers are needed to implement the planned interventions or innovations across the chain.

A panel discussion of BDS providers can be organized as a cluster activity involving all the FBS enterprises.

#### Panel Discussion:

A panel discussion consists of invited representatives of potential BDS providers relevant to the FBS group enterprises. Each panelist (e.g. experts in the relevant technologies, marketing, packaging, food safety, financing, entrepreneurship skills training) presents the support service that they provide, the process and how they can be accessed, each during a 10-15 minute session. Open forum follows for clarification and more information.

The following sessions may be adjusted in the actual implementation, as needed.

### Session 1: Business development services

#### Objectives:

At the end of the session, participants should be able to:

1. identify sources of BDS to help develop the enterprise and the corresponding business plan
2. prepare proposals for accessing financial resources.

**Duration:** 2 hours

#### Learning content and methods:

TOPICS	METHODS
BDS: ways and means of access and support	Presentation, group discussion
Type and availability of sources for financing	Presentation, group discussion
Procedure, guidelines and conditions in applying for external financial assistance	Group discussion, group exercise

### Session 2: Financial management services (this can also be part of the special topics, and done simultaneously in module 5)

#### Objectives

At the end of the session, participants should be able to:

- apply practical knowledge and skills in financial management
- identify and access services for financial management support.

**Duration:** 4 hours

**Learning content and methods:**

TOPICS	METHODS
Financial literacy; business instruments	Presentation, visuals, samples
Practical record/bookkeeping, accounting and reporting	Presentation, group exercise
3. Management services and capacity building support	Presentation

**Session 3: Research and extension support****Objectives**

At the end of the session, participants should be able to:

1. determine needs for research and extension support in implementing business plans
2. identify and contact service providers of relevant research and extension support.

**Duration:** 2 hours

**Learning content and methods:**

TOPICS	METHODS
Research and extension support to farmer-group business: needs and opportunities	Presentation, panel discussion, group discussion
Introduction to service providers of research and extension support	Presentation, panel discussion, group discussion

## Module 7

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### Business planning

This module aims to help the enterprise groups develop business plans to make use of market opportunities. The business plan is prepared by building on realistic data/information covered during the process of applying and testing of innovations, as well as data/information gathered from modules 3 and 4. It consists of two sessions: (1) review of the value chain assessment outputs, and feedback to innovations; and (2) assistance to developing the business plan of the enterprise group.

#### Session 1: Review of value chain assessment outputs, and feedback to innovations

##### Objectives

At the end of the session, participants should be able to:

1. review the chain assessment results
2. analyze the financial information related to innovations for incorporation into the business plan.

**Duration:** 2 hours

##### Learning content and methods:

TOPICS	METHODS
Review the value chain assessment results	Resource person; group discussion
Review feedback from consumers, other chain actors, and stakeholders to refine innovations	Technical assistance; mentoring
Shortlisting of commercially viable innovations for business planning	SWOC analysis, group exercise, financials

#### Session 2: Preparing the business plan of the enterprise group

##### Objectives

At the end of the session, participants would be able to:

1. know the parts and process of preparing the business plans
2. identify further needs to prepare the business plan.

**Duration:** 6 hours

##### Learning content and methods:

TOPICS	METHODS
Procedure and guidelines in business planning	Presentation, group discussion, sample business plans from FBS
Preparing the business plan (according to implementing organization's agreed template)	Group exercise; technical assistance/resource person, mentoring

## FBS business launch: the final event

This event marks FBS completion with the launching of new business/es by the farmer-processor group. This is usually a three-day activity of (1) preparations; (2) the business launch (BL) proper; and (3) evaluation and preparation for post-FBS support

### Objectives

At the end of this event, participants should be able to:

1. showcase the businesses and innovations resulting from the FBS
2. share experiences and outcomes of their FBS participation
3. establish and strengthen contacts with other market chain actors and stakeholders.

**Duration:** 4 hours

### Learning content and methods:

TOPICS	METHODS
Business Launch activity design: pre-BL, BL, post-BL	Presentation, videos
Presentation of FBS derived businesses and innovations	Testimonials, promotional activities, display of sample products and posters, business pitch, media coverage
Review and evaluation of FBS experiences and outcomes	Presentation, testimonial, panel discussion, use of evaluation/feedback sheets
Establishing and strengthening chain-wide contacts	Preparing and distributing a directory of chain-wide actors and stakeholders

## Post-FBS support

After the FBS, the post-FBS plan is discussed and mapped for each enterprise. This means follow-up activities are identified and organized to provide support services to continue the improvements of the initiated enterprises. Necessary BDS and ways of accessing them are also identified. The outputs of the post-BL session should be noted as these are important inputs to the post-FBS support plan.

### Objectives

During the post-FBS support phase, participants should be able to:

1. monitor business performance and manage continuing challenges and opportunities
2. prepare and implement longer-term business plans.

Duration: To be determined

### Learning content and methods:

TOPICS (EXAMPLES)	METHODS
Monitoring of businesses, support services and external business environment	FBS groups' monitoring and consultation meetings Linking activities with BDS
Managing business challenges and opportunities	Seminar series on special topics
Facilitating implementation of long-term business plans	Mentoring/coaching

## FBS monitoring-mentoring toolkit

In order to achieve the objectives of the FBS, timely and adequate monitoring of FBS implementation is vital. The purpose of FBS monitoring is to check whether the planned activities and related exercise(s) are conducted and expected outputs are achieved in terms of both quality and quantity. Since the FBS is a complex process entailing both the strengthening of business capabilities and the upgrading of value chains or enterprises, it should be expected that needs, challenges, and opportunities arise in the process. Facilitators should be adequately equipped to have the technical knowledge and skills to address them through mentoring. Facilitators are themselves mentors but,, whenever needed, they should also facilitate identifying and accessing external resource persons with specific knowledge and skills. Mentoring needs are often identified in the monitoring process.

In order to guide the process, an FBS monitoring-mentoring toolkit is provided. It consists of the FBS monitoring-mentoring guide, and the FBS monitoring checklist.

The FBS monitoring-mentoring guide (FBS-MMG) is directly used by the FBS CF and MF. It is suggested that the MMG is reviewed before the start of the session as easy reminder. The FBS-MMG serves as the summary of activities, exercises, and expected outputs of each session. This should take into account any revisions or modifications that have been agreed by the FBS group during the FBS curriculum validation in module 1.

The MF and the implementing organization's FBS Core Team should also have a copy of the FBS-MMG as reference document for their monitoring and mentoring. Despite having different oversight and monitoring roles, they should refer to this document to harmonize status, technical and service assistance needs of the group, and the nature and timing of their responses. The FBS-MMG should help identify areas or special topics for mentoring like marketing, financial literacy, food safety and quality, packaging, certification, and others. There may be a need to cluster nearby FBS groups with similar needs to be more efficient in accessing required services and resource persons. Other events to be harmonized and clustered are the stakeholders' validation meeting/Workshops after module 4 (i.e. to share value chain assessment outputs for action planning), and module 5 (i.e. presentation of improved products and feedback from BDS providers).

The FBS monitoring checklist (FBS-MC) is a handy-to-carry tool that helps with checking the progress of FBS implementation by session; whether the session has accomplished the target activity(ies) and achieved expected output(s). It also helps identify specific needs and problems to be addressed. The Core Team and FBS facilitators have diverse and complementing roles in using the checklist. The FBS facilitators should complete the checklist immediately after the completion of the relevant session to ensure compliance and, if required, instigate immediate corrective measures, including timely identification of needed technical assistance, information and business services.

A key difference between FBS-MMG and FBS-MC is that in the former the expected outputs are indicated in terms of activity process; in the latter, they are indicated in terms of concrete documentation to be produced and kept in the document portfolio that each FBS group is expected to have (kept either by the CF or MF).



## Monitoring-mentoring guide

Modules	Sessions/Activities	FBS Team	Week	Duration (No. of hours/session)	Expected Output(s)	Monitoring-Mentoring Particulars*
M0. FBS Preparations	Village immersion Legitimization with district/village officials FBS orientation FBS refresher Selection of FBS participants	FBS Core team/ facilitators	W0	2-3 days	FBS legitimized FBS orientation done with farmer groups in general and local partners Participants selected	
M1. FBS Planning and targeting	1.1. Preparatory meetings with prospective participants	CFs, MFs	W1	4	Participants selected; 100% commitment assured Participants get to know each other well Curriculum understood; refined as needed Pre-testing done; results kept for evaluation Session venue and time decided; logistics agreed	May take more than 1 day within W1 CFs must see that the FBS process and requirements for FBS participants are clearly understood
	1.2 Targeting and selection of value chains based on criteria drawn from the implementing organization's guideline	CFs, MFs	W2	4	Profiling done and kept in CFs portfolio Commodity focus enterprise validated using exercise that considers climate resilience and gender sensitivity	This process considers the implementing organization's prioritization process Facilitators prepare get-to-know exercises Portfolio organized for record keeping and documentation See that all session records/documents, outputs, observation, attachments are kept separately for each by module.

Modules	Sessions/Activities	FBS Team	Week	Duration (No. of hours/session)	Expected Output(s)	Monitoring-Mentoring Particulars*
M2. Group formation and strengthening	2.1 Livelihood and business goals and objectives setting	CFs, MFs	W3	4	Enterprise vision clearly defined by the FBS group; refined and written on the wall	Vision statement record kept by CF/MF Process documentation
	2.2 Individual and group capacity assessment	CFs, MFs			Skills and capabilities of members assessed; as in FBS guide	Exercise output(s) kept CF/MF own observation/sketch on record Core team facilitators visit after W3 to check on the livelihood vision, and the preparations for module 3, especially the market visit
M3. Introducing of marketing and business concepts	2.3 Learning and working together	CFs, MFs	W4	4	Enterprise Group members' collaboration, cooperation, communication skills improved	Session exercises record kept Facilitators' observation included
	3.1 Supply-Market chain perspective	CFs, MFs, Core Team, CIP-FS+	W5	3	Participants understood chain actors and their roles (market and supply chain perspective), and importance of such mind-set (not just self/own-function thinking) in business/ enterprise success Group is oriented/ organized to conduct the market field visit.	Before W5 (after W3), Core Team facilitators check that the local CFs/MFs prepare the guide for the market visit
			W6	3, morning	Actual market visit conducted.  Findings/results of the market visit discussed, analyzed, and presented by members.	W5 and W6 activities should be clearly understood by the group; clear instruction/ agreement during the Core Team facilitators visit All presentations are kept Bullet summary of market visit outputs (based on the guide) prepared; to be reviewed by Core Team facilitators
	3.2 Entrepreneurship and business for small-scale producers	CFs, MFs	W7	0.5	Participants clearly understand: Entrepreneurship versus ordinary business concept; risks understood	Facilitators clearly and simply use exercises to have the concepts, tools, and means of risk adaptation/mitigation

Modules	Sessions/Activities	FBS Team	Week	Duration (No. of hours/session)	Expected Output(s)	Monitoring-Mentoring Particulars*
M4. Identifying and prioritizing market opportunities	4.1 Planning and supply-market/value chain assessment	CFs, MFs, Core Team	W7	3	Participants understand value chain assessment; the progression step from module 3 The outputs of module 3 revisited to identify chain actors Organize and plan the field work/interviews, FGDs, etc. Discuss the Checklist/ Guide for the value chain assessment	Facilitators take time to guide the participants in identifying all possible chain actors involved in the target livelihood/enterprise Facilitators contact the identified chain actor informants (i.e. individuals or groups), and schedule the interviews Facilitators check that logistics are in place.
	4.2 Conducting chain assessment	CF, MFs	W9	4 (plus travel time) in sub-groups; within the week based on the actors' time	The interviews and FGDs, market inventory, etc. are conducted as planned Done in subgroups	All activities may be done within the week. The facilitators guide them especially in the contacts of traders, businessmen who may be difficult to engage.
	4.3 Discussion and analysis of assessment results with risk mitigation measures of livelihoods	CFs, MFs	W10	4	The findings/results are organized according to the guide; done in subgroups of 2-3 members Members guided to assess chain actors in chain map, characteristics, resources, constrains/ challenges, opportunities	Facilitators prepare bulleted yet substantial summary of the findings by chain actors as to: chain mapping; characterization of chain actors; resources, constraints and opportunities per chain node. Reviewed by Core Team/CIP-FS+ facilitators.
M5. Targeting and testing potential innovations	4.4 Sharing and validating results with value chain actors, including tools for priority setting with climate change/mitigation measures and gender issues	CFs, MFs, Core Team, CIP-FS+	W11	4	Farmer groups presentations in clustered workshop i.e. by commodity or area	Facilitators organize these clustered workshops and invite resource persons who can input to address the challenges and opportunities presented; ideas for interventions per actor
	5.1 Action planning for innovations to address chain challenges and opportunities	CFs, MFs, Core Team, CIP-FS+	W12	3-4	Action plan prepared based on the value chain assessment findings, and discussions during the validation workshop	Facilitators should be able to guide the group in the detailing of the action plan, linking and accessing to required technologies/

Modules	Sessions/Activities	FBS Team	Week	Duration (No. of hours/session)	Expected Output(s)	Monitoring-Mentoring Particulars*
	5.2 Designing and organizing the testing of innovations	CFs, MFs, Core Team			Design: Detailed activity, scheduling, task allocation, and resources needed identified	innovations for each chain actor/function, as needed
	5.3 Conducting and monitoring the testing of innovations	CFs, MFs, Core Team	W13- W22	3-4 per session (as agreed, depending on interventions)	Members implement the identified innovations from input supply, production, processing (if applicable) to utilization and marketing	Facilitators closely monitor the activities; conduct mentoring if capable or link/access BDS for mentoring of different innovations needed
	5.4 Special topics to support innovations (e.g. business regulations, business ethics, collective marketing)	CFs, MFs, Core Team, CIP-FS+	W16- W22	Depends on topics identified (interphase with 5.3 based on availability of resource person)	Training-workshops/seminars conducted per farmer groups or in clusters (for common special topic)  Cross-cutting livelihood development training-workshops conducted (e.g. financial literacy, marketing, business regulations, etc.)	Core Team facilitators should check whether special topics are common so these can be done in clusters to facilitate the use of specialists/ experts
	5.5 Analyzing results and preparing for sharing of innovations	CFs, MFs, Core Team	W23- W25	4	Completed chain innovations and prepared to present them in a SVW  Send invitations to BDS for the SVW	Facilitators guide the group as to the preparations; especially on product quality, packaging, labeling, etc. and the organization of the SVW  All local facilitators cooperate with the Core Team facilitators who are the main organizers of the SVW
	5.6 Presenting and sharing of innovations with key market chain actors and farmers	CFs, MFs, Core Team, CIP-FS+	W26	6-8	Conducted the SVW; first presentation/promotions of innovations/improved products with packaging, labeling	The program organized for exhibitions, sharing of experience, getting feedback from BDS and potential markets Feedback to further refine the products for improvements to be ready for the business launch
	M6. Accessing business support services	6.1 Funding resources, financial management services	CFs, MFs, Core Team	W27	4	BDS providers in a cluster panel discussion/forum of enterprise groups

Modules	Sessions/Activities	FBS Team	Week	Duration (No. of hours/session)	Expected Output(s)	Monitoring-Mentoring Particulars*
M7. Business planning	6.2 Research and extension support (including marketing), others identified	CFs, MFs, Core Team	W28	4	Enterprise groups introduced to the different BDS and their specific needs Contact persons, numbers and addresses given to the groups	Facilitators link the farmer group to identified BDS
	7.1 Introduction to business planning	CFs, MFs, Core Team	W29- W34	Continuous	Business plan approved validated and checked for improvements based on module 4-module 5 data/information outputs/results	Core Team facilitates the technical assistance needed to prepare/ finalize the Business Plan
	7.2 Developing and customizing business plans	CFs, MFs, Core Team				
Final event; the business launch	Launching of new businesses: 3 day-affair	CFs, MFs, Core Team, CIP-FS+	W32	8	The businesses are launched in a big event organized to jumpstart promotions of much improved products, from quality to presentation/ packaging and branding	The business launch should be prepared at least 2 months in advance: the venue, program, invitations, especially products preparations The post-BL evaluation includes a post-BL action plan, detailing activities to be done especially post-FBS support: sustainability, marketing, etc.
Post-FBS support	1. Monitoring of business, support services and external business environment	CFs, MFs, Core Team, CIP-FS+	Post- W32	Variable	Further BDS support identified and accessed; followed up	Enterprise/value chain development coordination can contribute to continued support, especially marketing business plans, while also scaling up with other enterprises
	2. Managing business challenges and opportunities				Continuing strengthening trainings for the groups programmed and conducted for the groups	
	3. Facilitating implementation of long term business plans					
	4. Continuing capacity development of project implementers					

- Weekly session records, outputs, observation, and process documentation are important for monitoring and basis for mentoring. There should be a lead facilitator (either the CF or MF) to keep the FBS group documentation portfolio. This will be inspected and reviewed during monitoring visits.
- The FBS group documentation portfolio includes evidence such as attendance sheets, photos, visuals, etc. and is organized by module.
- All sessions should have photographic records.

## Monitoring checklist

What it is and who uses it. The FBS monitoring checklist (FBS-MC) is a handy tool that helps to check the progress of FBS implementation by session; whether the session has accomplished the target activity(ies) and achieved the expected output(s). It also helps identify specific needs and problems to be addressed. The Core Team and FBS facilitators have diverse and complementing roles in using the checklist.

The CF and the MF should complete the checklist immediately after the completion of the relevant session. It is their role to assess whether activities and outputs are adequately achieved; then suggests means or tools for improvement if needed. Both CF and MF should have their own copy of the FBS-MC the contents of which should correspond and serve as ready reference during monitoring visits by the FBS Core Team members, who have the overall monitoring responsibility. The MF submits a copy of the completed checklist to the MF as required by the management of the implementing organization. Importantly the MF should raise with the Core Team in a timely manner any needs for mentoring, or supplies and materials needed for the effective implementation of activities or sessions.

The MF can refer to the FBS Core Team as needed. The FBS Core Team is in charge of coordinating, monitoring, and mentoring the implementation of the FBS. It consistently interacts with CIP staff to address needs, gaps, and/or opportunities to strengthen the FBS process and mentoring. The MF submits copies of the monitoring checklist to the FBS Core Team, as required by management and on a monthly basis as a minimum. Based on this information and regular field visits, the FBS Core Team will establish and maintain an FBS status database, access to which is granted to CIP staff.

The CF and the MF prepares and keeps the FBS documentation portfolio, which includes all output materials, documents, photos, etc. for each session. These will be inspected together with the FBS-MC during monitoring visits by the Core Team. The whole documentation portfolio should be submitted to the FBS Core Team after the completion of the FBS.

How to use. The monitoring checklist is organized by FBS session. Each session has a set of activities, exercises, and expected outputs. At the end of each session (which may require more than one meeting), CF and MF should complete their own checklists (yellow headers only) by marking (/) when indicated activities were conducted, and outputs available. All the outputs should have supporting evidence, which should be kept in the FBS document portfolio. Furthermore, the MF should look at both the checklist and the documentation portfolio of the FBS group and mark (/) whenever they could verify that the activities and outputs were successfully completed (blue headers). A similar approach is expected to be followed by the FBS Core Team (green header) that, in addition to the ones reported by CF and MF, will also check specific outputs to be produced by the MF. Grey cells indicate that no output is expected from the activity. Finally, the remarks column is available for facilitators to indicate activities and/or outputs not done, incomplete, or replaced; needs and gaps; areas for mentoring; or any other concern.

Session	Session Conducted (with attendance list)	Activity	Exercise	Activity/ Exercise conducted	Expected output	Output available	Output checked by mentor facilitator	Expected output by mentor facilitator	Output by mentor facilitator available	Checked by Core Team	Remarks			
1.1. Preparatory meetings with prospective women and men participants		1. Orientation to FBS	1. Lecture- discussion using slides	<input type="checkbox"/>										
			1. Getting to know	<input type="checkbox"/>										
		2. FBS planning		2. Value chain case presentation (video)	<input type="checkbox"/>									
				3. Definition of roles and responsibilities for facilitators and participants	<input type="checkbox"/>	List of roles and responsibilities (or photographic evidence)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>		
				4. Profiling of participants	<input type="checkbox"/>	Profile sheets of committed participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Consolidated list of participants with key characteristics	<input type="checkbox"/>	<input type="checkbox"/>	
				5. Division by group	<input type="checkbox"/>									
				6. Checking expectations	<input type="checkbox"/>	Consolidated list of expectations of participants (or photographic evidence)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
				7. Formulating house rules	<input type="checkbox"/>	List of house rules (or photographic evidence)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
				8. Pre-testing	<input type="checkbox"/>	Filled pre-testing forms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Summary of group pre-testing results	<input type="checkbox"/>	<input type="checkbox"/>	
				9. Customizing FBS curriculum	<input type="checkbox"/>	Schedule of implementation of FBS cycle, including time/venue/logistics of sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Schedule compatible across all FBS groups in the cycle to sync business launch	<input type="checkbox"/>	<input type="checkbox"/>	



1.2. Targeting and selection of commodity for value chain development with climate change and gender dimensions	<input type="checkbox"/>	1. Identification selection criteria	1. Generate criteria for FBS enterprise selection through focus group discussions and key informant interview	<input type="checkbox"/>								
		2. Option ranking	1. Rank options by criteria for FBS enterprise selection	<input type="checkbox"/>	List of prioritized options and agreed identified target commodity (ies)	<input type="checkbox"/>	Target commodity (ies)	<input type="checkbox"/>				<input type="checkbox"/>
2.1. Livelihood and business visioning	<input type="checkbox"/>	3. Gender considerations in commodity selection	1. Gender mapping	<input type="checkbox"/>	Gender map	<input type="checkbox"/>		<input type="checkbox"/>				
		1. Small group workshop on livelihood portfolio of group	1. Visioning	<input type="checkbox"/>	Vision/goal of FBS group on target commodity enterprise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	List of skills, capabilities and resources available			
		2. Presentation on livelihoods, farm and agriculture-based business										
3. Formulating a group or individual mission and vision												
2.2. Individual and group capacity assessment	<input type="checkbox"/>	1. Brainstorming to assess and identify existing business capacities and resources of women and men farmers	1. Capacity and asset inventory for target business	<input type="checkbox"/>								<input type="checkbox"/>
			2. Individual entrepreneurial competency assessment									

2.3. Learning and working together	<input type="checkbox"/>	1. Group sharing on learning and working together as a group	1. Chinese whispers 2. Tower building 3. Breakthrough 4. Trust walk	<input type="checkbox"/>							
3.1. Value chain perspective	<input type="checkbox"/>	1. Lecture on understanding market and value/market/supply chains and business concepts	1. Field work on market and mapping the chain	<input type="checkbox"/>	Market info on target commodity/List of actors to be interviewed in Module 4 (incl. photo evidence)	<input type="checkbox"/>	<input type="checkbox"/>				
3.2. Entrepreneurship for small-scale producers	<input type="checkbox"/>	1. Lecture on entrepreneurship for small-scale producers	2. Markets and value chain statements	<input type="checkbox"/>							
3.3. Types of business organizations	<input type="checkbox"/>	1. Group discussion among the participants		<input type="checkbox"/>	Decision on the type of business organization (formal/ informal, coop./ association)	<input type="checkbox"/>	<input type="checkbox"/>	Type of business organization	<input type="checkbox"/>	<input type="checkbox"/>	
3.4. Climate Change basics	<input type="checkbox"/>	1. Introduce climate change basics		<input type="checkbox"/>							

3.5. Importance of gender in agriculture and agribusiness	<input type="checkbox"/>	1. Gender realities: status and evidences and gender concepts	1. Born the opposite sex: exercise on sex, gender and "doing gender"	<input type="checkbox"/>															
4.1. Planning market chain assessment	<input type="checkbox"/>	1. Lecture on planning the value chain assessment		<input type="checkbox"/>	Basic value chain map, selection/adaptation of guide questions for assessment, roles assigned, time/venue/logistics agreed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Communication arranged for securing logistics and human/financial resources for market visit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2. Conducting market chain assessment	<input type="checkbox"/>	1. Recap on tools and approaches in market chain assessment	1. Actual conduct of market chain assessment	<input type="checkbox"/>	Photographic evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3. Discussion and analysis of assessment results with risk-proofing of livelihoods	<input type="checkbox"/>	1. Evaluation and consolidation of results on market chain assessment exercise		<input type="checkbox"/>	Detailed VC map incl. description of actors, summary of key market information by actor, opportunities/products to be targeted by FBS enterprise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Target opportunities and products	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4. Sharing and validating results with market chain actors	<input type="checkbox"/>	1. Validation meeting with chain actors and stakeholders		<input type="checkbox"/>	Photographic evidence of validated VCA results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Consolidated results for further checking and ready referral to needed support services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.1. Action planning for innovations to address market opportunities	<input type="checkbox"/>	1. Lecture on identifying and prioritizing innovations	1. Video presentation with group discussion	<input type="checkbox"/>	Photographic evidence of planning exercise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2. Designing and organizing the testing of innovations	<input type="checkbox"/>	1. Group discussion to identify specific actions and roles	1. Business hoorary	<input type="checkbox"/>	Action plan of interventions for VC development/upgrading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Consolidate action plan for experts' consultation & referral to needed support services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<input type="checkbox"/>	1. Discussion of results of tested innovations	1. Tower building 2. Breakthrough 3. Trust walk, etc.	<input type="checkbox"/>	Photographic evidence of exercises	<input type="checkbox"/>	<input type="checkbox"/>				
5.3. Conducting and monitoring the testing of innovations			4. Testing/tryouts of interventions  5. Consumer/market testing	<input type="checkbox"/>	Photographic evidence of testing/notes/results	<input type="checkbox"/>	<input type="checkbox"/>	Consolidation of testing/tryouts for needed support services	<input type="checkbox"/>	<input type="checkbox"/>	
5.4. Special topics to support innovations	<input type="checkbox"/>	1. Identifying special topics to be covered	1. Invite resource persons	<input type="checkbox"/>	Compilation/photographic evidence of testing results	<input type="checkbox"/>	<input type="checkbox"/>	Consolidate results of consumer/market testing for experts referral	<input type="checkbox"/>	<input type="checkbox"/>	
5.5. Analyzing results and preparing for the sharing of innovations	<input type="checkbox"/>	1. Finalizing the results for the session “presenting and sharing of innovations with key market chain actors and farmers”		<input type="checkbox"/>	Photographic evidence of highlights/summary/recommendations; copy of presentations (if any)	<input type="checkbox"/>	<input type="checkbox"/>	Consolidation of recommendations for support service referral(s)	<input type="checkbox"/>	<input type="checkbox"/>	
5.6. Presentation and sharing of innovations with key market chain actors and farmers	<input type="checkbox"/>	1. Stakeholders’ validation meeting		<input type="checkbox"/>	Photographic evidence of results and plan for stakeholders validation workshop	<input type="checkbox"/>	<input type="checkbox"/>	Finalized plan for stakeholders validation workshop	<input type="checkbox"/>	<input type="checkbox"/>	
6.1. Introduction to business planning	<input type="checkbox"/>	1. Presentation and discussion on “business planning”	1. Potato went to town	<input type="checkbox"/>	Program, photographic evidence and compiled outputs of stakeholders validation workshop	<input type="checkbox"/>	<input type="checkbox"/>	Consolidation of SVW outputs for BDS referral/support	<input type="checkbox"/>	<input type="checkbox"/>	
6.2. Developing and customizing business plans (with climate change and gender dimensions)	<input type="checkbox"/>	1. Actual writing of business plan		<input type="checkbox"/>	Draft business plan of target enterprise	<input type="checkbox"/>	<input type="checkbox"/>	Reviewed draft business plan	<input type="checkbox"/>	<input type="checkbox"/>	

6.3. Critiquing and improving business plans	<input type="checkbox"/>	1. Presentation and critiquing of business plans	1. Business café	<input type="checkbox"/>	Improved Business Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		
7.1. Financial resources	<input type="checkbox"/>		1. Meeting with relevant support services providers	<input type="checkbox"/>	Photographic evidence; list of potential financial support needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	List of financial needs; referrals	<input type="checkbox"/>		
7.2. Financial management services	<input type="checkbox"/>		1. Meeting with relevant support services providers	<input type="checkbox"/>	Photographic evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
7.3. Research and extension support	<input type="checkbox"/>			<input type="checkbox"/>	List of potential business support services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
7.4. Legal services	<input type="checkbox"/>			<input type="checkbox"/>	List of legal services needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
FBS final event	<input type="checkbox"/>	1. Business launch of FBS enterprises	1. Business pitch	<input type="checkbox"/>	Photographic evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
			2. Product display	<input type="checkbox"/>	Photographic evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
			3. Market encounter	<input type="checkbox"/>	Photographic evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
			4. Dream up	<input type="checkbox"/>	Photographic evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

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CIP is a research-for-development organization with a focus on potato, sweetpotato and Andean roots and tubers. It delivers innovative science-based solutions to enhance access to affordable nutritious food, foster inclusive sustainable business and employment growth, and drive the climate resilience of root and tuber agri-food systems. Headquartered in Lima, Peru, CIP has a research presence in more than 20 countries in Africa, Asia and Latin America.

[www.cipotato.org](http://www.cipotato.org)

CIP is a CGIAR research center

CGIAR is a global research partnership for a food-secure future. Its science is carried out by 15 research centers in close collaboration with hundreds of partners across the globe.

[www.cgiar.org](http://www.cgiar.org)

**For more information**, please contact CIP Headquarters. Av. La Molina 1895, La Molina. Apartado 1558, Lima 12, Peru.

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