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*Research to Nourish Africa*



# YOUTH AGRIBUSINESS INCUBATION TRAINING MANUAL



# Youth Agribusiness Incubation Training Manual

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# YOUTH AGRIBUSINESS INCUBATION TRAINING MANUAL

## *A two week intensive training course for Youth Coordinators of Agribusiness Incubations in Africa*

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**Overall goal:** *to improve capacities of Youth Coordinators to organize and conduct youth agribusiness incubations within the context of the IITA Agripreneur Movement*

This training manual serves as a guide to establishing youth agribusiness incubation centers with the intent of expanding the cadre of educated youth participating in Africa's Youth Agripreneur Movement and its strategic positions along agricultural value chains.

## **Background**

Africa has the youngest population in the world and each year 10-12 million of its young people seek to enter the continent's workforce, too often without success. This situation highlights the great challenge of youth unemployment but can also be seen as an opportunity for them to become the engine driving new agriculture and agribusiness enterprises. However, youth face many difficulties trying to earn a livelihood from agriculture and agribusiness. Pressure on arable land is high making it difficult to start new farms and lack access to credit, improved technologies, practical skills and fair markets necessary for agribusiness success.

Ironically, educational services have expanded considerably across Africa but too often without due consideration of the educational content offered or whether graduate skills match emerging employment opportunities in rural areas. This has resulted in a large number of graduates ill equipped to be readily absorbed into employment despite unfilled vacancies and viable business opportunities in agricultural enterprise. Even with opportunities opening, most educated youth find imagined futures in farming unattractive. Agriculture is labor-intensive, with challenging conditions and high risks. Nonetheless, agribusiness can be profitable for youth with the right skills and work ethics. Rural enterprise advanced along agricultural commodity value

chains within the context of professionalized agriculture is more attractive to youth. As a result, training projects increasingly link youth with access to modernized agriculture and agribusiness resources. In this way, the quality of training along agricultural value chains, terms of credit and the key agricultural technologies, commodities and markets being advanced all have a huge influence upon both the livelihoods of youth and the process of agricultural transformation.

Clearly opportunity exists for directing African youth toward agribusiness, and when conducted in a comprehensive and inclusive manner, it results in profound societal and economic benefits. Many mechanisms toward this goal are being examined by diverse research, development and investment interests including the International Institute of Tropical Agriculture (IITA) and its partners. The next critical step is to develop a comprehensive movement that forges widespread commitment and partnership, combining these approaches in an effective manner and delivering cost-effective opportunities to youth for profitable agribusiness development. This effort must extend well beyond reorientation within formal training settings, rather it must involve the

### **The Plight of Africa's Youth**

Youth attempt to migrate from Africa for several reasons. They flee the turmoil of civil wars fomented by extremists and those fighting for resource control. They seek to escape political, economic and social repression resulting in endemic joblessness, poverty, and lack of opportunities to earn a decent living. Too much of their country's economic growth is captured by the top of the society, while the majority of the population endure low and stagnating incomes as well as declining purchasing power. Despondency pushes too many youth into hopelessness, rebelliousness, lawlessness, prostitution, substance abuse and joining fanatical causes. ***It is time to offer African youth a New Deal!***

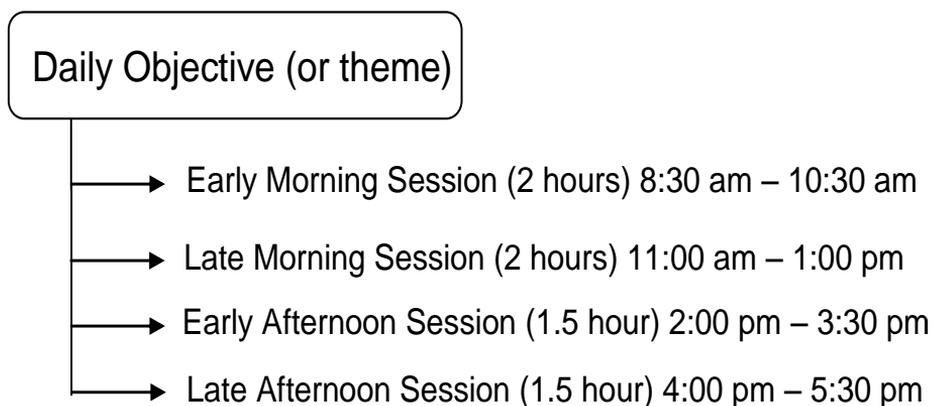
development of detailed agribusiness plans and creditworthy loan applications, leading to the establishment of efficient and effective networks of new ventures and services across the entire agricultural value chain. It must be built upon commitment at the national levels, close collaboration among and with regional development partners to support an enabling environment, and requires investment by the private sector and financial institutions. Equally important, the program must be readily attractive to youth, able to challenge counterproductive mindsets through building self-confidence, and local efforts must be led and owned by youth themselves.

The IITA Agripreneur model has emerged as a promising means to mobilize the talents and energies of youth that are otherwise being offered too few

opportunities. After establishing pilot Agripreneur activities, based upon a novel agribusiness incubation model, in Nigeria, DR Congo, Kenya and Tanzania, the Agripreneur approach has gained momentum into a movement as well as the attention of major donors concerned over the marginalization of youth for rural transformation. The training course it supports provides guidance on establishing and operating a Youth Agripreneur Group. It was prepared in part to reinforce the Agriculture Transformation Agenda (2015) of the African Development Bank and its stated goal to "Establish a Youth in Agriculture financing facility to create 28 million jobs in the next five years" (item 12 of the Bank's 18-Point Action Plan). It will be used in training entry points of the Youth Agribusiness Incubation Centers planned in several countries. More information on Agripreneurs and agribusiness incubations may be obtained from the booklet "Guidelines for IITA Youth Agripreneur Business Incubation".

### Course Structure

This training is intended for Youth Coordinators and Agripreneur Officers and consists of ten training objectives (or themes) covered over two weeks, not including a Saturday educational tour and free day Sunday. Presentations are separated into four daily modules (or sessions, see below) that address the themes. Each session consists of presentations, open discussion and sometimes a group or individual assignment. Sessions are separated by either morning and afternoon health breaks, or lunch break. In some cases, simple practicals will be included within the training routine.



Daily Youth Coordinator training activities. Each day covers a training objective and theme, and is separated into four module sessions. The sessions consist of presentations, discussions and afternoon practicals.

## Course Themes and Timeline

This training of Agripreneur Youth Coordinators requires two weeks with each day addressing a key theme on Agripreneur Group Management. At the conclusion of the course, its departing Youth Coordinators are positioned to establish new agribusiness incubations by Youth Agripreneur Groups. A more detailed example workshop program appears in Appendix 1.

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**DAY 1:** Advantages of the Agripreneur Movement (*four presentations and two plenary discussions*)

**DAY 2:** Conducting agribusiness incubations (*five presentations followed by questions and answers*)

**DAY 3:** Youth Agripreneur Group operations (*five presentations and plenary group discussion*)

**DAY 4:** Pilot enterprises and experiential learning (*five presentations and a value-addition practical*)

**DAY 5:** Group dynamics and advanced applications (*five presentations and two practicals*)

**DAY 6:** Week 1 summary and group excursion

**DAY 7:** Open Day

**DAY 8:** Conducting agribusiness training (*six presentations and one working group exercise*)

**DAY 9:** Group and agribusiness finance (*six presentations and two working group exercises*)

**DAY 10:** Agripreneur group examples and skill sets (*five presentations and one working group exercise*)

**DAY 11:** Monitoring progress and reporting (*five presentations and one M&E exercise*)

**DAY 12:** Developing individual Youth Coordinator work plans (*group and individual assignments*)

**DAY 13:** Conclusion, awards and departure

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note: this schedule assumes that the training begins on Monday of Week 1 and that the Open Day is Sunday

# Daily Agribusiness Incubation Workshop Program and Key Thematic Content

## Week 1

### DAY 1: Advantages of the Agripreneur Movement

- 0830 - 0900 Welcome, course and roundtable introductions
- 0900 - 1000 Marginalization of youth in Africa
- 1000 - 1030 Group discussion on mindset change
- 1030 - 1100 Health break
- 1100 - 1300 The Agripreneur Movement as a corrective response
- 1300 - 1400 Lunch break
- 1400 - 1445 Agribusiness incubation as a means of stimulating rural enterprise
- 1445 - 1530 Agripreneurs, their hosts, mentors and their partners
- 1530 - 1600 Health break
- 1600 - 1700 Discussion: How well suited are Agripreneurs and agribusiness incubations to your country's rural development?

### Day 1 Training Session Summaries

**Session 1.1: Marginalization of youth in Africa.** The African Union Charter defines youth as aged 15-35 and too often they are systematically marginalized from achieving their ambitions and livelihoods. Youth are seldom involved in decision-making processes or benefit from community services. Development agendas that address women, indigenous, disabled, refugees, ethnic minorities, and economically impoverished overlook youth as a key interest group. Marginalization not only infringes upon the human rights of young people, but also has negative effects on the cohesion and stability of the societies in which they live. Marginalization has led to mass unemployment, poorly planned migration, and even religious-inspired extremism. Youth attempting to start their own businesses are not considered creditworthy, no matter how well their business plans are

prepared. This overall situation has resulted in a pessimistic mindset among youth that can only be changed through new ideas and opportunities.

**Session 1.2: The Agripreneur Movement as a corrective response.**

Agripreneurs operate as a group of youth that conduct an agribusiness incubation, undergo experiential learning within pilot ventures and then develop business plans and loan applications allowing for them to initiate new businesses. It regards agriculture as an essential driver of youth empowerment. During internship, youth are provided educational visits to successful agribusinesses, participate in Capacity Building exercises, and design and learn from their own pilot agribusiness ventures in modern farming, marketing and value addition. Through this process, mindset change occurs as youth are re-orientated toward business opportunities along the agricultural value chain.

**Session 1.3: Agribusiness incubation stimulates rural enterprise.**

Agribusiness Incubation is the overall process where opportunities are identified, tested, compared and the best carried into private enterprise. These steps are conducted through Agripreneur teamwork and assisted by Youth Coordinators and mentors. Through this module three key questions are addressed: 1) What is agribusiness incubation and how does it differ from other approaches?; 2) Why is the focus on agribusiness value chains so important? and 3) What are the important outcomes of agribusiness incubation? A review of some successful agribusiness incubations is also offered.

**Session 1.4: Agripreneurs, their host, mentors and partners.**

Agripreneurs are a new breed of entrepreneurs combining their love of agriculture with business. Not all agripreneurs are farmers; some have taken the path of adding value through innovative processing and marketing. Agripreneurs do not operate in isolation, rather they join with others to develop profitable businesses while strengthening agricultural value chains. Each Agribusiness Incubation is conducted at a host institute such as a research organization, Faculty of Agriculture, vocational school, development project or NGO. The Agripreneurs are formed by a Youth Coordinator and the incubation and pilot enterprises assisted by selected mentors. The Youth Coordinator is replaced by elected male and female Co-Chairs after the group is stabilized. Agripreneurs operate in partnership with researchers, educators, business leaders and representatives of financial institutions.

## **DAY 2: Conducting agribusiness incubations**

- 0830 - 0900 Introduction to Agribusiness Incubation.
- 0900 - 1000 Selecting an agribusiness incubation hosts and their responsibilities
- 1000 - 1030 Recruitment of youth as Agripreneur interns
- 1030 - 1100 Health break
- 1100 - 1300 Operating principles: Gender balance, multidisciplinary and cultural diversity
- 1300 - 1400 Lunch break
- 1400 - 1445 Understanding value chains, their weaknesses and opportunities
- 1445 - 1530 Identification, formation and evaluation of pilot enterprises
- 1530 - 1600 Health break
- 1600 - 1700 Production, marketing and value-addition as pilot enterprises

### **Day 2 Training Session Summaries**

#### **Session 2.1: Selecting an agribusiness incubation host and its responsibilities.**

Agribusiness combines the words agriculture and business and involves a range of economic activities. An incubation identifies and explores different agribusiness possibilities in a systematic and participatory manner. Agribusiness incubations require institutional hosts where this process takes place. Hosts must be selected on their commitment and experience in working with youth and agriculture, and it focuses on nurturing innovative early-stage enterprises that have potential to become competitive agribusinesses. Hosts may also be prioritized on the basis of cost with the Agripreneurs. Hosts may offer a range of services including shared facilities and equipment; ongoing enterprises, market access, administrative services and mentoring. Host support for their Agripreneurs have a huge effect on the overall success of the incubation.

**Session 2.2: Recruitment of Youth as Agripreneur Interns .** Interns basically serve as an apprentice who gains practical skill sets in all areas of agribusiness.

The Agripreneur group operates as a nucleus to stimulate innovative business ideas through mentorship and teamwork. The selection of interns is a key to group success. Recruited interns must have the mindset of contributing and learning through individual and group tasks and enthusiastically embrace the Agripreneur Movement. Qualified candidates must be between 18 and 33 years old, and hold university degrees or higher national diplomas. Three key considerations to recruitment are gender balance, multidisciplinary and cultural diversity. Every youth working within the group must be aware of the purpose of the group, and sign a Code of Conduct.

**Session 2.3: Understanding value chains.** A value chain is the entire series of activities that create and build value around an agricultural commodity. It considers how planning, inputs, advice, production, post-harvest handling, value addition, marketing and consumer preferences combine into related economic activities. Agricultural value chains in Africa are often underdeveloped, with bottlenecks that in turn offer new opportunities for enterprise development. Value Chain perspectives allow understanding of overall trends, leverage points and chain agents by breaking constituent parts in order to better understand its structure. Weakness in value chains include absence of important skills, weak branding and customer understanding as well as unreliable input supply and services. Opportunities include technological advancements, new distribution channels and changing customer's taste

**Session 2.4: Identification and evaluation of pilot enterprises.** Pilot activities offer the opportunity to translate innovative ideas into reality. It offers experiential learning that tests a project's assumptions and verifies projected costs and benefits. Three types of pilot enterprise are crop and animal production, marketing, value addition and combinations of the three. Enterprises are evaluated in terms of their feasibility, economic viability, and marketing. Other considerations include their position within future trends, benefits to the larger rural community and opportunities for expansion.

**Session 2.5: Types of pilot enterprises.** Pilot enterprises include modern farming and animal rearing, marketing and value addition, of an interrelated manner. Modern farming maximizes production through strategic use of inputs, management and labor, and recognizes that farming is a business. Marketing anticipates the needs of customers and manages the process that profitably manages them. It relies upon the "four P": Product, Place, Price and

Promotion. Value addition entails processing and combination of raw materials.

### **DAY 3: Youth Agripreneur Group operations**

- 0830 - 0900 Youth Coordinator's role in Agripreneur Group establishment
- 0900 - 1000 Operations and organization structure
- 1000 - 1030 Group discussion: Establishing an Agripreneur Group
- 1030 - 1100 Health break
- 1100 - 1300 Leadership style, delegation of responsibilities and teambuilding
- 1300 - 1400 Lunch break
- 1400 - 1445 Guidelines for Youth Agripreneur Groups
- 1445 - 1530 Incubation Timeline and expected outcomes
- 1530 - 1600 Health break
- 1600 - 1700 Group Discussion: Establishing your own Youth Agripreneur Group

### **Day 3 Training Session Summaries**

#### **Session 3.1: Youth Coordinator's role in Agripreneur Group establishment.**

The trained Youth Coordinators are responsible for establishing a Youth Agripreneur Group and guiding it until it stabilizes and elects its own officers. Youth Coordinators are youth themselves and part of the group and thus are eligible for office. In some cases, however, Youth Coordinators are better utilized to move to another host and establish a new group.

#### **Session 3.2: Operations and organization structure.**

Within the group, various teams are formed and members assigned responsibilities within them. These teams will include Production, Partnership, Marketing, Communication, Finance and Facilities. The Production team oversees crop and animal production, ensures that farm equipment remains in working order, and provides timely information and farm products to the Marketing Team for sale. It consists of smaller teams relating to those enterprises led by Task Managers responsible for individual activities. These teams are described in detail during the presentation, and structured within an organogram. Team

membership must not remain static, rather membership rotates so that all members develop a balanced skill set.

**Session 3.3: Leadership, delegation and teambuilding.** While there are many leadership styles such as autocratic, bureaucratic and laissez-faire, only one style is acceptable within the group, democratic. This means that not only are group officers elected in a transparent manner, but votes are taken at group meetings concerning important decisions including selection of pilot enterprises. Teamwork is the process of working collaboratively with a group of people in order to achieve goals. Team building is an ongoing process that helps the group work as an increasingly cohesive unit. A team succeeds through commitment to common objectives, defined roles and responsibilities, effective decision and communication systems, and healthy personal relationships.

**Session 3.4: Operational guidelines** are captured in a Code of Conduct developed for, and amended by every group. Interns must behave professionally and with respect toward others; report to their duties on time, operate equipment in a safe manner; and remain free from influence of illegal drugs or excess alcohol. Additional policies are established for distribution of revenues and benefits, role of casual labor, documenting daily and group activities, purchase of goods and services and procedures for handling group finances.

**Session 3.5: Incubation timeline and expected outcomes.** Earlier agribusiness incubations operated in an open ended manner allowing for better understanding of group dynamics and organizational potential. Sponsors of Agripreneurs now require that each group operate over an 18-month cycle. Interns are expected to participate in all training activities, engage in experiential learning and explore options for successful establishment of agribusiness. This should lead to development of a detailed business plan and commercial loan application, either as an individual or in partnership with other interns. Past experience that outcomes fall into four categories; 1) some interns drop out for personal or financial reasons; 2) some are offered employment during or following the incubation; 3) some return to modernize their family farms and 4) some develop new businesses, either as individuals or in partnership with others. One purpose of group monitoring is to document the outcomes from each incubation including what new businesses and services are established and how they fare.

## **DAY 4: Pilot enterprises and experiential learning**

|             |   |
|-------------|---|
| 0830 - 0900 | Designing and establishing pilot enterprises      |
| 0900 - 1030 | Modern farming                                    |
| 1030 - 1100 | Health break                                      |
| 1100 - 1300 | Animal and fish production                        |
| 1300 - 1400 | Lunch break                                       |
| 1400 - 1445 | Marketing   |
| 1445 - 1530 | Value addition                                    |
| 1530 - 1600 | Health break                                      |
| 1600 - 1730 | Value addition practical: adding value to soybean |

### **Day 4 Training Session Summaries**

**Session 4.1: Designing and establishing pilot enterprises.** Every Agripreneur group is expected to establish pilot ventures in modern farming, animal or fish enterprise, marketing and value addition, hopefully all four. The choice of these ventures comes after careful consideration of options during early agribusiness incubation. It is important that every venture has an established market because the incubation timeline does not allow for complicated marketing schemes. Similarly, small animal enterprises are best because they have quicker turn around than raising larger animals.

**Session 4.2: Modern farming.** Modern farming is a production system characterize by the high inputs of capital and technologies such as pesticides and fertilizers, often relying upon advanced, labor efficient management techniques including mechanization, to achieve the highest efficiencies and yields. It employs scientific knowledge through Integrated pest and soil fertility managements. Farmers engaged in modern farming view themselves as professionals and are prepared to learn about and employ new technologies.

**Session 4.3: Animal husbandry and fish farming.** Animal husbandry is the management and care of farm animals by humans for food and other purposes, while fish farming is a principal aspect of aquaculture which involves the raising of fish commercially for food. These two enterprises are

best integrated with cropping systems as when operators produce their own feed, or animal manure is applied to the soil as an organic fertilizer. Selecting an animal or fish enterprise requires that several factors be considered including available expertise and inputs, investment costs and proximity and size of market. The breed of animals, feed and health systems are particularly important. In fish farming water supply and quality, pond construction and availability of fingerlings are also important determinants.

**Session 4.4: Marketing** is anticipating the needs and wants of targeted customers and managing the process through which their needs are satisfied through profitable commerce. It delivers products or services to customers, often by identifying customer segments. Successful marketing entails research, planning, pricing, packaging, promotion, distribution and sales. It may be product driven, sales driven or customer driven, or combinations of the three. Product driven marketing is achieved through higher-quality product. Customer driven marketing results from better connection to targeted customer segments. Marketing is best conducted in accordance with an established marketing plan. A successful business operator understands what they are offering the customer and how it differs from competitors.

**Session 4.5: Value Addition** is a change in the physical state or form of a product in a way that enhances its value. This includes either the combination of commodities, as with protein fortification of blended flours, or the isolation of one of their components, as when oil seeds are pressed and separated into vegetable oil and press cake. to give two common examples. Value-added agriculture may also refer to increasing the value of a commodity through production process, as with organic produce where consumers are willing to pay a premium over similar but undifferentiated products. Value addition is achieved through innovation and industrialization and may serve to improve quality, reduce loss by making use of excess produce and provide employment opportunities.

**Session 4.6: Value addition to soybean.** In this practical the value addition to raw soybeans are explored (see Appendix 2 and the Grain Legume Processing Manual). Options include roasting or frying the grain into nutritious snacks, milling and blending with other flours for baking or porridge, even preparing soymilk as facilities warrant.

## **DAY 5: Group dynamics and advanced applications**

|             |   |
|-------------|---|
| 0830 - 0900 | Introduction to teambuilding                                    |
| 0900 - 1000 | Teambuilding techniques   |
| 1000 - 1030 | Teambuilding exercises  |
| 1030 - 1100 | Health break  |
| 1100 - 1300 | Partnership with other youth groups, private and public sectors |
| 1300 - 1400 | Lunch break   |
| 1400 - 1445 | The roles of technical, administrative and commercial mentors   |
| 1445 - 1530 | ICT applications within Agripreneur groups                      |
| 1530 - 1600 | Health break  |
| 1600 - 1730 | Practical ICT applications                                      |

### **Day 5 Training Session Summaries**

**Session 5.1: Introduction to teambuilding.** Teambuilding activities are stimulating problem-solving tasks designed to help group members develop their capacity to work effectively together. Many teambuilding resemble games, others are novel, complex tasks and designed for specific needs. More elaborate initiative tasks can involve exercises lasting several days.

**Session 5.2: Teambuilding technique.** After the recruitment of youths into an Agripreneur group, teambuilding involves assessing the skills and interests of each member and their placement within teams. This may be approached through simple questionnaires in preparation for various work plan assignments. Teamwork involves sharing information, consultation and group decisions, acting together, supporting independent initiatives and avoiding and quickly resolving Conflicts. One key is accommodation that minimizes differences while emphasizing commonalties, another is Compromise through give-and-take approaches.

**Session 5.3: Teambuilding exercise.** The group engages in some common teambuilding exercises. See Appendix 3 for some teambuilding exercises.

**Session 5.4: Partnership with private and public sector agents and collaboration with other youth groups.** Partnerships are intended for resource exchange, mutually-beneficial cooperation and solving common coordination problems. Partnership brings together institutional capabilities and human resources in the form of skills, experiences and ideas that are often beyond the capacity of a single organization or group. Partnership takes the form of formalized networks where actions are closely coordinated, to mid-term collaboration where parties pool resources and talent to achieve difficult goals, to short-term cooperation where partnership is based upon immediate self interest. The six "Rs" that stabilize partnerships are Recognition, Respect, Roles, Relationships, Reward and Results.

**Session 5.5:** Mentorship is an interpersonal development relationship in which a more experienced or knowledgeable person guides another, and provides leadership around a specific task to motivate better performance in the future. It allows others learn, grow and become more effective in their duties. Mentorship is arranged within individual incubations, forming a local professional network. Agripreneurs operate with three categories of mentorship; administrative, technical and commercial. An Administrative mentor assists in developing project management, financial and budgetary matters. A Technical Mentor provides insight to pilot ventures and design requirement. A commercial mentor recommends specific products to the group, usually within the context of area sales management, but in many cases provides free-of-charge samples and instructs how they are used. Modest budgets are available for mentorship.

**Session 5.6: ICT Tools in Agriculture.** ICT is any device, tool or application that permits/allows the exchange or collection of data through interaction or transmission. Five (5) major trends have been the key drivers of the use of ICT in Agriculture, including (i) low-cost and pervasive connectivity, (ii) adaptable and more affordable tools, (iii) advances in data storage and exchange, (iv) innovative business models and partnerships and (v) Social Media.

**Session 5.7: Practical ICT applications.** Three different ICT tools are presented to and used by the group, and then copied to the Youth Coordinator for use in their own training and incubations. Entry Points of ICT in Agribusiness are Enhancing Productivity on the Farm (Pre-production, Production and Harvesting, Accessing Markets and Value Chains, Administrative and Office Management tools and Financial Services

## DAY 6: Summary and Excursion

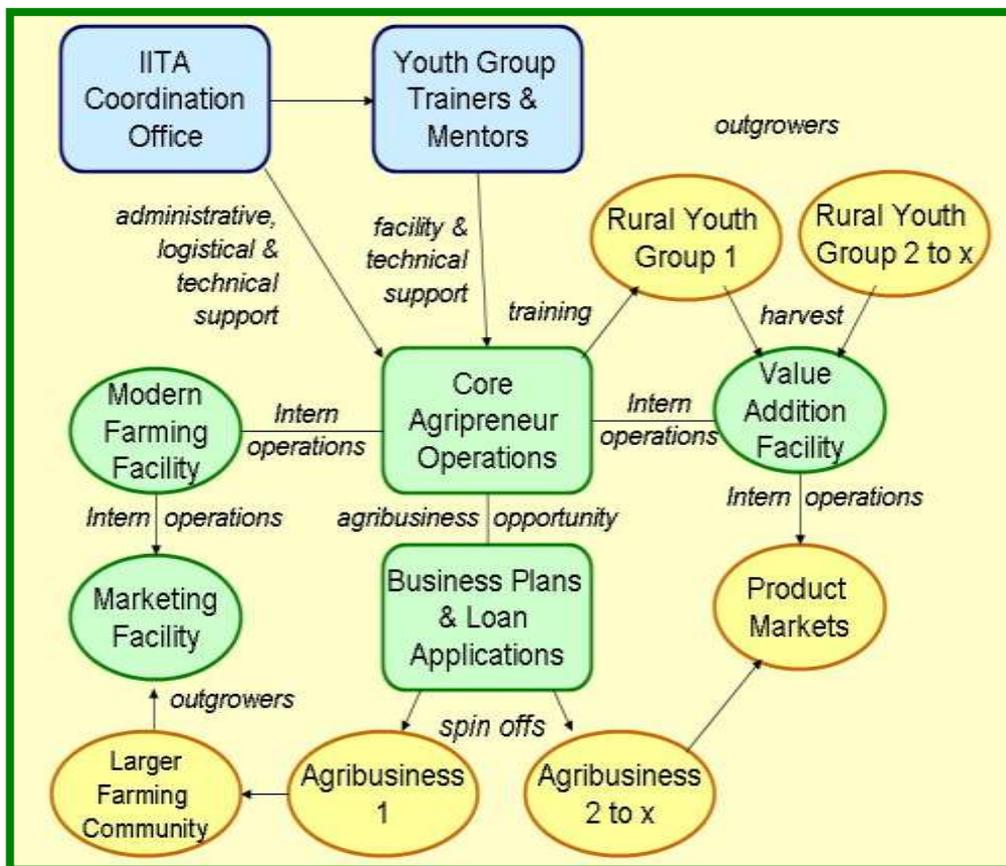
0900 - 1030 Week 1 activities are discussed and recommendations made on improving the course in the future

1030 - 1100 Health break

1100 - 1500 An excursion to local agribusinesses, markets or candidate Agripreneur hosts is provided, lunch served en route.

## DAY 7: Sunday (open day)

### A Key Course Concept



Conceptual diagram of Agripreneur operations where groups conduct experiential learning in pilot agribusinesses, interact with the larger rural community and then develop their own business plans and loan applications.

## **Week 2**

### **DAY 8: Conducting Agribusiness Training**

|             |  |
|-------------|--|
| 0830 - 0900 | Organizing agribusiness training                                 |
| 0900 - 1000 | Opportunity analysis along agricultural value chains             |
| 1000 - 1030 | Developing a business model and commercialization strategies     |
| 1030 - 1100 | Health break   |
| 1100 - 1300 | Creating a marketing strategy                                    |
| 1300 - 1400 | Lunch break  |
| 1400 - 1445 | Customer Analysis  |
| 1445 - 1530 | Developing a business plan, loan application and business pitch  |
| 1530 - 1600 | Health break   |
| 1600 - 1730 | Practical assignment: develop and deliver a short business pitch |

### **Day 8 Training Session Summaries**

**Session 8.1: Organizing agribusiness training.** Agribusiness training seeks to enlighten people on the best ways of earning revenues from agriculture. The training duration is 18 months after which successful enterprises are established. The first 3 months address mindset changing activities and familiarizations tours, the next 12 months see activities across the entire value chain being tested to absorb promising ventures. In the last stage (16–18 month) new enterprises are formed.

**Session 8.2: Opportunity analysis along agricultural value chains.** A value chain is the full range of activities including the design, production, marketing and distribution of a product or service, complete from conception to delivery. For companies that produce goods, the value chain starts with the raw materials used to make their products, and consists of everything that is added to it before it is sold to consumers. There are several entry points to value chains such as input supply (seeds, fertilizer, pesticides); production (planting, plant protection, farm machinery, harvest); processing (grading, packaging, transport, storage); marketing (wholesale, retail, export).

**Session 8.3: Developing a business model and commercialization strategies.**

A business model articulates the logic and provides data and other evidence that demonstrates how a business creates and delivers value to customers. It also outlines the architecture of revenues, costs, and profits associated with the business enterprise delivering that value. Creating a robust business model is a complex skill that requires time, knowledge and practice. Elements of business modeling include business process, motivation, organization and rules.

**Session 8.4: Creating a marketing strategy.** Marketing strategy is the fundamental goal of increasing sales and sustaining competitive advantage. Creating a marketing strategy begins with an overview of the business environment that includes understanding constraints. It is necessary to grasp all aspects of the external environment including technological, economic, cultural, political and legal aspects that influence a business. The range, proximity and seasonality of marketing, advertising, and newer influences of online marketing all influence a marketing strategy.

**Session 8.5: Customer Analysis.** The customer analysis portion of a marketing plan specifically describes the customer segments that the company serves. Whether formal or not, the business must identify its customers through a strategic plan that identifies the target segments and customer needs and then link the two by identifying company operations that best satisfies the customer base.

**Session 8.6: Developing a business plan, loan application and business pitch.**

A business plan is a formal statement of business goals and how they are efficiently and effectively attained. Business plans include branding and targeting clients within the larger community and a detailed operating structure. The plan must not be too long to be read by investors and includes a cover page and table of contents, executive summary, mission statement, business description and analysis, SWOT analysis, competitor and marketing analysis, marketing and operational plan, financial plan with relevant attachments and milestones. Loan applications are intended for specific lenders and must reflect the financial requirements of the business plan. A business pitch is a presentation by one or more people to potential investors. The goal of a pitch is to convince lenders that your business ideas are well thought out, competitive and timely. Several factors to keep in mind when preparing a business pitch are conviction, vision, connection to suppliers and customers, and possibilities for growth and expansion.

## **DAY 9: Agribusiness and Project Finance**

|             |  |
|-------------|--|
| 0830 - 0900 | Introduction to importance of group responsibility |
| 0900 - 1000 | Introduction to workplan and its importance        |
| 1000 - 1030 | Group exercise to developing a workplan            |
| 1030 - 1100 | Health break                                       |
| 1100 - 1300 | Procurement and Logistic management                |
| 1300 - 1400 | Lunch break  |
| 1400 - 1445 | Agribusiness budgeting and financial management    |
| 1445 - 1530 | Exercise on how to develop an agribusiness budget  |
| 1530 - 1600 | Health break                                       |
| 1600 - 1730 | Control measure in project execution               |

### **Day 9 Training Session Summaries**

**Session 9.1: Introduction to group responsibility.** There are specific roles and responsibilities among group members to achieve collective success. When participating in a group, every member must understand their role and that failure to participate will undermine that success. Assigning responsibilities occurs through delegation of duty, requires accountability, must allow for expression of innovative ideas and should be allotted on a rotational basis so that members develop a depth of experience.

**Session 9.2: Introduction to workplans and their importance.** A work plan is a detailed account of how an individual or group intends to accomplish a goal including its specific steps and tasks. Sometimes referred to as a “statement of work”, a work plan includes an introduction or overview of a project, a breakdown of how individual project-related tasks will be allocated and accomplished, a timeline for completion and cost projections for implementation. One of the most important uses of a workplan is that it helps to establish a project schedule that can be readily tracked and monitored. Workplans are best developed in an inclusive manner by project managers and staff, including the key team members who are assigned duties toward their implementation.

**Session 9.3: Group exercise.** The group engages in developing short workplans relating to candidate agribusiness ventures.

**Session 9.4: Procurement and logistic management.** Procurement is the process that integrates the flow of material and equipment to meet the organization's operational requirements. Good procurement practice involves an understanding of internal priorities of the organization and the opportunities and constraints of the marketplace. Logistics management is the process of planning, implementing, and controlling the efficient, effective flow and storage of goods, services and related information from points of origin to consumption, and used to assure that goods conform to customer expectations. This includes inbound, outbound, internal and external movements, and the return of unwanted materials.

**Session 9.5: Agribusiness budgeting and financial management.** Financial management involves the efficient and effective management of resources in such a manner to accomplish the objectives of the business organization. Financial management requires that capital be managed through a judicious and careful selection of options in order to enable a business to optimize opportunities and reach its goals. Budgeting is an itemized forecast of an individuals or company's income and expenses expected for both the near- and longer-term. Through budgeting, a business is able to carefully examine financial flows into and from its accounts over a given a period, and determine how to minimize losses across a variety of categories. Budgeting control entails measuring, reporting, analyzing and providing feedback on business performance that should be understandable to all departments and task managers.

**Session 9.6: Group exercise.** The group develops an agribusiness budget.

**Session 9.7: Control measures in project execution.** Project execution or implementation is the phase where plans are put into action. The purpose of project execution is to deliver the projects expected results as deliverables and other direct outcomes. It is a document describing how, when and by whom a specific target or set of targets are to be achieved. These targets will include the project's products, timescales, costs, quality and benefits. This is achieved by identifying major products, activities and resources required for the business project. Project controls require data gathering, management and analytical processes used by a task manager to predict, understand and constructively influence the time and cost outcomes of an agribusiness venture, and how it may interact with other business activities.

## **DAY 10: Agripreneur group examples and skill sets**

- 0830 - 0900 The evolution of the Agripreneur Movement
- 0900 - 1000 IYA in Nigeria: the first Agripreneur group
- 1000 - 1030 IFAD-YADI: the second wave of new groups in DR Congo and Kenya
- 1030 - 1100 Health break
- 1100 - 1300 Additional groups in Tanzania, Uganda, Zambia and next Cameroon
- 1300 - 1400 Lunch break
- 1400 - 1445 Identifying early Agripreneur skill sets
- 1445 - 1530 Expanding Agripreneur skill sets
- 1530 - 1600 Health break
- 1600 - 1730 Small group assignment: develop and present an Agripreneur skill set

### **Day 10 Training Session Summaries**

**Session 10.1 The evolution of the Agripreneur movement.** This session illustrates the Agripreneur approach to addressing agribusiness start-up by unlocking the greater potential of agriculture. The Agripreneur Movement has advanced through key stages such as resource mobilization, youth mindset change, capacity development through experiential learning and mentoring, and finally the identification, formation and operation of a wide range of profitable agribusiness ventures. It provides insight into the first IITA Youth Agripreneur group in Nigeria (IYA) in terms of group formation, capacity building, enterprise development and important lessons learned. This session examines strategic entry by IYA into agricultural value chains and its wider role in promoting youth as resources in rural transformation. Its changing mission, revenue strategies and reliance upon ICT are also considered.

**Session 10.2 Additional groups start ups in DRC, Kenya, Tanzania and Uganda.** Next the Agripreneur approach expanded to other countries, agro-ecological zones and socio-economic settings. At first expansion occurred in other IITA Regional Headquarters and these groups emulated IYA but the replicability of this approach was challenged by the wider developmental

community. These group start ups are described in detail including their different operational modes and agribusiness selection processes. Attention is paid to how youth interns were recruited and selected based upon the Agripreneur multidisciplinary approach. Identification of incubation hosts, changes in timelines and group structure and intermediary outcomes are also considered.

**Session 10.3 YABIC Project in Cameroon.** Background to the YABIC project as the first buy-in by the African Development Bank and the Government of Cameroon is provided. IITA will assist the Ministry of Agriculture's Value Chain Project to conduct 16 Youth AgriBusiness Incubation Centers (YABICs) following its Youth Agripreneur guidelines. YABIC partners will host three consecutive 18-month agribusiness incubations based upon an equitable, gender balanced screening process. Agripreneur interns will be selected following public announcements based upon their agricultural qualifications and agribusiness aspirations with 32 interns per group. Each agribusiness incubation consists of three core enterprises: modern farming, commodity marketing and value added processing, and all interns will gain experience within each. Activities include business packages to assist departing interns and an outreach component to surrounding communities. This process is repeated for three 18-month cycles reaching 1536 Agripreneurs, launching an expected 560 new agribusinesses employing about 6200 persons. This modified approach to linking Agripreneurs to larger national programs is discussed.

**Sessions 10.4 and 10.5: Agripreneur skill sets and their development.** The success of the Agripreneur Movements depends upon developing necessary skill sets among youth. A preliminary checklist of skills is presented and discussed that allows for interns to identify entrepreneurial opportunities along agricultural chains; develop a business model through feasibility assessment and new venture experimentation; install and maintain profitable crop and animal ventures using modern agricultural methods; diagnose and manage pests, diseases and nutrient deficiency symptoms; develop production and harvest schedules and link them to best market opportunities; liaise with other youth groups and businesses to promote their common interests; operate creatively and practice teamwork and leadership; create a marketing strategy, prepare a business plan, pitch and loan application; and to utilize information technology and social media; skills applicable across a wide variety of agricultural ventures and in several capacities. Participants discuss and expand this list of skill sets in group discussion.

## **DAY 11: Monitoring progress and reporting**

|             |   |
|-------------|---|
| 0830 - 0930 | Introduction to Monitoring and Evaluation         |
| 0930 - 1030 | Developing M&E Systems                            |
| 1030 - 1100 | Health break                                      |
| 1100 - 1300 | Development and compilation of databases          |
| 1300 - 1400 | Lunch break                                       |
| 1400 - 1500 | Monitoring Agribusiness progress and shortcomings |
| 1500 - 1530 | Reporting to sponsors and investors               |
| 1530 - 1600 | Health break                                      |
| 1600 - 1730 | Group exercise: Outcome mapping                   |

### **Day 11 Training Session Summaries**

**Session 11.1: Introduction to Monitoring and Evaluation.** Monitoring is the regular collection and analysis of information to measure the performance of a business or project against its expected results. Operational monitoring focuses on the implementation process based upon earlier plans. Monitoring tracks how well potential is becoming achieved. It provides managers early ability to identify obstacles impeding success. Evaluation is an exercise to systematically and objectively assess performance and success of ongoing and completed targets. It is often conducted by external parties to determine relevance, efficiency, effectiveness, impact and sustainability.

**Session 11.2: Developing M&E Systems** entails establishing project and pilot enterprise objectives; interventions intended to achieve these objectives; and procedures to measure how these interventions perform. This approach may be applied to the Agripreneur group, their pilot ventures and the businesses that arise from them. M&E includes a list of key indicators, means of verification, an information collection plan, and survey methods to be used. Data are interpreted, findings compiled and reports issued. Steps to conducting M&E planning include 1) defining a participatory planning logic, 2) survey tool development, 3) sampling and information gathering, 4) data compilation and interpretation, 5) reporting, documentation and dissemination and 6) budgeting and cost effectiveness.

**Session 11.3: Developing and compiling databases.** Compiling survey results as data bases has many advantages. Results are easily entered, inspected, updated and subjected to analyses. By convention, cases (samples) are entered as rows and responses are columns. First, a spreadsheet format is selected and the samples and queries are coded. The responses are entered. It is easier to evaluate no and yes responses as 0 and 1, respectively. Similarly, multiple choice replies may be entered as 0, 1, 2 to x and then sorted by frequency. Some open ended queries must be grouped and recoded. Then develop a database using Microsoft excel or access to compile and map them according to their different purposes and key roles they are to play during project implementation and evaluation. Other approaches to database entry and management are considered.

**Session 11.4: Monitoring Agribusiness progress and shortcomings.** Monitoring tools must be well thought and result in simple, non-ambiguous responses by stakeholders in order to monitor progress and shortcomings. They must clarify relationships between decisions, activities and products through the use of key performance indicators. Initial baselines must be established and changes compared to develop useful feedback that identifies strengths and shortcomings of management decisions over time.

**Session 11.5: Reporting to sponsors and investors.** Reporting is a necessary part of Agripreneurs and, while reports to group sponsors and agribusiness investors are different in some ways, they also have similarities. Reporting deadlines require that they be started several weeks in advance and be based upon information collected throughout the reporting interval. Reports are composed of sections, typically; 1) Summary, 2) Background or Introduction, 3) Objectives or Targets, 4) Approaches and Activities, 5) Outputs and Outcomes, 6) Financial summary and 7) Lessons Learned and Conclusions. Additional information may be attached as Appendices. Reports must be explicit but not overly long (10 to 15 pages is readable). One feature of business reports is that they specifically state costs and returns to investment.

**Session 11.6: Group exercise: Outcome mapping.** Outcome mapping is a tool used to monitor key innovations among Agripreneurs. This methodology for planning and assessing development programming is oriented towards change and social transformation. It documents the progress of change in a systematic and pragmatic manner and highlights strategies resulting in desired outcomes. This tool is presented to the trainees and then its applicability discussed.

## **DAY 12: Developing Agripreneur group work plans**

|             |   |
|-------------|---|
| 0830 - 0930 | Purpose and elements of the work plan       |
| 0930 - 1030 | Group discussion of work plans              |
| 1030 - 1100 | Health break                                |
| 1100 - 1300 | Individuals draft work plans                |
| 1300 - 1400 | Lunch break                                 |
| 1400 - 1500 | Individuals prepare work plan presentations |
| 1500 - 1530 | Work plan presentations                     |
| 1530 - 1600 | Health break                                |
| 1600 - 1730 | Work plan presentations                     |

### **Day 12 Training Session Summaries**

**Session 12.1. Purpose and elements of the work plan.** The objective of the final full day of training is for each Youth Coordinator to develop a preliminary work plan and describes their follow up actions to establish a new Agripreneur group. The goal is to commission a new group within three months after training. The work plan should contain; 1) the preliminary group name and Youth Coordinator contact details, 2) the setting and likely value chain opportunities, 3) the agribusiness incubation host and their facilities. 4) recruitment approach and intern base (what range of skills available), 5) likely registration requirements, 6) intern training strategy including early mentors, 7) pilot agribusiness ventures under consideration (modern farming, marketing and value-addition). 8) likely linkages to other groups and, 9) timeline and milestones.

**Session 12.2. Group discussion of work plans.** Trainees for working groups to discuss the assignment. Some trainees are likely to have stronger connections to agribusiness hosts to build upon while others must identify both a host and interns. Resource persons visit each working group to respond to any questions and concerns. Group discussion must not extend over one hour and may end earlier to break into individual writing assignments.

**Session 12.3. Individuals draft work plans.** Individual participants now draft their work plans. They will be alerted to this activity in advance and should have materials on hand to complete this assignment. Resource persons are available to assist them, but it is important that all of the elements of the work plan be addressed.

**Session 12.4. Individuals prepare work plan presentations.** Individuals continue to draft their workplans, and then prepare them as short presentations to the group. Again, resource persons will assist in the development of presentations if needed.

**Session 12.5 and 12.6. Work plan presentations.** Participants present their work plans in short presentations followed by a few questions and answers. These work plans are submitted to the organizers (Country Coordinator) the following day so participants are encouraged to refine their work plans during the evening.

**DAY 13: Conclusion and Awards**

- 0830 - 0930 Summary of activities
- 0930 - 1030 Submission and discussion of work plans
- 1030 - 1100 Health break
- 1100 - 1300 Closing and awards for outstanding achievement
- 1300 - 1400 Lunch break and departure

*This concludes the two-week intensive training of Agripreneur Youth Coordinators who in turn commission new Youth Agripreneur Groups. These training materials may also be employed to instruct Agripreneur interns at the onset of their recruitment, but is best delivered not as intensive training, but rather presented as a series of half-day training exercises over many weeks. Youth Coordinators are provided electronic copies of training materials for their use and modification as required.*



An example 18-month agribusiness incubation cycle

## **Conducting Youth Coordinator training and follow up activities**

**Timeline.** Approximately five weeks lead time is required to conduct the two-week intensive Youth Coordinator training. Within another five weeks Youth Coordinators are expected to form their Agripreneur groups and launch training and agribusiness incubation activities. Amend as required.

**Week 1.** Identify Country Coordinator and training location. Translate existing training materials as necessary. Prepare agreements as required.

**Week 2.** Transfer start-up funds to Country Coordinator or training host. Develop eligibility criteria of trainees. Country Coordinator prepares course announcement and identifies likely agribusiness incubation hosts. Identify trainers and resource persons and assign them to specific sessions.

**Week 3.** Identify candidate Youth Coordinators for training, either through nomination by agribusiness incubation hosts or electronic interviews. Trainers prepare presentations using PowerPoint whenever possible. Confirm accommodation for facilitators and trainees. Country Coordinator prepares a workshop budget in accordance with available funds. Detailed list of equipment and materials prepared.

**Week 4.** Notify candidate Youth Coordinators of their participation in the training course. Compile a contact list of workshop facilitators and trainees. Prepare training course introduction package.

**Week 5.** Confirm trainee participation. Send trainees the course introduction package and local travel funds as required. Training equipment and materials acquired and training packages prepared. Facilitators submit PowerPoint presentations to the Country Coordinator. Agripreneur trainers arrive two or three days before start of training course. Trainees depart for training venue as necessary.

**Week 6.** Trainees arrive at venue. Begin Youth Coordinator training. Country Coordinator compiles materials as required for final training report.

**Week 7.** Continue and conclude Youth Coordinator training. Complete plans for departure and follow up. Compile and evaluate draft work plans. Country Coordinator continues to compile materials as required for final training report. Participants depart.

**Week 8.** Country Coordinator completes training report and submits it to IITA Youth Coordination Office. Agripreneurs visit selected candidate hosts to evaluate facilities and willingness to host agripreneur groups. Final

selection of Agripreneur hosts and Youth Coordinators commissioned. Agripreneur trainers depart.

**Week 9.** Start-up funds released to Youth Coordinators. Youth Coordinators announce planned agribusiness incubation and confirm host availability of office, workshop and field space. Begin formal agreement with hosts.

**Week 10.** Begin identification of interns, trainers and mentors. Prepare list and schedule for minor renovations and needed equipment and supplies.

**Week 11.** Complete formal agreement with hosts and arrange for funds transfer to support agribusiness incubations. Complete selection of interns.

**Week 12.** Interns sign agreement forms with Youth Coordinators. Begin Agripreneur group operations and 18-month agribusiness incubation timeline.

### **Materials List (in alphabetical order)**

- Audio-visual equipment including computer projector
- Brochures of agribusiness information
- CD ROMs containing videos and instructions
- Evaluation and feedback forms
- Flip chart & markers
- Folder with copies of program and all handouts
- Graduation certificate
- Laptops (including ICT tools and resource materials)
- Name tags
- Materials required for selected team building exercise (see Appendix 3)
- Sign-in sheets for participant attendance
- Value Addition equipment and supplies (for practical, see Appendix 2)
- Writing pads & pen

## Information Resources

- Alliance for a Green Revolution in Africa (AGRA). 2015. Africa Agriculture Status Report: Youth in Agriculture in Sub-Saharan Africa. Nairobi, Kenya. Issue No. 3
- Brooks, K., Zorya, S., & Gautam, A. 2012. Employment in agriculture; Jobs for Africa's youth, 2012 Global Food Policy Report, International Food Policy Research Institute (IFPRI)
- CGIAR and IITA. 2015. Workshop on Mobilizing Youth within Phase 2 CGIAR Research Programs. IITA, The African Development Bank, and the CGIAR Consortium. 8- 9 September 2015. CGIAR Consortium Office, Montpellier, France
- FAO CTA and IFAD, 2014. Youth and agriculture: Key challenges and concrete solutions. Published by the Food and Agriculture Organization of the United Nations (FAO) in collaboration with the Technical Centre for Agricultural and Rural Cooperation (CTA) and the International Fund for Agricultural Development (IFAD). Rome
- IITA Youth Agripreneurs. 2012. Harnessing the energy of the youth to engage in Agribusiness in Sub Saharan Africa. IYA, IITA, Ibadan, Nigeria
- IITA Youth Agripreneurs. 2014. Engaging Borno Youths in Agribusiness. Training Workshop Report, IITA Youth Agripreneurs, Issue No. 1. Developed in Collaboration with the N2Africa project, Ibadan, Nigeria.
- IITA. 2015. Empowering Novel AgriBusiness-Led Employment for Youth in African Agriculture (ENABLE Youth). An investment program under development with the African Development Bank. Ibadan, Nigeria and Abidjan, Cote d'Ivoire.
- Mulei, W.M., Ibumi, M. and Woomeer, P.L. 2011. Grain Legume Processing Handbook: Value Addition to Bean, Cowpea, Groundnut and Soybean by Small-Scale African Farmers. Tropical Soil Biology and Fertility Institute of the International Centre for Tropical Agriculture. Nairobi. 42 pp.
- Sumberg, J., Anyidoho N.A., , Leavy J., Lintelo, D. and K. Wellard. 2012. Introduction: The young people and agriculture "problem" in Africa. IDS Bulletin 43(6): 1-8.
- Woomeer, P.L., Owoeye, M., Ibrionke I., Roing de Nowina, K., and Mulei, W. 2015. Guidelines for IITA Youth Agripreneur Business Incubation. International Institute for Tropical Agriculture. Ibadan, Nigeria.

**Budget.** The training workshop is budgeted in US\$ with \$80,600 allocated toward its completion (see Budget Table below). The Country Coordinator also serves as local coordinator and receives \$2500 per month for three months to initiate new agripreneur groups immediately after the training. Three Agripreneurs serve as facilitators and receive \$700 ea. International travel supports the Agripreneurs and local travel supports the Country Coordinator and workshop participants. Accommodation supports all participants at US \$115 per day with modest additional funds allocated for the training venue. Modest per diem is paid to participants (\$38 per day). Workshop funds also cover the field excursion, training materials and practicals. Contingencies (15%) are included. Funds are also allocated to Youth Coordinators to organize their respective Agripreneur groups and recruit their members.

| Item               | Sub-item            | Calculation                       | Allocation (US \$) |
|--------------------|---------------------|-----------------------------------|--------------------|
| Personnel          | Country Coordinator | 3 mo at \$2500 per month          | 7,500              |
| Personnel          | IYA trainers        | 1.5 mo at \$1400/mo               | 2,100              |
| Transportation     | International       | 3 at \$700 ea                     | 2,100              |
| Transportation     | Local               | 16 at \$125 ea                    | 2,000              |
| Workshop           | WS accommodation    | 20 persons x 13 days at \$115/day | 29,900             |
| Workshop           | venue               | 12 days at \$75/day               | 900                |
| Workshop           | per diem            | 20 person x 12 day x \$38 per day | 9,120              |
| Workshop           | field trip          | 20 persons at \$40 ea             | 800                |
| Workshop           | training materials  | 16 persons at \$40 ea             | 640                |
| Workshop           | VA practicals       | 16 kits at \$125                  | 2,000              |
| Contingencies      | contingencies       | 15% of local costs                | 7,554              |
| Agripreneur groups | recruitment         | 16 groups at \$999 ea             | 15,986             |
| <b>Total</b>       |                     |                                   | <b>80,600</b>      |

This budget is indicative, meaning that ways can be found to reduce costs within different settings and countries. For example, if training is conducted in a country where Agripreneurs are already operating, then international travel costs may be reduced. Also, some guest houses offer modest accommodation and meeting facilities for considerably less than specified in the budget. The Country Coordinators must prepare a budget specific to their own Youth Coordinator training and venue.

## Appendix 1. Training program and assignment of training responsibilities (TBD = To Be Determined)

| Agribusiness Youth Coordinator Training Program       |  |                                      |
|---|--|--------------------------------------|
| Time  | Topic  | Facilitator                          |
| <b>Day 1: THE PRUPOSE OF THE AGRIPRENEUR MOVEMENT</b> |  |                                      |
| 08:30 - 09:00   | Welcome Address, Course and Round table Introduction   |                                      |
| 09:00 - 10:00   | Marginalization of Youth in Africa   | Presenter: TBD                       |
| 10:00 - 10:30   | Group Discussion and Mindset Change  | Discussion Leader: TBD               |
| 10:30 - 11:00   | Health Break   |                                      |
| 11:00 - 13:00   | The Agripreneurs Movement as a Corrective Response   | Presenter: TBD                       |
| 13:00 - 14:00   | Lunch Break  |                                      |
| 14:00 - 14:45   | Agribusiness Incubation as a means of stimulating Rural Enterprise   | Presenter: TBD                       |
| 14:45 - 15:30   | Agripreneurs, their Hosts, Mentors and their Partners  | Presenter: TBD                       |
| 15:30 - 16:00   | Health Break   |                                      |
| 16:00 - 17:00   | Discussion; How well suited are Agripreneurs and Agribusiness Incubations to your Countries Rural development? |                                      |
| <b>Day 2: CONDUCTING AGRIBUSINESS INCUBATIONS</b>     |  |                                      |
| 08:30 - 9:00  | Introduction to Agribusiness Incubation  | Presenter: TBD                       |
| 09:00 - 10:00   | Selecting an Agribusiness Incubation Hosts and their Responsibilities  |                                      |
| 10:00 - 10:30   | Recruitment of Youth as Agripreneur Interns  | Presenter: TBD                       |
| 10:30 - 11:00   | Health Break   |                                      |
| 11:00 - 13:00   | Operating Principles: Gender Balance, Multidisciplinary and Cultural Diversity                                 | Presenter and Discussion Leader: TBD |
| 13:00 - 14:00   | Lunch Break  |                                      |
| 14:00 - 14:45   | Understanding Value Chains, their Weaknesses and Opportunities   | Presenter: TBD                       |
| 14:45 - 15:30   | Identification, Formation and Evaluation of Pilot Enterprises  | Presenter: TBD                       |
| 15:30 - 16:00   | Health Break   |                                      |
| 16:00 - 17:00   | Production, Marketing and Value Addition as Pilot Enterprises  | Presenter: TBD                       |
| <b>Day 3: YOUTH AGRIPRENEUR GROUP OPERATIONS</b>      |  |                                      |
| 08:30 - 09:00   | Youth Coordinators Role in Agripreneur Group Establishment   | Presenter: TBD                       |
| 09:00 - 10:00   | Operations and Organization Structure  | Presenter: TBD                       |
| 10:00 - 10:30   | Group Discussion: Establishing an Agripreneur Group  | Discussion Leader: TBD               |
| 10:30 - 11:00   | Health Break   |                                      |
| 11:00 - 13:00   | Leadership styles, Delegation of Responsibilities and Teambuilding   | Presenter: TBD                       |

|               |   |                        |
|---------------|---|------------------------|
| 13:00 - 14:00 | Lunch Break   |                        |
| 14:00 - 14:45 | Guidelines for Youth Agripreneur Groups                   | Presenter: TBD         |
| 14:45 - 15:30 | Incubation Timeline and Expected Outcomes                 | Presenter: TBD         |
| 15:30 - 16:00 | Health Break  |                        |
| 16:00 - 17:00 | Group Discussion: Establishing your own Youth Agripreneur | Discussion Leader: TBD |

#### **Day 4: PILOT ENTERPRISES AND EXPERIENTIAL LEARNING**

|               |   |                |
|---------------|---|----------------|
| 08:30 - 09:00 | Designing and Establishing Pilot Enterprises      | Presenter: TBD |
| 09:00 - 10:30 | Modern Farming                                    | Presenter: TBD |
| 10:30 - 11:00 | Health Break                                      |                |
| 11:00 - 13:00 | Animal and Fish Production                        | Presenter: TBD |
| 13:00 - 14:00 | Lunch Break                                       |                |
| 14:00 - 14:45 | Marketing   | Presenter: TBD |
| 14:45 - 15:30 | Value Addition                                    | Presenter: TBD |
| 15:30 - 16:00 | Health Break                                      |                |
| 16:00 - 17:30 | Value Addition Practical: Adding Value to Soybean | Presenter: TBD |

#### **Day 5: GROUP DYNAMICS AND ADVANCED APPLICATIONS**

|               |   |                |
|---------------|---|----------------|
| 08:30 - 09:00 | Introduction to Teambuilding                                    | Presenter: TBD |
| 09:00 - 10:00 | Teambuilding Techniques   | Presenter: TBD |
| 10:00 - 10:30 | Teambuilding Exercise   | Leader: TBD    |
| 10:30 - 11:00 | Health Break  |                |
| 11:00 - 13:00 | Partnership with other youth groups, private and public sectors | Presenter: TBD |
| 13:00 - 14:00 | Lunch Break   |                |
| 14:00 - 14:45 | The Roles of Technical, Administrative and Commercial Mentors   | Presenter: TBD |
| 14:45 - 15:30 | ICT Applications within Agripreneur Groups                      | Presenter: TBD |
| 15:30 - 16:00 | Health Break  |                |
| 16:00 - 17:30 | Practical: ICT Applications                                     | Presenter: TBD |

#### **Day 6: SUMMARY AND EXCURSION**

|               |   |                  |
|---------------|---|------------------|
| 09:00 - 10:30 | Week one activities are discussed and recommendations made on improving the course in the future                  | Presenter: TBD   |
| 10:30 - 11:00 | Health Break  |                  |
| 11:00 - 15:00 | An excursion to Local Agribusinesses, Market or Candidate Agripreneurs Hosts is provided, lunched served en route | Excursion Leader |

#### **Day 7: SUNDAY (OPEN DAY)**

#### **Day 8: CONDUCTING AGRIBUSINESS TRAINING**

|               |                                  |                |
|---------------|----------------------------------|----------------|
| 08:30 - 09:00 | Organizing Agribusiness Training | Presenter: TBD |
|---------------|----------------------------------|----------------|

|               |  |                |
|---------------|--|----------------|
| 09:00 - 10:00 | Opportunity Analysis along Agricultural Value Chains             | Presenter: TBD |
| 10:00 - 10:30 | Developing a Business Model and Commercialization Strategies     | Presenter: TBD |
| 10:30 - 11:00 | Health Break   | Presenter: TBD |
| 11:00 - 13:00 | Creating a Marketing Strategy                                    | Presenter: TBD |
| 13:00 - 14:00 | Lunch Break  | Presenter: TBD |
| 14:00 - 14:45 | Customer Analysis  | Presenter: TBD |
| 14:45 - 15:30 | Developing a Business Plan, Loan Applications and Business Pitch | Presenter: TBD |
| 15:30 - 16:00 | Health Break   |                |
| 16:00 - 17:30 | Practical Assignment: Develop and Deliver a Short Business Pitch | Leader: TBD    |

#### **Day 9: AGRIBUSINESS AND PROJECT FINANCE**

|               |  |                |
|---------------|--|----------------|
| 08:30 - 09:00 | Introduction to Importance of Group Responsibility           | Presenter: TBD |
| 09:00 - 10:00 | Introduction to Work plan and its importance                 | Presenter: TBD |
| 10:00 - 10:30 | Group Exercise to Developing a Work plan                     | Leader: TBD    |
| 10:30 - 11:00 | Health Break   |                |
| 11:00 - 13:00 | Procurement and Logistics Management                         | Presenter: TBD |
| 13:00 - 14:00 | Lunch Break  |                |
| 14:00 - 14:45 | Introduction to Agribusiness Budget and Financial Management | Presenter: TBD |
| 14:45 - 15:30 | Exercise on how to develop an Agribusiness Budget            | Leader: TBD    |
| 15:30 - 16:00 | Health Break   |                |
| 16:00 - 17:30 | Control Measure in Project Execution                         | Presenter: TBD |

#### **Day 10: AGRIPRENEUR GROUP EXAMPLES AND SKILL SETS**

|               |  |                |
|---------------|--|----------------|
| 08:30 - 09:00 | The Evolution of the Agripreneur Movement                            | Presenter: TBD |
| 09:00 - 10:00 | IYA in Nigeria: The First Agripreneur                                | Presenter: TBD |
| 10:00 - 10:30 | IFAD-YADI: The second wave of new groups in DR Congo and Kenya       | Presenter: TBD |
| 10:30 - 11:00 | Health Break   |                |
| 11:00 - 13:00 | Additional groups in Tanzania, Uganda, Zambia and next Cameroon      | Presenter: TBD |
| 13:00 - 14:00 | Lunch Break  |                |
| 14:00 - 14:45 | Identifying early agripreneurs skill sets                            | Presenter: TBD |
| 14:45 - 15:30 | Expanding Agripreneur skill sets                                     | Presenter: TBD |
| 15:30 - 16:00 | Health Break   |                |
| 16:00 - 17:30 | Small group assignment: Develop and Present an Agripreneur skill set | Leader: TBD    |

#### **Day 11: MONITORING PROGRESS AND REPORTING**

|               |   |                |
|---------------|---|----------------|
| 08:30 - 09:30 | Introduction to Monitoring and Evaluation | Presenter: TBD |
| 09:30 - 10:30 | Developing M&E Plans and System           | Presenter: TBD |
| 10:30 - 11:00 | Health Break                              |                |

|               |  |                |
|---------------|--|----------------|
| 11:00 - 13:00 | Development and Compilation of Database for stakeholders | Presenter: TBD |
| 13:00 - 14:00 | Lunch Break  |                |
| 14:00 - 14:45 | Monitoring Agribusiness Progress and Shortcomings        | Presenter: TBD |
| 14:45 - 15:30 | Reporting to sponsors and investors                      | Presenter: TBD |
| 15:30 - 16:00 | Health Break   |                |
| 16:00 - 17:30 | Group exercise: Outcome mapping                          | Leader: TBD    |

#### **Day 12      DEVELOPING AGRIPRENEUR GROUP WORK PLANS**

|               |   |                |
|---------------|---|----------------|
| 08:30 - 09:30 | Purpose and elements of the work plan       | Presenter: TBD |
| 09:30 - 10:30 | Group discussion of work plans              | Leader: TBD    |
| 10:30 - 11:00 | Health Break                                |                |
| 11:00 - 13:00 | Individuals draft work plans                | Leader: TBD    |
| 13:00 - 14:00 | Lunch Break                                 |                |
| 14:00 - 15:00 | Individuals prepare work plan presentations | Leader: TBD    |
| 15:00 - 15:30 | Begin work plan presentations               | Leader: TBD    |
| 15:30 - 16:00 | Health Break                                |                |
| 16:00 - 17:30 | Continue work plan presentations            | Leader: TBD    |

#### **Day 13      CONCLUSION AND AWARDS**

|               |   |                |
|---------------|---|----------------|
| 08:30 - 09:30 | Summary of Activities                   | Presenter: TBD |
| 09:30 - 10:30 | Submission and discussion of work plans | Leader: TBD    |
| 10:30 - 11:00 | Health Break                            |                |
| 11:00 - 13:00 | Awards for Outstanding Achievement      | Presenter: TBD |
| 13:00 - 14:00 | Lunch Break and Departure               |                |

## **Appendix 2. Some soybean processing options for Session 4.6. Other value addition preparations may be obtained from the Grain Legume Processing Handbook (Mulei et I. 2011)**

### **Soy Crunchies**

*makes 20 portions*

#### **Ingredients**

1 kg dry soybean

500 ml cooking oil (2 cups)

4 liters water

1 tbsp salt

**Preparation:** Remove any dirt or foreign materials from dry soybeans and wash them. Next, boil the nuts for 30 minutes, drain water from the soybeans and pat dry. Heat cooking oil in a frying pan and carefully add boiled soybeans and deep fry until crispy and golden brown. Remove soybeans, drain excess oil and salt to taste. This recipe may be pan fried using less oil but the cooking time is slightly extended.

### **Soy Crackers**

*makes 12 portions*

#### **Ingredients**

1 kg sweet potatoes

¼ cup sugar

½ tsp baking powder

1.5 liters milk or soymilk

½ cup cooking oil

1 cup chopped soybeans

1 cup wheat flour

**Preparation:** Soak soybeans overnight, boil for 60 minutes, drain, allow to cool and chop. Set chopped soybeans aside. Clean unpeeled sweet potatoes and boil for 45-60 minutes then peel. Mash the peeled sweet potatoes. Add 2 wheat flour and chopped soybeans to the mashed potatoes and mix well, then add baking powder. Add sugar to the above mixture and mix thoroughly. Add milk to the mixture in small portions while kneading. Roll out the dough and cut into thin, wide strips. Deep fry the strips in ½ cup cooking oil for 3-5 minutes, turning once. Remove from frying pan, allowing oil to drain. Salt to taste. Serve with peanut butter or other sauces.

### **Fresh Soy Milk (Cottage method)**

#### **Ingredients**

1½ kg soy beans (6 cups)

2 large trays, meat mincer

10 liters water

weighing scale, cheesecloth

#### **Materials**

large spoons

**Preparation:** Clean and soak the soy beans overnight in 8 litres water. Drain the soaked soybeans, rinse twice and pour them onto a tray. Grind soybeans using a mincer in small portions. Repeat grinding to obtain finer particles. Add 2 litres of clean water to soybeans (or two cups of clean water per cup of ground soybeans) and mix thoroughly. Pour the soya mix into a clean sack and squeeze over a tray to recover soya milk. The cake remaining in the sack is referred to as okara. Sieve the milk to remove large particles then repeat the above procedures on the remaining okara (press cake) and sieve. Take the soy milk to a rolling boil for 10-15 minutes, stir while boiling. Serve it while hot or cold or prepare for tea. Procedure yields about 4 liters of soy milk.

**Appendix 3. Some teambuilding exercises used in Session 5.6. Note that these games may also be used throughout the training to refresh participants between more intensive training activities.**

### **Exercise 1. Human Knot**

- 1) If there are too many people in a human knot it becomes extremely difficult. Groups of 8-12 are ideal.
- 2) Arrange group members in a circle, standing shoulder to shoulder.
- 3) Tell everyone to put their right hand up in the air, and then grab the hand of someone across the circle from them.
- 4) Everyone then puts their left hand up in the air and grabs the hand of a different person.
- 5) Check to make sure that everyone is holding the hands of two different people and that they are not holding hands with someone directly next to them.
- 6) Tell group members to untangle themselves to make a circle without breaking the chain of hands.
- 7) If group members break the chain they need to start over.
- 8) To make this game more challenging, give teams a time limit on this activity or blindfold participants or create difficulties by blinding or muting a group member.
- 9) Conduct a short post-game discussion. *What strategy did your team end up using to complete the task? Who were the leaders? What process did the team go through to reach consensus? How do you feel your team communicated during this activity?*

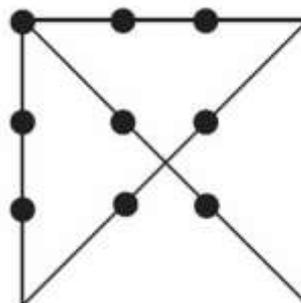
### **Exercise 2. Phrase Ball**

- 1) Arrange participants into a circle, and tell them they will now discover how talented they are at speaking extemporaneously.
- 2) The members of the circle toss the ball to one another, at the same time speaking a simple, descriptive phrase; with only one rule: Their phrases must relate to the phrase that came before. That is, one person will say a phrase and toss the ball, and the person catching it will add onto that phrase.
- 3) Do this until everyone seems comfortable with the ability to speak extemporaneously, at least most of the time. Express admiration for those who keep the story going. Those who cannot add to it must start a new one.
- 4) Conduct a short post-game discussion. *What were your feelings when the ball was tossed to you? Did these change as the game progressed? How comfortable were you in coming up with something to say in the moment? As a speaker, how could your presentations improve if you focused on responding*

*to your groups instead of impressing them? How does all this apply to making your presentations? Does being spontaneous mean you shouldn't carefully prepare yourself?*

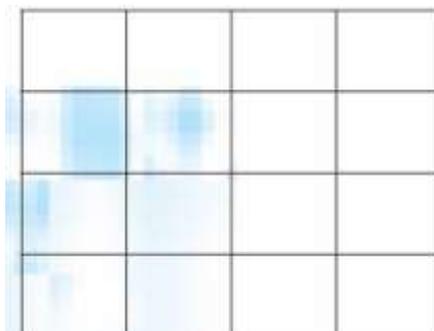
### **Exercise 3. Nine dots**

- 1) Distribute to each participant a piece of paper and a pen.
- 2) Draw nine dots on the chalkboard or whiteboard.
- 3) Ask participants to draw nine dots on their paper and join them as follows: dots must be joined by four straight lines and the pen should not be pulled off the paper
- 4) Participants who can join nine dots before anyone else will be announced the winners.
- (5) Let the others try until most of them are successful.
- (6) Finally ask any of the participants to show how she/he joined the nine dots.



### **Exercise 4. Square game**

- 1) Distribute to each participant a piece of paper and a pen.
- 2) Draw the 4 x 4 square shown below on the board.
- 3) Ask participant to draw a similar square on their paper.
- 4) Ask them to count as many squares as they can find in the big square.



Tell participants not to count the rectangles but only the squares.

- 5) Let the participants call out the number of squares they could count (there are 30 squares in the big square).
- 6) Participants who can call out the correct number first will be announced the winners.

### **Exercise 5. What's on your back?**

- 1) Explain that in this exercise the participants will be asked to identify what is written on their backs.
- 2) Write any name (a person, an object, etc.) on a piece of paper.
- 3) Attach this paper to the back of a participant.

- 4) Ask him/her to identify what is written on the paper by asking the other participants questions. Participants can only answer yes or no. They will not be allowed to give any hints while replying. (Ask 10-15 questions.)
- 5) If the participant fails to answer, try it with another person.

### **Exercise 6. Matching game**

- 1) Select pictures according to the number of participants. One picture is necessary for every two participants. (If the total number of participants is 20, then select 10 pictures.)
- 2) Cut each picture into two pieces.
- 3) Distribute the pieces of picture randomly to each participant.
- 4) Ask each participant to find the other part of the picture to make it complete.
- 5) When participants find the matching halves of their pictures, ask each pair to sit together for five minutes and get to know each other.
- 6) During the plenary ask each member of the pair to introduce the other.

### **Exercise 7. Creative consensus**

- 1) Divide the participants up into 3 groups, it is important that this game moves ahead quickly.
- 2) The first group huddles together for 1 minute to create a 10 second noise and action sequence to perform for the other two groups.
- 3) After the first group has demonstrated its noise and action sequence for the other groups, the other groups imitate the first group.
- 4) The first group repeats its noise and action sequence.
- 5) Each group is provided 30 seconds for internal discussion, then the facilitator counts to three and all of the groups must perform the noise and action again.
- 6) Re-huddle, this time after exchanging a group member to critique the group's imitation. Repeat again until all three groups are doing the same noise and action.
- 7) Repeat this process with the second and third groups originating a different 10 second noise and action as time allows.
- 8) Conduct a short post-game discussion. *What was most difficult about this activity? How did it feel to not be able to communicate directly with the other groups? What advantages were obtained by exchanging group members?*

## Activities by Agripreneurs



KHYG Greenhouse Vegetables



IYA pig pen in Ibadan



Tanzania YAGs prepping Greenhouse