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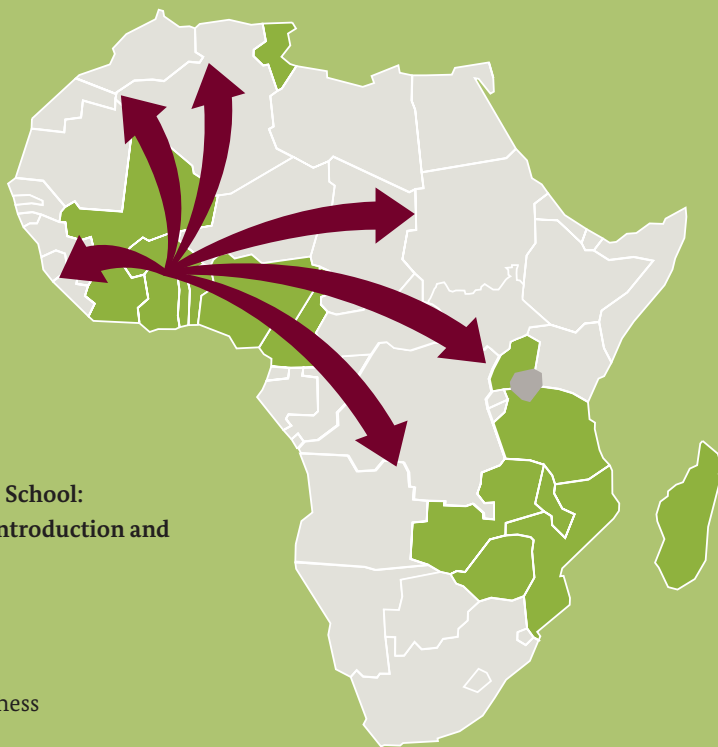
DEUTSCHE ZUSAMMENARBEIT



# Farmer Business School:

## A guideline for introduction and management

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**Farmer Business School:  
A guideline for introduction and  
management**

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## Preface and Acknowledgements

The Farmer Business School (FBS) approach was developed by the Project “Sustainable Cocoa Business (SCB)” of GIZ in 2010 with private and public partners. Building on the successes, other GIZ programmes as well as public and private partners have adapted FBS to other export and food commodities. Together, we have made FBS training possible for over 900,000 smallholders in 16 African countries. FBS has become a unique selling point of GIZ as more and more GIZ projects and partners are interested to adapt the approach to their context and particular needs.

For this reason, the Sustainable Smallholder Agri-Business (SSAB) Programme was commissioned in 2017 by the German Ministry for Economic Cooperation and Development (BMZ) to establish the FBS Advisory Facility with the mandate to support further dissemination of FBS in Africa.

This handbook is geared to support you in the successful introduction and management of the FBS approach. Building on practical experiences and lessons learnt gathered throughout the years, this handbook provides guidelines, tools and recommendations.

First of all, we would like to thank BMZ, our co-financiers the World Cocoa Foundation, the Bill & Melinda Gates Foundation, the Nigeria Incentive-based Risk-sharing System for Agricultural Lending (NIRSAL) and the European Union for the financial support provided to develop FBS and to bring it to scale in cocoa producing countries of West and Central Africa. This would not have been possible without the enthusiastic commitment of our – more than 30 – implementing partners.

Our special thanks go to our colleagues from the programmes, who decided to adapt FBS to their specific context and countries. They indeed enriched the concept over the past years by keeping the quality standards high. Many thanks to all producers and producer organisations, who took part in the development of FBS and who helped us to adapt FBS to different contexts and countries.

Thanks to the members of SNRD Africa (Sector Network Rural Development) Working Group Agribusiness and Food Security (ABFS). They enhanced the dissemination of FBS by exchange and more particularly by the study on FBS in Africa published in 2015. Together with this handbook, this study serves as a reference for parties interested to learn about FBS and its sustainable implementation.

Many thanks also to all other persons, programmes and institutions for their contributions, valuable time and most relevant information.

Enjoy reading and contact us!

The authors

## Executive Summary

Farmer Business School (FBS) is an approach developed by the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) with support from the Bill and Melinda Gates Foundation and the World Cocoa Foundation with the aim to promote entrepreneurship and business skills of smallholder farmers. The approach builds on experiential learning and targets a mind-set change of farmers to recognise themselves as entrepreneurs and investors. These are crucial prerequisites for adoption of improved techniques, use of market opportunities and investments in agricultural production and consequently improved productivity and quality, diversified family income and nutrition. FBS triggers individual and group demand for services and inputs. Embedded and combined with related measures and services the FBS approach is recognised as an integrated cost-effective intervention.

In 2010, originally initiated by the Sustainable Cocoa Business Programme (SCB) for cocoa smallholders in West and Central Africa, by today 20 GIZ projects implement FBS for 22 different lead products, covered in 40 different curricula. The approach has spread in 16 West, Central, North and East African countries. Across the continent, over 900.000 farmers were trained on FBS. On average 30 percent of trained farmers are women. Not least because of the recognised success of the approach, the interest for FBS remains high. Four more projects intend to start FBS before the end of 2017.



To this effect, the new FBS Advisory Facility of the Sustainable Smallholder Agri-Business (SSAB) Programme team took up the initiative to write this handbook. Its purpose is to support successful introduction, implementation, quality management and sustainable anchoring of the FBS approach by projects, partners and for various value chains. Colleagues of the SSAB Programme from Cameroon, Ghana, Nigeria and Europe have developed the maiden version. Most of them were involved in the development of the FBS approach right from its beginnings in 2010.

This handbook combines long-term experience, tools and lessons-learnt for FBS practitioners as well as newcomers along the following areas:

- > The context assessment concerning production systems, value chains, resources and partner structures facilitates decision making on FBS introduction. In addition, an organised exposure to FBS in practice can help to get a better idea of the approach at this stage.
- > The concrete introduction of FBS builds on the selection of lead and complementary products, the definition of target group, target outreach and required FBS trainers.
- > Economics are the backbone of FBS to guarantee value added for smallholders and downstream enterprises. Therefore, cost and benefits of traditional and improved techniques of selected lead and complementary products are analysed. Standardised spreadsheets facilitate the analysis. Results are used to adapt the training materials, which are first tested during a pilot training.





- > Capacity building is an integral and key element for the successful implementation of FBS. Therefore, carefully selected partner staff undergo a thorough qualification led by experienced Master Trainers to become FBS trainers. This comprises classroom Training of Trainers and learning trainings in the field under supervision. Refresher trainings are organised on a regular basis to update knowledge, introduce innovation, adjust work plans and to foster peer learning. To keep the quality of FBS trainings high, certification of FBS trainers builds on their performance and experience.
- > Strong partners as well as a stable financing model are prerequisites to reach sustainability in the end. Sources of finance for FBS can come from bilateral and/or multilateral donors, national and private entities. Types of partnership arrangements and cost-sharing schemes depend on the specific context, partner structures and partners' commitment.
- > Successful implementation and management of FBS depends on several factors:
  - > Roles of partners may vary according to the type of partnership arrangement. In any case, a precise labour division is necessary to make functions and responsibilities between implementing agencies and partners clear.
  - > The impact of FBS depends largely on trainers and supervisors in charge. For this reason, quality criteria need to be considered during the preparation, delivery and follow-up of FBS.
  - > Last but not least, logistics of equipment and training materials need to be organised in an efficient way as FBS is implemented in large scale.
- > Precise planning is the first step towards monitoring. Delivery rates, capacity of trainers and an overview of time help to keep track on the implementation. A digital data collection method is one option for reporting by trainers and supervisors and collection of training related data. It also facilitates the supervision of trainings in regards to challenges and the need of further support.
- > Evaluation of FBS might be specific at outcome level and capture the target group. Improvements may comprise the application of FBS tools, adaptation of good agricultural practices, financial access and savings mentality, organisation in a group to increase negotiation power and diversify production for a healthier diet and a more stable income.
- > Making the African FBS network strong and sustainable will require mutual efforts. One key to it is to satisfy the increasing demand for experienced Master Trainers who are able to qualify new FBS trainers, also in other countries and for different value chains. Furthermore, the ongoing dissemination of FBS across Africa calls for a practitioner platform for producers, donors, policy makers, interested organisations, companies and service providers. There is the vision to establish an international FBS association to promote the uptake of business concepts, development and sustainability of FBS beyond the time of GIZ projects and partnerships.

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## Abbreviations

<b>ADP</b>	Agricultural Development Programme (in Nigeria)
<b>AISP</b>	Agricultural Innovation Support Project
<b>ANADER</b>	Agence Nationale d'Appui au Développement Rural
<b>BCC</b>	Bunso Cocoa College Ghana
<b>BMZ</b>	Federal Ministry for Economic Cooperation and Development
<b>CamCCUL</b>	Cameroon Cooperative Credit Union League
<b>CARI</b>	Competitive African Rice Initiative
<b>CBS</b>	Cooperative Business School
<b>CFLP</b>	Cocoa-Food Link Programme
<b>CICC</b>	Conseil Interprofessionnel du Cacao et du Café
<b>CMT</b>	Certified Master Trainer
<b>COCOBOD</b>	Ghana Cocoa Board
<b>COMPACI</b>	Competitive African Cotton Initiative
<b>FBS</b>	Farmer Business School
<b>FUPROCAT</b>	Fédération des Unions de Producteurs de Café-Cacao du Togo
<b>GAP</b>	Good Agricultural Practices
<b>GIAE</b>	Green Innovation Centres for the Agricultural and Food Sector
<b>GIZ</b>	Deutsche Gesellschaft für internationale Zusammenarbeit GmbH
<b>ICC</b>	Integrated Circuit Card
<b>LCU</b>	Local Currency Unit
<b>LGA</b>	Local Government Areas (in Nigeria)
<b>MIERA</b>	More Income and Employment in the Rural Areas of Malawi
<b>MOAP</b>	Market-oriented Agriculture Programme (in Ghana)
<b>M&amp;E</b>	Monitoring and Evaluation
<b>ONCC</b>	Office National du Cacao et du Café
<b>PDA</b>	Programme de Développement de l'Agriculture
<b>PLG</b>	Pair Learning Groups
<b>ProAGRI</b>	Programme Promotion de l'Agriculture
<b>ProDRA</b>	Programme pour le Développement Rural et l'Agriculture au Togo
<b>PS</b>	Partner Supervisor
<b>SCB</b>	Sustainable Cocoa Business
<b>SNRD</b>	Sectoral Network for Rural Development
<b>SOTRAMAS</b>	Société de Transformation industrielle de Manioc de Sangméléma
<b>SSAB</b>	Sustainable Smallholder Agri-Business Programme
<b>TLG</b>	Trainer Learning Groups
<b>ToR</b>	Terms of References
<b>ToT</b>	Training of Trainers



1.

# 1. Introduction

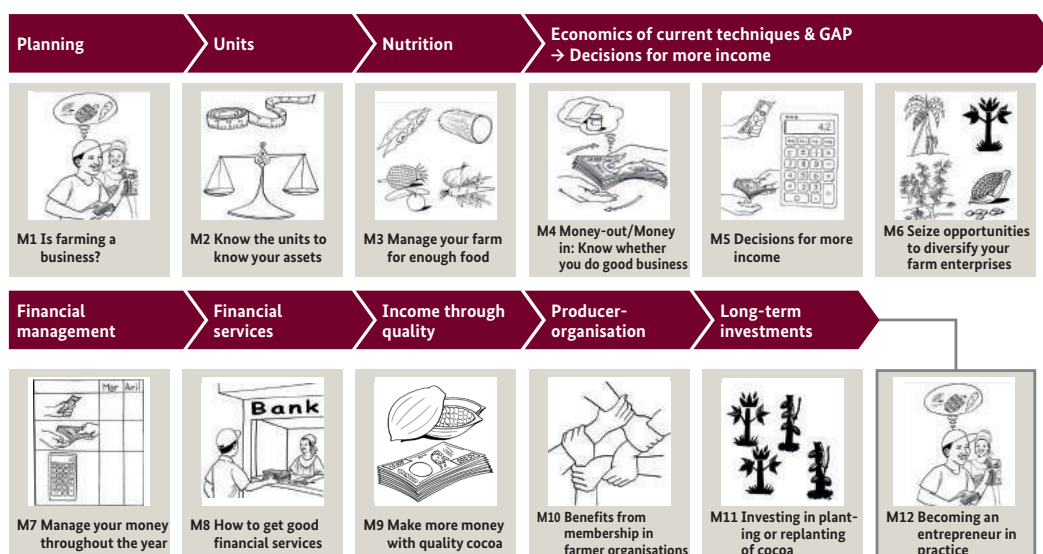
## 1.1. Farmer Business School: Objectives and approach

GIZ/Sustainable Cocoa Business<sup>1</sup> project and partners have developed the Farmer Business School (FBS) approach in 2010 for cocoa smallholdings in Cameroon, Côte d'Ivoire, Ghana and Nigeria. This work received support from BMZ, Bill & Melinda Gates Foundation and World Cocoa Foundation. FBS is about professionalising producers' initiative, management and demand for services and inputs. This means the transition from agriculture as a destiny (limited alternatives, subsistence) to agriculture as a business. To this effect, these special objectives are underlying the FBS approach:

- > Personal freedom and objectiveness for decision-making and investment
- > Professional ethics and behaviour building on consciousness as entrepreneur
- > Balanced nutrition for healthier families and the ability of adults to work
- > Higher efficiency of production and better quality of products (also compliance with standards)
- > Professional producer organisation for access to input, service and markets

Building on the assessment of cocoa smallholders' needs, these specific objectives are translated in the training modules below (Figure 1).

Figure 1 Overview on FBS modules (example cocoa)



Source: GIZ, A. Matthes. 2016. Presentation in Seattle at Bill & Melinda Gates Foundation

<sup>1</sup> Sustainable Smallholder Agri-Business (SSAB) Programme since 2014

FBS builds on one lead product and two food products that are strategic for the livelihood of smallholder families and contribute to nutrition and soil fertility. The promotion of the lead product can target better supply either to domestic markets including import substitution or to international markets.

The structure is modular and can easily be adapted to other production systems if technical and economic data on production techniques are available (Chapter 2.5). Normally farmers attend the 5-half-days FBS training once. Actually, this mode of delivery builds on farmers' preferences to have continuous learning and to be able to go to their farms in the afternoons. Enhancing smallholders understanding of income opportunities, FBS triggers their demand for inputs, financial services, technical knowledge and producer organisation. Thus, related support can be provided more efficiently – meaning a shift from supply-driven to demand-driven approaches.

From the preceding, it is evident that FBS enriches value chain promotion<sup>2</sup>. In the ideal situation, FBS is strongly linked to other services (Figure 2) and catalyses competitiveness of smallholders and all other value chain actors.

**Figure 2 FBS as integral part of value chain promotion**



Source: GIZ/ Veronika Kling, 2017. Presentation Fachgespräch Bonn

<sup>2</sup> FBS has been integrated in the tool box of ValueLinks 2.0 >> Manuel under <http://valuelinks.org/manual/>



As aforementioned, the purpose of professionalisation of smallholders and FBS as a tool is their economic, financial and social inclusion. This has many implications for the didactical approach of FBS.

FBS targets the three dimensions of learning: knowledge, skills and attitudes with regard to agriculture as a business. The different didactical elements of the FBS approach as shown below (Figure 3) take these goals up.

Considering the fact that one cannot order attitudinal change, partners and their trainers need to internalise the “psychology” of FBS didactics. It is noteworthy that this is key to success and sustainable ownership of FBS.

Figure 3 Learning and development goals and FBS principles

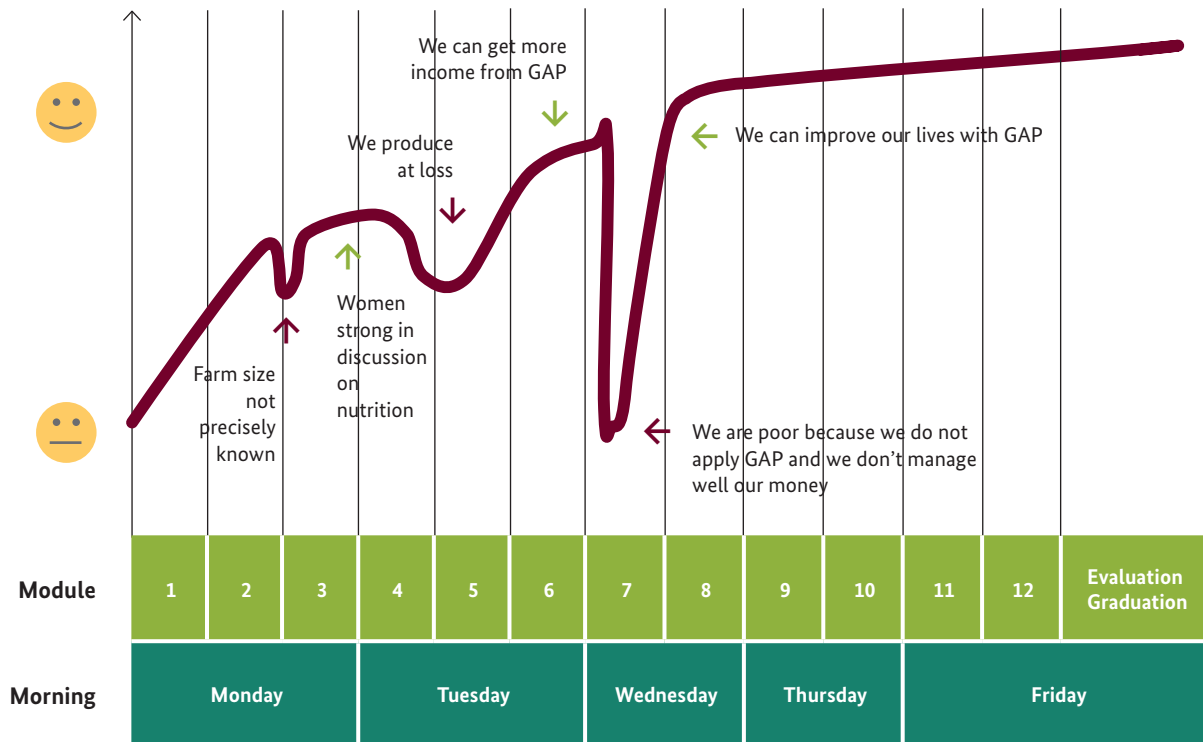


Source: GIZ, A. Matthes. 2011

The sequencing of the modules also triggers the participants’ introspection to relate their own negative and positive experience with the contents and tools of FBS (Figure 4). Modules that target shortfalls in terms of management, (e.g. Module 2- farm size not precisely known), alternate with modules that target opportunities (e.g. Module 5- income opportunities of Good Agricultural Practices (GAP)). The central lesson learnt is that weak management practice is translating into a poverty trap. This discovery learning involves also an emotional learning curve resulting in enthusiasm and decisions for change.

Figure 4 Sequence of FBS modules and emotional learning curve

Producers' mood during FBS → Change decisions



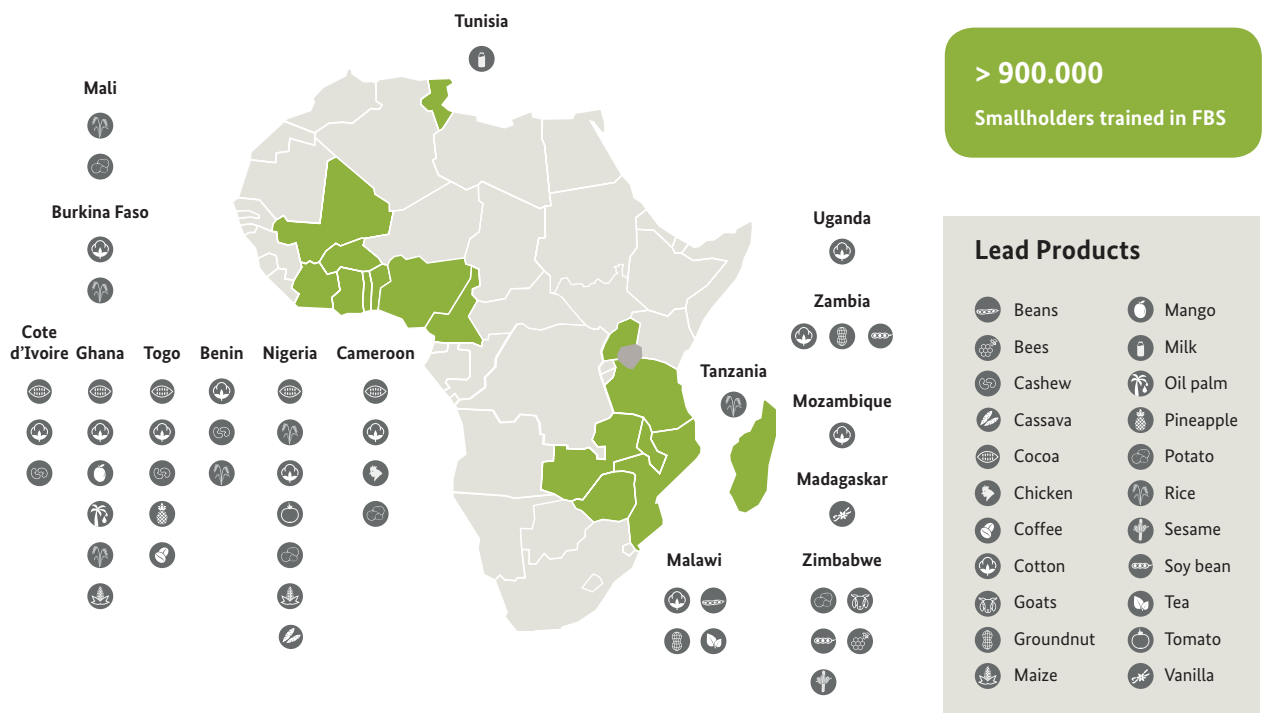
Source: GIZ, A. Matthes. 2012. Presentation for COMPACI

The methodology and didactics of FBS are detailed in the Trainers' guide. You find more insight related to didactic quality under Chapter 4.2.

### 1.2. Experience and impacts of FBS in Africa

From 2010 to 2017 over 900,000 producers have been trained directly by staff of partners in 16 African countries. Since 2012, 20 development programmes have adopted and adapted FBS for 22 production systems other than cocoa (Figure 5, Annex). In total, 40 curricula have been developed, also with the support of the SSAB Programme.

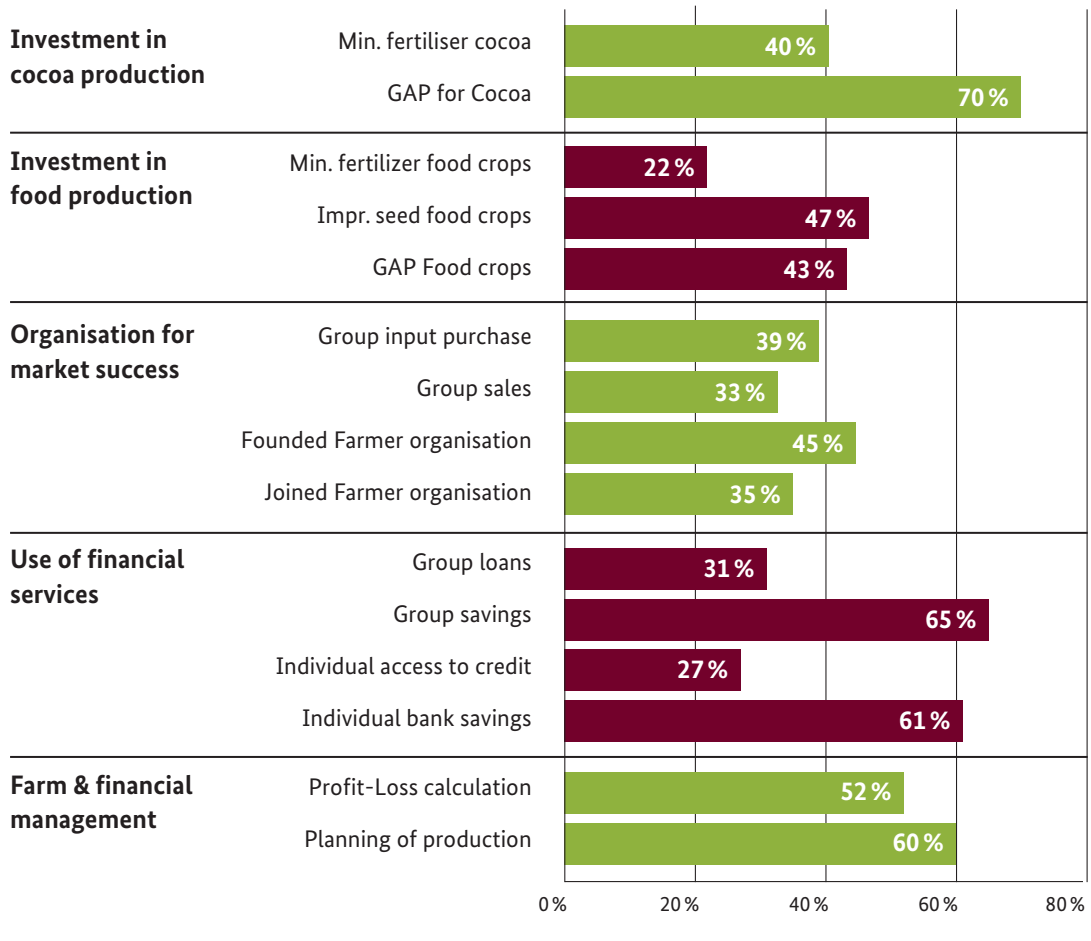
Figure 5 Dissemination of FBS in Africa



Source: GIZ/V. Kling. 2017. Overview of FBS in Africa.

As shown by the example (Figure 6, Figure 7), evaluations confirm significant impacts on farm and household management, adoption of good agricultural practices, access to financial services, professional organisations and incomes.

**Figure 6 Changes operated by cocoa smallholders after FBS training**



Source: GIZ/SCB 2013 – Progress Review

Cocoa producing FBS farmers have increased their agricultural income by 700 to 2,600 EUR (Figure 7). Income from food products has more than quadrupled thus helping farmers to compensate oscillating cocoa prices. Additional incomes are put in saving accounts or re-invested in production, housing and living conditions and school education of children.

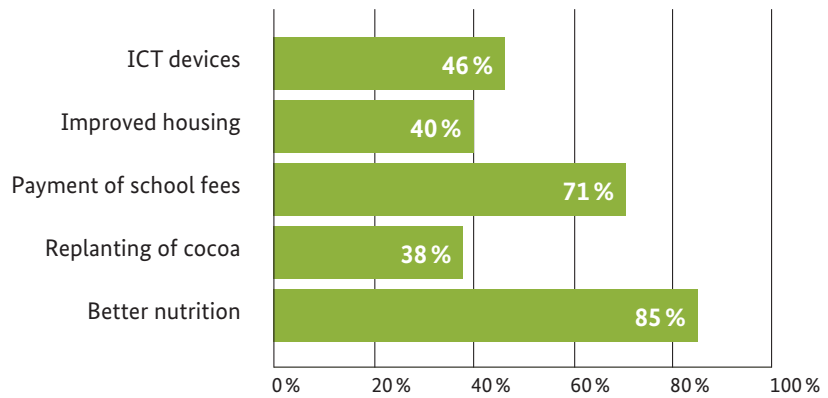


Figure 7 Selected impacts of FBS from SCB project

**More income**



**Re-investment and better nutrition**



Source: GIZ 2013. Outcome&Impact Survey: Sample: 17619 producers, Ghana, Nigeria, Côte d'Ivoire, Cameroon

One of the success points of FBS is the robust capacity development process. This has helped partners to own a new standardised training methodology. FBS comprises the protocols for economics of production, adult-learning training methodology, large-scale delivery and reporting that have been adhered to in its entirety in all countries and production systems.

### 1.3. The FBS Advisory Facility for Africa

Following this successful dissemination, BMZ has commissioned GIZ at the end of 2016 to establish the Farmer Business School Advisory Facility for Africa in the framework of SSAB. The objective is to spread the approach of FBS beyond the cocoa regions of West- and Central Africa for other value chains and production systems.

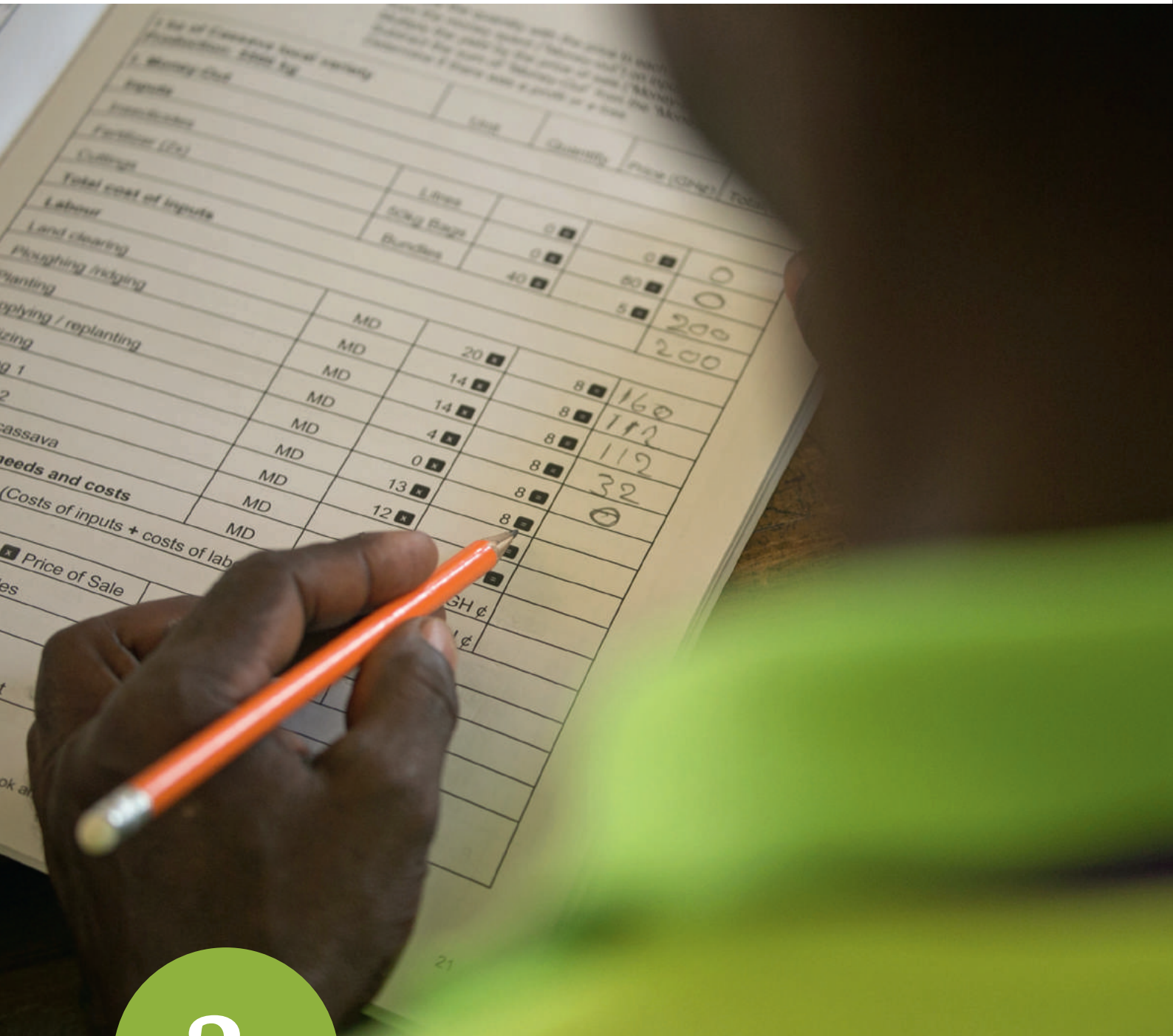
The Advisory Facility's mandate comprises the following:

- > Exchange and networking among FBS practitioners and newcomers
- > Support interested institutions, companies or development programmes to adapt FBS to production systems other than cocoa
- > Support actors to carry out FBS autonomously for new production systems in line with quality standards
- > Provide a handbook for introduction and management of FBS
- > Organise qualification of new FBS Master Trainers
- > Advise on embedding FBS trainings in agricultural training programmes and other service delivery models
- > Support the establishment of an international FBS association
- > Identify and build capacities of organisations to host and operate the FBS Advisory Facility after 2019

Since early 2017, six new requests for introduction have been taken up and will contribute to increase the number of involved African countries to seventeen. Requests can be made to the GIZ/FBS Advisory Facility ([FBS-Facility@giz.de](mailto:FBS-Facility@giz.de))







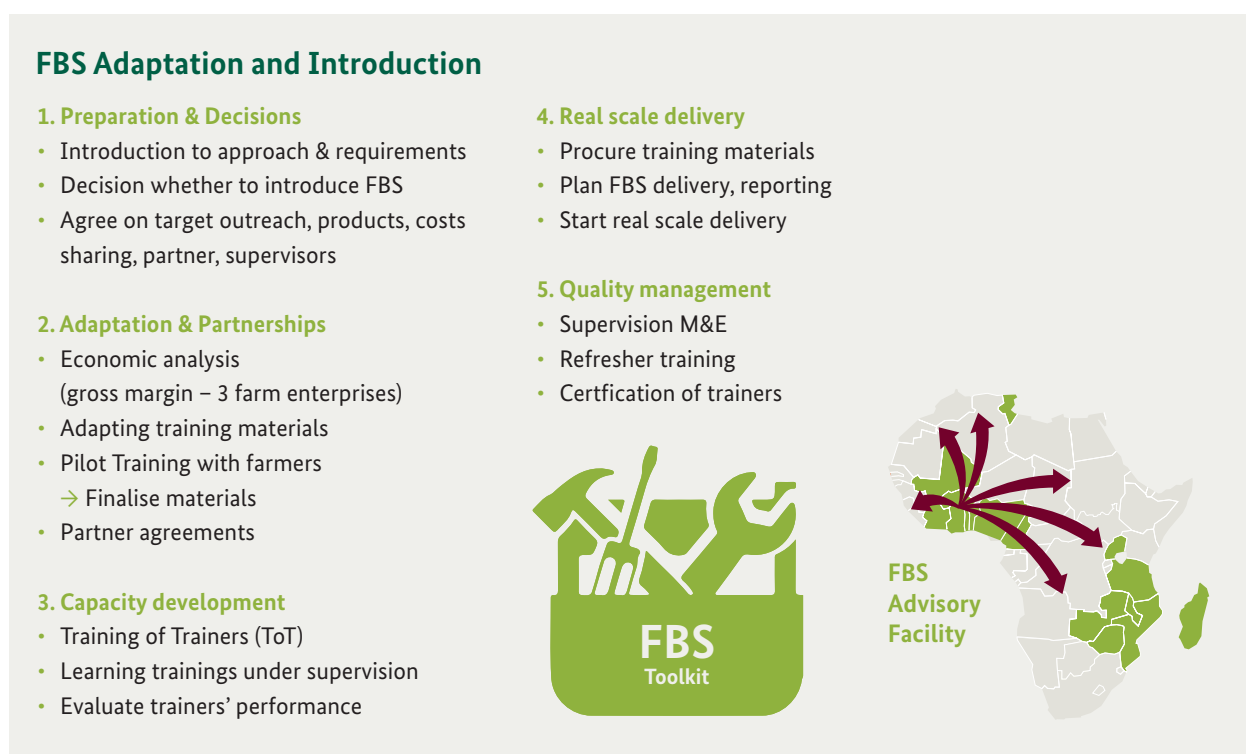
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## 2. Introduction and adaptation of FBS

Introduction and adaptation of FBS comprises clearly defined steps (Figure 8).

Figure 8 Stages of introducing and adapting FBS



Source: GIZ / A. Matthes. 2017. Presentation to African, Caribbean and Pacific Group of States (ACP), Brussels

A more detailed roadmap for adaptation to your need is in Tool 1

The detailed process of successful FBS introduction, adaptation & capacity development is described in the following chapters.

### 2.1. Decide whether to introduce FBS

#### 2.1.1 Check your context for relevance of FBS

FBS has been developed for large-scale outreach, i.e. at least 5,000 to 10,000 smallholders. A general context assessment is helpful for an informed decision on FBS introduction. Building on (i) the needs' assessments done, (ii) experience related to the introduction and (iii) adaptation of FBS in 16 African countries, we have compiled some descriptors in the following (Table 1). Assessing them with your partners will reflect your overall context, indicate the opportunities to adopt FBS and to link it with other services already provided. We hope this helps you to come up with a joint decision.

**Table 1 Criteria for context assessment and decision-making**

What describes the situation of your programme or company	Yes	No
1. Farmers do not understand agriculture as a business.		
2. You provide technical training but impact on yields and income is weak.		
3. You and farmers do not know the profitability of extension messages.		
4. You provide pre-financed inputs but farmers sell them or use them for other farm enterprises.		
5. Farmers are running out of money due to weak financial management.		
6. You provide loans to producers but repayment rate is low.		
7. Cooperatives/Producer organisations struggle to comply with sales contracts and/or quality requirements.		
8. You have difficulties to build producer groups or organisations.		
9. Farmers' incomes heavily depend on one product with volatile prices.		
10. Public or private partners have heard of FBS and want to implement the training.		
11. You prepare a new programme phase or a new partnership with emphasis on smallholder agri-business and entrepreneurship.		
12. Your certification programme offers opportunities (e.g. criteria of the standard) to strengthen smallholders' entrepreneurship.		

**If you confirm more than two of the descriptors given above, your programme, company, partners and farmers can benefit from the FBS approach.**

#### **2.1.2 Seeing is believing: Exposure to FBS in practice**

An **exposure to FBS in a country with successful experience** allows you and potential partners to get a direct feeling and understanding of the FBS approach in practice. To this effect, the FBS Advisory Facility can organise meetings with public and private partners, and field trips to trained farmers, FBS trainers and FBS training sessions. This is the most effective option to get information on their experience and impacts achieved with FBS. The exposure programme should strengthen your foundation for decision-making. To get a profound overview we suggest a visit of three to five days. Travel and accommodation costs are covered by the visiting delegation.

For instance, SSAB has organised in 2016 two exposure programmes in Cameroon for delegations from Madagascar and Tunisia (*Figure 9*) according to this model. In both cases, the introduction of FBS has been subsequently launched.

**Figure 9 FBS farmers exchanging with African delegations in Cameroon**



Source: GIZ/ E.H. Makong. 2016

In case of consolidated interest, your next step can be an **information and planning workshop**. Its purpose is to inform and sensitise a larger group of stakeholders on the impressions, lessons learnt and relevance of FBS. During this event, participants get familiar with the training modules and cost sharing for implementation can also be explored.

## 2.2. Importance of resource mobilisation and partnerships

FBS has been developed as an innovative service in large-scale to strengthen smallholders' entrepreneurship and livelihoods. FBS enriches extension, technical, business and financial services provided in collaboration with partners.

Developing a sustainability and an exit strategy from the very beginning is part of the introduction of FBS. For that reason, it is **key to identify and mobilise interested partners that offer the aforementioned services within their mandate**. Their competencies, networks and resources will enable continuity of FBS in a cost-effective matter. By doing so you will lever additional resources for implementation and thus reach a higher efficiency. In the ideal situation, public and/or private partners mobilise own human and financial resources to take on and deliver the training.

For instance, 30 partners of SSAB provide over 820 trainers and supervisors. After qualification by GIZ/SSAB, these trainers trained more than 400.000 cocoa producers (28% women) directly in Côte d'Ivoire, Ghana, Cameroon, Nigeria and Togo. Some partners cover up to 80% of the costs of FBS delivery.

Another example is the Competitive African Cotton Initiative (COMPACI), where 16 cotton companies from 8 African countries adopted FBS. They provided 540 trainers and supervisors who trained 240.000 farmers (33% women).

In Chapter 3.2 you find an overview of partnership models that have been tested and implemented in large-scale.

### 2.3. Production systems, lead and complementary products

FBS enhances farmer entrepreneurship for viable and better livelihoods. This involves also diversification, building on well-informed decisions and management of smallholders. For these reasons, FBS builds on one lead product and two food products that are strategic for the livelihood of smallholders and contribute to nutrition and soil fertility. This will allow FBS to become a strategic and catalytic intervention for sustainable smallholder agri-business in the context of value chains and national economies.

The lead product is the pillar of the smallholders' livelihood. At the same time, it holds strategic importance for the business of private partners, for the regional/national economy and in your promotion approach.

There are many more aspects to consider. The following criteria (*Table 2*) represent different domains for consideration, i.e. smallholdings, households, gender, technologies, value chains, markets, environment and macroeconomic issues. The table gives you an overview of criteria for assessment and pre-selection of lead and complementary products.

Frequently the lead product is already determined in the given context/project before the introduction of FBS. It is still useful to check the choice against the criteria. The assessment will consolidate the lead product and give you a shortlist of complementary products. To finalise the selection, gross margin analysis of the shortlisted products is mandatory (*Chapter 2.5*).



**Table 2 Criteria to select lead and complementary products**

Criteria	Lead product	Complementary products (minimum 2 products)***		
		1	2	3
Important production volume attributable to smallholders				
Profitability (see Chapter 3.5)				
Share in smallholder income				
Contribution to steady income along the year				
Relevant income for youth (18 to 36 years) and women				
Contribution to food security (reduce undernutrition)				
Contribution to nutritional quality (reduce malnutrition)				
Contribution to soil fertility*				
Potential for climate change adaptation				
Improved technology (GAP) available				
Recommended inputs available**				
Recommended services available and affordable				
Positive employment effects due to higher labour intensity of GAP				
Increasing demand for the product				
Increasing prices of the product				
Acceptable seasonality of prices***				
Active producer organisations				
Active off-takers (i.e. traders and processors)				
Opportunity of specific market segments (e.g. certification)				
Potential for import substitution****				
Export volume/potential				

The criteria are classified as:

Optional	Recommended	Mandatory
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\* Mainly crop rotation, restitution of harvest residuals, use of manure etc.

\*\* Seed, planting material, varieties, minimum fertiliser, legally approved pesticides, if needed specific equipment, machinery

\*\*\* Ensuring profits for decent living income, nutritional improvements, if possible contributions to soil fertility in crop rotation

\*\*\*\* Raw material (e.g. paddy) or processed products (e.g. parboiled rice, starch, feed)

## 2.4. Target group, target outreach and required FBS trainers

FBS training targets smallholders, men and women including youth (18 to 36 year), who are involved in the production of one or several of the selected products in a given geographical area. FBS has been developed for large-scale outreach, i.e. at least 5,000 to 10,000 smallholders.

The target outreach of FBS training is determined by the underlisted issues, which define also the agreement between implementing partners (*Chapter 3.2*):

- > Objective of the promotion (by private and/or public sector)
- > Project period
- > Geographic area
- > Available budget and partner contribution
- > Time window for trainings along the year
- > Trainings delivered per trainer and month

After determining these parameters, it can be decided how many FBS trainers are needed to reach the target in different scenarios (*Table 3*).

**Table 3 Scenarios to determine minimum trainer needs**

Parameters	Unit	Scenario 1 FBS throughout year Staff provides FBS & GAP	Scenario 2 FBS throughout year Staff provides only FBS	Scenario 3 FBS in lean season only
Target outreach	Farmers	15,000	15,000	15,000
Real scale delivery rate	FBS p. month & trainer	1	2	3
Delivery period	months per year	11	11	4
FBS group size	farmers	30	30	30
Total duration	months	24	24	24
<b>Trainers needed in real scale</b>		<b>23</b>	<b>11</b>	<b>21</b>

Real scale delivery is preceded by the adaptation and capacity development. During this period Pilot Training, learning trainings are implemented, and thus lead to a smaller outreach at the beginning. According to the experience this period takes up to 3 to 6 months.

## 2.5. Economic analysis

Economics are the backbone of FBS. To finalise the selection of lead and complementary products, gross margin analysis for the current production techniques and GAP are required. Here is an overview of parameters and analysis used in FBS (*Table 4*).

For the economic analysis, you need technical parameters and prices of products, inputs and services. For the current situation (current practice), it is helpful to check statistics of agricultural ministries, baseline studies, etc. For improved production techniques research results, extension materials that are up to date are the most important sources. This and your innovation agenda should be subject of economic analysis.

To facilitate the analysis, we have developed standard spreadsheets (*Figure 10*) that comprise one sheet for each product and production technique and a comparative overview that is updated via links to those specific sheets. You fill the grey cells of the product sheets using the technical data and prices related to current production techniques and GAP. The calculation is updated with the formula already provided. The overview shows you the comparison.





Table 4 Economic parameters and analysis used in FBS

Calculation	Explanation	Unit for crop production	Units for animal production
<b>Profit or loss</b> (Gross margin) = Gross Revenue – Variable costs	Gross Margin shows whether we make profit or loss from using the land or reproductive or producing animal unit (e.g. snails, cattle, chicken). The comparison between gross margins of different products and/or production techniques helps to choose the best products and techniques to generate income.	LCU <sup>3</sup> /ha	LCU/animal unit sold or LCU/kg live weight sold
<b>Money-Out</b> (Variable costs) = Cost of inputs + Cost of services + Cost of labour	Variable cost is the money spent on inputs and labour for the production. They are called “variable” because they increase with the size of the field, respectively the flock. If you plant 2 hectares instead of 1; the variable costs are multiplied by 2. You will need 2 times as much inputs and labour. For comparison we use the daily wage paid to hired labour force for analysis. The same principles are valid with regard to flock size.	LCU/ha	LCU/animal unit produced or LCU/kg live weight produced
<b>Money-In</b> (Gross Revenue) = production x Selling price	The Gross Revenue is the income from the sale of the product and if relevant of by-products.	LCU/ha	LCU/animal unit sold or LCU/kg live weight sold
<b>Unit Cost =</b> Variable costs /Production	The Unit Cost is the cost of producing one kilogramme of product or one animal unit. For example, the production of food is only a good business if the Unit Cost is lower than the farm gate price. Otherwise, it is better to simply buy the product. The Unit Cost of products that are also imported should be compared to the prices of the imported product to know if local products can compete with imports.	LCU/kg	LCU/animal unit produced or LCU/kg live weight produced
<b>Fixed costs</b>	Fixed costs are costs for equipment and tools that the farmer owns and can be used on farming enterprises or over multiple years, (e.g. sprayers, irrigation pumps, permanent labour in animal production). The Fixed costs do not vary with the size of the field or the flock.	LCU	LCU
<b>Capital productivity</b> = Gross margin/ Variable costs	Capital productivity is a cost-benefit parameter and it measures how much money is generated per each unit of costs invested. In the case of FBS, we use the variable costs only because many equipment and tools can be used for different farm enterprises. Integrating depreciation would be overestimating costs.		
<b>Labour productivity</b> = (Gross revenue – input cost)/invested labour units	Labour productivity measures income generated per each Man-day invested. The result for good agricultural practice should be higher than the current daily wage paid to hired labour.	LCU/ Man-day	LCU/ Man-day
<b>Labour income =</b> Gross revenue – input cost	Labour income is generated income per surface unit or – if aggregated across farm enterprises – per smallholding. Labour income remunerates the work and entrepreneurial activity. Labour income decreases if labour needs to be hired.	LCU	LCU

<sup>3</sup> LCU= Local Currency Unit



Figure 10 Standard spreadsheet example

<b>Country / Region</b>	<b>GLCC Malawi</b>							
<b>Local currency</b>	<b>MK</b>							
<b>Exchange rate with EUR</b>	<b>342,00</b>							
<b>Exchange rate with USD</b>	<b>270,00</b>							
<b>Plot size (ha)</b>	<b>1,00</b>							

**Overview for comparison is updated automatically**

Crop	Improved (GAP)				Current situation			
	Millet	Maize	Cotton	Groundnut	Millet	Maize	Cotton	Groundnut
<b>Production technique</b>	Improved GAP	Improved GAP	Improved GAP	Improved GAP	partial GAP	partial GAP	partial GAP	partial GAP
<b>Variety</b>	Nyankhombi	SC 403	SZ9314	Chalimbana	local, non improved	DK9089	Chuleza	Malimba
<b>Yield (kg)</b>	900	2.500	1.000	800	450	1.000	650	375
<b>Currency</b>	MK	MK	MK	MK	MK	MK	MK	MK
<b>Gross Revenue</b>	54000	100000	78000	56000	27000	40000	50700	26250
<b>Labour need</b>	57	94	122	111	49	46	117	95
<b>Labour cost</b>	11400	18800	24400	22200	9800	9200	23400	19000
<b>Input cost</b>	19970	49150	10400	8500	2400	27550	11310	7300
<b>Variable cost</b>	31370	67950	34800	30700	12200	36750	34710	26300
<b>Gross Margin</b>	22630	32050	43200	25300	14800	3250	15990	-50
<b>Fixed cost</b>	0	0	0	0	0	0	0	0
<b>Profit</b>	22630	32050	43200	25300	14800	3250	15990	-50
<b>Labour productivity per MD</b>	597	541	554	428	502	271	337	199
<b>Capital productivity</b>	1	0	1	1	1	0	0	0
<b>Unit cost per kg</b>	35	27	35	38	27	37	53	70
<b>Sales price per kg</b>	60	40	75	60	60	40	78	70

**Gross margin, Unit cost, Productivities of Labor and Capital**

<b>Country / Region</b>	<b>GLCC Malawi</b>		<b>Maize</b>
<b>Local currency</b>	<b>MK</b>		
<b>Exchange rate with EUR</b>	<b>342</b>	averaged	
<b>Exchange rate with USD</b>	<b>270</b>	averaged	
<b>Plot size</b>	<b>1</b>	ha	
<b>Year of calculation</b>			
<b>Main crop / Variety</b>	<b>Maize</b>	<b>SC 403</b>	
<b>Production technique</b>	<b>Improved GAP</b>		
<b>Farm gate price**)</b>	<b>40,00</b>	MK	per kg
<b>Yield</b>	<b>2.500</b>	kg	per ha
<b>Labour costs</b>	<b>200</b>	MK	per MD**)

Data filled in for	1 ha		Calculati		
	Unit	Quantity	Unit price	Total	Total
			MK	EUR	USD
<b>Production</b>					
Maize	kg	2.500	40,00	100.000,0	292,4
<b>Gross revenue</b>					370,4
<b>Variable Costs</b>					370,4
<b>Labour costs</b>	Unit	Quantity	Unit price		
MD		200,0	0,0	0,0	0,0
Land preparation and ridging	MD	15,0	200,0	3.000,0	8,8
Planting	MD	5,0	200,0	1.200,0	3,5
Thinning	MD	2,0	200,0	400,0	1,2
Fertilizer application	MD	10,0	200,0	2.000,0	5,8
Banking	MD	15,0	200,0	3.000,0	8,8
Stooking	MD	15,0	200,0	3.000,0	8,8
Harvesting	MD	15,0	200,0	3.000,0	8,8
Shelling	MD	7,0	200,0	1.400,0	4,1
Winnowing	MD	4,0	200,0	800,0	2,3
Bagging	MD	2,0	200,0	400,0	1,2
Post harvesting treating	MD	1,0	200,0	200,0	0,6
Loading	MD	2,0	200,0	400,0	1,2
<b>Total labour need</b>	MD	200,0	0,0	0,0	0,0
<b>Total labour costs</b>				18.800,0	55,0
<b>Input costs</b>					69,6
Maize seed	kg	25,0	390,0	9.750,0	28,5
CAN	50 kg	2,0	7500,0	15.000,0	43,9
Urea	50 kg	2,0	7500,0	15.000,0	43,9
Storage pesticide (actelic)	dose	1,0	2000,0	2.000,0	5,8
Transport	trip	40,0	100,0	4.000,0	11,7
Bagging material	75 kg bags	34,0	100,0	3.400,0	9,9
<b>Total input costs</b>				49.150,0	143,7
<b>Total variable costs</b>				67.950,0	198,7
<b>Gross margin</b>				32.050,0	93,7
<b>Fixed Costs</b>					119,7
Depreciations	Unit	Quantity per year	Unit price		
tools and equipments, period of use: 3 years***)	piece		0,0	0,0	0,0
<b>Total fixed costs</b>				0,0	0,0
<b>Total costs</b>				67.950,0	198,7
<b>Profit (net income)</b>				32.050,0	93,7
<b>Labour productivity</b>	(Gross revenue - Input cost) / invested labour units			540,96	1,58
<b>Capital productivity</b>	=Gross margin / Variable cost			0,47	0,47
<b>Unit cost</b>	= Total costs / total quantity of production			27,18	0,08

\*\*\*) 1 MD (manday) = 5 hours of work  
 \*\*\*) Knapsack-Sprayer, tools, boots and protective clothes (estimation)

**Gross margin, Unit cost, Productivities of Labor and Capital**

<b>Country / Region</b>	<b>GLCC Malawi</b>		<b>Maize</b>
<b>Local currency</b>	<b>MK</b>		
<b>Exchange rate with EUR</b>	<b>342</b>	averaged	
<b>Exchange rate with USD</b>	<b>270</b>	averaged	
<b>Plot size</b>	<b>1</b>	ha	
<b>Year of calculation</b>			
<b>Main crop / Variety</b>	<b>Maize</b>	<b>DK9089</b>	
<b>Production technique</b>	<b>partial GAP</b>		
<b>Farm gate price**)</b>	<b>40,00</b>	MK	per kg
<b>Yield</b>	<b>1.000</b>	kg	per ha
<b>Labour costs</b>	<b>200</b>	MK	per MD**)

Data filled in for	1 ha		Calculati		
	Unit	Quantity	Unit price	Total	Total
			MK	EUR	USD
<b>Production</b>					
Maize	kg	1.000	40,00	40.000,0	117,0
<b>Gross revenue</b>					148,1
<b>Variable Costs</b>					148,1
<b>Labour costs</b>	Unit	Quantity	Unit price		
MD		200,0	0,0	0,0	0,0
Land preparation and ridging	MD	15,0	200,0	3.000,0	8,8
Planting	MD	6,0	200,0	1.200,0	3,5
Thinning	MD	1,0	200,0	200,0	0,6
Fertilizer application	MD	4,0	200,0	800,0	2,3
Banking	MD	5,0	200,0	1.000,0	2,9
Stooking	MD	5,0	200,0	1.000,0	2,9
Harvesting	MD	4,0	200,0	800,0	2,3
Shelling	MD	2,0	200,0	400,0	1,2
Winnowing	MD	1,0	200,0	200,0	0,6
Bagging	MD	1,0	200,0	200,0	0,6
Post harvesting treating	MD	1,0	200,0	200,0	0,6
Loading	MD	1,0	200,0	200,0	0,6
<b>Total labour need</b>	MD	46	0,0	0,0	0,0
<b>Total labour costs</b>				9.200,0	26,9
<b>Input costs</b>					34,1
Maize seed	kg	25,0	390,0	9.750,0	28,5
CAN	50 kg	1,0	7500,0	7.500,0	21,9
Urea	50 kg	1,0	7500,0	7.500,0	21,9
Storage pesticide (actelic)	dose	0,0	2000,0	0,0	0,0
Transport	trip	14,0	100,0	1.400,0	4,1
Bagging material	75 kg bags	14,0	100,0	1.400,0	4,1
<b>Total input costs</b>				27.550,0	80,6
<b>Total variable costs</b>				36.750,0	107,5
<b>Gross margin</b>				3.250,0	9,5
<b>Fixed Costs</b>					12,0
Depreciations	Unit	Quantity per year	Unit price		
tools and equipments, period of use: 3 years***)	piece		0,0	0,0	0,0
<b>Total fixed costs</b>				0,0	0,0
<b>Total costs</b>				36.750,0	107,5
<b>Profit (net income)</b>				3.250,0	9,5
<b>Labour productivity</b>	(Gross revenue - Input cost) / invested labour units			270,65	0,79
<b>Capital productivity</b>	=Gross margin / Variable cost			0,09	0,09
<b>Unit cost</b>	= Total costs / total quantity of production			36,75	0,11

\*\*\*) 1 MD (manday) = 5 hours of work  
 \*\*\*) Knapsack-Sprayer, tools, boots and protective clothes (estimation)

FBS Advisory Facility makes the spreadsheet templates available and provides advice to support their conducive adaptation.

For the sake of learning and development, certain points must be respected:

- > Farmers need to learn what a loss is and how it is calculated. For this reason, one of the complementary products should result in a loss when using current production techniques. Try to stay as close as possible to reality. For example, you can opt for a reasonable increase of labour needs. This will result in higher costs and a very small loss.
- > For current production techniques and GAP, the lead product must not provide the worst result! FBS is quite effective and can backfire in this case stimulating producers to abandon the lead product. Thorough check of research results and extension messages from the technical and economic perspective is crucial.
- > Using GAP shall always translate in better profits for all products compared to current production techniques.

**Please bear in mind:  
Without Gross Margins  
NO FBS Training Notebook!  
Without FBS Training  
Notebook NO Pilot training!**

## 2.6. Adapting training material

The following materials need to be adapted:

- > **FBS Training Notebook**, comprising the modules and **templates**. The **latter** enable trained farmers to keep appropriate records of their farm enterprises and household activities and expenditures<sup>4</sup>
- > **FBS Trainer's Guide**, containing guidelines for the FBS Trainers ensures that trainings are delivered in the appropriate manner.
- > **Poster kits** are developed after the pilot training, based on the training notebook. They are used by trainers during the FBS trainings to (i) visualise contents or tools, (ii) to keep the focus on the current topic treated, and (iii) to make the training interactive

FBS training materials are developed from existing and already tested versions. FBS Advisory Facility has the majority of the Training Notebooks and sample posters in electronic versions (35 notebooks) and can propose those that are closest to your needs (i.e. language, selected products). **This can save a lot of work and time for the adaptation of training materials.**

<sup>4</sup> Recently, the pages and templates of the Farmers' Workbook have been integrated in the Training Notebook to reduce printing cost. If needed, Farmers' Workbooks with these templates can be printed separately.

Adaptation targets minimum changes of generic modules (*Table 5*) and customising the data of the specific modules to the context of introduction.

We change the **specific modules** by replacing the data on e.g.:

> Cocoa by those on cotton

**OR**

> Cocoa from Ghana by data on cocoa from Sierra Leone

**Data come from your consolidated spreadsheets (*Chapter 2.5*)!** These calculations are needed in module 4 and 5 of the training notebook and are further used the modules 6 to 9 (if relevant) and in module 10.

**Table 5 Modules of FBS and specific adaptation**

Modules	Tools	Generic module	Specific module
Principles of farming as a business and planning	Cropping Calendar	X	
Units and measurements		X	
Basics of human nutrition and farm management for enough food and a balanced diet	Nutritional calendar	X	
Economics of lead and food products	Money-In, Money-Out		X <i>data and products</i>
Decisions and strategies based on cost and benefit analysis to diversify and increase incomes	Ranking based on profit		X <i>data and products</i>
Financial management at farm and household level	Financial calendar		X <i>data and products</i>
Savings, credit and other financial services	Examples		X <i>data and products</i>
Benefits from quality production (e.g. cocoa, potato seed, post-harvest practices)	Assessment of benefits		X <i>if relevant</i>
Benefits from membership in producer organisations	Assessment of benefits		X <i>data and products</i>
Planning of longer term investments (e.g. replanting of cocoa, irrigation)	Cash-flow		X <i>if relevant</i>
Initiating change at individual and group level	Lead questions	X	

Adaptation of training materials is tedious work. Consolidated economic analysis using the spreadsheet templates are key to speedy adaptation. The FBS Advisory Facility can assist you in the process or can offer to take over the adaptation if needed. Joint planning of this work can save time and helps to meet standards.

Based on the experiences so far FBS Advisory Facility is preparing a special training course for economic analysis and adaptation of training materials.

## 2.7. Pilot Training with farmers

The adapted FBS training notebook is tested through Pilot Training with farmers in their village. The Pilot Training constitutes a first exposure to the delivery of FBS training and its main purpose is to test the draft FBS training notebook including all contents. The time allocated for a Pilot Training is 5 subsequent mornings, involving a group of 25–30 farmers, and covering all the modules of the training notebook. An FBS Master Trainer recommended by the FBS Advisory Facility leads the Pilot Training (*Tool 2*).

To run FBS **Pilot** Training smoothly it is necessary to be well prepared:

- > Availability of the Master Trainer has to be ensured. If the Master Trainer comes from another country, visa and travel arrangements have to be done (minimum 6–8 weeks ahead of the training).
- > Arrangements will have to be made with regard to the selection of sites/villages where the pilot training(s) will be conducted:
  - > Villages/farmers must be selected and informed about the FBS Pilot Training, its content and duration. The community must be visited **at least two weeks before the training**.
  - > 30 farmers should participate during the 5 subsequent half-days. It may be appropriate to register farmers.
  - > Ideally, there should be a good mix of men and women, including youth (18–36 years).
  - > Participating farmers should produce the lead product but also the complementary products included in the gross margins.
  - > For Pilot Training, it would be ideal if the majority (preferably all) of participants speak/understand the training language (official/local). This allows for direct interaction between Master Trainer and farmers. If this is not possible, the Master Trainer should assist a well-prepared potential FBS trainer who speaks the language or it might be advisable to hire a translator.
  - > Group composition should consist of at least 20 % literate members to ensure understanding of contents.

There are a number of consumables needed - the complete list of required items is part of the tool kit (Tool 3 Complete list – required items for Pilot Training. After the Pilot Training FBS notebook is fine-tuned and other materials (posters and trainer’s guide) are adapted to the context.

## 2.8. Capacity development of FBS

To deliver the training in line with the quality standards of FBS, prospective FBS trainers undergo a special selection and qualification programme. This includes classroom sessions and learning trainings with farmers in the villages.

An experienced FBS Master Trainer recommended by the FBS Advisory Facility ensures the capacity development of trainers and supervisors. The FBS Advisory Facility upon request can provide the list of Master Trainers.

### 2.8.1 Selecting the future FBS trainers

Partner organisations play a key role in the selection of the future FBS trainers among their staff. According to the estimated needs (*Chapter 2.4*) their availability must be guaranteed by the partner organisation/company to deliver FBS trainings to producers.

FBS trainers need to be carefully selected. One reason is the cost of the qualification; another is the challenge to ensure the success of the trainings from the very beginning – particularly because partners mobilise resources.

The selection criteria below are communicated to the partners requesting a pre-selection. This comprises also CVs of the proposed candidates. The second assessment is done involving an expert (if possible a Master Trainer) with experience in FBS to choose the most suited candidates.

**Please bear in mind:  
Pilot Training comes before Training of Trainers.  
This gives you a consolidated approach for capacity development.**



### Selection Criteria and process for FBS Trainers

#### Pre-selection

depends on the educational background, age (at least half of the future trainers should be between 25 and 40 years of age), the years of experience in the field of agriculture:

1. Agronomist/Agricultural engineer (BSc in Agriculture) with 2 years of professional experience  
Or
2. Economist with 2 years professional experience in agri-business  
Or
3. Technician/Field Advisor holding a Higher National Diploma with 5 years professional experience  
Or
4. Technician/Field Advisor holding an Ordinary National Diploma with 7 years professional experience



#### Training of Trainers

The prospective FBS trainers chosen undergo the tTraining of Trainers (ToT). A 2nd round of selection is conducted based on the Master Trainers' assessment of their capacity to deliver all modules of the FBS training in line with the trainers' guideline (Chapter 2.8.3). The Master Trainer groups the prospective FBS trainers into small well-balanced teams (max. 4 per group; Trainer Learning Groups, TLG). Together with the partner, he/she plans the learning trainings in contiguous communities as far as possible.



#### Learning trainings under supervision

Each TLG delivers one to two FBS trainings to producers under the supervision of the Master Trainer.

Based on their performance the Master Trainer constitutes pairs of trainers (Pair Learning Groups, PLG). They prepare and conduct two to three FBS trainings for producers. Master Trainer and partner supervisors (Chapter 2.8.4) accompany the PLG with spot-checks.

At the end of the practical training phase, those who have succeeded to deliver the FBS modules to the producers in an independent and efficient manner in line with quality standards, are maintained as FBS trainers for real scale implementation (i.e. one FBS trainer individually organises and delivers FBS training to 30 producers)

**Please bear in mind:**  
The certification of FBS trainers requires that they have at least organised 15 FBS trainings according to the quality criteria with proven changes and impacts (Chapter 5.5).

### 2.8.2 Qualifying partners' supervisors

FBS supervisors have a leading role in training operations for producers in a given geographical area. They are in charge of managing the day-to-day implementation and reporting to their hierarchy and under the partnership.

To ensure effective supervision and quality of FBS, supervisors are enrolled in the ToT and grow into the supervising role during the learning trainings. Supervisors are paired with FBS trainers to deliver one FBS training. This deepens their understanding of the delivery process and helps to gain experiential knowledge for supervision.

During TLG and PLG, the supervisor is also paired with the Master Trainer to enhance his/her on-the-job learning. Supervisors are introduced to the use of FBS reporting templates (*Chapter 5.3*).

Periodically, joint field monitoring and evaluation missions are organised with the GIZ Technical Advisors in charge, as part of the mentoring process. FBS trainers may also emerge as supervisors after undergoing the FBS certification process (*Chapter 5.5*).

### 2.8.3 Training of Trainers

The ToT brings together the prospective FBS trainers (*Chapter 2.4*), their supervisors and the Master Trainer. For effective learning, it is convenient to limit the number of participants to 24 per ToT session. If the prospective trainer pool exceeds this number, it is advisable to organise more than one ToT session. Availability of the Master Trainer has to be ensured and planned ahead. A sample Terms of Reference for the Master Trainer (*Tool 4*) as well as an estimated budget of the ToT (*Tool 5*) is in the tool kit. One ToT classroom training has a duration of 10 days. For this training, you need the FBS training notebooks (consolidated after Pilot Training), the trainers' guides and stationery.

Content, methodology and programme of FBS ToT (*Tool 4, Tool 6*) comprise the following:

- > Presentation of farm management principles, agricultural economics, adult learning and facilitation skills.
- > Introduction to FBS modules followed by simulation of FBS modules. This means that (i) prospective FBS trainers prepare a batch of modules, (ii) deliver it to their colleagues, who act the role of farmers and (iii) the Master Trainer intervenes to improve the skills and mastery of content of the prospective trainer.
- > This approach has the advantage that prospective FBS trainers acquire facilitation skills in practice and improve with the feedback of the Master Trainer and colleagues.
- > Professional use of posters and other didactical tools is inbuilt in the approach.
- > Introduction to quality criteria for FBS preparation, delivery and post-FBS support (*Chapter 4.2*).

Before the end of the ToT, the Master Trainer organises the prospective FBS trainers into small well-balanced teams based on their performance (max. 4 per group; Trainer Learning Groups, TLG). Together with the partner, he/she plans the learning trainings in contiguous communities as far as possible.

#### 2.8.4 Learning trainings under supervision

Each TLG delivers one to two FBS trainings to producers from contiguous communities under the supervision of the Master Trainer.

Based on their individual performance the Master Trainer constitutes pairs of trainers (Pair Learning Groups, PLG). They prepare and conduct two to three FBS trainings for producers. Master trainer and partner supervisors accompany the PLG with spot-checks.

At the end of the practical training phase, those who have succeeded to deliver the FBS modules to the producers in an independent and efficient manner in line with quality standards, are maintained as FBS trainers for real scale implementation (i.e. one FBS trainer individually organises and delivers FBS training to 30 producers).

During this stage, the Master Trainer evaluates trainer performance in the following areas (*Tool 7*):

- > Preparation & use of FBS materials (posters, etc.)
- > Command over content
- > Clarity of process
- > Verbal communication
- > Non-verbal communication
- > Questioning, listening & group control
- > Attitude & team spirit

Later on, in real-scale implementation supervisors can apply the same evaluation approach to ensure the best quality of trainings.









3.

## 3. Mobilising resources and financing of FBS for sustainability

### 3.1. Cost of FBS

FBS training cost<sup>5</sup> comprises:

1. **Initial investment cost** for the adaptation of the material, capacity building of trainers, motorbikes (if needed), android phones.
2. **Operational costs for each FBS training:**
  - > Groundwork at the community level to prepare group composition and venue to be provided by the community. Related costs comprise one day of mobility of the trainer.
  - > Direct cost of providing 5-half-days FBS trainings at community level:
    - > Salaries for the trainers mobilised by the partners
    - > Trainer allowances for accommodation transport/fuel and phone credits;
    - > Trainer equipment (*Chapter 4.3*);
    - > Supervision/operational monitoring.
    - > Training notebook, poster kits
    - > Brown paper, markers, masking tape and stationary etc.
3. **Post-FBS support** should be provided by the trainers and supervisors. The purpose is to maintain contact with trained groups and focal persons in order to:
  - > assist in the application and uptake of FBS tools,
  - > assist the registration of producer organisations,
  - > link them with input dealers, off-takers, microfinance institutions/banks, and/or government initiatives (e.g. access to planting material, seed).

Related costs comprise two additional days of mobility of the trainer.

You find templates for budgeting under (*Tool 8*).

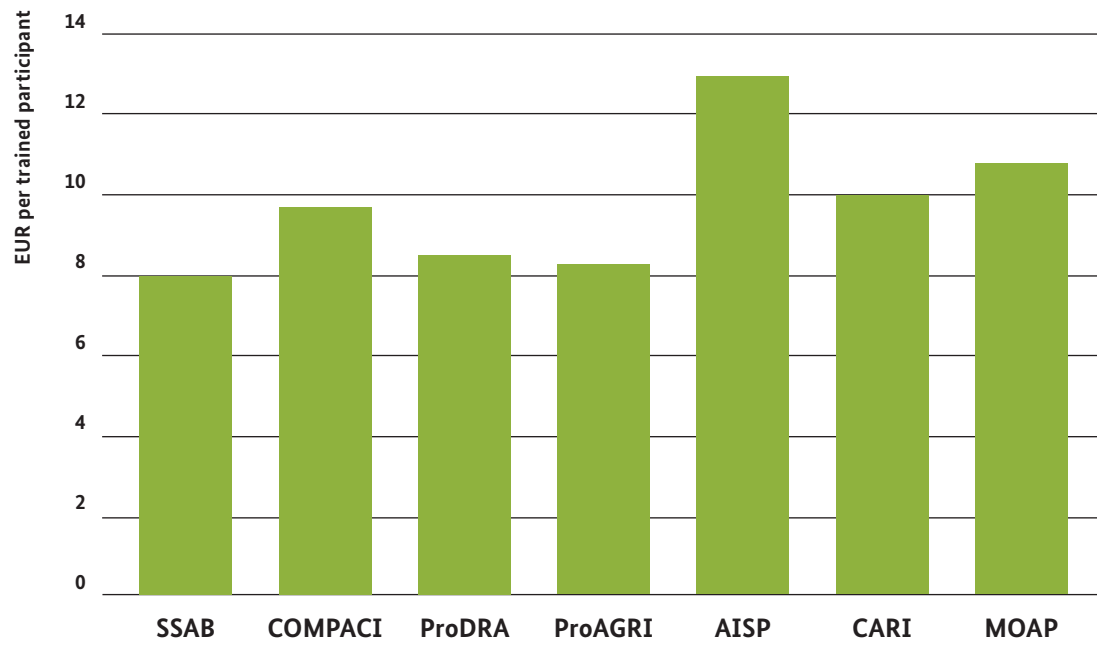
According to the comparative advantage and interest of the partners the most meaningful cost sharing arrangement can be negotiated and agreed upon (*Chapter 4.2 and 4.3*).

Cost of providing FBS trainings in large scale (> 15,000 farmers per year) ranges from 8–13 EUR per farmer (*Figure 11*), without counting trainer salaries. This amount reflects the cost that an organisation and company needs to consider for FBS provision in real scale, if staff is available and financed.

<sup>5</sup> This part draws mainly on the SNRD Study (GIZ/SNRD. A. Eilgmann, E. Mbahe. 2015)



Figure 11 Comparative unit cost of FBS training (EUR per person trained)



Source: SNRD Study 2015

The example from SSAB on the following page shows the unit cost and financing structure of FBS training per participant. The underlying minimum outreach is 15,000 farmers per year and trainer pool of 24.



Figure 12 Unit cost and financing structure of FBS training for one participant

<p><b>Qualification of trainers and supervisors</b></p>	<p><b>0,80 EURO per participant</b> For ToT, TLG, PLG, Refresher training incl. Master Trainers</p>			<p>Covered by GIZ with funds from BMZ and cofinanciers</p>	
<p><b>Training Material</b></p>	<p><b>1,90 Euro per participant</b> For training notebook, stationery, certificates → Procurement by public tenders</p>				
<p><b>Equipment and material for trainers</b></p>	<p><b>1,00 Euro per participant</b> For motorcycles*, poster kits, android phones, kit of 30 calculators, stationery → Procurement by public tenders</p>				
<p><b>Allowances for</b></p> <ul style="list-style-type: none"> <li>• Transport and communication of trainers</li> <li>• Supervision &amp; reports by supervisors</li> </ul>	<p><b>5,00 Euro per participant</b> (whereas 4 to 5 % for supervision and reporting) Public partners Cameroon, ANADER, Côte d'Ivoire, ICAT, Togo</p>				
<p><b>Salaries of trainers and supervisors</b></p>	<p><b>Ghana</b> COCOBOD, ECOM, Touton, Mondelez</p>	<p><b>Côte d'Ivoire</b> Outspan-Ivoire ECOM-ZAMACOM</p>	<p><b>Togo</b> FUPROCAT</p>	<p><b>Cameroon</b> ONCC, CICC, SOTRAMAS, CamCCUL</p>	<p>In kind contributions from local partners and target groups</p>
<p><b>Training venues</b></p>	<p><b>5,70 EUR per participant</b> Covered by partners in all countries</p> <p><b>Producer groups or cooperatives in all countries</b></p>				

\* covered by those partners that also provide allowances

### 3.2. Types of partnership arrangement

Considering the importance of partner contributions, a sustainability gradient can be established across different types of partnership agreements:

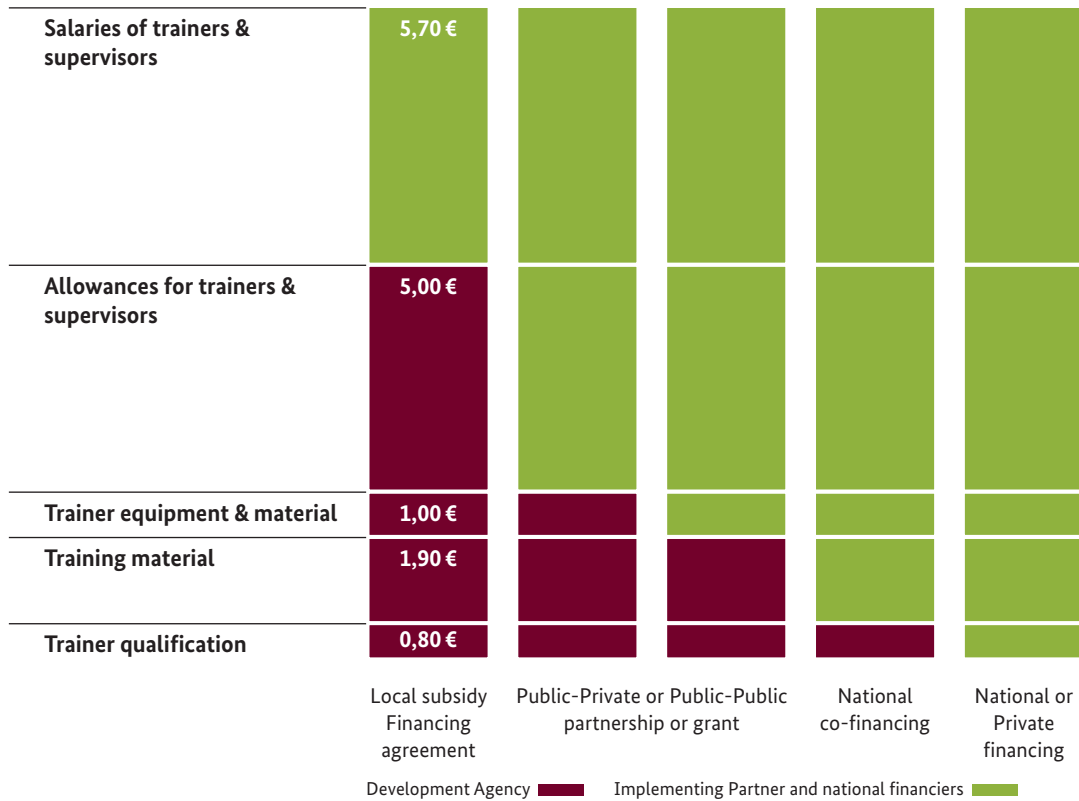
- > **Local subsidy** is a grant provided to public, civil society or private organisation (e.g. producer organisation). It completes resources to implement innovative projects in the interest of these partners. For local subsidies, donor contributions and responsibility of implementing agency are still substantial including funds for allowances and the full responsibility for vouchers.
- > **Financing agreement** provides a grant as described above. The difference is that the partners are more advanced in their administrative capacity and handle accounting of the grant directly. Financing agreement can be established directly with partners or based on matching grant schemes with competition as an option.
- > **Public-private partnership** requires at least 50 % contribution from companies. This partnership can be bilateral, where the partner implements trainings and gets support to develop in-house capacities. The partnership can also be trilateral e.g. when a company supports a public partner to provide the trainings.
- > **Public-public partnership** between implementing agency (public) and another public partner in a country (at least 50 % contribution from the partner)
- > **National co-financing** means that a national organisation makes funding available for trainings through the implementing agency (e.g. GIZ).
- > Pending the management maturity of the implementing partner this can transform in a **direct financing agreement** between the national organisation and the implementing partner.

Under the partnerships described, GIZ/implementing agency can ensure monitoring, evaluation and procurement of training materials.

The sustainability of FBS training increases as partners take over financial contributions, procurement, management and administrative functions from the implementing agency (*Figure 13*).



**Figure 13 Types of partnership agreements and cost-sharing (EUR per participant)**



Source: GIZ SSAB-CFLP. 2017. Progress report to European Development Commission

**The stronger the partners and more profound their interest, the better the prospects to reach sustainability. For this reason capacity assessment, development and continuous dialogue with partners are key. Sustainability increases with functions and funding taken over by partners and co-financiers.**

### 3.3. Sources of finance

Considering the fact that FBS is for large-scale implementation, it is convenient to lever resources (*Chapter 2.2*) from different sources for blending.

#### 1. Funding from bilateral and/or multilateral donors

- a) **Local subsidies and grants** help to introduce FBS training and bring it to significant scale. The possible partnership agreements and complementary resource mobilisation are described above (*Chapter 3.1 and 3.2*).
- b) **Other donor funding** for scaling-up FBS trainings particularly beyond a given programme framework. The related process can be led by implementing partners and/or by implementing agencies.

#### 2. National funding

- c) **Payment by sector bodies based on levies on export prices:** actually these funds are generated by **private** value chain actors and captured by sector bodies be it for the provision of services, subsidised inputs and/or financial reserves to buffer price volatility at international markets.
- d) **National budget for agricultural extension or rural advisory services:** FBS training is an innovative rural advisory service and enriches conventional agricultural extension. It triggers adoption of Good Agricultural Practices and improves thus cost-effectiveness of extension.
- e) **National funding based on development loans** (e.g. African Development Bank, Fund for Agricultural Development, World Bank)
- f) **Small and Medium Enterprises (SME) funding schemes** of Central Banks, Development Finance Institutions and subsidiaries

Assessing national or sector policies and related budgets helps to explore the opportunities for financing FBS in large scale in a realistic way and to prepare the approach and communication geared towards mobilisation of funds.

#### 3. Private funding

- g) **Payment by farmers or their organisations building on internal levies on group sales:** So far, we do not have experience with this model. However, it constitutes an opportunity for sustainability considering that:
  - FBS training triggers cohesion and dynamics for group and cooperative business.
  - Low unit cost of training between 8–13 EUR per farmer trained makes FBS training affordable to farmers.
- h) **Embedding FBS in contract farming:** FBS is cost effective and affects positively on productivity, quality, incomes, producer organisation and repayment of pre-financed inputs in the framework of value chains. This has been an incentive for private companies to embed FBS as a service in their contract farming agreements, sometimes even involving certification of products.
- i) **Embedding FBS in agricultural loans:** through (i) direct delivery of FBS training or (ii) outsourcing delivery of FBS to specialised service providers or partners. So far, there is no experience with these models. Nonetheless, they deserve consideration if there are strong (micro-) finance institutions in a given context.

**It is noteworthy, that 100% external funding (without blending) does neither make sense with regard to a starting scenario, nor for sustainability for the following reasons:**

- > Zero leverage of additional resources and thus weak efficiency
- > Risk of partners' interest biased towards financing instead of innovative services for entrepreneurship
- > Weak ownership from partners.

**Please bear in mind:**  
**Mobilising donor, national and private funding for long-term sustainability builds on:**  
→ Quantified impacts, cost-effectiveness, efficiency, value for money  
→ Proactive marketing of impacts (involving implementing partners)



No Smoking  
No Writing  
STOP CUSTOMS  
STOP POLICE

Handwritten notes on a piece of paper, including "Colon" and "A Vast number" with a question mark.

Chalkboard  
Chalk BOARD

PS.1 Exercise 1

Maize local variety without Fertilizer (1 ha)				Maize improved variety with Fertilizer (1 ha)			
Unit	Quantity	Price (GHS)	Total (GHS)	Unit	Quantity	Price (GHS)	Total (GHS)
<b>1. Money Out (Variable Costs)</b>							
<b>Inputs</b>							
Seed	Kg	22	2.5	55	22	3	66
Herbicide	Litres	3	20	60	3	20	60
Insecticides	Litres	3	20	60	3	20	60
Fertilizer	50 kg Bags	0	80	0	7	80	560
<b>Cost of Inputs</b>				<b>Labour</b>			
			175				746
Land preparation	MD	20	8	160	20	8	160
Sowing	MD	15	8	120	15	8	120
Fertilization	MD	0	8	0	8	8	64
Weeding	MD	18	8	144	18	8	144
Harvest	MD	15	8	120	22	8	176
Storage	MD	14	8	112	20	8	160
Labour need + cost	MD	82	8	656	103	8	824
			831				1570
<b>2. Money In (Revenue)</b>							
Yield x Sales price	Kg	650	0.8	520	3500	0.8	2800
<b>Profit or Loss</b>			-311				2380
<b>Unit Cost (GHS/kg)</b>							

KenKey  $\Rightarrow$  200 balls  
 $475 \div 64 = 7 \text{ R } 47$   
 $831 \div 650 = \frac{200}{200} = 1$   
 1 bag = 475      $\frac{475}{64} = 7.42$   
 1 bag = 64kg  
 $\frac{831}{650} =$

PS.2 Exercise 2

Unit	Cocoa without Fertilizer and pruning (1 ha)		Cocoa with Pruning and Fertilizer (1 ha)		
	Quantity (Q1)	Price (P1)	Quantity (Q2)	Price (P2)	
<b>1. Money Out (Variable Costs)</b>					
<b>Inputs</b>					
Insecticides	Litres	0.5	20	10	
Fungicides	Litres	8	5	40	
Fertilizer	50 kg Bags	0	80	0	
<b>Cost of Inputs</b>					
			50		
<b>Labour</b>					
Pruning	MD	0	8	0	
Removing	MD	0	8	0	
	MD	4	8	32	
	MD	15	8	120	
	MD	0	8	0	
	MD	8	8	64	
	MD	14	8	112	
	MD	8	8	64	
		49		392	
			1578		
<b>2. Money In (Revenue)</b>					
Yield x Sales price		2	2,597	1,000	7.42
			2,155		
			587		
<b>3. Profit or Loss</b>					
<b>Unit Cost (GHS/kg)</b>					
Variable Costs / Yield					

PS.3 Exercise 3

1. Money Out (Variable Costs)	
<b>inputs</b>	
Insecticides	
Fertilizer	
Cuttings	
<b>Cost of Inputs</b>	
<b>Labour</b>	
Land clearing	
Ploughing/ridging	
Planting	
Supplying/replanting	
Fertilizing	
Weeding	
Harvesting	
Labour need + cost	
<b>2. Money In (Revenue)</b>	
Yield x Sales price	
Cassava	
Yield x Sales price	
Cuttings	
<b>3. Profit or Loss</b>	
<b>Unit Cost (GHS/kg)</b>	
Variable Costs / Yield	

4.

## 4. Implementing FBS for impact

### 4.1. Roles of partners

Implementing FBS builds on a complete range of functions. Labour division between implementing agency and partners can vary according to the type of partnership arrangement (*Chapter 3.2*).

The following table gives a detailed overview of the required functions and responsibilities of partners. As a checklist, it helps you to get a full understanding of the work to be done and to prepare negotiation and partnership agreements. The overview is also useful to develop a strategy on the process and approach to develop partners' capacities geared towards sustainable management and implementation of FBS.

FBS Advisory Facility is there to support you in case of concrete questions.





**Table 6 Functions required and labour division for FBS implementation**

Area	Functions	Local subsidy Financing agreement	Public-private or Public-Public partnership	National Co-financing
Capacity Development	Organise ToT, TLG, PLG and refresher trainings			
Planning	Centralise planning in dashboard			
Updating materials	of training notebooks and posters			
Supply & Logistic of training materials	Procure training material, stationery			
	Pack and transport training material			
	Manage stocks of training materials			
	Groundwork (i.e. sensitisation, group formation, select prepare venue etc.)			
	Prepare for training sessions			
	Implement trainings			
	Prepare certificates			
Preparation & Delivery of trainings	Prepare proof of delivery, attendance list, ID sheets			
	Send data & proof of delivery on delivered training			
	Centralise reporting data in dashboard			
	Monitoring Reports (status of implementation, challenges, solutions)			
Reporting, M&E	Evaluate impacts			
	Supervision field trips			
	Regular meetings with trainers on training implementation, outcomes and needed follow-up			
	Follow-up visits of trained groups			
	Organise support to trained groups			
Supervision of trainers and trainings	Budget of trainings			
	Contracts with partner organisations			
Financing & accounting	Wire money to trainers			
	Accounting of expenditure and financial report			

Development Agency	Implementing partner and national financiers	Jointly according to agreement
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## 4.2. Successful preparation and delivery of FBS

Impact of FBS depends on quality preparation and delivery by trainers and supervisors in charge. To this effect, you find an example of quality criteria below (Table 7). They are first introduced during the final stage of the Training of Trainers (ToT) (Chapter 2.8.3). They are also embedded in the partnership agreements (Chapter 3.2) and thus binding on partners.

**Table 7 Quality criteria for preparation, delivery and follow-up of FBS trainings**

<b>Work plan</b>	Each FBS trainer identifies beneficiary farmer groups in collaboration with his/her supervisor.
<b>Training venues</b>	Each FBS trainer identifies in advance convenient training venues at community level in collaboration with representatives of the community or the FBS group.
<b>Duration of each FBS training</b>	Each FBS trainer conducts each FBS training in a block of continuous five mornings starting (Monday to Friday) as per the designed modules; starting in the morning (08:00 am) and ending at noon (latest 1:00 pm). This allows participants to continue their daily tasks in the afternoons.
<b>Training material</b> (Chapter 4.3)	Only the standard training material, i.e. training notebook for participants and posters shall be used.
<b>Quality of delivery</b>	In accordance with the trainer guide, FBS trainers conduct FBS trainings in an interactive manner, combining presentations, discussions, group work, practical exercises and role-plays. Good FBS trainers respect the adult learning approach to mobilise male and female participants' experience and to strengthen their self-reliance and group cohesion.
<b>Focal person</b>	Before the end of the training, the FBS trainer assists the group to designate a FBS focal person suited to lead changes and to network with other groups and FBS trainer.
<b>Reporting</b> (Chapter 5.3)	Each FBS trainer provides the daily attendance list and the proof of delivery signed by the focal person at the end of trainings (Tool 15, Tool 16). FBS trainer enters details of attendance into mData platform via android phones (user guide under Tool 9).
<b>Follow-up of FBS trainings</b> (more under Chapter 7)	Each FBS trainer maintains periodic contacts with FBS focal persons of groups he/she has trained to assist: <ul style="list-style-type: none"> <li>• in the application and uptake of FBS tools and</li> <li>• in the registration of producer organisations, according to dynamics of change and opportunities,</li> <li>• link them with input dealers, off-takers, microfinance institutions/banks, and/or government initiatives (e.g. access to planting material, seed).</li> </ul>

### 4.3. Materials needed

Taking farmers serious as entrepreneurs having potentials means that they need a minimum of tools and training materials. There are a number of materials and consumables needed for FBS. For better understanding and to help you in preparation and logistics, you find the detailed list of required items below (Table 8).

**Table 8 Materials needed for FBS training**

User	Item	Purpose	Quantity	
Participants	Training notebook	FBS tools and lessons for use during and after FBS training	30	Per FBS group
	Certificates with serial numbers	Evidence of participation and contents also for FBS follow-up support, Motivation for participants <sup>6</sup>	30	
	Pencil with rubber	Taking notes	30	
	Sharpener		30	
Trainer	Trainers' guide	Didactical guidance and time management	1	Per trainer Elements of Trainers' kit purchased once
	Calculators	Exercises on modules 4–7, 9 & 10	30	
	Inky pad	Capturing fingerprints from weakly literate or illiterate participants on the attendance list	1	
	Measuring tape (Decametre)	Competition to measure plot size (Module 2)	1	
	Measuring cord		1	
	Backpack	Transporting training materials, necessary specifications can be provided	1	
Android phone	Communication with supervisors, focal persons data transfer via mData photographs of trained groups and sessions WhatsApp network	1		
Trainer	Trainers' guide	Focus discussion via visualisation Involve participants through group exercises and presentations -> motivating Posters are left with trained group as reference	1	Per FBS group Consumables used by trainer
	Masking Tape	Fixing posters on walls for reference	1–2	
	Clear file	Transport certificates and send back reports	1	

<sup>6</sup> Actually for many smallholder FBS training is the first training they ever had.

User	Item	Purpose	Quantity	
Trainer	Flip chart paper sheets or Brown paper sheets	Visualise discussion, capture key lessons, capture evaluation of the training	10–15	Per FBS group Consumables used by trainer
	Black markers	Capturing results on posters	4	
	Red markers		1	
	Farmers ID sheet (Tool 17)	Evidence of participation, base and contact data on participants including gender	30	
	Proof of delivery (one-page sheet)	Signed by the focal person and supervisor For reporting on evidence of training, gender disaggregated participation and participants' degree of satisfaction	1	
	Attendance sheet	Evidence of daily participation, eventually dropouts	1	

#### Practical hints based on our bitter lessons learnt:

In developing FBS, many mishaps are possible when it comes to procurement of training materials. Building on our experience, we share with you how we learnt to avoid them:

- > A frequently asked question is whether training posters can be printed for multiply use on micron PVC (type of plastic) material. We have explored this option with different finishing white board markers from the local markets. The result was inconclusive for the following reasons. After three uses, cleaning was difficult and visualisation was blurred. The material is heavy and difficult to transport on motorbikes. Considering low frequency of reusing, the cost were much higher than those of paper posters. Training posters in A1-size are printed on paper for single use. This is cheaper and easier to transport. In addition, they have the advantage to stay in the community as reference.

Tender processes are key to get large quantity and good quality material at low cost from local printing houses. You find cost estimates in Tool 10.

Before approving for large-scale printing, please make sure that (i) you submit ONLY pdf-files of training materials, (ii) you request samples of training materials from printing houses and (iii) check the following:

- > Quality of paper
- > Printing quality
- > Completeness and correct sequencing of pages (binding)
- > Trimming
- > Cover page

In case of deficiencies with regard to the aspects above, you can still delay large scale printing to ensure correctness.

We also recommend that:

- > Printed materials are packed in transparent material and in-line with group size of 30 persons. This helps you to check quality and completeness of delivery, monitoring of stocks and to organise distribution to the training location or to the trainers.
- > Large quantities of printed training materials should be stored on wooden pallets to keep them dry and to avoid damage by humidity.









5.



## 5. Monitoring FBS and quality management

### 5.1. Planning of FBS trainings

**You cannot monitor what you have not planned.** FBS work plans build on the agreed upon delivery rate (*Chapters 2.4 and 3.2*) and the capacity of FBS trainers.

The planning template (*Figure 14; Tool 13*) has been developed by SSAB for a co-financier. It helps to plan and to monitor FBS training in time and in terms of outreach.

In addition, each FBS trainer plans the monthly training sessions and submits them to his/her supervisor for approval. Based on the approval and using the digital channel for data collection, he/she enters the plan on the Android application. (*mData; Chapter 5.3*)





## 5.2. Supervision

Supervision is carried out by partners' staff that have undergone a practical qualification to this effect. Where relevant, the technical staff of the implementing agency also ensures supervision.

Supervision is done regularly and as unannounced spot-checks (also via phone calls to focal person) building on submitted work plans and critical information emerging from reported data.

Supervision ensures the following:

- > Planned trainings are implemented
- > Contact with FBS trainers and trained groups
- > Check application of FBS tools by farmers
- > Identification of challenges, opportunities and related actions through dialogue between farmers, trainers and supervisors
- > Quality standards of delivery are achieved and maintained. To this effect, supervisors can use key criteria to assess trainers' implementing quality and performance (*Tool 7*). On this basis, they recommend improvements in line with work plans and quality requirements. Certification of trainers (*Chapter 5.5*) builds on the same criteria.
- > Reporting to hierarchy of implementing partner and/or agency.

Data coming from the field can indicate where to target spot-checks. Here are some practical hints:

- > Very small number of persons trained (<20)
- > Very big number of persons trained (>35)
- > Weak participation of women
- > Low degree of farmers' satisfaction per trainer  
(share of smileys 😊 <85%)
- > Systematic high degree of farmers' satisfaction per trainer  
(smileys 😊 always 100%)
- > Missing or incomplete information on focal persons
- > Training reports not accompanied by work plans
- > Late reporting
- > Duration of training too short
- > High dropout rate

**If you see such data linked to one trainer or a partner, target your spot-checks in the field accordingly. Being in the field, you can also check for empty posters at the training location, indicating that contents or even modules have been skipped.**

### 5.3. Data collection and management for reporting

Reporting against work plans is key to ensure efficient and effective implementation of large-scale trainings.

Hard copy reporting is important to verify digital reporting on trainings (below see paragraph on **mData** system).

We have developed reporting templates that are very compact and comprise the core indicators for monitoring. The trainings are delivered in large scale, also in different countries. Information should thus be as concise and standardised as possible for effective monitoring, comparison and benchmarking of partners' performance.

There are two categories of written reports.

**1. The supervisors' report** has the following purposes:

- > provide evidence on implemented trainings, their gender disaggregated outreach and quality,
- > identify challenges shortcomings and recommend suited approaches for improvement
- > justification (also cost accounting) of trainers' allowances in line with their engagement and performance
- > indicate areas of further support.



To this effect, the supervisors' report (*one page; Tool 14*) comprises:

- > monthly or quarterly summary on implemented trainings
- > changes envisaged by groups and related trends
- > emerging needs for support after FBS training
- > Attachments: proof of delivery per FBS training implemented + duly filled attendance sheet + farmers' ID sheets (see next point for details).

**2. Trainers' report** comprises for each FBS training implemented the following:

- > **Proof of delivery** (*one page; Tool 15*) duly filled and signed by the focal person
- > **Attendance sheets** (*Tool 16*) are signed daily by participants. From weakly literate or illiterate participants fingerprints are captured instead of signatures.
- > **Farmer's ID sheets** (*Tool 17a*) giving evidence of participation, base and contact data including gender. To constitute databases on individual farmers trained, Intelligent Character Recognition (ICR) can be used<sup>7</sup>. ID-sheets adapted to this data processing (*Tool 17b*) are scanned and the software transforms the written information directly into data entries in Microsoft Excel files containing the database. Considering the costs of the software this constitutes an opportunity only for large-scale training.

<sup>7</sup> E.g. Green Innovation Centres Nigeria have introduced this technology for monitoring

For **conventional data management** (manual data entry) Excel files are used. The country or value chain sheets capture planning and monitoring data. From each group trained in FBS data below is captured in one record (one line) and comprising the following:

<b>Code of training</b>	<b>Male Farmers trained</b>
<b>State</b>	<b>Female Farmers trained</b>
<b>Local Government</b>	<b>Youth (18 to 36 Years)</b>
<b>Partner</b>	<b>Total participants</b>
<b>Source of funding</b>	<b>Smileys ☺ received</b>
<b>Location</b>	<b>Degree of satisfaction</b>
<b>Training start date</b>	<b>FBS focal person</b>
<b>Training end date</b>	<b>FBS focal person's contact number</b>
<b>Organisation group or cooperative</b>	<b>Trainer name 1</b>
	<b>Trainers 2 to 4 (TLG, PLG)</b>

Data is either entered manually or captured via the mData application (see below). For proper coding, ease of sorting and aggregation this sheet comprises country or value chain specific settings with regard to partners, country, locations and trainers.

To reflect the linkages with other services (such as GAP trainings, input provision, nutritional training and financial services) provided to producer groups, the country or value chain sheets can be expanded. For instance, the most recent versions developed by SSAB also comprise information on implemented GAP trainings for FBS groups. In this case, this helps to monitor whether and how many groups have received both services. It also helps to direct the missing service to an already registered group.

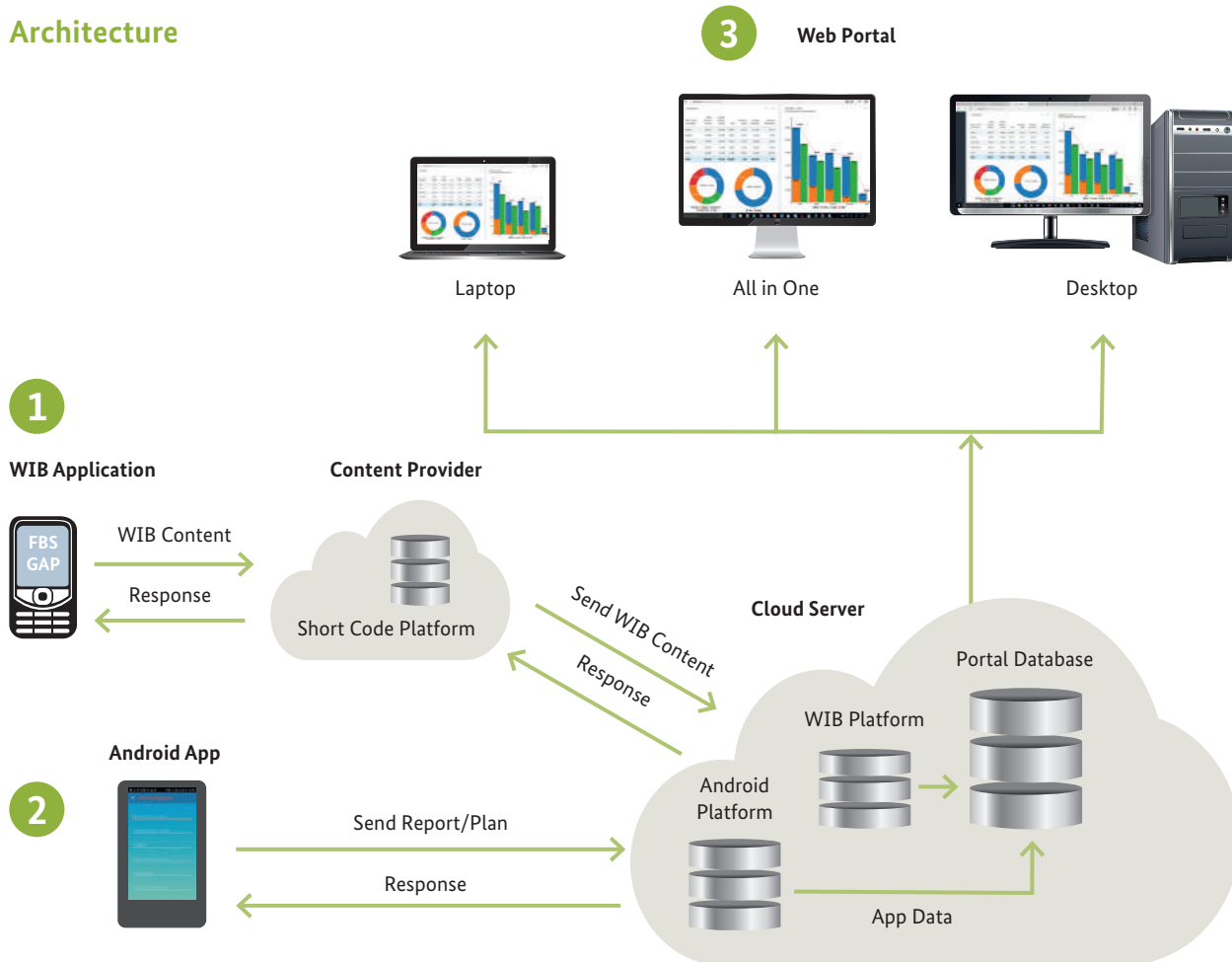
The data from country or value chain sheets are streamed via linkage formulae into the “FBS master dashboard”. It provides the data for aggregated reporting, benchmarking across countries, regions, partners and trainers. Beyond implementing partners’ interest, regular updating makes sense to report at any time to donors, policy level and financial institutions.

**mData application** has been developed by SSAB for digital reporting in a web-based databank. The Android platform replaces manual data entering (*Figure 15*). The purpose is to ensure timely reporting and easy access to database for large-scale implementation. mData is installed on FBS trainers’ phones to allow for planning and reporting on FBS trainings. The mData application uses the latest hybrid technology<sup>8</sup>, which makes it possible to run an Android application on SMS. It requires the use of SIM-card, for authenticated FBS trainers and supervisors. Using their smartphones trainers log in with personal identification numbers to communicate with the central database. Supervisors have access to the webpage with specific credentials to have an overview on planned and implemented trainings under their supervision (user guide under Tool 9).

<sup>8</sup> SMS and Android technology are combined

Figure 15 Architecture of mDATA system

## Architecture



Source: GIZ/SSAB. 2017. mData User guide

### 5.4. Refresher Trainings

If possible, refresher trainings are organised annually for all trainers and their supervisors. The duration is usually 2 to 3 days with the following purposes:

- > Update knowledge of trainers in a targeted way to enhance effective and impacting training. Observations on shortcomings derived from supervision and monitoring help to target the contents of refresher trainings.
- > Stimulate competition among FBS trainers and partners through benchmarking
- > Provides a platform to share experiences, lessons learnt and solutions as well as partners' feedback
- > Foster network through peer learning
- > Synchronise and target FBS follow-up and linking FBS with other services (Chapter 7)
- > Adjust work plans towards the next planning period



- > Introduce innovations (e.g. data collection, digital tools, follow-up approaches)

**Refresher trainings can serve to showcase achievements to partners' hierarchy** to foster better ownership. Refresher trainings can also be combined with certification of FBS trainers. (*Chapter 5.5*). The programme is tailor made according to the priorities.

### 5.5. Certification of FBS trainers

The FBS Trainer Certification is relevant for trainers with proven training performance covering at least 450 smallholders. Certification is meant to foster sustainability and to open the career opportunities to trainers e.g. per recommendation to other financiers, or as supervisors or prospective Master Trainers.

Partners' supervisors, Master Trainers - and if relevant - staff of the implementing agency conduct the process in order to assess the following areas determining performance and admission to certification:

- > Professional competence
- > Sovereign delivery of FBS
- > Facilitation and management capacity
- > Personal motivation and attitudes
- > Quality and efficacy of FBS follow-up support.

**Trainer certification follows 5 steps:**

**1. Synthesis of individual trainers' performance and quality using monitoring data** (see also hints under supervision Chapter 6.2). More particularly, the data below are compiled per trainer:

- > Number of FBS trainings conducted in real scale (at least 15 groups)
- > Total number of producers trained (at least 450) and number of women involved
- > Number of ☺ smileys received (average at least 95%)
- > Group sizes of maximum 30 participants are respected



## 2. Comparative assessment of trainers' knowledge and didactic sovereignty in classroom

<p><b>Sovereign delivery of FBS</b></p> <ul style="list-style-type: none"> <li>• Trainer is in control of contents</li> <li>• Harmonised delivery and correct linkages of concepts and ideas</li> <li>• Trainer links expectations of farmers with modules</li> <li>• Trainer responds correctly to farmers' questions</li> <li>• Trainer uses notebook and posters properly, good introduction of FBS tools</li> </ul>	<p><b>Facilitation and management capacity</b></p> <ul style="list-style-type: none"> <li>• Organises planning, preparation, implementation and reporting in line with deadlines</li> <li>• Good time management in line with schedule</li> <li>• Uses farmers' experience and own experience to illustrate modules</li> <li>• Shows respect and polite behaviour to participants</li> <li>• Motivates the group to contribute and to commit to change</li> <li>• Controls the group and establishes order in line with rules of the group</li> </ul>
<p><b>Personal motivation and attitudes</b></p> <ul style="list-style-type: none"> <li>• Availability / Concentration</li> <li>• Dynamic</li> <li>• Trainer internalises the spirit of FBS</li> </ul>	

**3. Verification of quality and efficacy of FBS follow-up support** to determine positive changes and impacts achieved by trained groups after FBS training.

- > Groups use FBS tools
- > Groups organise group sales / purchases
- > Groups linked with technical / financial services / input suppliers

**4. Scoring and ranking of trainers' performance** according to the set of criteria (*Tool 18*) and individual certification results: The total score summarises on scores (1 = lowest, 3 = best) attributed to the criteria. A maximum score of 1530 points can be achieved. According to the total score the certification result is classified as follows:

<b>Category D</b>	Training experience below requirements (less than 450 farmers trained)	Not admitted to certification
<b>Category C</b>	Improvements are required → recommendations are made	certification postponed
<b>Category B</b>	Good performance → recommendation for improvements are possible Potential as lead trainer to support the supervisor	certification as FBS trainer
<b>Category A</b>	Excellent performance Potential for the qualification (grooming) as supervisor (Chapter 3.7.2) or as Master Trainer (Chapter 9.1).	certification as FBS trainer open opportunities for further qualification

**5. Ceremony to hand over certificates, which is most preferably combined with the refresher trainings.**



Certification of FBS trainers, ceremony in Cameroon

Source: GIZ/SSAB. 2015. Cameroon



6.

## 6. Evaluating FBS

The purpose of evaluation is to measure the outcome and impact against corresponding baseline indicators and risk assumptions. Evaluation should also capture unintended positive or negative impacts.

### 1. Evaluation of FBS might be specific at outcome level to determine induced changes and to learn about the efficacy of FBS implementation and quality.

To capture outcomes at the level of **target groups**, one type of evaluation is done by implementers with FBS groups. The approach builds on a standard survey template (*Tool 19*) used for focus group discussions. Improvements may comprise:

- > application of FBS tools, i.e. farm measurement, cropping calendar, gross margin calculation, financial calendar
- > Diversification of production for healthier diet and/or more stable income
- > Adoption of basic cropping techniques (e.g. Sowing in line, pruning, pure stands, crop rotation) and recommended inputs (e.g. Seeds of improved varieties, mineral fertiliser)
- > Group and/or individual formal savings and access to other financial services (loans, payments, insurance)
- > Reactivating dormant or registering new producer organisations at different levels (*Groupe d'Intérêt Commun*<sup>9</sup>, cooperative, association, union)
- > Group procurement of inputs at lower prices
- > Group sales of produce (reduced transaction costs and/or negotiated prices)
- > Social and/or productive investment (e.g. Education, cooperative infrastructure, improved housing, replanting)
- > Positive productivity trends

Capturing the above translates into an overview of trends with regard to individual and group dynamics of change/outcomes. It complements more comprehensive as well as quantitative impact evaluation (*see points 2 and 3*). External evaluators involved in this can/should check the results.

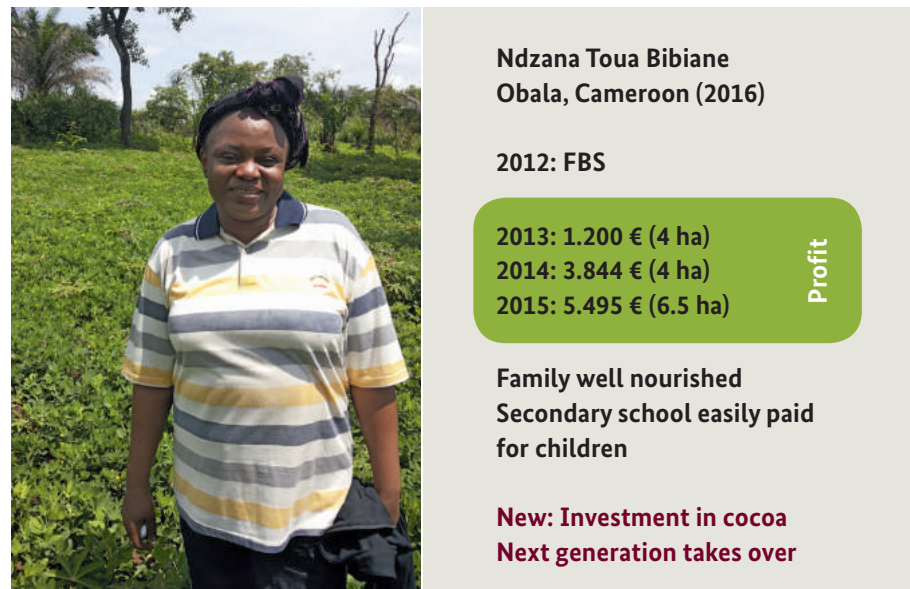
**Voices from the field and success stories** can complete the preceding type of evaluation as well as more comprehensive evaluations. The purpose is to illustrate and to personalise the outcomes achieved by farmers after FBS training. To this effect, a standardised template on success may be helpful (*Tool 20*). The following example (*Figure 16*) illustrates in a very concise manner smallholders' achievements, impacts and also the gradual transition and growth over time after FBS training.



<sup>9</sup> Common-interest-groups with a status as pre-cooperative entity



Figure 16 Success story – example from SSAB Cameroon



2. **Developmental and/or business outcomes related to FBS at partner level** can be of a strategic nature. Their assessment completes more comprehensive evaluations (e.g. progress reviews, sustainability reporting linked to certification). It is preferably supported by an external evaluator using semi-structured survey methods<sup>10</sup>. Results may comprise among others the following:

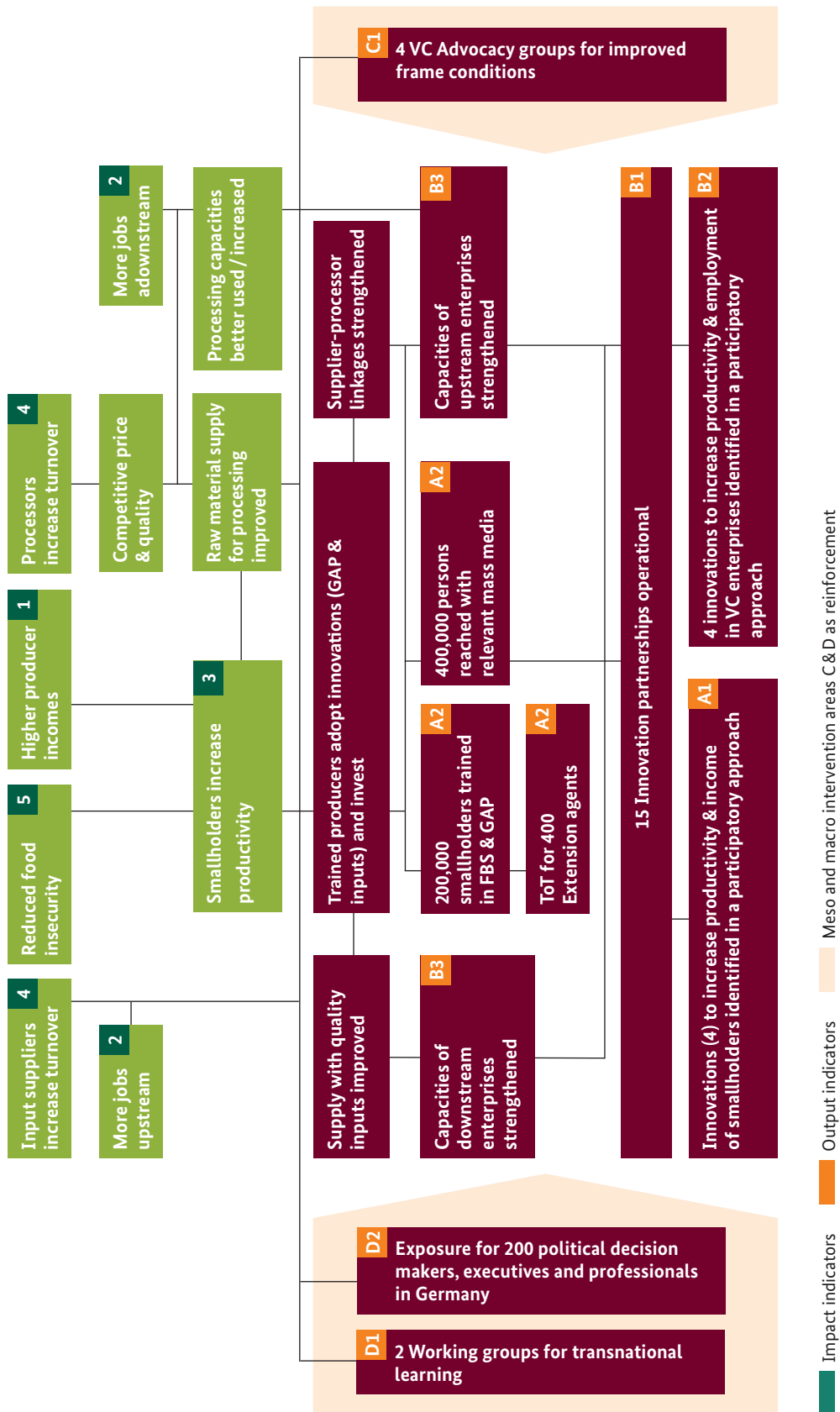
- > Extension agents more professional internalising the FBS approach
- > FBS approach adopted to complete agricultural extension and/or outgrower schemes, certification of products
- > More demand for inputs
- > Better quality supplied to off-taker
- > Extension delivery mechanism improved on the basis of modes of delivery of FBS
- > Adaptation and replication of FBS for other production systems
- > Leverage of services from other partners
- > Partnerships between public services and private partners
- > Mobilisation of funding for FBS from private and/or public sources

3. **Evaluation is most likely embedded in a broader evaluation approach as FBS is usually combined with other services and interventions (Figure 17).** Assuming that improved agri-business is at the core of programmes or initiatives, e.g. gross margin assessments completed by other aspects and measurement of indicators are crucial for quantitative impact assessment.

<sup>10</sup> To keep cost and time for discussion in budget limit, combination of analogue (interactive) formats with confidential phone discussion can be envisaged.



Figure 17 Impact model Green Innovation Centres – Nigeria



Source: GIZ/GIAE country module Nigeria. 2017.



7.

## 7. Linking FBS with other services and approaches for more impact

As aforementioned (*Chapters 1.1 & 7; Figure 17*) FBS is normally not implemented as a standalone intervention but combined with other measures. At the time of the development of FBS (2010), smallholder entrepreneurship was indeed a neglected field of service particularly with regard to cost-effective capacity development at large scale. Actually, it seems that our perception of smallholders, at that time, as weak and poor economic operators in need of assistance had silently guided our actions and strategies. Traditionally those were focusing on productivity. Nonetheless, productivity, competitiveness and growth of smallholder agri-business require well-informed decisions, management and investments. This is entrepreneurship.

There was - and in many cases still is – a need for a shift towards farming as a business. Recognising smallholders as entrepreneurs, developing their capacities as managers, decision makers and investors is a logical step towards their economic and social inclusion. To this effect, FBS enhances their skills, attitudes to commercial agriculture, as well as building better negotiation positions to deal with market dynamics and for stronger links with other value chain actors.

It triggers individual and group demand for services and inputs that were provided before in a supply-driven manner. Decentralised implementation of FBS at village level is more cost-effective as it creates dynamics for change that builds on aspirations, self-help and self-reliance within the group and community. This shows the catalytic nature of FBS in a framework of a more comprehensive strategy that seeks to match the aspiration and demand of farmers with markets for inputs, produce, finance and other services:

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>&gt; <b>Technical training (also with certification of lead product)</b></li> <li>&gt; <b>Supply of inputs</b></li> <li>&gt; <b>Technical services (e.g. GPS measurement, mechanisation, spraying)</b></li> <li>&gt; <b>Contract farming and outgrower schemes</b></li> <li>&gt; <b>Strengthening of semi-industrial processors</b></li> <li>&gt; <b>Processor business school for cottage industry</b></li> </ul> | <ul style="list-style-type: none"> <li>&gt; <b>Nutritional training</b></li> <li>&gt; <b>Financial literacy training</b></li> <li>&gt; <b>Functional literacy trainings</b></li> <li>&gt; <b>Financial service – financial investment</b></li> <li>&gt; <b>Strengthening institutional development of producer organisations</b></li> <li>&gt; <b>Strengthen producer organisations to provide business services to their members (bulk sales, purchases, etc.)</b></li> <li>&gt; <b>To this effect SSAB developed the Cooperative Business School (CBS)<sup>11</sup></b></li> </ul> |
|---|--|

Implementing partners play a crucial role in ensuring that FBS graduates get access to such services and markets. Under this condition, FBS catalyses competitiveness of all value chain actors including smallholders.

<sup>11</sup> CBS comprises a handbook and training curriculum for managers of farmer based organisations (FBO) with a focus on business services for members and related financial and strategic management. For further information please contact the FBS Advisory Facility





## 8. Making the African FBS network strong and sustainable

### 8.1. Master Trainers/training programme

A FBS Master Trainer is a person who has a thorough understanding of the FBS approach and underlying principles. He/she is able to qualify new FBS trainers in his/her country context as well as in other countries.

In the context of FBS the Master Trainer assumes several **key functions**:

- > Training of extension agents/field advisors as prospective FBS trainers and recommends them for implementation in real scale (*Chapter 3.7*)
- > Follow-up and support FBS trainers to cope with changes and challenges
- > Plays a key role in trainers' certification (*Chapter 6.5*)
- > Facilitate refresher programmes (*Chapter 6.4*)
- > Support programmes in planning, introducing and implementing FBS
- > Support adaptation of training materials

His/her profile combines **skills and capacities** in the following areas:

- > Agri-business
- > Extension and adult training experience
- > Technical expertise
- > Long-standing experience with farmers
- > Agricultural economics
- > Good communication with target group and different stakeholders
- > Facilitation and didactics for interactive discovery learning and attitudinal change
- > Management, foresight, reporting
- > Matured personality, a mind-set open to innovation and willingness to sustain social and economic inclusion of smallholders

During the development of FBS (2010) senior consultants or senior staff of partners (e.g. Ghana Cocoa Board, ANADER in Côte d'Ivoire) were involved in the Pilot Trainings and following steps (*Chapters 3.6, 3.7*). This gave them the exposure needed to support other programmes in the introduction of FBS from 2012 onwards.

Exposure to FBS in practice is still an important element to build Master Trainers' capacities. To increase the number of Master Trainers in Ghana, Nigeria and Cameroon for instance, the process built on practical experience and exposure. The prospective Master Trainers have been recruited and selected among experienced and well-performing FBS trainers and supervisors, respectively among consultants. They assisted experienced Master Trainers during ToT and subsequent supervision and refresher trainings, gradually taking over responsibility up to handle training of training on their own.

The number of experienced Master Trainers, has become insufficient to satisfy demand for introduction of FBS in other countries or in other value chains. To tackle this bottleneck a pan-African Master Training Programme is needed in French and in English. Below we provide an outline of the approach and related steps envisaged by the FBS Advisory Facility:

<b>1. Pre-selection</b>	From countries where FBS is already implemented, FBS trainers and supervisors with potential to become Master Trainers will be identified. Where FBS trainer certification has already been carried out, best-suited candidates emerge. In addition, the FBS Advisory Facility will compile recommendations of suited candidates via the sector networks. On this basis, candidates are invited to apply by submitting their statement of motivation and CV.
<b>2. Selection</b>	For the selection of candidates, the Assessment Centre methodology will be used to check knowledge, skills, attitudes and motivation.
<b>3. Exposure</b>	To familiarise with FBS, candidates will participate in at least one complete FBS training with farmers delivered by an experienced FBS trainer. To develop an understanding what impacts are sought for, candidates will visit FBS groups to learn about changes, improvements, impacts achieved.
<b>4. Capacity Development – Round 1</b>	In this, first round candidates will undergo a full-fledged Training of Trainers (Chapter 3.7.3) and will deliver learning trainings (Chapter 3.7.4) to farmers under supervision. Their performance will be evaluated for admission to the next round.
<b>5. Capacity Development – Round 2</b>	<p>The purpose of this round to develop the candidates' capacities to train other trainers and to tackle strategic issues. To this effect, the candidates will return to their country (or to other countries if FBS is not implemented in their country) to assess FBS trainings in line with the quality standards they have been trained on.</p> <p>During a mentoring and peer learning meetings, candidates share their assessment and solution approaches. This is a way to weave quality management into the qualification process of new Master Trainers.</p> <p>Round 2 includes a simulation of Training of Trainers (ToT). Prospective Master Trainers will train their fellows under supervision of an experienced Master Trainer. This round 2 is completed by an evaluation and the planning of real Training of Trainers and the exposure to other countries.</p>
<b>6. Capacity development – Round 3 and Certification</b>	Prospective Master Trainer deliver Training of Trainers under supervision. Their performance is evaluated for certification as Master Trainer.



## 8.2. Founding a regional or international FBS association?

To many of implementing partner staff FBS is a rewarding experience in their professional life. The success of the approach and its dissemination across Africa calls for networking of the practitioners who are passionate to enhance further dissemination while preserving quality and professional standards and thus contribute to economic and social inclusion of smallholder farmers.

The association aims to achieve the following objectives:

- > To contribute to the economic and social empowerment and inclusion of smallholder farmers
- > To promote the uptake of business concepts by farmers, sector strategies and policies
- > To promote the development and sustainability of the FBS in Africa (national, regional, international level)

A registered international (African) association seems to be the appropriate framework for such a network for the following reasons:

- > It can involve practitioners from different institutional settings (public, private or civil society).
- > It can also involve supporters or sponsors of social and economic inclusion of smallholder farmers through the network and Farmer Business School.
- > It can be organised in national chapters or focus groups.

Such an association comprises many traits of a professional association and combines them with social sustainability objectives of a civil society organisation.

The envisaged members have all a direct or an indirect link with FBS. Be it they have developed the approach, implement it, or they provide(d) support or sponsorship for implementation and scaling-up.

Practitioners:	Supporters and sponsors:
<ul style="list-style-type: none"> <li>• FBS Trainers</li> <li>• Master Trainers</li> <li>• FBS supervisors</li> <li>• Developers of FBS including consultants involved in development and assessment of FBS</li> <li>• Representatives of producers organisations and groups trained in FBS</li> </ul>	<ul style="list-style-type: none"> <li>• Companies and organisations that have supported or co-financed the development and/or scaling up of FBS</li> <li>• Policy makers committed to agri-business development and social and economic inclusion of smallholder farmers</li> <li>• Companies and organisations who have adopted FBS as an innovative service in their portfolio</li> </ul>

**Membership** is voluntary and driven by developmental and professional interest.

The **financing mechanism** would build on member fees, donations and sponsorship.

**Status and outlook:**

One association was registered in Nigeria in 2017, association processes have been launched in Togo, Cameroon, Côte d'Ivoire and Ghana.

The set-up of such an international African association will be further elaborated. For the launch further steps are necessary:

- > exact definition of the mandate
- > information campaigns (sharing of concept outline per email, gathering feedback, presentations during conferences, workshops, trainings, bilateral exchange, etc.)
- > inception process
- > constitutional assembly
- > election of leadership board
- > registration of professional association
- > bank account and payment mechanism
- > registration of members (online and in hard-copy)

Pending interest from partners and potential members, the process will be supported by the FBS Advisory Facility.

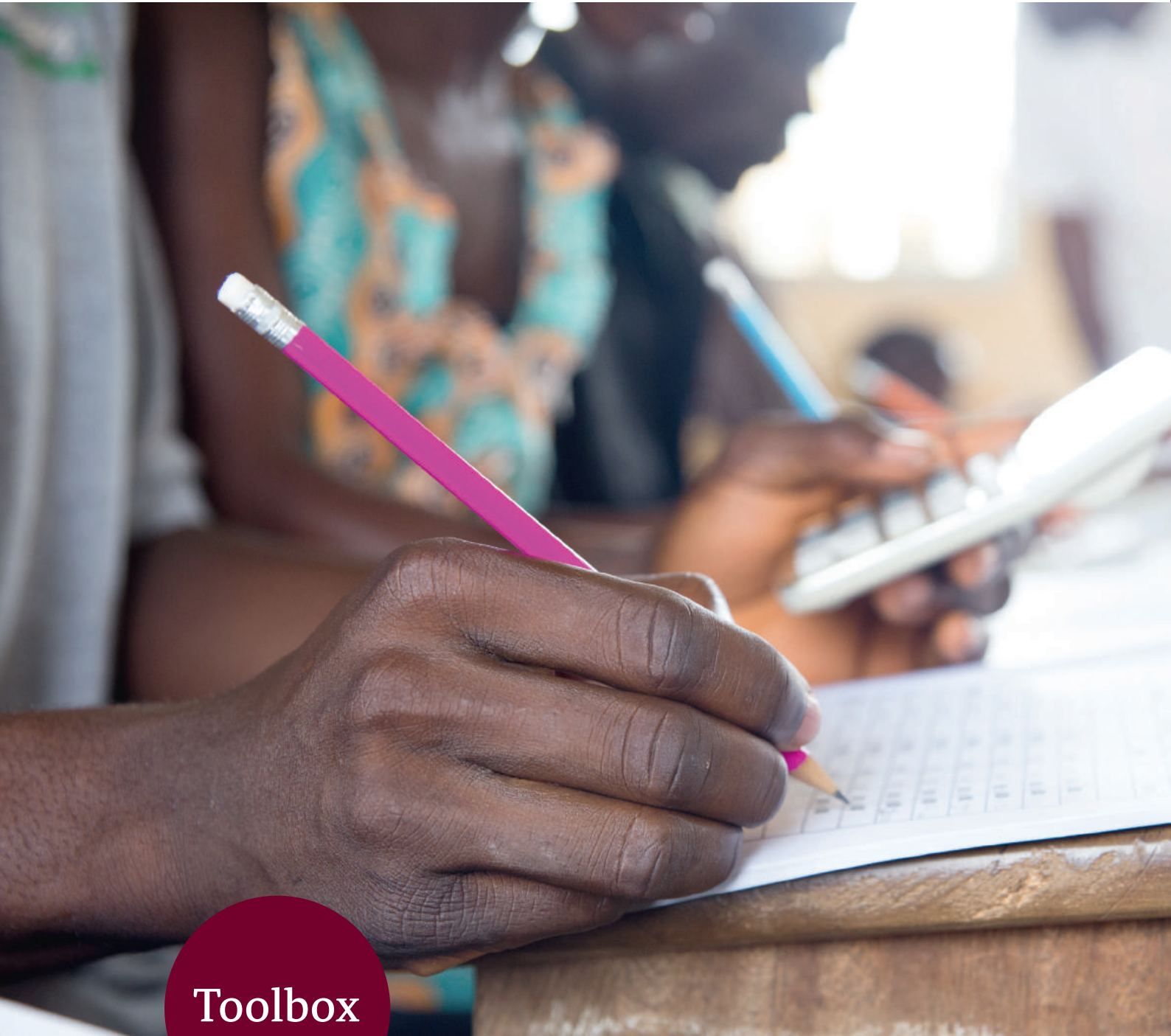


(ROUNDNUT (IHA) CURRENT PRACTICE

1. Money Out	Unit	QTY	Sign	Price (GH¢)	Sign	Total (GH¢)
Inputs & Services						
ploughing Fee	Fee	1	X	100	=	100
Seeds	Kg	45	X	0.8	=	36
Weedicide	Litres	0			=	
Fertiliser	50kg bag					
Bags	Bag					6
Transport	Cost 100kg bag					12
Costs of Inputs & Services						154
Labour						
Land Prep Plough Supervision	MD	1	X			5
Sowing	MD	5	X			25
Weedicide APP	MD	0	X			0
Weeding	MD	26	X			130
Fertiliser APP	MD	0	X			0
Harvest	MD	8	X			40
Shelling and Drying	MD					50
Transport	MD					10
Total labour need & costs	MD					200
Total costs Input + Labour						354
Money In						
Production x Price of Sale		Kg 600				450
Profit or loss						96







**Toolbox**

# Toolbox

**Tool 1 Detailed process of FBS adaptation & Capacity development**

Steps & Activities		Responsibility	Days	Tool	Support
Orientation	Introduction to approach and requirements	GIZ and new partner	1	Information material	GIZ
	Optional FBS field trip	New partner	5		GIZ
	Define targets, products and periods, language	Partner & selected staff & GIZ	1-5	Spreadsheets trainer needs	GIZ
	Agree on cost sharing <i>(Minimum ratio 1:1) provide related tools</i>			Budgeting spreadsheet	
	Determine partner supervisor				
Adaptation & Consolidating partnership	Data on current techniques +GAP	Partner supervisor (PS)	1-5	Standard spreadsheet	
	Gross margin calculation	GIZ PS	5		GIZ
	Decide on final selection of food products	PS and hierarchy	1-5		GIZ
	Adapt FBS training note and workbook & trainer file & posters	GIZ	5	Available versions	PS, Master Trainer (CMT)
	FBS Pilot training with farmers (sometimes translation needed)	CMT	5	Training note and workbook	
	Collaborative arrangement or contract <i>provide related tools</i>	Partner hierarchy & GIZ		Local subsidy contracts or PPP arrangements	GIZ administration
	Finalise FBS note + workbook, Trainer file posters	Master trainer, and GIZ	2	Standard spreadsheet Available versions	PS
Capacity development	Procurement to equip trainers	GIZ and partner		Tenders	GIZ administration
	Training of Trainers (ToT)	CMT	12	FBS training note +workbook	PS
	Trainer Learning Groups (TLG) with farmers <b>4 trainers : 1 FBS group</b>	Teams of 4 trainers & PS	10-20	trainer file	CMT, PS, GIZ

## Tool 1

Steps & Activities		Responsibility	Days	Tool	Support
Capacity development	Pair Learning Groups (PLG with farmers <b>2 trainers : 1 FBS group</b>	Teams of 2 FBS trainers & PS	10-20		PS, CMT
	Evaluate experience and trainers	CMT, PS	2	SWOP	GIZ
Real scale	Procurement of training material	GIZ & partner		Tenders	
	Plan real scale FBS	PS and GIZ technical advisor	1-2	Dashboard, ID sheet Proof of delivery	CMT (optional)
	Information session Monitoring & Reporting				
	Start real scale delivery <b>1 trainer : 1 FBS group</b>	FBS trainers			GIZ and PS
Quality	Update planning and reports on delivery	FBS trainers & PS		Dashboard, ID sheet Proof of delivery	GIZ
	Refresher training	CMT, FBS trainers & PS		Performance data, PS reports	GIZ



**Tool 2 Terms of reference and schedule of Pilot Training**  
(example MIERA, GIAE, Malawi)

<b>Location</b>	Malawi
<b>Programme Title</b>	More Income and Employment in the Rural Areas of Malawi (MIERA); Green Innovation Centres for the Agriculture and Food Sector (GIAE)
<b>Team Leader/AV</b>	Florian Bernhardt
<b>Consultancy Title</b>	Capacity Development of FBS trainers in Malawi in extended FBS methodology delivery
<b>Time Frame</b>	From August to September, 2017

**Pilot training**

A small group of farmers and future partner coordinators of FBS receive an introductory training and the FBS curriculum is validated. Subsequently the FBS modules and trainers' file are reviewed.

**Deliverables**

In line with the objectives of the assignment, the consultant is expected to produce the following outputs and report on progress in a timely manner. He/she delivers outputs according to quality requirements. He/ she will be technically and logistically supported by the GIZ team.

***Inception phase (before pilot)***

- > Feedback and advice on potential improvements of FBS material (contents; methodology/didactics; flow) in relation to contents and methodology have been provided

***Implementation phase 1 (Pilot Training)***

- > Contents, methodology and program of FBS pilot trainings (farmers and partner staff) are prepared
- > FBS Pilot Training has been conducted with farmers, partner staff and GIZ staff
- > Partner discussions and feedback on FBS content, methodology and implementation arrangements have been facilitated
- > Feedback and advice on potential improvements of FBS material (contents; methodology/didactics; flow) from partner representatives and farmers is documented and informs further refinement of the material
- > FBS material has been refined

**Toolz Tentative Schedule for Assignment Phase 1 (Pilot Trainings)**

Activities	Up to (days)	From	To	Where
<b>Inception Phase</b>				
1. Preparatory meeting with MIERA staff and implementing partners including review and finalisation of schedule	0.5			Skype
2. Review of and familiarisation with FBS adapted training materials (training notebook, farmers' workbook, trainers file and posters) in collaboration with MIERA staff. Propose improvements/ revise.	3			Email/ Skype
<b>Implementation Phase 1 (Pilot)</b>				
3. Travel home country- Malawi	1		09.08.2017	
4. Prepare the Pilot Training	2	10.08.2017	11.08.2017	
5. Conduct Pilot Training with farmers, GIZ staff and local implementing partners	5	14.08.2017	18.08.2017	

**Tool 3 Complete list – required items for Pilot Training**

Quantity	Quantity	User
Training Notebook	30	Participating farmers
Farmers' Workbook	30	
Certificate	30	
Pencil with eraser	30	
Sharpener	30	
Exercise book	30	
Training Notebook	X	Participating GIZ & Partners' staff
Farmers' Workbook	X	
Pencil with eraser	X	
Trainers' file	1	Master Trainers' equipment
Calculator	30	
Participants' list	1	
Marker Blue/black	4	
Marker Red	1	
Masking tape (rolls)	4	
Brown paper (1,5 x 1,2 m)	25	
Measuring tape (25 m)	1	
Knotted rope for measurement	1	
Ruler	1	

X – required quantity depends on the number of participants as GIZ staff, partners' staff and supervisors

#### Tool 4 Terms of Reference for Master Trainer

<b>Location</b>	Malawi
<b>Programme Title</b>	More Income and Employment in the Rural Areas of Malawi (MIERA); Green Innovation Centres for the Agriculture and Food Sector (GIAE)
<b>Team Leader/AV</b>	Florian Bernhardt
<b>Consultancy Title</b>	Capacity Development of FBS Trainers in Malawi in extended FBS methodology delivery
<b>Time Frame</b>	From August to September, 2017

#### 1. Background: MIERA and GIAE

The German government has commissioned GIZ Malawi to implement two projects in the focal area 'Private Sector Development in Rural Areas': the bilateral project More Income and Employment in Rural Areas (MIERA), as well as the country component of the global project Green Innovation Centres for the Agriculture and Food Sector (GIAE).

MIERA aims to link small-scale producers, cooperatives and MSME with formal or structured marketing channels which will enable them to add value, access higher-value markets and thus create an enabling environment in which rural income and employment can be increased. MIERA promotes inclusive business and new marketing models. It identifies entry points in line with private sector priorities and ultimately targets small producers ('the poor with assets'), as well as MSME in rural and peri-urban areas of Malawi. MIERA applies a value chain development approach, focusing on building the capacity and resilience of local systems, leveraging the incentives and resources of the private sector, ensuring the beneficial inclusion of the poor and stimulating change and innovation that continues to grow beyond the life of the project. The programme draws on National Export Strategy (NES) analyses, and thus has selected an initial set of agricultural value chains which includes cassava, groundnuts, soybean and sunflower.

The programme operates in the following three main fields of activity:

- (1) Promoting stronger cooperation, business linkages, structured markets and inclusive business models (IBM) between the stakeholders in the value chains. The project supports existing platforms and fora for structured dialogue intended to create transparency, promote information sharing, address problems jointly and build trust;
- (2) Promoting improvements in the service package for MSME and small-holders in the selected value chains. The project advises and builds the capacity of service providers for them to meet the needs of the target groups and the market;
- (3) Strengthening Micro, Small and Medium Enterprises (MSME) and Farmer Organisations (FO) as business partners within value chains and within inclusive business models.

From 2017 onwards, MIERA activities will be scaled up to include additional

**Tool 4**

value chains and new partnerships through a multi-donor action developed by the German Government and the European Union under the 11th European Development Fund (the “KULIMA” project). KULIMA stands for Kutukula Ulimi m’Malawi meaning in English, “promoting farming in Malawi”. The action aims to contribute towards increased growth and an expanded commercial agriculture base while also aiming to improve food and nutrition security in the long-term. Kulima was designed with three main components: (1) Increase in agricultural productivity and diversification through mainly upscaling of climate-smart agriculture technologies; (2) Agricultural value chain and business development; (3) Support to improved governance in the agriculture sector. GIZ MIERA will implement activities under KULIMA component (2) which aim at increasing income generated by farmer enterprises, including smallholders, and at creating jobs.

**2. Business Development support to MSME, FO and individual farmers (FBS) in MIERA and GIAE programs’ context**

In order for MSME and FO to benefit from market opportunities, increase employment and income, they need to strengthen their business and organisational capacities. In order for FO to play a more effective role in promoting the business development of their members, they need to understand markets and its requirements to take informed entrepreneurial decisions, act as business intermediaries and offer respective relevant services to their members. It is furthermore necessary for FO to enhance their internal governance, management structures and processes in order to effectively implement their business, service and marketing strategies. Individual farmers and members of FO need to develop their entrepreneurial mind-set, develop business skills and management capacity and understand the benefits and costs of effectively engaging in business oriented FO.

Key MIERA interventions planned and currently prepared in the field of MSME and FO support to business development include the adaptation, further development and implementation of systematic capacity development measures for MSME and FO, namely the GIZ tools Farmer Business Schools (FBS) for individual smallholders and the SME Business Loop for MSME and newly adapted to fit the needs of FO. FBS and SME Business Loop are comprehensive adult learning approaches that were developed and tested by GIZ in two West African countries (SME Loop) and implemented in various African countries for the case of FBS. They have demonstrated a high degree of effectiveness in developing an entrepreneurial mind-set, enhancing business skills and management capacity and have triggered remarkable impact in terms of increased income and employment.

GIZ – MIERA/GIEA partners in Malawi have expressed interest to introduce the FBS approach to the farmers they are working with. It was agreed to implement a pilot phase in 2017. As future FBS trainers, people from three groups may be considered, namely local consultants, partner’s extension staff and staff from training institutions. Key crops to be included are Soybeans, Maize and Groundnuts

#### Tool 4

### 3. General Background and Methodology of GIZ Farmer Business Schools (FBS)

#### 3.1. Farmer Business Schools in cocoa production and beyond

In early 2010, the curriculum and training materials for Farmer Business Schools (FBS) were developed by “The Sustainable Cocoa Business Project<sup>12</sup>” with partners. 12 training modules comprise simple tools for better planning, economic analysis and decision-making built on technical recommendations for the production of cocoa, maize and cassava. Issues related to nutrition, farm management and financial management for household and the farming business are tackled. The training curriculum has been designed and implemented for large-scale outreach. GIZ does not carry out Farmer Business Schools directly, but supports local partner organisations and enterprises in their capacity development to implement Farmer Business Schools for male and female farmers in cocoa producing regions selected by CLP. Since 2010, more than 380,000 farmers have been trained directly in Côte d’Ivoire, Ghana, Cameroon, Nigeria and Togo.

The effectiveness of the FBS training has been evaluated in 2011 and confirmed by partners target groups and external consultants. One recommendation of the evaluation process is to adapt the FBS approach for other production systems and zones.

Since 2012, 14 development programs have adopted and adapted FBS for 13 production systems other than cocoa in 15 African countries. Over 30 curricula have been developed with the support of the Sustainable Smallholder Agri-Business (SSAB) Programme. As at January 2017, the total outreach in Africa is exceeding 900.000 smallholders.

The introduction of FBS in the “More Income and Employment in Rural Areas” (MIERA) program and Green Innovation Centers (GIAE) will benefit from these experiences gained since March 2012 and the support of the Farmer Business School Advisory Facility that was launched in February 2017.

#### 3.2. FBS in Malawi cotton production

Considering the experience and results, the Competitive African Cotton Initiative (COMPACI) and Great Lakes Cotton Company (GLCC) Ltd. organised a pilot phase in 2012 to adapt and introduce the approach for cotton production systems in order to develop the capacity of its extension agents to deliver FBS-training to cotton producers and to integrate it - based on the evidence of the pilot phase - into its training. The curriculum used comprised eleven modules.

Between 2012 and 2014 a total of 12,749 farmers out of which 6,448 women were trained using the cotton training manual.

<sup>12</sup> GIZ implemented the Sustainable Cocoa Business project (from 2009 to 2014) commissioned by the German Ministry of Economic Cooperation and Development (BMZ) and co-funded by the World Cocoa Foundation (WCF) as part of its on-going Cocoa Livelihoods Program (CLP). The latter was financed by the Bill & Melinda Gates Foundation (BMGF) and private partners. The programme was renamed in 2014 to Sustainable Smallholder Agri-business (SSAB) and it receives funding from BMZ and European Union.



**Tool 4****4. Qualification of trainers in MIERA/ GIAE program context**

FBS-Trainers undergo a special qualification Programme that includes classroom and learning trainings with farmers to deliver the training in line with the principles of adult and discovery learning as well as the quality standards of FBS:

***Phase 1 – Pilot training***

A small group of farmers and future partner coordinators of FBS receive an introductory training and the FBS curriculum is validated. Subsequently the FBS modules and trainers' file are reviewed.

***Phase 2 – Training of Trainers and Learning Trainings***

60 future FBS trainers receive a practical class room Training of Trainers (ToT) comprising FBS contents that have been adapted to the Malawian and programme context (MIERA/GIAE) as well as methods and quality standards of delivery.

Afterwards, the 60 future FBS trainers are divided into “learning groups” and learning trainings are delivered to farmers.

The experiences of the pilot and learning trainings are evaluated to inform modifications of the curriculum in terms of contents (Priorities), methods and schedule are identified.

***Phase 3 – Pairing: Training in teams of two***

Finally, the future FBS trainers conduct trainings in teams of two trainers with farmers under the supervision of technical staff.

**5. Objectives of the assignment****5.1. Qualification of FBS trainers**

- > The main objective of the assignment is the qualification of Future FBS trainers to prepare them for conducting high quality FBS trainings with the adapted Malawian FBS training methodology and contents.

**5.2. Review of and advice on adapted contents and methods of delivery**

- > get familiar with specific programme logics, its partner context and the related FBS material adaptation (the marketing aspect and participation in structured marketing/ Inclusive Business Models plays a major role in the MIERA/GIAE program logics. The FBS material has been adapted to specifically promote smallholders' informed decision making with regards to structured marketing opportunities)
- > contribute to the consolidation, final review and validation of the new Malawian FBS modules in line with FBS quality standards.
- > support GIZ to further review the FBS material in light of specific economic conditions for smallholder business development including very high inflation rates, volatility of prices, as well as very high lending rates.

#### **Tool 4**

##### **5.3. Evaluation of Future FBS trainers**

- > assess future FBS trainers' performance
- > provide constructive feedback to future FBS trainers
- > advise GIZ team on final selection of trainers based on their performance

##### **5.4. Qualification of Malawian future Master Trainer(s)**

- > engage FBS GIZ employee Patricia Likongwe as assistant Master Trainer during the different phases of the assignment
- > support and supervise Patricia Likongwe with the objective of preparing her to become a full Master Trainer
- > support identification and preparation of potential additional future Master Trainer (e.g. from partner structures) as proposed by GIZ and partners

##### **5.5. Partner involvement**

- > Support information of and collaboration with GIZ implementing partners in Malawi with regards to FBS implementation

#### **6. Deliverables**

In line with the objectives of the assignment, the consultant is expected to produce the following outputs and report on progress in a timely manner. He/she delivers outputs according to quality requirements. He/ she will be technically and logistically supported by the GIZ team.

##### ***Inception phase (before pilot)***

6.1. Feedback and advice on potential improvements of FBS material (contents; methodology/ didactics; flow) in relation to contents and methodology have been provided

##### ***Implementation phase 1 (Pilot training)***

6.2. Contents, methodology and programme of FBS Pilot Trainings (farmers and partner staff) are prepared

6.3. FBS Pilot Training has been conducted with farmers, partner staff and GIZ staff

6.4. Partner discussions and feedback on FBS content, methodology and implementation arrangements have been facilitated

6.5. Feedback and advice on potential improvements of FBS material (contents; methodology/ didactics; flow) from partner representatives and farmers is documented and informs further refinement of the material

6.6. FBS material has been refined

**Tool 4*****Implementation Phase 2 (2 ToT with a total of 60 FBS trainers; Learning Trainings)***

6.7. Contents, methodology and programme of two FBS ToT have been prepared. Main elements of the ToT include but are not limited to:

- > adult learning;
- > facilitation skills;
- > mastering FBS modules, including (i) farm management; (ii) economics of production techniques (gross margin and other productivity parameters); (iii) economics of marketing decisions (new marketing FBS module as part of adapted content; structured marketing module); (iv) advantages of getting organised (reviewed FO module as part of adapted content);
- > professional utilisation of posters and other didactical tools
- > simulation sessions

6.8. Two ToT (60 participants) have been conducted with support by Master Trainer assistant Patricia Likongwe

6.9. Learning Trainings have been delivered to farmers and supervised by Master Trainer.

6.10. Lessons learnt from Pilot Training, ToT and Learning Trainings have been documented

6.11. Performance of future FBS trainers has been assessed according to criteria

6.12. Further planning (Phase 3/ Pairing and roll-out of individual trainings) has been supported

6.13. Overall feedback and advice on improvements of FBS implementation (trainers' performance contents; methodology/ didactics; flow) in relation to contents and methodology as well as with regards to implementation arrangements and general recommendations have been provided

***Final Report***

6.14. Finalise report and recommendations. Integrate comments and conclusions by GIZ FBS team into the report.

**7. Tentative Schedule for Assignment Phase 1 (Pilot) and Phase 2 (ToT, Learning Trainings)**

Since the exact workload can only be estimated, the below mentioned information are maxima, indicated by using the term "up to". The chosen consultancy will be asked to keep a record of the actual workload, which will serve as a basis for the invoice. The consultant is required to provide regular updates to and discuss progress with GIZ.

## Tool 4

Activities	Up to (days)	From	To	Where
<b>Inception Phase</b>				
1. Preparatory meeting with MIERA staff and implementing partners including review and finalisation of schedule	0.5			Skype
2. Review of and familiarisation with FBS adapted training materials (training notebook, farmers' workbook, trainers file and posters) in collaboration with MIERA staff. Propose improvements/revise.	3			Email/ Skype
<b>Implementation Phase 1 (Pilot)</b>				
3. Travel home country- Malawi	1		09.08.2017	
4. Prepare the pilot training	2	10.08.2017	11.08.2017	Lilongwe
5. Conduct pilot training with farmers, GIZ staff and local implementing partners	5	14.08.2017	18.08.2017	Lilongwe
6. Review and evaluation session of experiences and concluding session with MIERA staff and management partner staff (21.08.) Prepare Training of Trainers and fine-tune training material (correction of eventual mistakes). Propose detailed program schedule and content for ToTs (2 weeks) and mutual roles and responsibilities including assistant master trainer (Patricia Likongwe). Supervise printing of materials (trainers' file, training notebook, workbook) Coordination, planning and preparation of learning trainings delivered to farmers with MIERA Staff and implementing partners. – Delivery: Finalisation of TLT schedule/ logistics for delivery and supervision) with partner and staff Finalise trainers' assessment sheet and briefing to supervisors	5	21.08.	25.08.	Lilongwe
<b>Implementation Phase 2 (ToT and Learning Trainings)</b>				
8. Conduct first ToT together with assistant master trainer (Patricia Likongwe), first evaluation round of classroom performance of trainers and constitute 7 trainer learning groups (4 trainers in one group)	6	28.08.	02.09.	Lilongwe

**Tool 4**

Activities	Up to (days)	From	To	Where
9. Conduct second ToT together with assistant master trainer (Patricia Likongwe), first evaluation round of classroom performance of trainers and constitute 7 Trainer Learning Groups groups (4 trainers in one group) Altogether max. 15 Trainer Learning Groups from 2 ToTs	6	04.09.	09.09.	Lilongwe
10. Support downstream training of farmers (Team Learning Trainings 15 groups) ; quality checks and supervision of all 15 groups, including evaluation trainers' performance, punctual support if necessary) 15 FBS groups (60 FBS trainers – 4 trainers in one group) in 1st week 11–15.9 Same trainer team in second Team Learning Training week from 18-22.9. for easier coordination, logistics and individual evaluation of trainers	10	11.09.	22.09.	Lilongwe
11. Bring together all 60 trainers for review workshop. Provide input on introductory experience of FBS MIERA/GIC. Compile lessons learnt in an interactive way together with trainers and potentially supervisors	1	25.09	26.09.	Lilongwe
12. Debriefing meeting, feedback to management on the capacities/performance of individual trainers. Support further planning and roll-out of trainings. Support planning of supervision of Pairing session with GIZ team (Phase 3).				
Final Report				
12. Return travel Malawi-home country	1			
13. Finalise report and recommendations. Integrate comments and conclusions by GIZ FBS team into the report.	1			Home Country
<b>TOTAL</b>	<b>43</b>			

**8. Submission of proposals and logistics**

Proposals shall be submitted to (XYZ@GIZ.de). The deadline for submission of proposals is July 10th 2017.

Transport and logistics within Malawi will be arranged by MIERA and the respective MIERA partners in Malawi. Hotel accommodation for XX nights will be reimbursed in full upon presentation of receipts, with a maximum of xx per night (GIZ rates for Malawi apply).

Return Ticket Home Country- Malawi will be reimbursed against submission of receipts for an economy class ticket. Local travel expenditures in Home Country will be reimbursed against submission of receipts. Cost of Visa (s) will be reimbursed against provision of receipt.

### Tool 5 Sample Budget Training of Trainers (ToT)

Training Materials needed for Training of Trainers (ToT) incl Supervisor(s)	Quantity per ToT	Number of ToT	Total quantity	Unit Cost (LCU)	Unit Cost (EUR)	Total cost (LCU)	Total cost (EUR)
Trainer Guide	2	1	2	800	2,00	1.600	4,00
FBS Training Notebook	2	1	2	500	1,25	1.000	2,50
Exercise Book	2	1	2	30	0,08	60	0,15
Biro	2	1	2	15	0,04	30	0,08
File Jacket	2	1	2	30	0,08	60	0,15
Calculators	2	1	2	3.000	7,50	6.000	15,00
FBS Posters	1	1	1	3.000	7,50	3.000	7,50
Brown Papers	250	1	250	30	0,08	7.500	18,75
Markers	40	1	40	500	1,25	20.000	50,00
Measuring Tapes	3	1	3	3.000	7,50	9.000	22,50
Twine	3	1	3	500	1,25	1.500	3,75
Paper tapes	8	1	8	500	1,25	4.000	10,00
<b>Subtotal cost for training materials</b>						<b>53.750</b>	<b>134,38</b>

Logistic cost for the ToT incl supervisor(s)	Total number of participants	Number of days	Total Quantity	Unit Cost (LCU)	Unit Cost (EUR)	Total cost (LCU)	Total cost (EUR)
Hotel accommodation for ToT	2	11	22	7.000	17,50	154.000	385,00
Coffee breaks and lunch	2	10	20	3.500	8,75	70.000	175,00
Training venue	1	1	10	25.000	62,50	250.000	625,00
Hotel accommodation for 2 week qualification process	2	10	20	7.000	17,50	140.000	350,00
Feeding allowance	2	10	20	2.000	5,00	40.000	100,00
Car hire travel to and back from training destinations	2	10	20	250	0,63	5.000	12,50
Contingencies	1	22	22	1.000	2,50	22.000	55,00
<b>Subtotal cost for training logistics</b>						<b>681.000</b>	<b>1.702,50</b>

Consultancy fees the 1 FBS Country Master Trainers for facilitating the ToT, TLG & PLG and report	Total number of consultants	Number of days	Total Quantity	Unit Cost (LCU)	Unit Cost (EUR)	Total cost (LCU)	Total cost (EUR)
Hotel accommodation for ToT	1	12	12	10.000	25,00	120.000	300,00
Coffee breaks and lunch	1	11	11	3.500	8,75	38.500	96,25
Hotel accommodation for 2 week qualification process	1	12	12	10.000	25,00	120.000	300,00
Feeding allowance	1	10	10	3.500	8,75	35.000	87,50
Consultancy fees for 28days (includes report writing/travel day, accommodation)	1	28	28	75.000	187,50	2.100.000	5.250,00
<b>Subtotal cost for FBS Country Master Trainer</b>						<b>2.413.500</b>	<b>6.033,75</b>



**Tool 6 Sample Programme Training of Trainers**

**First Week**

Day	Hour	Phase	Responsible
Sunday 21/05/2017		Arrival of participants	
	08H00–09H00	<ul style="list-style-type: none"> <li>• Welcome address</li> <li>• Presentation round of participants and expectations</li> <li>• Presentation of programme</li> </ul>	Principal, BCC Facilitators
	09H00–09H20	Presentation on Programme (implementating Agency)	Ben Asare
	09H20–10H00	Discussion round 1 (with metaplan cards) <ul style="list-style-type: none"> <li>• Why do farmers need business skills?</li> <li>• What business skills do they need?</li> </ul> Discussion round 2 (with metaplan cards) <ul style="list-style-type: none"> <li>• What role play business skills in your daily extension work?</li> <li>• What are the implications for training approach and skills of trainers?</li> </ul>	Facilitators
	10H00–10H20	<b>Short Break</b>	
	10H20–10H40	Role game: A training session on farm management Discussion	
	10H40–12H30	Presentation of the <b>Farmer Business School Curriculum</b> and training objectives Discussion	
	12H30–14H00	<b>Lunch break</b>	
	14H00–15H30	Introduction and discussion - <b>Adult learning</b> and training, facilitation	
	15H30–15H50	<b>Short Break</b>	
Monday 22/05/2017	15H50–17H15	Introduction and discussion – <b>Principles of farm management and management tools</b> including the importance of units and measures	
	17H15–17H30	Evaluation of the day	

Tool 6

Day	Hour	Phase	Responsible
Tuesday 23/05/2017	08H00-09H00	Introduction to cropping calendar (15 minutes) Exercises in working groups (45 minutes) on 3 cropping calendars (crops will be chosen by country trainers)	
	09H00-10H00	Presentation of working groups' results and discussion of purposes related to production planning and market opportunities	
	10H00-10H20	<b>Short Break</b>	
	10H20-12H30	Introduction and discussion: Gross margin, unit cost, labour and capital productivities	
	12H30-14H00	<b>Lunch break</b>	
	14H00-15H30	Exercises in working groups on the basis of examples of training notebook (Gross margin, unit cost, labour and capital productivities) Group 1: Maize – current and improved techniques Group 2: Cassava – current and improved techniques Group 3: Cocoa – current and improved techniques	
	15H30-15H50	<b>Short Break</b>	
	15H50-17H00	Presentation of working groups' results and discussion on decision making for farm management and resource allocation	
	17H00-17H15	Evaluation of the day	
	08H00-09H15	Introduction to additional exercises (10 minutes) Exercises in working groups on additional examples (training of regional experts February 2010)	
Wednesday 24/05/2017	09H15-10H00	Presentation of working groups' results and discussion on participatory interpretation of results during FBS session	
	10H00-10H20	<b>Short Break</b>	
	10H20-11H00	Introduction to <b>financial planning and management and the financial calendar</b> as tool	
	11H00-11H30	Typical expenditure of rural households and their determination in plenary	

## Tool 6

Day	Hour	Phase	Responsible
Thursday 25/05/2017	11H30-12H30	Exercises in 2 working groups Group 1 : Financial calendar – current production techniques Group 2 : Financial calendar – improved production techniques	
	12H30-14H00	<b>Lunch break</b>	
	14H00-15H30	Presentation of working groups' results and discussion related to <ul style="list-style-type: none"> <li>• decision making on investment and financial management strategies</li> <li>• participatory interpretation of results during FBS session</li> </ul>	
	15H30-15H50	<b>Short Break</b>	
	15H50-16H50	<b>Refresher on planting / replanting techniques of cocoa</b>	
	16H50-17H00	Evaluation of the day	
	08H00-10H00	Introduction and discussion <b>Cash flow analysis as tool for decisions on investment</b>	
	10H00-10H20	<b>short break</b>	
	10H20-12H30	Open discussion on open questions	
	12H30-14H00	<b>Lunch break</b>	
	14H00-15H30	Presentation and discussion about simulation approach and organisation of the following days <ul style="list-style-type: none"> <li>• Trainers role and responsibilities in leading a session of training in simulation</li> <li>• Role and mandate of the trainers of the trainers</li> <li>• Constitution of trainers learning groups</li> </ul>	
	15H30-15H50	<b>Short Break</b>	
	15H50-16H50	Presentation and discussion of module descriptions Modules 0 to 3	
	16H50-17H00	Evaluation of the day	

Tool 6

Day	Hour	Phase	Responsible
Friday 26/05/2017	08H00–09H00	<b>Simulation</b> : Module 0 and Module 1	Trainer learning group 1
	09H00–10H00	Participants' evaluation (Strengths of simulation and improvements) Country trainers' feed-back	
	10H00–10H20	<b>Short Break</b>	
	10H20–11H45	<b>Simulation</b> Module 2	Trainer learning group 2
	11H45–12H30	Participants' evaluation (Strengths of simulation and improvements) Country trainers' feed back	
	12H30–14H00	<b>Lunch Break</b>	
	14H00–15H00	<b>Simulation</b> Module 3: Manage the farm for enough food and income	Trainer learning group 3
	15H20–15H30	Participants' evaluation (Strengths of simulation and improvements) Country trainers' feed back	
	15H30–15H50	<b>Short Break</b>	
	15H50–16H50	Presentation and discussion of module descriptions Modules 4 to 6	
	16H50–17H00	Week's evaluation	

Tool 6

Second Week

Day	Hour	Stage	Speakers
Monday 29/05/2017	8H00-10H00	<b>Simulation module 4:</b> Know (money-out/money-in) whether you are doing a good business	Trainer learning group 4
	09H30-10H00	Participants' evaluation (Strengths of simulation and improvements) Country trainers' feed-back	Plenary
	10H00-10H20	<b>Short Break</b>	
	10H20-12H00	<b>Simulation module 5</b> Decisions to get more income	Trainer learning group 5
	12H00-12H30	Participants' evaluation (Strengths of simulation and improvements) Country trainers' feed-back	Plenary
	12H30-14H00	<b>Lunch Break</b>	
	14H00-15H00	<b>Simulation module 6 :</b> To seize opportunities to diversify the farm production for more annual income	Trainer learning group 6
	15H00-15H30	Participants' evaluation (Strengths of simulation and improvements) Country trainers' feed-back	Plenary
	15H30-15H50	<b>Short Break</b>	
	15H50-16H50	Presentation and discussion of module descriptions Modules 7 to 9	
	16H50-17H00	Evaluation of the day	Plenary
	Tuesday 30/05/2017	08H00-09H30	<b>Simulation module 7 :</b> Manage money throughout the year
09H30-10H00		Participants' evaluation (Strengths of simulation and improvements) Country trainers' feed-back	Plenary
10H00-10H20		<b>Short break</b>	
10H20-12H00		<b>Simulation module 8 :</b> How to get good financial services	Trainer learning group 8



## Tool 6

Day	Hour	Stage	Speakers
Tuesday 30/05/2017	12H00-12H30	Participants' evaluation (Strengths of simulation and improvements) Country trainers' feed-back	Plenary
	12H30-14H00	<b>Lunch Break</b>	
	14H00-15H00	<b>Simulation</b> module 9 : Make more money with quality cocoa	Trainer learning group 9
	15H00-15H30	Participants' evaluation (Strengths of simulation and improvements) Country trainers' feed-back	Plenary
	15H30 - 15H50	<b>Short Break</b>	
	15H50-16H50	Presentation and discussion about modules 10 to 12 teaching cards	
	16H50-17H00	Evaluation of the day	
	08H00-09H30	<b>Simulation</b> module 10 : Benefits from membership in a farmer organization	Trainer learning group 10
	09H30-10H00	Participants' evaluation (Strengths of simulation and improvements) Country trainers' feed-back	Plenary
	10H00 -10H20	<b>Short Break</b>	
	10H20-12H00	<b>Simulation</b> module 11 : Earn more money : investing in planting or replanting of cocoa	Trainer learning group 11
	12H00-12H30	Participants' evaluation (Strengths of simulation and improvements) Country trainers' feed-back	Plenary
Wednesday 31/05/2017	12H30 - 14H	<b>Lunch Break</b>	
	14H- 15H30	Discussion on module 12 objectives Distribution and presentation of the farmers' workbook which will be handed to FBS trainees during session on module 12	
	15H30-15H50	<b>Short Break</b>	

## Tool 6

Day	Hour	Stage	Speakers
Thursday 01/06/2017	15H50-16H50	<b>Simulation</b> module 12 : Becoming an entrepreneur in practice	
	16H50-17H00	Day evaluation	
	8H- 10H	Introduction to quality groundwork, reporting and Monitoring & Evaluation	Facilitator
	10H -10H20	<b>Short Break</b>	
	10H20-12H30	Constitution of trainer learning groups with existing trainers in focus Operational planning of FBS trainings by TLGs	Plenary
	12H30 - 14H	<b>Lunch Break</b>	
	14H- 15H30	Introduction to mData application for planning and reporting of FBS	Ben Asare
	15H30-15H50	<b>Short Break</b>	
	15H00	Evaluation of the training	Plenary
	15H00-15H30	Closure speech	
Friday 02/06/2017		Departure of participants	

Tool 7 Assessing FBS trainers on the job

Name of evaluator \_\_\_\_\_ Session # \_\_\_\_\_ Date \_\_\_\_\_

Content and process monitoring: How would you rate the trainer in terms of ...

S.#	Name of Trainer	Preparation & use of FBS materials (posters, etc)	Clarity of process	Verbal communication	Nonverbal communication	Questioning, listening & group control	Attitude & team spirit	Command over content
1								
2								
3								
4								

Overall session	Logical & Coordinated	As per module	Interesting & Lively	Overall impression
Comments on the session: _____				
_____				

For each session, rate the performance of the trainers per given criteria and add qualitative comments to help explain your ratings

<i>Rating Scale:</i>	<i>4=Excellent</i>	<i>3=Good</i>	<i>2=Average</i>	<i>1=Below Average</i>
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## Tool 7

s.#	Performance Criteria
1	<p><b>Preparation &amp; use of FBS materials</b></p> <ul style="list-style-type: none"> <li>• Did the presenter demonstrate the correct use of FBS posters, flipcharts, writing on charts etc?</li> <li>• Was the content well presented?</li> </ul>
2	<p><b>Clarity of process</b></p> <ul style="list-style-type: none"> <li>• How clear was the facilitation process?</li> <li>• How well did you understand the exercise?</li> <li>• How well were the objectives covered?</li> </ul>
3	<p><b>Verbal Communication: How would you rate the trainer in terms of ability to:</b></p> <ul style="list-style-type: none"> <li>• Hold attention through voice</li> <li>• Capture attention</li> <li>• Establish rapport and a personal touch</li> <li>• Capture and paraphrase comments</li> <li>• Talk with and not to talk to the participants</li> <li>• Use appropriate on-the-spot examples</li> <li>• Summarise and take participants along</li> </ul>
4	<p><b>Nonverbal Communication – how would you rate the trainer in terms of:</b></p> <ul style="list-style-type: none"> <li>• Overall appearance</li> <li>• Eye contact</li> <li>• Body language</li> <li>• Movement</li> <li>• Use of hands</li> <li>• Participant sensitivity</li> <li>• Observation</li> <li>• Enthusiasm</li> </ul>
5	<p><b>Questioning, listening &amp; group control – how would you rate the trainer in terms of ability to:</b></p> <ul style="list-style-type: none"> <li>• Formulate and phrase appropriate questions</li> <li>• Ask a variety of questions</li> <li>• Reflect content and feeling</li> <li>• Demonstrate understanding of questions and comments through paraphrasing</li> <li>• Use humour – appropriateness in terms of relevance to topic, duration, ability to bring about mood change in the group (from seriousness to enjoyment back to seriousness)</li> <li>• Manage time – ensures session moves along</li> <li>• Move a ‘stalled’ group – recognising the group energy or interest has waned and bring it up again</li> </ul>
	<p><b>Attitude and Team spirit</b></p> <ul style="list-style-type: none"> <li>• Did this group exhibit effective team work? Did they assist each other? Were they sensitive to each other’s needs?</li> </ul>
	<p><b>Command over content:</b> rate trainer over delivered content (modules)</p>

**Tool 8 Budgeting FBS introduction and implementation**

**Budget for Farmer Business School (FBS) training**

Partners:

<b>Start here</b>	Local Currency Unit (LCU)	24	FBS per month & Trainer in real scale	24	Number of Trainers	24
	Currency exchange rate: 1 EUR=	400	2	24	24	24
	NGN					

	Output			Cost		
	Schools and Community outreach	Farmers Trained at rate of 30 per FBS	Total LCU	Total EUR		%
<b>FBS training components and calendar:- Capacity Development (ToT), Trainer Qualification (TLG &amp; PLG) and Real Scale Training by 30 new FBS Trainers</b>						
1. Training of Trainers (ToT) to extension agents "EAs" (2weeks)-Weeks 1 and 2						
2. Training Learning Group (TLG) in groups of 4 Trainers	12	360	276.180	690		2.8%
3. Pair Learning Group (PLG) in groups of 2 Trainers	24	720	552.360	1.381		0.1%
4. Training material and stationery for real scale training for 24-months (FBS trainings/month per EA)	1.152	34.560	26.513.280	66.283		0.3%
5. Consultant's fees for ToT & Trainer Qualification (TLG & PLG)			2.413.500	6.034		13.0%
6. Year-end FBS refresher training			1.516.000	3.790		1.2%
7. Consultant's fees for Refresher training (1)			685.000	1.713		0.7%
8. Allowances to 2 FBS Supervisors for management, M&E and reporting *)	24		3.672.000	9.180		0.3%
10. Allowances, fuel and airtime for 24 trainers for real scale training *)	24		66.816.000	167.040		1.8%
9. Equipment of FBS trainers (motorcycles, android phone, calculator kit, measuring tape)			14.844.000	37.110		32.8%
11. Salaries/insurance and other fringe benefits etc for trainers **)	24		76.032.000	190.080		7.3%
12. Salaries for 2 supervisors **)	2		4.752.000	11.880		37.3%
<b>TOTAL: FBS schools/communities/farmers reached and Cost</b>	<b>1.188</b>	<b>35.640</b>	<b>203.820.070</b>	<b>509.550</b>		<b>2.3%</b>
<b>Average FBS operating cost per farmer</b>	<b>1.188</b>	<b>35.640</b>	<b>5.719</b>	<b>14.30</b>		<b>100%</b>

\*) Tables for calculation below --> adapt in line with your scale for allowances;

\*\*\*) Table for calculation below --> adapt in line with your scale for salaries

**Tool 9 mData Capture Application User guide**

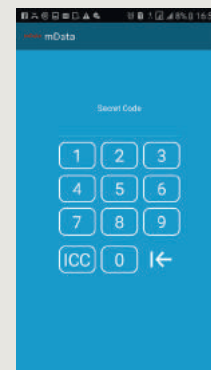
The new mData application uses the latest hybrid technology, which makes it possible to run an android application on SMS. Because this requires the use of SIM cards, users are authenticated by their SIM cards. To do this, the system requires that the ICC number of every user be entered in the system. The mData application can be downloaded from play store on android phones by typing 'mData' in the search column. Select mData published by ISAS and click to install.

**For the first time user:**

After a successful installation of the application, open the application, click on the ICC on the log-in page, copy and send the generated number to your admin to enter it into the system before you can use the application. Make sure a dedicated SIM card is inserted in the phone before the ICC button is pressed to generate ICC number.

After your ICC has been entered, you can now use the application.

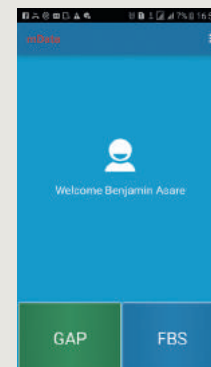
1. Open the application and enter a default PIN of 1234 and the system will ask you to change the PIN to your preferred PIN
2. Change the default PIN to your preferred PIN



The system logs you into the mData application by recognising you by your first name.

1. Select the tab for the activity you want to do: GAP or FBS.
2. After selecting the tab, you then choose what you want to do: whether plan or report.

(let us choose FBS)

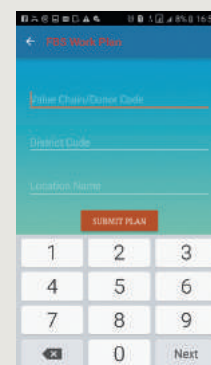


Enter the details for your workplan. (just as always)

1. Code for the value chain / donor
2. District code
3. Name of community
4. Start date and end date of training

Submit your workplan

You can send as many workplans as possible



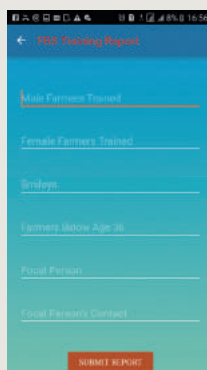


## Tool 9



After successfully completing your trainings, when it is time to report, open the application, select FBS tab and select REPORTING.

Automatically, the system will display all your pending plans that are yet to be reported on.



1. Select the plan you want to report on, and fill in the details of that particular training.

- > Male attendance
- > Female attendance
- > Smileys
- > Age group (# participants below 36 yrs)
- > Focal person
- > Focal person's contact
- > Confirm start and end date of training

2. Click submit button to submit your report



Then new mData application allows trainers/users to make changes to their work plan. For example a user can change the date of a training without necessarily calling the admin.

To do this the user has to open the workplans, select and keep his hand on the particular workplan he wishes to change and there will be a pop-up menu through which the user can change a date or cancel a plan completely without the help of the admin.

**Note:** Trainers are required to inform their supervisors and the farmer group(s) concerned of any changes made to existing work plan.

**Tool 10 Cost estimates training materials (per one FBS training)**

Unit costs are based on procurement in large quantities

**Basis for calculation**

Training Materials and stationery needed to conduct one (1) FBS	Quantity per school	Number of Schools	Total quantity	Unit Cost (LCU)	Unit Cost (EUR)	Total cost (LCU)	Total cost (EUR)
FBS Training Notebooks	30	1	30	450	1,13	13.500	33,75
FBS Certificates (for each participant)	30	1	30	50	0,13	1.500	3,75
File Jackets	30	1	30	40	0,10	1.200	3,00
Pencils with rubber	30	1	30	15	0,04	450	1,13
Sharpener	30	1	30	15	0,04	450	1,13
Exercise books	30	1	30	30	0,08	900	2,25
FBS Farmer Identity sheets	30	1	30	20	0,05	600	1,50
FBS Poster kits (per school)	1	1	1	3.000	7,50	3.000	7,50
Brown papers	20	1	20	30	0,08	600	1,50
Paper tapes to fix posters on wall	2	1	2	100	0,25	200	0,50
Marker black to wrk with posters	5	1	5	100	0,25	500	1,25
Marker red	1	1	1	100	0,25	100	0,25
FBS Proof of Delivery Sheet & attendance list	1	1	1	15	0,04	15	0,04
<b>Subtotal Materials</b>						<b>23.015</b>	<b>57,54</b>

### Tool 11 Technical specifications for printing of FBS training materials

Quantity*	Item
50,000	<p><b>Printing of Farmer Business School (FBS) training note-workbooks-stapled comprising</b></p> <p>a. 73 Interior pages Monochrome (black/white), Double sided, DIN A4 80g/m<sup>2</sup></p> <p>b. Cover pages (front and back)</p> <ul style="list-style-type: none"> <li>• Quadrichromie (4 colours)</li> <li>• Brochure glossy 200g DIN A3,</li> </ul> <p><b>Delivery: packed in 30copies per pack-transparent rubbers</b></p>
1,700	<p>Sets of 27 of FBS training posters (i.e. 45,900 posters)</p> <p>Monochrome (black/white)</p> <p>Single sided, 70 g/m<sup>2</sup>, 100 cm x 70 cm</p> <p><b>Delivery sorted in sequence i.e. 1,700 sets of posters</b> (Separator to differentiate one poster set from another (i.e. use of paper clips)</p>
50,000	<p>Pieces of FBS Certificate</p> <p>200 g/m<sup>2</sup> quadrichrome, DIN A4</p> <p>Single sided with serial numbers starting from GH 274,800</p> <p><b>Delivery sorted according to serial numbers</b></p>

\* Calculated for an outreach of 50,000 farmers, corresponding 1666 groups at 30 participants each; Quantity of posters rounded.





Tool 14 Quarterly reporting template for supervisors

<b>State</b>	
<b>Address</b>	
<b>Reporting Period</b>	

<b>FBS Trainings</b>	<b>Number of schools trained</b>	<b>Total farmers trained</b>	<b>Males trained</b>	<b>Females trained</b>
<b>GAP Trainings</b>	<b>Number of GAP sessions delivered</b>	<b>Total attendance</b>	<b>Males trained</b>	<b>Females trained</b>
<b>Post Training Visits and support</b>	<b>Number of visits</b>	<b>Number of groups visited</b>	<b>Topics discussed</b>	

<b>Support provided by ADP to FBS groups / or cooperatives</b>		
<b>Name of group or cooperative</b>	<b>LGA</b>	<b>Nature of ADP support provided</b>

<b>Update on FBS Mainstreaming</b>
<b>Changes and adoption observed</b>
<b>Other comments or suggestions</b>

I hereby certify the correct delivery of the above mentioned activities in my state

\_\_\_\_\_  
*Place and Date*

\_\_\_\_\_  
*Name of ADP Manager / supervisor*

\_\_\_\_\_  
*Signature*



## Tool 15 Proof of delivery sheet

Farmer  
Business  
SchoolTrainer's  
name**Proof of delivered Farmer Business School Training****Signatures needed from FBS focal person and supervisor**

Community		LGA/District	
State/Region		Host Organization	
Start Date		End Date	

<b>Attendance at FBS Training</b>		<b>Men</b>	<b>Women</b>
No. of participants on the first day			
No. of participants on the second day			
No. of participants on the third day			
No. of participants on the fourth day			
No. of participants on the last day			
<b>No. of certificates issued</b>			
(Number of satisfied participants ) Smileys received by participants			
Most important changes reflected by FBS graduates	1.  _ _  Utilisation of agricultural calendar 2.  _ _  Adoption of improved seed (other crops) 3.  _ _  Calculation of gross margin 4.  _ _  Keep records (Money-In – Money-Out) 5.  _ _  Bank savings 6.  _ _  Appropriate utilisation of fertiliser and other agro-chemicals 7.  _ _  Group formation 8.  _ _  Delivery of quality produce 9.  _ _  Other (specify) : _____		
Complete name of FBS focal person			
Phone number of FBS focal person			
Address of FBS focal person			
Name of FBS trainer			

I hereby certify the correct delivery of the above-mentioned Farmer Business School Training and the participants' degree of satisfaction.

 \_\_\_\_\_  
 Signature of FBS focal person (male)

 \_\_\_\_\_  
 Signature of the supervisor

Tool 16 Attendance sheet

Farmer Business School		Trainer's name	
FBS training	from	to	State
	Village	LGA	State
	Sex	Presence <sup>13</sup>	
	Female	Day 1	Day 2
	Male	Day 3	Day 4
	Youth (Yes/No)	Day 5	Serial number of certificate
1			
2			
3			
4			
5			
6			
7			
8			
9			

<sup>13</sup> Signature or in case of illiteracy thumb print are mandatory

Tool 16

Nb.	Last name	First name	Sex	Youth	Presence <sup>13</sup>	Serial
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						

Tool 16

Nb.	Last name	First name	Sex	Youth	Presence <sup>13</sup>	Serial
25						
26						
27						
28						
29						
30						
31						
32						
33						
34						
35						

Signature of focal person

Signature of FBS trainer

## Tool 17a Farmers' ID Sheet for filing and manual data entry



Sustainable  
Smallholder Agri-  
Business – Cocoa  
Food Link  
Programme

Implemented by  
**giz**  
Deutsche Gesellschaft  
für Internationale  
Zusammenarbeit (GIZ) GmbH

Farmer  
Business  
School

Trainer's name

### Identity of farmers that received FBS training

Name of head of farm :	Telephone number
Man <input type="checkbox"/> Woman <input type="checkbox"/>	Age:
Date of training	Name of trainer
Number of people to feed	Salaried employment? Yes <input type="checkbox"/> No <input type="checkbox"/>
Location of farm	Size of the entire farm
Member of farmer organisation? Yes <input type="checkbox"/> No <input type="checkbox"/>	Name of the farmer organisation

What crops do you plant? Cross		
Cocoa		
Maize		
Cassava		
Rice		
Soy Bean		
Cowpea, beans		
Peanuts		
Egusi		
Yam		
Plantain		

What crops do you plant? Cross		
Vegetables		
Fruits		

What animals do you raise? Cross		
Cows		
Goats		
Sheep		
Chicken		
Fish		
Snails		

Tool 17b Farmers' ID Sheet for filing and Intelligent Character Recognition



**FMARD**  
FEDERAL MINISTRY OF AGRICULTURE  
AND RURAL DEVELOPMENT



**One World No Hunger.**  
Green Innovation Centre for the  
Agriculture and Food Sector -

Implemented by:

**giz** Deutsche Gesellschaft  
für Internationale  
Zusammenarbeit (GIZ) GmbH

**AFC**  
Consultants International

**Identity of farmers that received FBS Training**

**Surname (farmer):**

**First name (farmer):**

**Sex:**  F  M **Age:**   **Salaried employment:**  YES  NO **Size of entire farm:**

**Location of farm:**           **LGA:**

**State:**   **No. of people to feed:**   **Member of farmer organization:**  YES  NO

**If member, name of farmer organization:**

**Phone number:**                      **Type of phone:**  Smartphone  Regular phone

**Did you benefit from other trainings in the last 10 months?**  YES  NO **Theme of training:**

**Trainer's code:**                      **Date of training (DD/MM/YY)**

What <u>crops</u> do you plant?	[x]
Maize	
Cassava	
Rice	
Irish potato	
Soy bean	
Cowpea, beans	
Egusi	

What <u>crops</u> do you plant?	[x]
Sorghum	
Peanuts	
Yam	
Plantain	
Cocoa	
Vegetables	
Fruits	

What <u>animals</u> do you raise?	[x]
Cows	
Goats	
Sheep	
Chicken	
Guinea fowl	
Fish	
Snails	

GIZ can provide information above to banks, microfinance banks, buying and processing companies, input suppliers and providers of other services for agricultural smallholdings in the framework of cooperation agreements to improve access to inputs, financial services and markets.

**NO, I do not agree** that my information above can be provided to such parties.

**YES, I agree** that my information above can be provided to such parties.

**Signature or thumb print BELOW**



Tool 18 Assessment grid for certification of FBS trainers

Date		Place	
Name FBS trainer		trained as FBS trainer	from / to
Master trainers		Technical advisor	
Local language(s)		Fluent in English	1 or 2 or 3 (very good)
<b>1. Training experience</b>			
1.1 Number of FBS trainings conducted (minimum 15 for certification)			
1.2 Number of producers trained			
1.3 Number of women trained			
1.4 Number of 😊 smileys received (minimum 95%)			
<b>Criteria</b>			<b>Note / 3</b>
<b>2. Professional competence (weight 10)</b>			
2.1 Knowledge on value chains (cocoa, maize, cassava, rice, cashew, cotton, tomato)			
2.2 Familiar with farm economics and micro finance			
<b>3. Sovereign delivery of FBS (weight 20)</b>			
3.1 Trainer in control of contents			
3.2 Harmonized delivery and correct linkages of concepts and ideas			
3.3 Trainer links expectations of farmers with modules			
3.4 Trainer responds correctly to farmers' questions			
3.5 Trainer uses notebook and posters properly, good introduction of work book			
<b>4. Facilitation and management capacity (weight 20)</b>			
4.1 Organizes planning, preparation, implementation and reporting in line with deadlines			
4.2 Good time management in line with schedule			
4.3 Uses farmers' experience and own experience to illustrate modules			
4.4 Shows respect and polite behavior to participants			
4.5 Motivates the group to contribute and to commit to change			
4.6 Controls the group and establishes order in line with rules of the group			
<b>5. Personal motivation and attitudes (weight 10)</b>			
5.1 Availability / Concentration			
5.2 Dynamic, stays motivated under hard work conditions			
5.3 Trainer has internalized the spirit of FBS			
<b>6. Quality and efficacy of post- FBS support (weight: 40)</b>			
6.1 At least 80% of the trainer's graduate communities use the record keeping & planning tools			
6.2 At least 60% of the trainer's graduate communities must have commenced uptake in technologies			
6.3 At least 60% of the trainer's graduates of communities must have diversified their farm holdings			
6.4 At least 60% of the trainer's graduate communities can articulate aggregated			

## Tool 18

inventory status of produce & input needs in preparedness for commercial group relations including group savings and financial partnerships	
6.5 At least 60% of FBS groups have linkages with technical / financial services / input suppliers	
6.6 At least 60% of the trainer's graduate communities must have registered community-led cooperative groups	

## Observations

<b>Professional competence</b>
<b>Sovereign delivery of FBS</b>
<b>Facilitation and management capacity</b>
<b>Personal motivation and attitudes</b>
<b>Quality and efficacy of post- FBS support</b>

## Score

1. Training experience in line with requirement		yes / no	
	Weight	Note (added per category)	Score (Weight X Note)
2. Professional competence	10		
3. Sovereign delivery of FBS	20		
4. Facilitation and management capacity	20		
5. Personal motivation and attitudes	10		
6. Quality and efficacy of post- FBS support	40		
<b>Total score</b> (out of max 1530)			

Tool 18

Decision on certification	Tag relevant
<p><b>D</b> Training experience below requirement</p> <ul style="list-style-type: none"> <li>☞ certification postponed</li> </ul>	
<p><b>C</b> Total score below <b>900</b></p> <ul style="list-style-type: none"> <li>☞ Improvement required see observations</li> <li>☞ Certification postponed</li> </ul>	
<p><b>B</b> Total score <b>900 to 1200</b></p> <ul style="list-style-type: none"> <li>☞ Good performance</li> <li>☞ Certification as FBS trainer</li> </ul>	
<p><b>A</b> Total score <b>1200 to 1530</b></p> <ul style="list-style-type: none"> <li>☞ Excellent performance</li> <li>☞ Certification as FBS trainer</li> <li>☞ Potential for further upgrading as supervisor or master trainer</li> </ul>	

Name appraisers	
Signature appraisers	

**Tool 19** Survey template to evaluate adoption of FBS and relevant techniques at group level – SSAB

### Evaluation of changes and impacts at the level of Farmers Business School graduate groups.

**One document for each group depending on the list of groups proposed by the FBS Trainer to the project.  
Please send back the document every two months (February, April, June, August, October and end of November) to the Technical Advisor of GIZ in place.**

Trainer's name			
Date of Farmer Business School training			
Place of training			
Number of persons trained	Total:	Men:	Women:
Name of the cooperative /group (if group member)			
Name of group focal person			
Phone number of the focal person			
<i>(when) did the group receive others training? (if yes, indicate the year and the structure)</i>			
General appreciation of the FBS training, please check <input type="checkbox"/>	excellent	Good	Fairly good Bad

Date of monitoring and Follow – up:				
Persons present	T: M: F:	T: M: F:	T: M: F:	T: M: F:

Tool 19

Well done applications	By men			By women			Improved observations
Planning of cocoa production using the cropping calendar							<input type="checkbox"/> Farm work and treatment on time <input type="checkbox"/> Labor, quantities and expenses of inputs under control <input type="checkbox"/> Knowledge of the costs and benefits obtained from cocoa <input type="checkbox"/> Others _____
Measurement of cocoa farm							
Registration of entry and exit money for cocoa							
Weeding and Cleaning the cocoa farm on time							<input type="checkbox"/> The cocoa farm received more air/light <input type="checkbox"/> used less pesticide <input type="checkbox"/> Less black pod disease <input type="checkbox"/> Easy work <input type="checkbox"/> Less flower losses <input type="checkbox"/> More cocoa pods <input type="checkbox"/> Big cocoa pods <input type="checkbox"/> Others _____
Pruning of cocoa trees							
Removing chupons							
Pruning of the canopy							
Treatment of cocoa farm with Insecticides (give names)							<input type="checkbox"/> Less black pod disease <input type="checkbox"/> Others _____
Treatment of cocoa farm with Fungicides (give names)							<input type="checkbox"/> Less insects attacks <input type="checkbox"/> No insects attacks <input type="checkbox"/> Others _____

Tool 19

Well done applications	By men			By women			Improved observations
Using of mineral fertilizers for cocoa							<input type="checkbox"/> More cocoa pods <input type="checkbox"/> Big cocoa pods <input type="checkbox"/> Full Cocoa Beans <input type="checkbox"/> others _____
Application of organic fertilizers to the cocoa farm							<input type="checkbox"/> Less germinated cocoa beans <input type="checkbox"/> Well organized work <input type="checkbox"/> Rapid drying because of good fermenting <input type="checkbox"/> Others _____
Harvesting of ripe pods (yellow)							<input type="checkbox"/> Good growing of plants <input type="checkbox"/> Others _____
Fermenting (6 days) and open & turn the heaps (3 <sup>rd</sup> and 5 <sup>th</sup> day)							
Good drying (7 days), removal of waste, germinated beans, black or flat, protection against rain and dew							
Regeneration of cocoa farm following recommendations							
Using improved cocoa varieties							

Tool 19

Well done applications	By men				By women				Improved observations	Additional informations
Production and use of beans, groundnuts, cowpea (niebe) for good nutrition									<input type="checkbox"/> Well-being of family <input type="checkbox"/> Less disease More energy for work Additional income from sales Others _____ <input type="checkbox"/> _____	
Appropriate number of meals per day for balance diet										
Animal husbandry for balance diet										indicates crops and livestock
New crops to increase income									<input type="checkbox"/> Income during season without cocoa income <input type="checkbox"/> Others _____	indicates crops and livestock
Use of improved planting materials									<input type="checkbox"/> Growing speed <input type="checkbox"/> More yield <input type="checkbox"/> Others _____	
Use of mineral fertilizers for others crops										
Planting in lines									<input type="checkbox"/> Easy work <input type="checkbox"/> More yield <input type="checkbox"/> Others _____	
Mono-cropping of food crops										



Tool 19

Applications Well done	By men		By women		Improved observations	Additional information
Register entry and exit money for other crops and or livestock					<input type="checkbox"/> Farm work and treatment on time <input type="checkbox"/> Quantities of expenses of inputs and man power under control <input type="checkbox"/> Knowing of entries and profit obtained <input type="checkbox"/> Others _____	Indicates crops and or livestock
Planification for other crops						
Measurement of farms for others crops						
Regular use of the financial calendar					<input type="checkbox"/> less spontaneous expenses <input type="checkbox"/> school Fees paid <input type="checkbox"/> We are doing savings <input type="checkbox"/> Others _____	
Reactivating dormant bank savings accounts					<input type="checkbox"/> Money saved like security in case of needs <input type="checkbox"/> Prepare for a loan Others _____	
Opening of a personal bank saving account						
Access to individual loans for cocoa production					<input type="checkbox"/> Use improved vegetal material Possibility of use mineral fertilizer Others _____	
Access to individual loans for food crop production					<input type="checkbox"/> Use of improved seeds Use of mineral fertilizers Use of others chemical inputs <input type="checkbox"/> Others _____	Indicates others crops or livestock
Joining a cooperative, CIG, or farmer association						Name of cooperative

Tool 19

Well done applications	By men	By women	Improved observations	Additional informations
Group training			cf group sale/ group purchased	
Does the group use information on cocoa price?	Yes <input type="checkbox"/> no <input type="checkbox"/>	no <input type="checkbox"/>	<input type="checkbox"/> Bargaining power increase or is better during sales <input type="checkbox"/> Others _____	Source of information
Register of cooperative, association or CIG	Yes <input type="checkbox"/> no <input type="checkbox"/>	no <input type="checkbox"/>		name of cooperative
The new group has opened a bank account	Yes <input type="checkbox"/> no <input type="checkbox"/>	no <input type="checkbox"/>	<input type="checkbox"/> Used of improved seeds <input type="checkbox"/> Used of mineral fertilizers <input type="checkbox"/> Use of chemical fertilizers <input type="checkbox"/> Others _____	deposit of savings
The group has received loans for cocoa production	Yes <input type="checkbox"/> no <input type="checkbox"/>	no <input type="checkbox"/>		Amount of loans
The group has received loans for crop production	Yes <input type="checkbox"/> no <input type="checkbox"/>	no <input type="checkbox"/>		Indicates crops and or livestock
				Amount of loans
Group sales of cocoa	Yes <input type="checkbox"/> no <input type="checkbox"/>	no <input type="checkbox"/>	The group has used information on cocoa price Better negotiation of price during sale <input type="checkbox"/> Others _____	Quantity Price received per ___ bag / kg
Group sales of other products	Yes <input type="checkbox"/> no <input type="checkbox"/>	no <input type="checkbox"/>	Better negotiation of price during sale <input type="checkbox"/> Others _____	Indicates crops and or livestock
Purchased cocoa inputs in groups	Yes <input type="checkbox"/> no <input type="checkbox"/>	no <input type="checkbox"/>	<input type="checkbox"/> Reduced prices <input type="checkbox"/> Delivery of good quality inputs <input type="checkbox"/> Others _____	Amount disbursed by the group
Purchased sales for cocoa equipment (for example knapsack sprayer....)	Yes <input type="checkbox"/> no <input type="checkbox"/>	no <input type="checkbox"/>		Amount disbursed by the group
Purchased inputs of others crops	Yes <input type="checkbox"/> no <input type="checkbox"/>	no <input type="checkbox"/>		Indicates crops and/or livestock

## Tool 19

Impacts: compare to the situation before training

Development of yield and income check if it is relevant						
	Over double	Double (100%)	Increased at 50%	Increase of one over third	No change	Dropped
Cocoa yield	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cocoa income	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maize yields	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maize income	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cassava yields	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cassava income	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yield of other crops _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Income from others crops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Income from livestock _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Development of cocoa price check <input checked="" type="checkbox"/> if relevant for the group						
Indicates the price of cocoa in 2014				Local money per kg		
Indicates the price of cocoa in 2015				Local money per kg		
Refraction during cocoa sales	Zero refraction <input type="checkbox"/>	Less refraction <input type="checkbox"/>	Same refraction as before <input type="checkbox"/>			
Negotiated prices of cocoa	Increase <input type="checkbox"/>	No change <input type="checkbox"/>	Decrease <input type="checkbox"/>			
In case of a big increase of income from cocoa and others products, what the group members have done with money						
Indicates the number of persons			Men	Women		
payment of school fees						
Improve lodging						
House construction						
Purchased of bicycle						
Purchased of bike						
Purchased of radio, television and phone						
Replanting of cocoa						
Others, please specify						
Construction of cooperative house :building <input type="checkbox"/>			Construction of drying oven for cocoa <input type="checkbox"/>			
Others, please specify						



Tool 20



**Success story from Nigeria**

<b>Name of Farmer or producer organization</b>		<b>Gender of farmer</b>	Male Female
<b>Phone contact(s)</b>		<b>State</b>	
<b>Local Government Area</b>		<b>Community</b>	
<b>Year of FBS training</b>		<b>Year of GAP training</b>	
<b>Changes</b> e.g. use of FBS tools, producer organization, access to inputs, access to loans, group marketing, group purchase of inputs			
<b>Impacts</b> e.g. increase of yields, increase of incomes, better nutrition, replanting of cocoa,		<b>Photograph</b>	

**Information provided by**

**Date**



Annex

## Annex

### Dissemination and introduction processes in Africa

Country	Year	Lead products / value chains	Food products	Food products	Support provided by SSAB <sup>14</sup>
Benin	2012	Cotton	Maize, Soybean	COMPACI	A
	2013	Cashew	Maize, Soybean	ProAGRI	B
	2013	Poultry	Maize, Soybean	ProAGRI	B
Burkina Faso	2012	Cotton	Maize, Groundnut	COMPACI	A
	2014	Rice	Onion, Tomato	PDA	A
Côte d'Ivoire	2010	Cocoa	Maize, Cassava	SSAB	Developer
	2012	Cotton	Maize, Groundnut	COMPACI	B
	2017	Cashew	Maize	ComCashew	C
Ghana	2010	Cocoa	Maize, Cassava	SSAB	Developer
	2012	Cotton	Maize, Groundnut	COMPACI	A
	2012	Mango	Chili, Maize	MOAP	E
	2013	Oil palm	Chili Maize	MOAP	E
	2017	Maize	Cassava, cowpea	GIAE	B
	2017	Rice	Cassava, Chilli	GIAE	B
Cameroon	2010	Cocoa	Maize, Cassava	SSAB	Developer
	2013	Cotton	Maize, Groundnut	COMPACI	C
	2016	Poultry	Maize, Beans	Green Innovation (GIAE)	B
	2016	Potato	Maize, Beans	GIAE	B
Madagascar	2016	Vanilla	In discussion	Symrise-Unilever-GIZ	B
Malawi	2012	Cotton	Maize, Groundnut	COMPACI	B
	2012	Cotton	Millet, Groundnut	COMPACI	B
	2017	Soya, Groundnut	Maize	MIERA & GIAE	B



Country	Year	Lead products / value chains	Food products	Food products	Support provided by SSAB <sup>14</sup>
	2017	Tea	Maize, Pigeon pea	Ethical Tea, Strategic Alliance	C
Mali	2015	Potato	Vegetables, Mango, Aquaculture	GIAE	B
	2015	Rice		GIAE	B
Mozambique	2013	Cotton	Maize, Groundnut	COMPACI	E
Nigeria	2010	Cocoa	Maize, Cassava	SSAB	Developer
	2013	Cotton	Maize, Soybean		Developer
	2013	Rice	Melon seed, Cow pea	CARI (2014)	Developer
	2014	Tomato	Maize, Cow pea		Developer
	2015	Potato	Maize, Soybean	GIAE	B
	2015	Rice Processor Business School		CARI, GIAE	Co-Developer
	2016	Maize	Tomato (rainfed)	GIAE	B
	2016	Cassava	Maize, Melon seed	GIAE	B
	2017	Cassava Processor Business School		GIAE	C
Tanzania	2015	Rice	Maize, Beans	CARI	D
Togo	2013	Cocoa	Maize, Cassava	ProDRA	A
	2013	Pineapple	Maize, Cassava	ProDRA	D
	2013	Cotton	Maize, Cow pea	ProDRA	D
	2013	Cashew	Maize, Soybean	ProDRA	D
	2013	Coffee	Maize, Cassava	ProDRA	D
Tunisia	2016	Dairy	Forage, Olives	GIAE	B
Uganda	2017	Cotton	Maize, Groundnut	COMPACI	D
Zambia	2013	Cotton	Maize, Groundnut	COMPACI	D
	2017	Soya, Groundnut	Maize	GIAE	C
Zimbabwe	2014	Potato, Beans, Sesame, Goats, Bee-keeping	Maize, Groundnut	AISP	E

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<sup>14</sup>A = Advice on enterprise selection, organisation, financing, partners mobilisation; Implementation of economic analysis, Adaptation training materials, brokering Master Trainers (incl. ToR and Advice on contracts);

B = Advice on enterprise selection & partner mobilisation, Tools for economic analysis and coaching during implementation of analysis; Provision of Training materials & coaching during adaptation, brokerage of Master Trainers

C = Tools for economic analysis; Provision of Training materials & coaching during adaptation, brokerage of Master Trainers

D = Tools for economic analysis; Provision of Training materials, brokerage of Master Trainers

E = Provision of Training materials for adaptation

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