2SCALE
Incubating and accelerating inclusive agribusiness in Africa

Facilitator Guide for the Training Course on DRIVING INCLUSIVE AGRIBUSINESS - 2SCALE APPROACH

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Contents

ABREVIATIONS

2SCALE	Toward Sustainable Clusters in Agribusiness through Learning in Entrepreneurship
ABC	Agribusiness cluster
BoP	Base of the pyramid
BoPInc	Base of the pyramid innovation centre
BMC	Business model canvas
BSS	Business support service
CSA	Climate-smart agriculture
D&D	Diagnostic & design
FI	Financial inclusion
IB	Inclusive business
iCRA	International centre for development-oriented research in agriculture
IFDC	International Fertilizer Development Centre
M&E	Monitoring and evaluation
NGO	Non-governmental organization
PPP	Public-private partnership
PPT	Power point
PSD	Private Sector Development
R&A	Reflect and adapt
R&C	Reflect and consolidate
R&W	Reflect and wrap up
SHF	Smallholder farmers
SME	Small and medium enterprise
WEE	Women Economic Empowerment

1. Introduction

This is the facilitator guide for the DRIVING INCLUSIVE AGRIBUSINESS: 2SCALE APPROACH Course. As 2SCALE approaches its close in 2025, the program is prioritizing knowledge exchange to support the continued use and adaptation of its inclusive agribusiness approach. The initiative focuses on equipping local actors—especially Inclusive Agribusiness Club leaders, private sector stakeholders, and knowledge institutions—with practical tools, training content, and documented experiences developed over 12 years. By refining and sharing these resources, 2SCALE aims to strengthen local capacities to apply, promote, and scale inclusive agribusiness practices beyond the program's duration.

1.1 How to use this manual

2SCALE program knowledge exchange is designed to build the capacity of the selected PPP partners to reinforce their competences regarding key facilitation roles in the development and fostering of inclusive agribusiness using the 2SCALE approach.

This manual is designed to help small groups interact more efficiently and foster knowledge sharing and exchanges. These guidelines are to be used by Facilitators supporting and working for organizations, projects/programs and businesses with the ambition to promote inclusive agribusiness in agri-food sectors and value chains. The document will guide you to plan, implement and assess this capacity building program to promote inclusive agribusiness. This guide is intended to foster co-learning, inspire leadership for inclusive change and equal participation.

This course is divided into three modules:

1. **Fundamentals of inclusive agribusiness Approach.** This module is developed to help participants comprehend the basics of inclusive agribusiness and succeed in applying this understanding in their businesses, projects/programs, organizations and departments.
2. **Inclusive agribusiness partnerships: Co-creation Process.** The "Co-creation Process Module" is designed to illustrate the processes and procedures that guide the formation and governance of inclusive partnerships in the agrifood system.
3. **Facilitating and Sustaining Partnerships.** This session is to provide adequation information to participants on their role in developing an action plan and thereof managing relationships in that action plan. Participants

As the facilitator using this guide, your strategy for successfully implementing this capacity building activity is detailed using the 3 phases of capacity building:

1. Preparations: answering the 6Ws- why, what, who, when, where and with what.
2. Implementation: using the S-set up, D-delivery and F-finishing model
3. Post-Training Follow-up testing behaviour change and providing support by the inclusive agribusiness club (IAC) lead

In this document you will find for each phase what you need to do and how to ensure efficient knowledge exchange and learning. Since learners are responsible for being active in the learning process, the guide emphasizes participants sharing experiences and engaging the model.

1.2. Workshop Preparation Phase

1.2.1 Introduction to Knowledge exchange and Capacity Building

What is knowledge exchange?

Knowledge exchange (KE) is a broad term and usually describes a process that brings together partners, especially non-academic/academic, users of research/learnings and sector actors and local communities to exchange ideas, evidence and expertise[1]. By sharing knowledge with others, we disseminate our expertise and learnings to interested organizations and actors who work in relevant fields.

What is capacity building?

With capacity building, you try to provide new or improve existing knowledge and skills of individuals or organizations. The goal of capacity building is to ensure that people will perform better. This means that people need to do things differently or they need to do new things.

Why does 2SCALE want to strengthen the capacity of partners?

2SCALE has developed and produced value chains through business and partnership models. During this period the program has proved the 2SCALE approach as being a reliable model to developing inclusive agribusiness in agrifood sectors and industries. A lot of learnings and information have been collected while promoting/fostering inclusive partnerships in value chains. However, a chain is as strong as its weakest link. This means that if stakeholders or partners in the value chain development or facilitation or core value chain actors, cannot perform to their full capacity, it will hamper the growth of the whole chain. Therefore, 2SCALE, using this knowledge exchange capacity building activity plans to reinforce the partners (both within program and outside it) competences regarding key facilitation roles in the development and fostering of inclusive agribusiness using the 2SCALE approach.

Why do we talk about performance and not about learning?

Capacity building is not an end but a means; capacity building is done to get results. The goal is not learning but rather performance, in which performance does not only include the activity but also the results. For example, farmers need to store their crops correctly (this is the activity that needs to improve through capacity building) to reduce post-harvest losses (results).

What are the main mistakes with capacity building?

One of the most important mistakes is that capacity building is seen as a one-time event and no preparations or follow up on the application of what has been learned are done. Partners only focus on the actual organization of capacity building programs (phase 3) without taking into consideration the other phases. Another common mistake is to confuse training with capacity building while training is just one way to build capacity.

1.2.2 Audience Description

This knowledge exchange capacity building strategy is developed for groups and organizations interested in or in the field of promoting inclusive agribusiness in Africa. This course is relevant for the following actors:

[1] *What is Knowledge Exchange? - Oxford Brookes University*

- Farmers groups and their unions or national bodies both formal and informal
- Lead firms, SMEs and MSMEs in agrifoods sector and industries
- Academia from universities and colleges especially their Agric departments
- Women and youths lead business (40-50%) must be included
- Program and projects lead by NGOs (both local and international) driving or promoting inclusive agribusiness
- Government departments and agencies promoting agriculture
- Financial institutions and lending partners
- Business support and extension service providers
- Private organizations or institutions/groups promoting agriculture
- Business Incubators
- Donor organization

The major pre-requisite in participating in this capacity building activity is being an actor in both rural, semi-urban and urban player in the agricultural sector or industry. The learner must be connected to agrifood value chains linked to grassroots actors. This participant can be a lead company, small or medium size company, a lecturer or students in a university, commissioner of agriculture, financial service provider, a local or internation NGO, a donor agency, an extension/business service provider and most importantly a farmer. Priority should be giving to youth and female led organizations.

To cover the content of this module the participant size should be between 25-35 learners. There should be a minimum of 40% women participation and about 40% youth participation.

1.2.3 Facilitator Description

Facilitators should be literate and have experience implementing inclusive agribusiness connected to grassroots actors. Having deep knowledge or understanding of the 2SCALE approach is a plus. Facilitators should be willing to prepare for the training and engage learners with facilitation techniques that include good verbal and non-verbal skills, respect, safety, flexibility, body language, drawing from experience, active listening among others. They are expected to study the 2SCALE academy contents to understand the 2SCALE approach using the modules and how inclusive agrobusiness was championed by the program.

Facilitators should prepare all necessary workshop materials, including flip charts, colored papers/cards, stickers, markers in various colors, paper masking tapes, notebooks, pens, and an overhead projector or presentation screen. The venue should be equipped with a proper sound system or microphones to facilitate clear communication. Tables should be covered with attractive clothes, and if possible, decorated with flowers placed visibly for all participants to enhance the environment.

The facilitator is also expected to print and prepare sufficient copies of supportive workshop materials, such as process checklists, breakout discussion questions, the workshop agenda, attendance sheets, post-training evaluation form, and any other printed materials needed to ensure an efficient knowledge-sharing process.

1.2.4 Training environment

The training environment should meet the following standards, including

- Suitability, comfortable, clean, available, accessible and convenient.
- Appropriate accommodation, refreshment, room size, tables, seating pattern, workbooks, manuals, handouts, Training aids (flip-sheets, markers, masking tape, colored cards), Audio visual (spare lamp for data projector), Electrical system (plugs, fuses), Computers (software, disks, printers, passwords, spare).
- Heating, ventilation, lighting, Noise (building work, traffic), Refreshments (meals, water, teas), Internet access should all be provided where needed.
- Transport, parking, security, permits, visas, police clearances should be arranged where needed.

1.2.5 Training or Facilitation Methods/Techniques

The job of the facilitator is to link learner experience with the contents of modules to make learning easy and relatable. This learning process would enable learners to transfer their knowledge to generate new ideas and changes in their businesses. This process of learning requires the facilitator to create a climate of trust, acceptance and tolerance. The following techniques can be applied by the facilitator as appropriate:

- **Analogies or metaphors** to build bridges
- **Story telling or scenario to** illustrate concepts
- **Role playing** by inviting learners to role play a scenario
- **Display results** to show relevancy & relationships
- **Problem solving** & sharing results and ideas
- **Examples** ask trainees to give other examples
- **Review** at end of each session, facilitator leads the leaners in review of the topic/module covered during the session
- **Discovery** and explore new areas using brainstorming and questioning

The facilitator should be able to use the following specific techniques to make the learning environment conducive to learning and facilitation effective.

- Use of physical space. The sitting should be in a U format where all learners can see each other and the facilitator with a lot of room to move around
- Effective use of body language to support ease of engagement
- Open-ended questions not yes or no
- Probing questions to draw out a leaner's idea or experiences
- Active listening, focus discussions,
- Use facilitation tools to engage the participants

1.2.6 Pre Workshop communication

All appropriate invitation letters should be drafted, clearly stating the workshop theme, objectives, and session duration, and sent to all invited participants well in advance. Reminder emails should also be sent prior to the event to help minimize absenteeism. The invitations should be sent a minimum 3-4 weeks before the event.

2. Module 1: The Fundamentals of the Inclusive Agribusiness Approach

An inclusive business is a business that involves low-income communities in a way that benefits them. In the agribusiness context, low-income communities might be involved as a supplier of agro-inputs and services, as a food producer (farmer), processor, trader or consumer. 2SCALE carefully selects local businesses, like food processing enterprises, producer organizations, aggregators, input companies, or professional service providers, that have a strong ambition and drive to start an inclusive change process. These enterprises are empowered through different business support services, so they become champions in inclusive business. Before deep diving into the 2SCALE approach it is important we understand the fundamentals of the inclusive agribusiness approach. This module relies on the experiential learnings and strategies of the 2SCALE approach implemented for over a decade in sub–Saharan Africa. This module divided into 4 sessions will help us with this foundational knowledge.

Session 1: How to identify and assess an inclusive and commercially viable business model

Session 2: Key pillars and principles in establishing PPPs

Session 3: Steps in setting up Partnerships

Session 4: Key thematic areas needed for promoting inclusive agribusiness models

8:00-8:30	Sessions	Registration of participants	Admin Officer
	DAY 1		
8:30-9:00		Introduction of participants	Lead Facilitator
9:00-9:45	**Session 1: How to identify and assess an inclusive and commercially viable business model**	Introduction (About 2SCALE) and highlight on the workshop objectives. • Relevance of the 2SCALE Approach (30 minutes)	Lead Facilitator
9:45-10:00		Expectations, methodology, rules and general information	Lead Facilitator
10:00-10:20		***Presentation 1 – Inclusive Agribusiness and how to Mobilize the Inclusive Business Idea (20 min)***	*Lead Facilitator*
10:20-10:50		Breakout session for group work (30 min)	Co-facilitators
10:50-11:20		Coffee break	**Hotel**
11:20-11:40		Plenary reflection on groups presentation (20 min)	Group Representative
11:40-11:55		***Presentation 2 – Screening Inclusive Business Ideas (15 min)***	***Lead Facilitator***
11:55-12:15		Breakout session for group work (20 min)	Co-facilitators

12:20-12:35		Plenary reflection on groups presentation (15 min)	Group Representatives
12:35-12:55	**Session 2: Key pillars and principles in establishing PPPs**	***Presentation 3 – Why PPP and Principles of Partnerships (20 min)***	***Lead Facilitator***
12:55-13:15		Plenary reflection on presentation (20 min)	Co-facilitators
13:15-14:15		Lunch	Hotel
14:15-14:30		Recap of the morning sessions (15 min)	Co-facilitators
14:30-15:00	***Session 3: Steps in setting up PPPs***	***Presentation 5 – Steps in setting up PPPs (30 min)***	***Lead Facilitator***
15:00-15:10		Plenary reflection on presentation (10 min)	Co-facilitators
15:10-15:40	***Session 4: Key thematic areas needed for promoting inclusive agribusiness models***	***Presentation 6 – Thematic area Base of the Pyramid Marketing and Distribution (30 min)***	***Lead Facilitator***
15::40-16:00		Plenary reflection on presentation (20 min)	Co-facilitators
16:00-16:30		Coffee Break	
		Coffee Break	
16:30-17:00		Review and Wrap-up – day 1	
Day 2			
8:30-9:00	***Session 4: Key thematic areas needed for promoting inclusive agribusiness models***	Recap of Day 1	*TBA*
9:00-9:30		***Presentation 7 – Thematic area Agribusiness cluster formation (30 min)***	***Lead Facilitator***
9:30-9:50		Plenary reflection on presentation (20 min)	Co-facilitators
9:50-10:00		***Ice Breaker***	All
10:00-10:30		Coffee break	**Hotel**

10:30-11:00		***Presentation 8 – Thematic area Inclusive Green Innovations (30 min)***	***Lead Facilitator***
11:00-11:20		Plenary reflection on presentation (20 min)	Co-facilitators
11:20-11:50		***Presentation 9 – Thematic area Supply chain coordination (30 min)***	***Lead Facilitator***
11:50-12:00		Plenary reflection on presentation (10 min)	Co-facilitators
12:00-12:20		***Presentation 10 – Thematic area Private Sector Development (20 min)***	***Lead Facilitator***
12:20-12:30		Plenary reflection on presentation (10 min)	Co-facilitators
12:30-13:00		***Presentation 11 – Thematic area Gender Equality and Women Economic Empowerment (30 min)***	***Lead Facilitator***
13:00-14:00			***Lunch***
14:00-14:20	***Session 4: Key thematic areas needed for promoting inclusive agribusiness models cont..***	Plenary reflection on presentation (20 min)	Co-facilitators
14:20-14:50		***Presentation – Thematic area Youth Inclusion (30 min)***	***Lead Facilitator***
14:50-15:00		Plenary reflection on presentation (10 min)	Co-facilitators
15:00-15:40		***Presentation on Thematic area Financial Inclusion – Topic 13 (40 min)***	***Lead Facilitator***
15:40-16:00		Plenary reflection on presentation (20 min)	Co-facilitators
16:00-16:30			Coffee
16:30-17:00		General discussion and closing remark	IAC Champion

2.1 Introduction of the course and the objectives

Step 1: **Introduction** (15 minutes)

Conduct an activity to enable participants to introduce each other.

Step 2: Introduce the Knowledge exchange activity including goals and objectives (5minutes)

i. The goal of the activity is to reinforce 2SCALE approach
ii. Provide a brief overview of the training agenda and what to expect during this period

Step 3: Expectations (10 minutes)

As participants to share their expectations for the training session and document them for later reference.

Step 4: Methodology (5 minutes)

Explain that this training will use a hands on-on approach to learning. Each participant will be asked to share, contribute and try different things**.** (Play a game or ask participants to share business models or any other activity to illustrate the methodology of the training).

Step 5: Set the Rules for the Training (5 minutes)

Ask participants to set ground rules for the training.

Step 6: Provide general information to the participants (5 minutes)

General information can include

- Course schedule including start and ending time
- Security information such as emergency exits, the environment and contact information in case of emergency
- Information on meals and refreshments
- Location of the facilities such as the restrooms etc.,

Step 7: Questions (5 minutes)

Ask participants if they have any questions. If they do, answer them as best as you can or call on your support system.

2.2 Session 1: How to identify and assess an inclusive and commercially viable business model

This session provides an understanding into inclusive agribusiness and the difference between this and agribusiness. It elaborates the processes for identifying and selecting inclusive business models connected to local communities. Furthermore, this session will enable participants understand how to carry out technical screening for inclusive business model.

Facilitators Box	
Objective	To understand what to look for when selecting a business model that has an inclusive and commercial viability.
Target Results	• Understanding the difference between Agribusiness and inclusive agribusiness • Capable of selecting business models that are inclusive. • Able to use the skills and tools to identify business models that are inclusive.
Time Required	**2h30m**

Materials	• Session PPT • Flip charts, markers, pens and writing pads • Samples of inclusive business ideas (IB) and screening forms filled (successful vs unsuccessful ideas). Each country should use cases from their countries to reflect local context. These cases should be redacted to take out all information that connects the tool to the original business champion. Including names, dates, change the name of the value chain etc… • Sample of video pitch • Reference materials - *2SCALE Academy_Podcast_Adodo_on_inclusiven.mp3* - *2SCALE Understanding of Inclusive Agribusiness_Location 2SCALE Academy* - *Replication Case: Enhancing Pastoralist Organizational Development to Tap into New Business Opportunities* - *CHAPTER 1 and 5_2SCALE BOOK_BUSINESS AS UNUSUAL*

Step 1: Presentation of the session using PPT (30 minutes)

This session will combine to facilitation techniques a presentation in lecture form to expose participants to the modules content and organize a working session to enable participants learn how to use some of the tools used by 2SCALE to identify and select inclusive agribusiness models. After each presentation and work group, in plenary ask the participants questions about the key learnings such as:

Commented [MZ1]: I think there is a missing word here. Or it should rather be "inclusives agribusinesses"

I. How they see the three methods of mobilizing inclusive business ideas 2SCALE has used.
II. Can they share their own experience mobilizing inclusive business ideas.
III. Add more questions as appropriate and as time permits

Step 2: Conduct an exercise using samples of filled IB forms (40 minutes)

Group the participants into 4-5 groups then do the following.

I. Give them samples of successful and unsuccessful applications in a batch.
II. Ask them to review and select inclusive business ideas that meet inclusive agribusiness criteria.
III. Based on the criteria, ask them to select as a group, IB applications that meet criteria and why did the selected application.
IV. Hold a plenary and discuss the results.

ICE BREAKERS- Select and use appropriate ice breakers

Step 3: Presentation on screening the inclusive business idea (15 minutes)

Ask participants questions about the presentation and the key learnings such as

I. How they see the criteria used by 2SCALE for screening
II. Can they share their own experience screening inclusive business ideas
III. Add more questions as appropriate and as time permits

Step 4: Conduct an exercise using filled screening forms (20 minutes)

Group the participants into 4-5 groups then do the following:

I. Give them samples of filled successful and unsuccessful screening applications.
II. Ask them to review and select inclusive business ideas that meet 2SCALE criteria and have the potential to drive inclusive changes.
III. Based on the criteria in the screening form, ask them to select as a group, which applications they will approve for a partnership and why did the selected application.
IV. Hold a plenary and discuss the results, also explain if their selected ideas went through and became a partnership and why they were selected or not by 2SCALE.

Step 5: Closing- Plenary (15 minutes)

Start with playing the podcast *2SCALE Academy_Podcast_Adodo_on_inclusiven.mp3*
Ask the larger group the following questions.

- What they think about session and its objective.
- What is the relevance of the selection process and how does it contribute to ensuring the right partners and business models are selected to reach impact objectives.
- Take questions from the participants.
- Re-emphasis the objectives of the session and close it.

2.3 Session 2: Key Pillars and Principles in Establishing PPPs

This session exposes participants to the importance of public private partnerships in building inclusive agribusiness and value chains. This underscores the 2SCALE approach and its relevance. At the end of this session participants will understand the principles of PPPs and the pillars and principles of the 2SCALE approach. Uniqueness of the 2SCALE approach to a large extent is captured by these pillars and principles.

Facilitators Box	
Objective	To understand why we use PPPs and how they anchor inclusive agribusiness.
Target Results	• Understand what inclusive agribusiness is and the benefits • Participants can identify pillars and principles of PPP
Time Required	**40m**
Materials	• Session PPT • Flip charts, markers, pens and writing pads • Reference materials copies - *CHAPTER 3 and 6_Competitive Agricultural Systems and Enterprise_CASE approach* - *Module 1: Topic 2- How is 2SCALE Approach to Inclusive Business*

Step 1: Presentation on Why PPP and Principles of Partnership using PowerPoint (40 minutes)

This session will take a lecture form with 1 presentation sessions on PPPs and partnership principles. This presentation will be followed by plenary to discuss the contents of those presentations. In plenary ask the participants questions about the presentation and the key learnings such as:

In plenary ask the participants plenary questions about the presentation and the key learnings such as:

I. Who is a business champion and what are the characteristic of inclusive business champion
II. Are these pillars relevant to driving inclusive agribusiness
III. What are the types of technical support provided to the partnership
IV. Can they relate this with any program present or past that did the same and how are they similar or different but inclusive.
V. Allow participants to ask questions and refer them to the reference materials.
VI. Close Plenary and emphasis on the key learnings and approaches

ICE BREAKERS- Select and use appropriate ice breakers

2.4 Session 3: Steps in Setting up PPPs

This session introduces the participants to the 7 practical steps of setting up a PPP from idea mobilization stage through formalization, managing PPPs, reviewing them to consolidating them and exiting. It also exposes participants to some of the tools they may need to carry out these processes.

Facilitators Box	
Objective	To understand how to generally formalize, manage and close out a PPP.
Target Results	• Participants are equipped with the facilitation skills, resources and tools needed to set up a PPP, manage it and exit.
Time Required	**40m**
Materials	• Session PPT • Flip charts, markers, pens and writing pads • Reference materials copies - *Module 1: Topic 3_How does 2SCALE partnership Cycle look like* - *2SCALE PPP_Protocol*

Step 1: Presentation on setting up PPPs (30 minutes)

This session will take a lecture form with 1 presentation sessions followed by plenary to discuss the contents of those presentations. In plenary ask the participants questions about the presentation and the key learnings such as:

i. What are the steps in setting up PPP
ii. How objective are these steps
iii. Are these steps relevant to driving inclusive agribusiness
iv. Allow participants to ask questions and refer them to the reference materials.
v. Add more questions

Step 2: Plenary and Closing (10 minutes)

Hold a plenary session to recap the session and answer anymore questions the participants may have.

ICE BREAKERS- Select and use appropriate ice breakers

2.5 Session 4: Key Thematic Areas Needed for Promoting Inclusive Agribusiness

2SCALE's interventions supporting inclusive business in target value chain systems are organized in thematic areas. These 8 areas comprise aspects that are critical to the functioning of SMEs and can be linked to typical activities that partnerships implement. In this session, the instruments which 2SCALE have used to strategically implement inclusive agribusiness partnerships will be delivered and shared.

Facilitators Box	
Objective	To identify and understand the instruments and activities 2SCALE typically intervene to make inclusive agribusiness a reality.
Target Results	• Partners can identify thematic areas and understand why they are the relevant area to intervene when promoting, including business models. • Partners can identify additional thematic areas relevant for an inclusive business model.
Time Required	***6hrs 20 minutes***
Materials	• Session PPT • Flip charts, markers, pens and writing pads • Reference materials copies - *Module 1: Topic 4: Through what types of instruments & activities does 2SCALE typically intervene so to make inclusive business a reality?* - *Strategic Thematic Areas of 2SCALE* - *2SCALE Thematic Area Summery* - *At least on case study of each thematic area*

Steps 1-8: Presentation of all the Thematic Area (Average of 30 minutes Each)

This session will take a lecture form with 8 presentations followed by plenary to discuss the contents of those presentations. After each presentation, in plenary ask the participants questions about the presentation specific thematic area just presented and the key learnings such as:

I. What they think about the key activities of thematic
II. Take questions
III. Share examples or cases in a live PPP
IV. Re-emphasize the key learnings

ICE BREAKERS- Select and use appropriate ice breakers after every two thematic area sessions.

Step 9: Closing

In plenary, ask participants questions about the presentations and the key learnings such as

I. Are the thematic areas relevant for driving inclusive agribusiness models
II. What are the bottlenecks they see when promoting inclusive agribusiness using these thematic areas and how can they overcome them
III. Are there other thematic areas relevant and that can be considered
IV. How do these thematic areas influence business development and outcomes

2.6 Training evaluation form

Fundamentals of Inclusive Agribusiness

Date: ____________________ **Location:** ____________________

Your Name (optional): ____

Please indicate your level of agreement with the following statements by ticking the appropriate box:

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. The objectives of the workshop were clearly explained.	☐	☐	☐	☐	☐
2. I now have a good understanding of how to select an inclusive business idea.	☐	☐	☐	☐	☐
3. I now have a good understanding of how to screen inclusive business ideas and select them	☐	☐	☐	☐	☐
4. I now know what inclusive agribusiness means and what 2SCALE approach is about	☐	☐	☐	☐	☐
5. I understand the importance of a PPP and it principles in driving inclusive agribusiness	☐	☐	☐	☐	☐
6. I can now use the steps in setting up PPP	☐	☐	☐	☐	☐
7. I understand the 8 thematic areas used to promote inclusive agribusiness	☐	☐	☐	☐	☐
8. The facilitation skills were useful for the delivery of these sessions.	☐	☐	☐	☐	☐
9. The facilitators were effective and well-prepared.	☐	☐	☐	☐	☐
10. The materials and activities were relevant and engaging.	☐	☐	☐	☐	☐
11. The training preparation, logistics, accommodation and refreshments were appropriate.					

Open-ended Questions

1. What was the most valuable takeaway for you from this workshop?

2. What aspects of the workshop could be improved?

3. Do you have any suggestions for future training sessions?

*********** END OF MODULE 1 ***********

3. Module 2: Inclusive agribusiness partnerships: Co-creation Process

3.1 Introduction

The **"Co-creation Process Module"** is designed to illustrate the processes and procedures that guide the formation and governance of inclusive partnerships in the agrifood system. The module covers four distinct topics:

- **Session 1 -** Diagnostic and Design Process Management
- **Session 2 -** Establishing Partnership Governance Mechanisms
- **Session 3 -** Annual Reflect and Adapt Process to introduce adaptive management in partnerships
- **Session 4 –** Working with Business Support Service (BSS) Providers in the Partnerships Co-creation Process.

This knowledge material is specifically developed to share and transfer 2SCALE's 12 years of practical experience and lessons learned in partnership formation, governance, adaptive management practices, and the effective use of business support service providers to ensure efficient and inclusive agribusiness partnership co-creation.

Time	Session	Theme	Responsible
		Day one	
8:30-9:00	***Session 1***	Registration of participants	Admin Officer
9:00-9:15		Introduction of participants	Lead Facilitator
9:15-9:30		Introduction and highlight on the workshop objectives	Lead Facilitator
9:30-10:15		***Presentation on Diagnostic and Design Process Management – Session 1 (45 min)***	***Lead Facilitator***
10:15-10:45		***Coffee break***	
10:45-12:15		Breakout session for group exercises (90 min)	Co-facilitators
12:15-12:45		Plenary reflection on groups presentation (30 min)	Group Representatives
12:45-13:45		**Lunch**	**Hotel**
13:45-14:00	***Session 2***	Recap of the morning session	
14:00-14:30		***Presentation on Setting up Partnership Governance Mechanisms – Session 2 (30 min)***	***Lead Facilitator***
14:30-15:30		Breakout session for group exercises (60 min)	Co-facilitators
15:30-15:50		Plenary reflection on groups presentation (30 min)	Group Representatives

15:50-16:00		Closing of the day	Lead facilitator
Day two			
8:30-9:00	***Session 3***	Recap of day one	
9:30-9:45		***Presentation on Reflect and Adapt Process Management – Session 3 (45 min)***	***Lead Facilitator***
9:45-10:15		Breakout session for group exercises (30 min)	Co-facilitators
10:15-10:45		**Coffee break**	
10:45-11:45		Breakout session for group exercises cont. (60 min)	Co-facilitators
11:45-12:15		Plenary reflection on groups presentation (30 min)	Group Representatives
12:15-13:30		**Lunch**	**Hotel**
13:30-13:45	**Session 4**	Recap of the morning sessions (15 min)	Co-facilitators
13:45-14:15		***Presentation on Working with BSS in partnership co-creation – Session 4 (30 min)***	***Lead Facilitator***
14:15-15:15		Breakout session for group exercises (60 min)	Co-facilitators
15:15-15:45		Plenary reflection on groups presentation (30 min)	Group Representatives
15:45-16:15		General discussion and closing remark	IAC Champion

3.2 Session1: Diagnostic and design process management

The 'Diagnostic and Design (D&D) Process Management' session is designed to provide an overview of each step involved in the D&D workshop, including both preparation and post-workshop activities.

After presenting this topic:

1. Divide participants into five groups of 5–8 members each.
2. Assign each group one of the first five steps of the D&D workshop process.
3. Using the D&D workshop facilitation guide provided in section 3.6.1 below, ask each group to discuss and practice their assigned step, using one partnership as a case example.
4. After the group discussions and practical exercises, bring everyone back together for a plenary session, where each group will present the outputs of their exercises along with their reflections on the methods and tools outlined in the facilitation guide.

This process will help reinforce participants' understanding of the D&D workshop process.

Facilitators Box	
Objective	To provide an overview of each step involved in the D&D workshop, including both preparation and post-workshop activities.
Target Results	• Understanding the steps in D&D workshop process • After end of the session participants will be capable of managing D&D workshops using the facilitation guide.
Time Required	***2hrs 45 minutes***
Materials	• Session PPT • Flip charts, markers, pens and writing pads • D&D workshop facilitation guide – print all the steps and make ready for group exercises. • Reference materials 2019_D&D Workshop Process Manual.pdf *Diagnosis and Design Reporting Template.pdf* *Diagnostic and Design Workshop_Facilitators Guide.pdf*

3.3 Session 2: Setting up partnership governance mechanisms

Unlike the session on partnership diagnostic and design process management, the topic of setting up partnership governance mechanisms is delivered in a more lecture-oriented format. This approach aims to share 2SCALE's decade-long experience and insights into establishing governance structures within inclusive agribusiness partnerships. The emphasis is on promoting the inclusion of vulnerable value chain actors—such as small-holder farmers and micro-enterprises—and empowering them to actively engage in key decision-making processes.

After the presentation:

1. Ask participants to return to their groups.
2. Each group should select one partnership governance arrangement from a partnership in their country and discuss the following focus questions for up to 45 minutes:
   - Why is partnership governance important?
   - Who should be involved in partnership governance?
   - What capacities are needed for effective partnership governance?
   - How can governance arrangements be sustained?
3. After the group discussions, each group will be invited to share their reflections, raise any questions or concerns about the topic, and offer additional inputs to further enrich the content for future workshops.

Facilitators Box	
Objective	To share 2SCALE's decade-long experience and insights into establishing governance structures within inclusive agribusiness partnerships.
Target Results	• Understanding on the importance of partnership governance. • Actors to be involved in the governance structures. • Mechanisms to sustain partnership governance arrangements.
Time Required	***2 hrs***

Materials	• Session PPT • Flip charts, markers, pens and writing pads • Sample partnership governance minutes and reports. • Reference materials *Partnership Governance - 2SCALE insight paper.pdf* *Governance Structure in Partnerships.pdf*

3.4 Session 3: Reflect and adapt process management

The "Reflect and Adapt (R&A) Process Management" topic is somewhat similar to the "D&D process management" session. It also consists of five key steps, covering activities from pre-workshop preparation to post-workshop follow-up.

After presenting this topic:

1. Invite participants to return to their groups
2. Assign each group one of the first five steps of the R&A workshop process.
3. Using the R&A workshop facilitation guide provided in section 3.6.2 below, ask each group to discuss and practice their assigned step, using one partnership as a case example.
4. After the group discussions and practical exercises, bring everyone back together for a plenary session, where each group will present the outputs of their exercises along with their reflections on the methods and tools outlined in the facilitation guide.

This process will help consolidate participants' understanding of the R&A workshop process.

Facilitators Box	
Objective	To share 2SCALE's decade-long experience and lessons into managing facilitating R&A workshops to introduce adaptive management in inclusive agribusiness partnerships.
Target Results	• Understanding the steps in R&A workshop process • After end of the session participants will be capable of managing R&A workshops using the facilitation guide.
Time Required	***2 hrs 45 minutes***
Materials	• Session PPT • Flip charts, markers, pens and writing pads • R&A workshop facilitation guide – print all the steps and make ready for group exercises. • Reference materials *210130_Reflect and Adapt Process Manual.pdf* *Reflect and Adapt Workshop Facilitators Guide below* *201207_Reflect and Adapt reporting template_Eng.docx*

Commented [EM2]: Same comment as above

Commented [RK3R2]: yes - it is in the course content folder of references

3.5 Session 4: Working with Business Support Service (BSS) providers in partnership co-creation

Similarly, the session on working with BSS providers in the partnership co-creation process is delivered primarily as a lecture. It aims to share 2SCALE's decade-long experience and insights on engaging BSS providers to facilitate smooth and effective inclusive business practices within the agrifood system, while ensuring the inclusion of smallholder farmers and microentrepreneurs, as well as improving access to quality and affordable food products for low-income consumers.

Following the presentation:

1. Ask participants to return to their groups.
2. Each group should select one BSS arrangement from a partnership in their country and discuss the following focus questions for up to 45 minutes:
   - Who are BSS providers?
   - Why are BSS providers relevant?
   - What roles should BSS providers play in the partnership co-creation process?
3. After the group discussions, reconvene in a plenary session where each group will be invited to present their reflections, raise any questions or concerns, and provide additional inputs to further enrich the content for future workshops.

Facilitators Box	
Objective	To share 2SCALE's decade-long experience and insights on engaging BSS providers to facilitate smooth and effective inclusive business practices within the agrifood system.
Target Results	• Understanding BSS providers. • Answer the question why BSS providers are relevant. • Learn the roles and of BSS providers in partnership co-creation process.
Time Required	***2 hrs***
Materials	• Session PPT • Flip charts, markers, pens and writing pads • Sample BSS contract/subgrant and technical reports of the BSS. • Reference materials *Business as Unusual - Insights from the 2SCALE project.pdf* *171106_Strengthening BSS in inclusive agribusiness.pdf*

3.6 Facilitation tools

3.6.1 Diagnostic and Design Workshop Process Facilitation Guide: Methods and Tools

Objectives & products	**Process/procedure – tools**
Objectives: ***• Sourcing and preparing baseline data on the selected impact domains*** ***Focus questions:***	***Step 1- Sourcing data & preparing baseline*** ***Tool:*** • *The tool consists of several data tables per impact domain, that capture key data-items to be filled out by the partnership actors.*

Objectives & products	Process/procedure – tools
•What data is already available within the network of actors? ***• What data is yet to be retrieved?*** ***Products:*** ***• Pre-filled tables with data on the selected impact domains***	• *Identify before the 2-day D&D workshop if and what tables are relevant for the partnership and the chosen impact domains and adapt them where needed.* • *Pre-fill these tables based on available inputs from the network of actors affiliated to the inclusive agribusiness practices.* • *Also, indicate the source of information.* • *Share and explain the tables ahead of the workshop with actors you intend to invite to the 2-day D&D Workshop and try to complement the available data as much as possible.* • *Moreover, ask them to bring additional information to the workshop even if this data differs / conflicts with what already has been shared.*
Objectives: ***• Strategic selection of a (workable) group(size) of participants per D&D step.*** ***Focus questions:*** ***•Who should we invite for the two-day D&D workshop and the ½-day validation workshop of the impact pathways?*** ***Products:*** ***• List of participants indicating name, organization, gender and age category.***	***Step 2 - Selection of Diagnostic & Design participants*** ***Tool: ARE IN criteria to get the whole system in the room***. *You seek for a group of interdependent stakeholders who among them have:* • *Authority - to act on their own, you want the real decision makers, not their representatives* • *Resources - in terms of time, money, access and influence* • *Expertise - in the respective (demographic, social, economic, technical) topics and issues at play* • *Information - that others need* • *Need - people who will be affected by the outcome, the target audience.* ***Checklist*** • *Brainstorm all possible attendees with any stake in the partnership.* • *Cross check your prioritization with the ARE IN criteria. Are Authority, Resources, Expertise, Information and Need in your prioritization? Do you have the whole system in the room?* • *Carefully consider variety in demographics (age and gender, but also geographic location, income, race, ethnicity).*

Objectives & products	Step 3 – Diagnosis of the current situation of the food provisioning system Process/procedure – tools
Objectives: ***• Gain more insight into who is in the system and what happens in the system (actor disaggregated analysis both gender and generational)*** ***• Identify what external trends there are that influence the business idea and how they affect involved stakeholders.***	***Tool A. Actor mapping (gender and youth sensitive)*** • *This mapping tool serves as a 'talking picture' to make a joint diagnosis of the current status of: (i) involved actors and (ii) the raw material / product flow.* • *The tool is applied in three stages, with:* ○ *A first rough (quick and dirty) mapping of current actors directly involved in the business idea of the business champion.* ○ *Downstream (close to the end-use market) actor mapping: detailed mapping of market actors involved in the food system.* ○ *Upstream (close to the source of the raw material) actor mapping: detailed mapping of agricultural production and intermediary actors in the food system.* • *Depending on the type and specific interest of partnership, you might decide for yourself whether to start specifying the upstream actor mapping or downstream actor mapping. In any case, even though the partnership might lean heavily towards one of the two sides; make sure you work on both mappings.*

Objectives & products	Step 3 – Diagnosis of the current situation of the food provisioning system Process/procedure – tools

Focus questions:
• What are the products that flow between actors presently?
• How do the actors perceive the quality of their relations?
• What external trends affect the conditions for inclusive agribusiness?
 	
Products:
• Actor map of the food provisioning system, on brown paper with a diagnostic on:
-Organizational actors, specifying as much as possible the specific roles in food provisioning, their relations to the business champion and their social characteristics (# men, women and youth).
-Raw material / product flow.
-Including gender-sensitive mapping steps.
 	
• Filled-in tables with verified descriptions & data on the business idea.
• Mind map on brown paper indicating trends that effect the business idea.
• Flip-over with interpretation of trends per stakeholder.
	Tool B. Verifying facts
	• *As explained under step 1, decisions on what partnership actors should do and change, will only be effective if based on correct baseline information. Creating a shared view on these facts is conditional for informed decisions making.*
	• *The tool consists of the tables prepared during step 1 of the D&D process. The data and their sources are being shared and validated.*
	Process checklist
	• *Hang the filled-in tables on the walls.*
	• *Invite participants to walk around and check the information presented on the tables* ***(10-15 minutes).***
	• *Invite everybody to go to a table (could also be 2 or 3 tables in one go) that they feel is incomplete.*
	• *Each group then shares data on the respective table. What data is missing? What data is conflicting?*
	• *Verify / validate each other's data and come to agreed (baseline) figures. Corrections can be written on post-its* ***(15-20 min).***
	• *If needed, do this 2 or 3 times to allow several people to contribute to more tables.*
	• *In plenary, discuss the different tables one by one and address:*
	    ○ *data that is still missing and where / how can we get it?*
	    ○ *the post-its (questions, remarks, alternative figures).*

	Tool C. Mind Mapping Trends
	The Trends Mind Map grows from the business idea, circled at the center of a large sheet of paper. If the business champion has not explained the business idea during the opening session, this could be a moment do so. It will contribute to build trust and people to feel "I want to part of this idea". The whole group works together to suggest trends affecting the business idea, while the writers/facilitator record the trends as multicolored lines radiating from the circle.
	Process checklist
	1. *Put the business idea in the middle*
	2. *In front of the group are 2 writers and 1 facilitator (you)*
	3. *Explain the guidelines:*
	    ○ *All trends are valid*
	    ○ *Person who names trend says where it goes*
	    ○ *Opposing trends are OK*
	    ○ *Give examples that have nothing to do with the business idea at stake*
	    ○ *Show a picture of another trend map*
	4. *Make the mind map*
	    • *Note trends by drawing line from the circle and write words on the line*
	    • *Ask for an example so everybody understands*
	    • *With each contribution ask: is this trend new or is it a branch of something already there?*
	    • *When linked to existing trend: enlarge existing line and add*
	    • *When it is a new trend: start a new line in a different color*
	    • *When a problem or need is mentioned ask: What is the trend underlying it?*
	5. *Giving focus*
	    • *Give each participant 7 stickers*
	    • *Invite to sticker trends that are most important for them*
	    • *Make 1 or 2 participants identify the trends with most stickers and put a circle around it*
	    • *List most important trends on a flip*
	6. *Giving meaning to trends per stakeholder group*
	    • *Make stakeholder groups discuss and record (on flip):*
	        ○ *Trends they consider important*
	        ○ *How these are connected to the other important trends*
	        ○ *What they do about them and what they want to do in the future*

Objectives & products	Step 3 – Diagnosis of the current situation of the food provisioning system Process/procedure – tools
	7. Sharing with whole group • *Each stakeholder groups shares using a visual* • *Discuss what the whole group is learning from this.* • *Often in this step actor groups realize that they are concerned about similar issues. This helps to create common ground.*

Objectives & products	*Step 4 - Visioning the desired situation of the partnership* Process/procedure – tools
Objectives: ***• Defining how the future situation should look like in 5 years from now, including changes in: Inclusion, Access and the (leadership) position of the SME.*** ***• Discussing what obstacles need to be overcome to arrive at this desired future situation.*** ***Focus question:*** ***• In five years from now: how would you imagine yourselves living and working together in the way you really want?*** ***Products:*** ***• Visuals of desired situation: Rich picture or any other creative visual showing.***	***Tool: Visioning exercise to develop a future scenario*** *People are invited to dream about their desired future around the business idea looks like and present this in a creative way.* ***Process checklist*** *1. Make mixed groups* • *3-10 persons of diverse stakeholders* • *At least 3 groups* *2. Ask people to develop a scenario of themselves in the future 5 years from now; that represent how they really want to live and work together.* *3. Explain that they have to visualize the future scenario by making a rich picture (or any other creative tool) which shows:* • *Concrete examples of what they are doing now* • *Barriers they had to overcome to get started* • *How they did that* *4. Explain that they should consider illustrating how this future scenario affects:* • ***Inclusiveness****: What changed in terms of the risks, voice, rewards and ownership of actors in/over their respective business activities?* • ***Access****: What changed in terms of the accessibility, appropriateness, affordability, and acceptance of food products for BoP consumers?* • ***Position of the SME:*** *What changed in the (leadership) position of the SME in the food provisioning system and in relation to other actors in the business environment?* *5. Tell them when and what they have to present* • *The time needed to develop a scenario is around* ***2 hours*** • *The presentation can last* ***5 -10 minutes*** *depending on the total number of presentations* • *A tea break can easily be integrated in the time they have to develop the scenario. You might consider adding some time for that. Make sure they manage their own time.* *6. Make each group present their scenario* • *They can present the way they want* • *Other groups simply listen* • *After each presentation only clarification questions are allowed* • *Don't allow discussions on scenarios! They represent a dream, there is no right or wrong.*

Objectives & products	Step 5 - Discovering common ground Process/procedure – tools
Objectives: ***• Identification of common ground that serve as an implicit fine-tuning of the original business idea.*** ***• Providing concrete ideas to formulate impact pathways.*** ***Focus question:*** ***• What ideas and interventions we all agree on?*** ***Products:*** ***• Intermediary product: list of propositions that are supported by everybody.*** ***• List of common ground statements and intervention priorities.***	***Tool A: Listing propositions you believe every person would support (max. 45 minutes)*** ***Checklist: Formulating propositions*** • *Team-up in the (earlier formed) scenario groups* • *Write-up max. 8 propositions you believe everybody will support* • *Relate to the business idea* • *Write on flip-over and cut out each proposition (leaving you with 8 pieces)* ***Tool B: Clustering the propositions*** ***Checklist: Sorting propositions into clusters (by participants)*** • *Have enough empty space on wall or empty flip stands* • *Group 1 reads their propositions and clusters them* • *Each group places items according to clusters* • *If items do not match existing cluster, make new one* • *All groups witness the clustering and can make suggestions* • *In case of controversy, item is to be put on "Not Agreed" list* • *When done, name each cluster: common ground 1, 2, 3 and so on* ***Tool C: Formulating common ground statements (max 30 minutes)*** ***Checklist: Writing and agreeing on common ground statements*** *1. Write common ground statements* • *Ask for one volunteer to champion each cluster* • *Others join where they wish* • *Write one statement per cluster that will be understood by people who are not present* • *Formulate like: we have, we are, we believe, X/Y/Z commits to doing thus and so…* *2. Confirmation of common ground statements* • *Groups read statement to others* • *Talk until satisfied (small editorial changes are possible or agree to disagree)* ***Additional considerations*** *After the confirmation of the common ground, the D&D workshop can be finalized with a closing session. During this session there are a few important issues that still need to be explained and discussed. These issues are:* • *Explain the next step of transforming the common ground into a list of possible impact pathways.* • *Plan a date for a half-day meeting to validate and prioritize the partnership impact pathways and intervention areas.* • *Discuss who should be invited for this validation meeting. It is possible that during the D&D workshop the involvement of new stakeholders have been identified to be crucial.*

3.6.2 Reflect and Adapt Workshop Process Facilitation Guide: Methods and Tools

Objectives & products	Step 0- Preparation Process/procedure – tools
Objectives: ***• Collecting and interpreting updated M&E data on the partnership-specific impact domains and contribution to the targets set for the selected impact domains*** ***Products:***	***Step 0ᴬ – Collecting and interpreting M&E data*** ***Tool*** • *The tool consists of several data sheets / tables per impact domains and an assessment of progress made for targets set for the selected impact domains* • *In addition, semi-structured interviews with business champion, BSS and IAAs and other few key selected actors,*

Objectives & products	Step 0- Preparation Process/procedure – tools
• Updated tables with data on the impact domains • Summary of achievements • Preliminary list of key partnership obstacles • First identification of risks and tensions and possible coping and managing measures • Updated actor and value chain map	*which can provide a first interpretation of this data and achieved results.* • *This initial narrative can be presented by the business champion during the R&A workshop.* ***Additional considerations*** *It is desirable to involve the neutral facilitator (NF) in this phase. It will help to identify what issues merit to be discussed from a more neutral perspective. This will complement the perspectives of the actors, who are part of "the system". The NF can be involved in conducting semi-structured interviews as part of his or her preparation.*
Objectives: ***• Strategic selection of a group of (+/- 15) participants for the R&A workshop.*** ***Products:*** ***• List of participants indicating name, organization, gender and age category.***	***Step 0[B] - Selecting Reflect & Adapt workshop participants*** ***Tool: ARE IN criteria to get the whole system in the room.*** *You seek for a group of interdependent stakeholders who among them have:* • *Authority - to act on their own, you want the real decision makers, not their representatives* • *Resources - in terms of time, money, access and influence* • *Expertise - in the respective (demographic, social, economic, technical) topics and issues at play* • *Information - that others need* • *Need - people who will be affected by the outcome, the target audience.* ***Checklist*** • *Brainstorm all possible attendees with any stake in the partnership.* • *Cross check your prioritization with the ARE IN criteria. Are Authority, Resources, Expertise, Information and Need in your prioritization? Do you have the whole system in the room?* • *Carefully consider variety in demographics (age and gender, but also geographic location, income, race, ethnicity).*

Objectives & products	Step 1 – Discussing results Process/procedure – tools
Objectives: ***• Creating a shared perception of achieved results and current partnership situation*** ***• Joining 'perceived' results with 'measured' facts and figures.*** ***Products:***	***Tool A. Recap of partnership ambitions & goals by looking (back) at the inspirational D&D wall (max. 30 minutes)*** • *Make sure that all products of the D&D and R&A workshops are clearly visible at the start of the workshop and remain on the wall till the end of the workshop.* • *Invite participants to look at the 'inspirational wall' during informal time before the start of the workshop.* • *After the formal welcome, the business champion or the facilitator helps participants to remember the D&D workshop or the R&A of the past year by describing the process, by going from one product to the other. To recap the D&D workshop, the groups looks at the food system maps they made, the mind map of the trends, the rich pictures, the common ground statements and the impact pathways formulated.* • *Limit the time of this recap to 20-30 minutes.*

Objectives & products	Step 1 – Discussing results Process/procedure – tools
• Reports based on M&E data are validated. ***• Notes about the changes most perceived by stakeholders and contribution Stories.***	• *In case there are new participants, questions for clarification can be answered by other group members.*
	Tool B. Presenting M&E data to the group to inform the dialogue with data (max 20 minutes) • *In a plenary, the facilitator goes through the different Impact Pathways and presents the collected data for validation.* • *It is important to explicitly mention indicators that refer to youth and women participation.* • *At the end of this presentation of M&E data, the results for each impact pathway are visible in form of the colored cards.*
	Tool C. Sharing experiences on the most-significant changes and contribution stories (max. 45 minutes) • *Make 3 mixed groups of max. 5 people* • *Each member of a sub-group shares experiences based on the below significant change questions:* o *What outcomes do they recognize?* o *What outcomes they feel are achieved but not (yet) mentioned?* o *How do they value and appreciate the outcomes?* o *How has it impacted you personally and how did it impact others?* o *Special attention to youth and women involvement.* o *How did they contribute to the outcomes?* o *What stories or concrete examples do you have to illustrate* • *A note keeper for each group writes on cards the expressed significant changes / results that are brought up. He or she makes the distinction between expected results and unexpected results.* • *Expected results are written on yellow cards, unexpected results are written on pink cards.* • *Highlight youth and women involvement.* • *At the end of the group discussion, each group reports back in a plenary session on the key expected and unexpected results that came forward.* • *In case there are significant differences between the perceived results and the facts, this can be discussed in plenary.*

Objectives & products	***Step 2[A] – Finding obstacles on the road to results*** Process/procedure – tools
Objectives: ***• Identifying the obstacles that the partnership actors encounter in achieving the formulated outcomes as input to formulated risk and tension after the workshop.*** ***• Identifying good practices and ideas to cope with or/and manage them to achieve the formulated outcomes.***	***Process checklist – (max. 90 minutes)*** ***Preparation*** • *Create a "special" environment modeled i.e. with small round tables covered with tablecloths, colored pens. There should be no more than five chairs at each table (optimally). If needed, make two tables per impact pathways (IP).* • *Choose table host for each IP and the actor map and explain their role to them (encourage everyone's contribution, connect diverse perspectives, listen together for patterns and insights).*

Objectives & products	*Step 2[A] – Finding obstacles on the road to results* **Process/procedure – tools**
Guiding questions for the informal group talks: ***1. What obstacles (roadblocks) have you experienced that are blocking the partnership from achieving the desired outcomes? What examples, signals or facts illustrate this?*** ***2. What are the most important obstacles (roadblocks) and why?*** ***3. What are effective ways that the partnership is or has been used to deal with these obstacles?*** ***4. What other ideas do you have that will help to overcome the obstacles (bypass the roadblocks)?*** ***5. What are the best practices used and discovered in the partnership?***	***Welcome and introduction*** • *The facilitator begins with a warm welcome and an introduction to informal talks, explaining the setting the context, the process, the role of the table host, the etiquette, and putting participants at ease.* ***Small-Group Round 1 (20 min)*** • *Present the questions to be discussed* • *Invite people to sit at a table* • *Stress that writing or drawing their ideas on the paper tablecloth is helpful and desired* • *Give the "go" for the talks and end them after 20 minutes* ***Small-Group Round 2 (20 min)*** • *Invite people to sit at a different table and mingle with other people* • *Recall host who welcomes next group and briefly fills them in on what happened in round 1* • *Start second round of talks* ***Harvest (30 min)*** • *Invite table hosts to share insights or other results from their conversations with the rest of the large group preferably by showing and explaining the roadmap for that particular Impact pathway.* • *To identify the patterns, themes and deeper questions about the partnership; invite participants for a few minutes of silent reflection and call them out to share with the larger group. Make sure you have a way to capture this 'harvest' – working with a graphic recorder or note taker is recommended.*

Objectives & products	*Step 2[B] – Reflecting on risks and tensions and finding ways to handle them* **Process/procedure – tools**
Objectives: ***• Risks and tensions are part of life. However, it is important to anticipate on and deal with them to make partnerships more resilient and to temper tensions in the partnership to allow the change process to develop.*** ***• Identifying what risks and tensions the partnership***	***Procedure:*** • *It is a post-workshop activity and will take* ***(max. 60 minutes)*** • *A small team, composed of major actors including the lead champion and 1 or 2 key stakeholders, meets after the workshop to translate the obstacles identified by the participants into risks and tensions.* • *The team prioritizes risks and tensions. Next, it explores steps towards mitigating prioritized risks and managing important tensions.* ***Focus questions:*** • *What risks affect the effectiveness of the partnership in achieving the (identified) outcomes? "Risk refers to a threat*

Objectives & products	Step 2[B]– Reflecting on risks and tensions and finding ways to handle them Process/procedure – tools
actors anticipate and cope with to achieve the formulated outcomes. ***Products:*** ***• Prioritization of anticipated risks and tensions affecting the partnership.*** ***• List of possible ways to deal with risks and tensions and identification of best practices.***	*for the intended change process to unfold, caused by external or internal vulnerabilities, and that may be avoided through pre-emptive and intentional interaction with this uncertainty".* • *What tensions affect the effectiveness of the partnership in achieving the (identified) outcomes? "Tension refers to different world views, management styles or business logics with conflicting demands of organizational actors related to or affected by the partnership".* • *Who was able to take actions regarding these risks and tensions?* • *What actions were taken and what was their effect?* • *What can be done to cope with risks and temper tensions to intensify and reinforce the desired practices and intended changes?* ***The tools:*** • *Differently coloured cards for translating identified obstacles into either risks or tensions.* • *Other coloured cards for desirable practices and actions to mitigate risk and handle tensions.* • *Flip chart to cluster and prioritize risks and tensions.*

Objectives & products	Step 3– Measuring the partnership's health: the thermometer of the deliberative capacity Process/procedure – tools
Objectives: ***• Get an idea how the deliberation within the partnership is valued by its members and how they think the partnership has developed over time.*** ***• Identify in what direction the partnership actors would like to develop their deliberation and how.*** ***Products:*** ***• Picture of the actors on the partnership thermometer.*** ***• List of characteristics describing the collaboration within the partnership.*** ***• Notes on the development of the partnership and how it affected the functioning of the partnership.*** ***• List of lessons learned.*** ***• List of suggestions for future development of the partnership.***	***Process checklist – (max. 60 minutes)*** ***1. Preparation of the thermometer*** • *Make a line of at least 4 meters on the floor with tape. Put a card with saying: "very healthy and resilient" at one end of the line and a card saying "unhealthy and sick" at the other end. Indicate the middle with a small piece of the tape across the line.* ***2. Taking the temperature (20 min)*** • *Asks each participant to evaluate the health of the partnership and position themselves at that point on the line. People can take the same position or group around the same point on the line.* • *Take a picture when everybody is well positioned.* • *Then ask people to write a card that describes in max three words the collaboration with the partnership. Share each card and put them on a flipchart paper.* ***3. Reflection in subgroups (20 min)*** • *Invite people to make groups per stakeholder group and discuss the below questions (20 min). Make sure they report them on a flip.* ○ *How do they see that the partnership has developed over the year?* ○ *What changes have improved (or decreased) the functioning of the partnership (the most)? What do they need to do to increase the "health" of the partnership?* ***4. Plenary sharing (20 min)***

Objectives & products	*Step 3– Measuring the partnership's health: the thermometer of the deliberative capacity* **Process/procedure – tools**
	• *Invite each stakeholder group to present their perspective in 2 minutes.* • *Invite the group to share their lessons learned based on the presentations and take note of them. Include all lessons, no need for a consensus or elimination of contradicting lessons.* • *The facilitator explains how they will take the lessons and other input into account and that they will report to the management committee back to the whole group.* ***Additional considerations*** • *After this step the workshop can be closed. Make sure that participants are informed about the steps afterwards and who is involved when. That will most probably be an action planning session for (part of) the group.* • *The task of the facilitator is to capture the possible consequences of the reflection and discussion for the composition of the partnership, who to include, and the processes in the partnership, how to deliberate.*

Objectives & products	Step 4- Identifying common ground statements Process/procedure – tools

Objectives:
 	
• Identification of common ground that serves to adapt the formulated impact pathways and prioritize key activities for the next season of implementation.
 	
Products:
• Intermediary product: list of propositions that are supported by everybody.
 	
• List of common ground statements and intervention priorities.
	Tool A: Listing propositions you believe every person would support (max. 45 minutes)
	Checklist: Formulating propositions
	• *Team-up in mixed groups*
	• *Write-up max. 8 propositions you believe everybody will support*
	• *Relate to the business idea*
	• *Write on flip-over and cut out each proposition (leaving you with 8 pieces)*
	Tool B: Clustering the propositions
	Checklist: Sorting propositions into clusters (by participants)
	• *Have enough empty space on wall or empty flip stands*
	• *Group 1 reads their propositions and clusters them*
	• *Each group places items according to clusters*
	• *If items do not match existing cluster, make new one*
	• *All groups witness the clustering and can make suggestions*
	• *In case of controversy, item is to be put on "Not Agreed" list*
	• *When done, name each cluster: common ground 1, 2, 3 and so on*
	Tool C: Formulating common ground statements (max 30 minutes)
	Checklist: Writing and agreeing on common ground statements
	3. Write common ground statements
	  • *Ask for one volunteer to champion each cluster*
	  • *Others join where they wish*
	  • *Write one statement per cluster that will be understood by people who are not present*
	  • *Formulate like: we have, we are, we believe, X/Y/Z commits to doing thus and so…*
	4. Confirmation of common ground statements
	  • *Groups read statement to others*
	  • *Talk until satisfied (small editorial changes are possible or agree to disagree)*
	Additional considerations
	• *After the confirmation of the common ground, explain that the statement will be used to adapt the impact pathways and used to for developing an action plan for next season.*
	• *Request the group to mandate a small group (IAA, Business champion, 1 or 2 key actors) to implement this step.*

3.6.3 Training evaluation form

Co-creation Process Module

Date: ____________________ **Location:** ____________________

Your Name (optional): ____

Please indicate your level of agreement with the following statements by ticking the appropriate box:

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. The objectives of the workshop were clearly explained.	☐	☐	☐	☐	☐
2. I now have a good understanding of the diagnostic and design (D&D) process.	☐	☐	☐	☐	☐
3. I am confident about the steps needed to set up inclusive partnership governance mechanisms.	☐	☐	☐	☐	☐
4. I understand how to manage the Reflect and Adapt (R&A) process to introduce adaptive management in partnerships.	☐	☐	☐	☐	☐
5. I gained useful insights on how to involve thematic experts in partnership planning.	☐	☐	☐	☐	☐
6. I understand the roles and responsibilities of Business Support Services (BSS) in partnership co-creation.	☐	☐	☐	☐	☐
7. The group discussions helped me deepen my understanding of the topics.	☐	☐	☐	☐	☐
8. The facilitators were effective and well-prepared.	☐	☐	☐	☐	☐
9. The materials and activities were relevant and engaging.	☐	☐	☐	☐	☐
10. I can apply what I learned to my work or within the agribusiness network.	☐	☐	☐	☐	☐

Open-ended Questions

4. What was the most valuable takeaway for you from this workshop?

5. What aspects of the workshop could be improved?

6. Do you have any suggestions for future training sessions?

*********** END OF MODULE 2 ***********

4. Module 3: Facilitating and Sustaining Partnerships

4.1 Introduction

Under the topic Facilitating and Consolidating partnerships, there are two sessions, and each session comes with specific topics that need to be covered. In this part of the facilitators guide, suggestions are made on how to facilitate the sessions and the related topics. For all the topics under this model, it is recommended the facilitator adopts a mix of presentations and group work depending on the topic under each session. However, it is recommended that the facilitator adopts interactive presentation techniques that engender discussions and experience sharing. The topics per session are detailed below.

SESSION 1: FACILITATING AN ONGOING PARTNERSHIP

- Action Plan Development in a Partnership.
- Managing relationship in a partnership.
- Vertical coordination and the role of contracts.

SESSION 2: ASSESSING PARTNERSHIP MATURITY AND PHASING OUT

- Annual partnership quick scan.
- Reflect and Wrap-up process.
- Reflect and Consolidate process: towards partnership maturity & independence.

Time	Sessions	Agenda Item	Responsible Person(s)
8:30am-9:00am		Arrival of Participants and Registration	**All Invited**
9:00am-9:05am		Opening Prayer	**Volunteer**
9:05am-9:15am		Introduction of Participants	**All Invited**
9:15am – 9:25am		Welcome Message and purpose of the workshop	**Workshop organizers**
9:25am –9:45am		Introduction and highlight of the workshop and the agenda for the day and recap of participants expectations	**Facilitator**
9:45am –11:15am	**SESSON 1**	**Presentation on Facilitating an Ongoing Partnership**	**Facilitator**
		Action Plan Development in a Partnership (15mins).	**Facilitator**
		Presentation on Managing relationships in a partnership (10mins)	**Facilitator**
		Presentation on Vertical coordination & the role of contracts (15mins)	**Facilitator**

10:30am – 11:00am		Breakout session on Vertical Coordination (group work on challenges of vertical coordination and how to resolve them	**Facilitator/Co-facilitators**
11:00am-11:15am		Group presentations on challenges of vertical coordination and how to resolve them wrap up of the session.	**Facilitator**
11:15am – 11:45am		**Snack break**	**All**
11:45am – 4:55pm (1hr Lunch break)	**SESSION 2**	**Assessing Partnership Maturity and Phasing Out**	**Facilitator**
		Presentation on how to conduct a partnership quick scan (10mins)	**Facilitator**
		Presentation on Reflect & Wrap-up process (15min).	**Facilitator**
12:30pm-1:00pm		Detailed discussion on Steps in Reflect and Wrap process/Presentation on Reflect and Wrap up process.	**Facilitator**
1:00pm-2:00pm		**Lunch**	**All invited**
2:00pm – 3:00pm	**SESSION 2 Cont.**	Group Work on Reflect and Wrap process	**Facilitator**
3:00pm –3:20pm		Group Presentations on Reflect and Wrap Process.	**Facilitator**
3:20pm-3:35pm		Presentation on Reflect and Consolidate process: towards partnership maturity & independence (15min).	**Facilitator**
3:35pm –4:35pm		Group work on the process of partnership consolidation towards independence and maturity.	**Facilitator**
4:35pm-4:55pm		Group presentations on partnership consolidation towards independence and maturity.	**Facilitator**
4:55pm-5:30pm		Training Wrap up/Evaluation and closing	**Volunteer**
Ice breakers		**15min is allotted for all ice breakers depending on when it is needed. This will be the discretion of the Facilitator**	**Facilitator**

4.2 Session 1: Facilitating an Ongoing Partnership

This session is to provide adequation information to participants on how to facilitate a partnership. In managing a partnership, participants will understand action planning and thereof managing relationships in that action plan. Participants would have been dealing with agribusinesses and their understanding of vertical coordination is also essential as well as managing relationships in the action plan. For a better part of this session, interactive presentations are recommended.

Facilitators Box	
Objective	To understand what it takes to facilitate a partnership by developing actions and managing relations in the delivery of the action plan.
Target Results	• Capable of developing an action plan. • Able to use the skills in vertical coordination. • Able to management relationships in a partnership.
Time Required	***1hrs 25min***
Materials	• Session PPT • Flip charts, markers, pens and writing pads. • ***Reference materials*** o *Competitive Agricultural System and enterprises (CASE), A grassroots approach to agribusiness development in Sub-Saharan Africa* (Part two, Section 6). o *Business as Unusual: Insights from the 2SCALE program* (The 2SCALE PPP Protocol- Page 104-106).

4.2.1 Action Plan Development in a Partnership

Before the presentation, the facilitator should first interact with the participants to see how familiar they are with action plan development process:

1. Ask participants to share the stages of an action plan and what is required at each stage. This should be made as interactive as possible to allow participants to share their perspectives in action plan development. Take about five minutes for this discussion.
2. After this discussion, the facilitator now presents what is in the module.
3. Connect with participants to see if they can relate to the stages as outlined in the module.

Facilitator should take note of additions and variations as observed between the presentation and the discussion and align with participants for common grounds. It is recommended that the facilitator makes time during the presentation for burning issues to be clarified. Otherwise, clarification after sessions can be made.

4.2.2 Managing Relationships in a Partnership

This topic under this session should also be a presentation. But before the presentation, the facilitator should take some time to elicit information from participants on what their experiences are in managing relationships in a partnership. They would have dealt with stakeholders with varying interest. Managing these stakeholders would have given them some insight into the topic. Take up to seven minutes for an interactive session on this topic. Allow participants to come up with what their worst fears are in managing relationships. After this, you delve into the presentation that will look at how to manage relationships in a partnership. Allow participants to align their fears with the presentation to see if they are in a position to avoid their fears with the guide from the presentation.

4.2.3 Vertical Coordination and the role of Contracts

The facilitator should first deliver a presentation on vertical coordination. The presentation should align the interest of participants on what the topic is all about. After the presentation, there will be a thirty-minute breakout session. To organise the group session for this topic, the following steps are suggested.

1. Depending on the number of participants, group them into four with at least five persons per group.
2. Let the groups appoint a facilitator in the group, a note taker and a presenter.
3. The group's task will be to come out with challenges of vertical coordination and how to resolve them.
4. They take twenty minutes for the group work and return to plenary for five minutes.
5. Presentation per each group (Each is expected to come up with a list of challenges in vertical coordination and how to resolve them).
6. Align the challenges as presented by the participants and that itemised in the module.

The facilitator should make time for questions, discussions and clarifications as required by the participants and wrap up the session.

4.3 Session 2: Assessing Partnership Maturity and Phasing Out

This will be the second session of the module. It is recommended that this session takes the form of presentations and group work to guide participants on how to assess partnership maturity and consolidate or wrap up. The presentations should be interactive as much as possible.

Facilitators Box	
Objective	To understand what it takes to wean a partnership as well understanding when to stop public funding in a partnership.
Target Results	• Capable of conducting a quick scan for a partnership. • Able to use the skills for wrap up a partnership. • Able to determine the maturity of a partnership to get to the consolidation phase.
Time Required	***2hrs 50min***

Materials	• Session PPT
	• Flip charts, markers, pens and writing pads.
	• ***Reference materials***
	  o The partnership (portfolio) quick scan in 2SCALE: A guide for Inclusive Agribusiness Advisors.
	  o The Reflect & Wrap-up Process in 2SCALE-*A manual for facilitators*

	○ The Reflect & Consolidate process in 2SCALE-A manual for facilitators (version 1).

4.3.1 Annual Partnership Quick Scan

The facilitator will first make a presentation on how to conduct a partnership quick scan to determine the health of a partnership. The presentation will highlight the red flags, why a quick scan and how to do a rapid assessment of a partnership. Before the presentation, it is recommended the facilitator aligns with participants on how they have been doing it and what the outcomes have been for them. Share the quick scan tool in the module and the process flow to see if this aligns with processes participants have used in assessing partnerships.

It is recommended that a role play is introduced to use the quick scan tool to determine the next steps. To do this, the following steps are required.

1. As for three volunteers from the group.
2. One will be head of the business, one an advisor of a program and the other a business support services provider.
3. Using the checklist in the table below, the advisor leads the session to check for red flags.
4. The advisor administers the tool with all present in the meeting.
5. The responses from the checklist are used by the role players to made a decision on the future of the partnership.

Step 1 Partnership quick scan: "Check on red flags"			
Business Performance	**Contribution to 2SCALE Impact Indicators**	**Partnership Maturity**	**Other**
[1] The BC does not demonstrate steady revenue growth on the focus commodity & there is no explanation.	[3] BC has changed its business model, and does not champion an inclusive business idea anymore (e.g. dropped its small-scale farmer sourcing agenda & ambitions).	[4] Zero (or too low) annual private sector contribution by BC (based on set targets).	[7] Seriously poor security issues in the region
[2] The BC is not flexible to adapt to market price dynamics. As a consequence, farmers produce at a loss and cannot stay in business.		[5] Dragging juridic issues related to finance or due diligence.	
		[6] Key partners (BC, BSS and others) don't attend partnership	

		governance meetings	

Does your partnership have 3 or more red flags? *OR* Is one of the red flags 3, 6 or 7 raised?

If YES, then discuss with your Team Leader & MEAL colleague the option to wrap-up the partnership on short notice.
If NO, proceed to step 2 of the quick scan

In the event that there are good grounds to progress, the tool below is used for further assessment of the partnership. This is the second step in the quick scan process. The responses in the role play will inform the next steps.

Step 2: Check partnership progression (this check could be done twice a year)					
Turn below cells 1-16 green (when answered "yes") or red (when answered "no"). If you doubt for too long to give it a "yes", leave the box open.					
Business Performance		**Contribution to 2SCALE Impact Indicators**		**Partnership Maturity**	
Yes?	*No?*	*Yes?*	*No?*	*Yes?*	*No?*
		Alignment		***Deliberation***	
(1) Have farmers better organized themselves and improved coordination of their activities?		(5) Do the partnership actors offer business or employment opportunities for youth and/or women?		(11) Are partnership governance meetings (at field & partnership-level) organized and attended at a constant and frequent level?	
Has volume traded increased?		(6) Did new SMEs benefit from the partnership and create (non-farm) employment opportunities?		(12) Have partnership actors organized the implementation activities of the annual action plan (in line with the selected impact pathways)?	
(3) Have business relationships been formalized through newly signed contracts or clear informal agreements?		(7) Did the partnership promote eco-efficient production practices?		(13) Have the partnership actors shown the capacity to identify tensions and take mitigating actions?	
(4) Are the business champion and farmers able to cover their operational expenses?		(8) Have new extension and/or service providers joined the agribusiness clusters or partnership?		(14) Is there an income generation model for cluster coaches? (a fee or commission-based model, or coaches venturing into the commodity business of the partnership)?	
		Target audience satisfaction		***Leading role of the Business Champion***	

	(9) Are farmers satisfied with the (advisory & extension) services provided to them?	(15) The business champion is investing significant time and effort in implementing the activities of the AP?
	(10) Is the demand of (BoP) end-consumers satisfied by the food products marketed by the BC?	(16) Is the business champion taking the lead in building and maintaining good relationships with other public institutions and private actors in the partnership?
Does your partnership have 10 or more green sliders? **If YES, then discuss with your Team Leader & MEAL colleague the option to phase out 2SCALE's support to the partnership and organize a Reflect & Consolidate workshop on short notice.** **If NO, then prepare a Reflect & Adapt workshop as input for another year of 2SCALE support to the partnership.**		

4.3.2 Reflect and Wrap-up process

There should first be a presentation on this topic by the facilitator. The presentation should be participatory and aligned with discussions with participants on their experiences is wrapping up a partnership. The presentation should highlight the content in the topic that indicates how a wrap up should be done and why a wrap is necessary. The facilitator's presentation should in a step-by-step process show how the Reflect and Wrap up process is done. This will lay the foundation for the group work on this topic. The presentation should be interactive while delivering the content. This will allow insights from participants on how their processes have been and whether there are difference and what alignments are needed.

To facilitate the work session, a one-hour group session is required using the following steps.

1. Divide participants into four groups.
2. Assign one step in the guide below, to each group.
3. Allow participants to discuss the step for an hour.
4. They return to plenary with their discussion on the step for 20mins.
5. Ask for their capacity to be able to conduct a wrap up process.

Tables 1 to 4 under this topic gives the steps on how to conduct a Reflect and Wrap up process.

Step 1 –Announcement of SCALE stop as supporting partner

Rational objective	• Announce the immediate stop of 2SCALE while highlighting outcomes and outputs that were achieved.
Focus questions	• What were the achieved outputs and outcome of the partnership process under 2SCALE? • What does wrap up mean? = full stop support • What have been the reasons underlying the decision of 2SCALE program?

Commented [MZ4]: The term "2SCALE"is being used very often. @Jalil Zakaria already replied in my comments in a module that you tried to replace it. Can we do the same here by replacing it by "project/programme"?

Product	• Visual presentation of achieved outputs (ppt, poster, flip, photos)
Process objective	• Feeling of clarity on the reasons and consequences of stop of 2SCALE support • Recognition for achieved results and efforts made
Tools	A plenary presentation by IAA, which is supported by: A. Recap of partnership development process & ambitions and the achieved outputs and outcomes by looking at an 'inspirational timeline' of materials from previous D&D and R&A workshop (if there was any). B. Potentially, the assessment of the partnerships' maturity backed by M&E data which back-up the reason for a full exit of 2SCALE support.

Step 2 – Harvesting Learning Opportunities

Rational objective	• Identifying meaningful experiences of the individual stakeholders • Identify what opportunities individual stakeholders see for themselves or the partnership after ending of 2SCALE support.
Focus question	• What was something interesting you experienced partnership formation process? • What was something you learned that might help you in the future? • What opportunities do you see? How could people here contribute to this?
Product	• Two clouds of cards: 1. about learnings and interesting experiences 2. about opportunities and potential contribution from other present
Process objective	• Although the expected results have not been achieved, something meaningful and beneficial has come out of the process. • Openness to continue interacting with some of the people involved
Tools	A. Appreciate interviews

Step 3 – Expression of appreciation and request for help

Rational objective	Close the workshop on a high note and ask for help for gathering M&E data.
Focus questions	• What data still needs to be gathered in the future and what are the reasons to collect this data? • How can we make it easy for you to help us with gathering M&E data for this process?
Product	• Written/oral commitment of actors that they are willing to contribute to M&E gathering after the stop of 2SCALE support.

Process objective	• Despite the 'bad news', actors feel seen and appreciated and leave with a feeling that they have taken something out of the PPP process that will bring them future opportunities. • The relevant actors feel committed to help with the gathering of final M&E data.
Tools	List of data to be acquired and who is needed for the data acquisition
Time needed	20 min

Step 4 – Farewell drinks and snacks

End the workshop by calling a celebration and inviting people for drinks and snacks. The group will review the farewell checklist.

4.3.3 Reflect and Consolidate process: towards partnership maturity and independence

The facilitator will make a presentation on the reflect and consolidate process. This will cover what it is and how it should be done as well as why it is necessary. After the presentation, the facilitator will engage participants in an open discussion on their experiences regarding this process.

The steps for the are given below in table 1-5 for this topic.

To facilitate the work session, a one-hour group session is required using the following steps.

1. Divide participants into five groups.
2. Assign one step in the guide below, to each group.
3. Allow participants to discuss the step for an hour.
4. They return to plenary with their discussion on the step for 20mins.
5. Ask for their capacity to be able to conduct a Reflect and Consolidate process.

Objectives & products	**Step 1- Discussing Results** **Process/procedure – tools**
Objectives: - Bringing together 'perceived' results with 'measured' facts and figures - Looking back on the partnerships' development and process of setting goals ***Products:*** - Reports based on M&E data (UIIs and M4Cs) are validated	*Tool A: Recap of partnership ambitions & goals by looking (back) at the inspirational wall (max. 30 minutes)* - All participants are invited to have a look at the 'inspirational timeline. - A timeline is made on the wall based on the different partnership products developed over time. - For example, products from previous D&D and R&A workshops like: (updated) common ground statements, actor maps of the value chain, the rich picture of trends, impact pathways. - Also, tangible proof of partnership maturity, like contracts, MoUs, photos of defining moments, minutes of key meetings; these are all placed on the wall in chronological order.

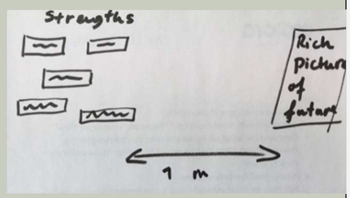
Objectives & products	Step 1- Discussing Results Process/procedure – tools
- Notes about the changes perceived by stakeholders and their contribution stories - List of lessons learned on the partnerships' development process and process of setting goals	Tool B: Presenting M&E data to the group to inform the dialogue with data (max 20 minutes) - Presents the data on the UIIs, M4Cs and preliminary findings of the assessment of the 4 partnering capacities of inclusive development. - Put the results on colored cards and post on the wall under each impact pathway
	Tool C: Sharing experiences on the most-significant changes and contribution stories *(45 minutes)* In groups, partnership actors take time to reflect and discuss their gut feeling and perceptions on the 'most significant changes' and results the partnership has achieved. *Discussion guides/questions:* What outcomes do they recognize? What outcomes do they feel are achieved, but not (yet) mentioned? How do they value and appreciate the outcomes? How has it impacted the partners personally and how did it impact others? Highlight youth and women involvement. What stories or concrete examples can the partners tell to illustrate these? In a plenary, each group reports expected results on yellow cards, unexpected results on pink cards & reflections/ examples/ lessons on flip charts
	Tool D: Backward reflection – in a plenary (20 minutes) - Mention that the partnership has achieved valuable results, that the collaboration has evolved and that they have grown closer in the process. - Stress that 2SCALE is proud to have been part of this process and that it is now the time that they move on independently - Stress that this workshop will help to them to determine "if" and "how" of the partnerships' future and that 2SCALE can still give a light intensity support in the coming 6 months. - Ask: based on current knowledge and experience, what would they do differently if they were to strategize on a partnership and its' goals again? - Let participants share their ideas and probe on the "why" of their suggestion: "why would they do that differently? - Collect ideas on both the partnership development process and goal setting process: "I hear a lot of ideas on the collaboration process, what about the ambitions and goals that you set at the start, how feasible were they?" - Note takers write down shared ideas on flip visible for everyone. - Wrap-up after max 20 minutes, or when no new ideas emerge.

Objectives & products	Step 2 – Finding the partnerships' highways to success Process/procedure – tools
Objectives: - Identifying what works well in the partnership and what were the moments the collaboration worked at its best - Explore the factors that positively influenced the performance of the partnership and the root causes of the good practices and partnership qualities ***Products:*** Flip-over paper showing a list or clusters of root causes of the success of the partnership	*Tool A: Appreciate interviews (60 minutes)* - Appreciative interviews help to reflect on high points and peak experiences during the partnership and will provide input to identify the factors and root causes of success. - The interviews take place in pairs or small groups consisting of maximum two different type of stakeholders. - Ideally, the two persons differ as much as possible from each other. - Each person gets 20 minutes to interview the other based on a short interview guide (provided in local language). - Explain purpose of interviews: Identifying what works well in the PPP and the factors that positively influenced the success of the partnership. Explain the procedure: Use the interview guide that contains three steps. Distribute the guide and briefly explain the steps and the interview questions. Stress that they should only ask about and focus on what is positive and what works. Demonstrate how to have an appreciative attitude, by giving some examples: "When interviewee mentions certain problems, ignore that and ask for things that worked". "When some says person X did not do Y, ask how that person contributed?" Mention that they need to make notes and that you will analyse the results afterwards. After 20 minutes invite groups to wrap-up the first interview and shift roles (the interviewee becomes the interviewer). After max 50 minutes (in total) call them back to plenary
	Tool B: Root cause success analysis of the partnership (45 minutes) This tool will help to give meaning to the stories about peak experiences and identify the core factors that determined the success of the PPP. Explain the procedure: Put everybody in groups of about 3-5 people around tables Invite everybody to individually reflect, based on the interview stories, what they think are the (max) five things that are the core factors that give health and vitality to the partnership. *These are the root causes for the success of the partnership*. Ask each person to write them on max 5 cards Invite each group to share cards in their group, take out the doubles and prioritize 8 to10 root causes. Thus, you end up with around 30 cards from all groups together, so if you get more cards you might need to lower the number by prioritizing. Put all cards on the wall in a long list. Take out duplications.

Objectives & products	Step 2 – Finding the partnerships' highways to success Process/procedure – tools
	Take a first card and put in the middle of your wall. Take a second card and ask if it is closely related to the first one. if yes, put it next to the first card, if not start a new cluster. Repeat this for each card until all cards are clustered into several clouds of related root causes. There is no limit to the number of clusters and there is no right or wrong. Invite the group to give each cluster a title and draw a symbol for it.

Objectives & products	Step 3 – Measuring the partnership's health: the vitality meter for the partnership capacity Process/procedure – tools
Objectives: - Self-assessment of the 4 partnership capacities - Relate the success factors to the partnership capacities and reflect how the success factors can help to strengthen the partnership capacities, where needed. ***Products:*** - 4 pictures of the actors on the partnership vitality meter for each capacity - Notes on how the partnerships success factor a relevant to enhance the partnership capacities	*Checklist:* Preparation of the vitality meter Make a line of at least 4 meters on the floor with tape. Put a card with saying: "10 = very vital and resilient" at one end of the line and a card saying 1 = "not vital and weak" at the other end. Indicate the middle with a small piece of the tape across the line. Assess the vitality for each of the 4 capacities (each 10 minutes) Asks each participant to evaluate the vitality based on a score from 1-10 with regard to: *Deliberative capacity:* How would you rate the deliberation process in terms of considering all interest, equality, and influence on the partnership results? *Alignment capacity:* How would you rate the capacity of the partnership regarding improving inclusiveness and the competitive position of the local firms, farmers, and marginalized groups? *Transformative capacity:* How would you rate the capacity of the partnership to create new rules, practices and technologies that last over time in the local context? *Fitting capacity:* How would you rate the capacity of the partnership to align with local projects and blend in with local processes of change? Invite to position themselves at that point on the line and take a picture when everybody is well positioned. Then ask a few people that are at different levels to explain their choice. Make sure notes are taken. Ask how the identified success factors can used to maintain or enhance the vitality. Repeat the same exercise for each of the 4 capacities using the above focus questions.

Objectives & products	***Step 4 – Setting future goals of the partnership*** **Process/procedure – tools**
Objectives: - Open reflection and sharing on the possible bright future of the partnership actors. ***Products:*** - Creative presentation of the bright future accommodating a common goal. This could be a drawing or sketch.	*Tool A: Visioning exercise to provide direction to the partnerships' future (120 minutes)* *Checklist* Make mixed groups each 3-10 persons of diverse stakeholders (at least 3 groups). Ask each group to list the wishes that would consolidate or even heighten the vitality and health of the partnership, based on the appreciative interviews. Develop a scenario of how their bright future looks like in 5 years based on the consolidated collaboration. You could say: assuming the partnership is consolidated and performs independently, what would your situation look like in five years? Explain that they have to visualize the future scenario by making a rich picture (or any other creative tool) which shows: Concrete examples of what they are doing and the results they would have achieved. How the current success factors are contributing to that. Explain that they should consider illustrating how this consolidated partnership affects: *Inclusiveness:* the risks, voice, rewards and ownership of actors in/over their respective business activities? *Access:* the accessibility, appropriateness, affordability, and acceptance of food products for BoP consumers? *Position of the SME:* the leadership position of the SME (in the value chain system)?
Objectives: - Identifying the conditions needed to consolidate the partnership performance and achieve renewed common goals, independently of 2SCALE. ***Products:*** - A map showing which conditions are need to allow the consolidated partnership actors to reach their common goal.	Tell when and what they have to present The time needed to develop a scenario is around 1:30 hours The presentation can last 5 -10 minutes depending on total number of presentations A tea break can easily be integrated in the time they have to develop the scenario. You might consider adding some time for that. Make sure they manage their own time. Make each group present their scenario After each presentation only clarification questions are allowed Don't allow discussions on scenarios! They represent a dream, there is no right or wrong.

Objectives & products	***Step 4 – Setting future goals of the partnership*** **Process/procedure – tools**
	Tool B: Future-backward reflection on conditions needed (90 minutes) The future backward reflection follows a step-by-step process. It helps to identify multiple perspectives on what is needed or not and make concrete and deliberate choices about conditions to put in place to reach the desired future. *Checklist:*  Mention that you are giving a short demo of what they are going to do in groups. They should pay attention because they will have to repeat the same thing on their own. Take one of the visual representations of the partnerships potential future and position it at the right side (and not the left side) of the words clouds of success analysis of the partnership made in step 2. Make sure you have at least one meter of open wall space in between the two visuals Ask: imagine you are in the future situation (you have reached it), what is the most significant event in the immediate past before reaching it? Invite people to reflect on it and write it on a card. You collect three cards and put all three on the left side of the reach picture you picked. In case different events are mentioned on the cards: ask the group to determine which one (of three) takes place just closest to (just before) the reached situation. It is only that card (event A) that is kept on the wall. You take out the others. After that you repeat the question: What is the most significant event in the immediate past before reaching the event (A) on the card? (so, you do not refer to desired situation anymore!) and repeat the steps to determine the next event (B). You place the card with event B left of the card with event A You will notice that event B is not necessarily similar to the two events that you took out before and did not classify as event A. Stop the demo and tell participants that in their groups they will do this procedure until they have reached of the current situation of the partnership. You also tell them that some of these events may be more significant than others and that this is ok. Invite people to go back to the same groups in which they made the future scenario and that they have 40 minutes to do the exercise. Help where needed. Once all groups are finished, ask them to appoint a spokesperson who stays with the work area, while the other members rotate around the other groups to see what they have done. The instructions are to note common events and surprising departures (time needed = number of groups x 5 minutes)

Objectives & products	***Step 4 – Setting future goals of the partnership*** **Process/procedure – tools**
	Invite everybody to go back to their original group and analyze the commonalities and differences between the groups (20 min). This can be done with three questions: What are the commonalities and differences between your Future Backwards and those of the other groups? What surprised you about the other results? What consequences do you see from the differences? Additional considerations To wrap-up this step, explain that all the ideas and thoughts will be implicit input for the next step that focuses on identification of common ground, which serves to consolidate the partnership and allows it to reach their common goal. Also, it will be input to formulate suggestions on what light intensity support the partnership actors like of receive from 2SCALE.

Objectives & products	**Step 5- Identifying common ground statements** **Process/procedure – tools**
Objectives: - Identification of common ground that serves to consolidate the partnership and allows it to reach the common goal. - Formulate suggestions on what light intensity support the partnership actors like to receive from 2SCALE	*Tool A: Listing propositions you believe every person would support (max. 45 minutes)* *Checklist: Formulating propositions* Team-up in mixed groups Write-up max. 8 propositions you believe everybody will support Relate to the business idea Write on flip-over and cut out each proposition (leaving you with 8 pieces) *Tool B: Clustering the propositions* *Checklist: Sorting propositions into clusters (by participants)* Have enough empty space on wall or empty flip stands Group 1 reads their propositions and clusters them Each group places items according to clusters If items do not match existing cluster, make new one All groups witness the clustering and can make suggestions In case of controversy, item is to be put on "Not Agreed" list When done, name each cluster: common ground 1, 2, 3 and so on
Products: - Intermediary product: list of propositions that are supported by everybody. - List of common ground statements and priorities to consolidate the partnership performance.	*Tool C: Formulating common ground statements (max 30 minutes)* *Checklist: Writing and agreeing on common ground statements* Write common ground statements Ask for one volunteer to champion each cluster Others join where they wish Write one statement per cluster that will be understood by people who are not present Formulate like: we have, we are, we believe, X/Y/Z commits to doing thus and so… Confirmation of common ground statements Groups read statement to others Talk until satisfied (small editorial changes are possible or agree to disagree)

Objectives & products	Step 5- Identifying common ground statements Process/procedure – tools
	Additional considerations After the confirmation of the common ground, explain that the statements will be used by the partnership governance committee for developing an action plan and identify light intensity support they wish to receive from 2SCALE. Request the group to mandate a small group to implement this step and specify what role 2SCALE can play.

4.3.4 Module 3 Training Evaluation Form

Date: ____________________ Location: ____________________

Your Name (optional): ____

Please indicate your level of agreement with the following statements by ticking the appropriate box:

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. The objectives of the workshop were clearly explained.	☐	☐	☐	☐	☐
2**.** Participation and interaction were encouraged.	☐	☐	☐	☐	
3. Topics covered were relevant for me	☐	☐	☐	☐	☐
4. Content was organized and easy to follow	☐	☐	☐	☐	☐
5. Learning Materials were helpful	☐	☐	☐	☐	☐
6. Time allotted for the training was sufficient.	☐	☐	☐	☐	☐
7. The trainer was knowledgeable about the training topics. .	☐	☐	☐	☐	☐
8. The facilitators were effective and well-prepared.	☐	☐	☐	☐	☐
9. The materials and activities were relevant and engaging.	☐	☐	☐	☐	☐
10. I can apply what I learned to my work or within the agribusiness network.	☐	☐	☐	☐	☐

Open-ended Questions

What was the most valuable takeaway for you from this workshop?

What aspects of the workshop could be improved?

1. Do you have any suggestions for future training sessions?

5. Post Training Phase

Below are general tips to the facilitator to ensure effective participation and delivery of all the sessions and the respective topics.

- Talking and discussion point should have bullet points for introducing each session.
- The facilitator should consider using transition phrases to smoothly move between modules and sessions.
- The facilitators should manage the time well. He/she should also find creative ways to manage time overruns or delays.
- Engagement Strategies: the facilitator should introduce Icebreakers, discussion prompts, brainstorming rules and participatory engagements to make participants feel part of the sessions.
- The facilitator should make time for quiet or dominant participants and make them feel a part of the sessions.

To help the trainees move to the next level:

- Reference 2SCALE academy for further guidance
- Connect partners with consortium organizations (IFDC, SNV and BoPInc) for relevant support where necessary.
- Connect with BSS teams and 2SCALE champions in the same value chain for ideas and mentorship.

*********** END OF MODULE 3 ***********

2SCALE

Incubating and accelerating inclusive agribusiness in Africa