



AMEA Toolbox Guide 2021:

How to Improve your Success Rates and Be Competitive in Farmer Organization Capacity Building

January 2021

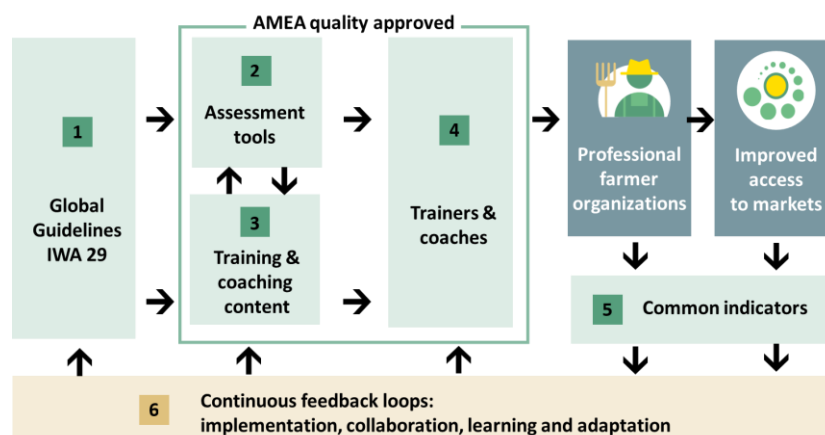


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Background and Purpose

AMEA is a global network bringing stakeholders together to accelerate the professionalization of farmer organizations (FOs). This is done through the AMEA Framework as shown below:



AMEA's theory of change considers that the current fragmented, uncoordinated delivery of capacity building services to Farmer Organizations significantly inhibits their ability to become professional, business partners and deliver the necessary returns to their members. The AMEA Framework supports members and stakeholders in their efforts to build a cost-effective system for delivering these services, and a key element is enabling members and stakeholders to use cost-effective tools/approaches (#2 and #3 in the Framework above). AMEA has therefore developed a Toolbox containing peer-approved assessment tools and training/coaching curricula of the network.

This Toolbox Guide provides comprehensive information to enable potential users, partners or other stakeholders to make decisions on which tools would be most suitable for their programming.

Why make use of the AMEA Toolbox?

It is obvious that Farmer Organizations will develop faster, access finance and higher return markets, and deliver better returns to members if they are supported by cost effective capacity building services. There are probably thousands of tools in use right now across numerous projects across the World right now. Few of these tools are assessed for their cost-effectiveness and many are not used beyond the life of a project or two. AMEA's Toolbox therefore has the following benefits for users:

1. The opportunity to **standardize** your capacity building approach, **benchmark** the farmer organizations you work with and **generate insights** into how to improve performance. The Toolbox is intended to cover the full range of FO development stages and the tools have been used across various value chains and countries.
2. The opportunity to demonstrate how your approach is **aligned to IWA29**: 2019 Professional farmer organization — Guidelines and **position your organization** to compete for future business as donors and governments adopt a more system-driven approach.
3. The opportunity to benefit from AMEA's investment in **learning/improvement** processes, such as deep dive case studies and communities of practice. This will also enable your organization to remain competitive.
4. The opportunity to **use recommended assessors, trainers and coaches**, who are familiar with the AMEA toolbox materials. The use of the Toolbox also enables you to **focus your resources** on delivering the assessment, training, and coaching rather than developing tools and curricula.

How to use this Guide

The following steps are recommended to start using the tools in this Toolbox:





1. **Foster interest from within your organization** in using the AMEA approach either for standardizing your capacity building approach or experimenting with AMEA tools to compare with your current approach. It is important that there is buy-in at the relevant levels, especially Country teams who will use the tools. AMEA is happy to support this process with webinars on the AMEA Network and this Toolbox Guide for your teams.
2. **Review the Toolbox Guide** to identify the assessment tools and training/coaching curricula that appear to be the best fit for your needs. AMEA will then facilitate discussions with the tool owners in order to confirm your choices and set up a cost-effective start-up plan.
3. **Apply for AMEA membership and pay the fee.** AMEA membership is required to access some of the tools as some tool owners have granted AMEA a free sub-license to provide these tools on condition of membership. This approach is used to promote a quality assured approach. Membership establishes obligations on the user of the tool such as ensuring they are trained/accredited before using the tool and committing them to provide feedback so the tool can be improved. This formal set-up also enables an evidence base to be developed which we hope can lead to the tools being used within larger systems (Government, Private Sector, Financial Sector. Please note this also includes an annual AMEA membership fee, with other benefits).

The AMEA Toolbox

Approved materials

The following table outlines the assessment tools and curricula that have been approved by AMEA.

Table 1: AMEA Approved Materials

Assessment tools		Material owner	Technical support contact
	1. M4	ACDI/VOCA	Cheryl Turner: CTurner@acdivoca.org
	2. SCOPE Basic	SCOPEinsight	Marise Blom: marise.blom@scopeinsight.com
	3. SCOPE Pro		
	4. SCOPE Input Retailer		
Curricula		Material owner	Technical support contact
	1. ALP (Agribusiness Leadership Program) Foundations of Cooperative Management	IFC	Hileena Chole: hchole@ifc.org
	2. ALP BE (Bookkeeping Essentials)		
	3. LMR (Last Mile Retailer)		
	4. EDC (Enhancing Development through Cooperatives) training approach	OCDC	Judith Hermanson: JHermanson@ocdc.coop
	5. Agri Business Coaching (ABC) making value chains work	iCRA	Toon Defoer: toon.defoer@icra.global
	6. SMFM (Sell More For More)	ACDI/VOCA	Cheryl Turner: CTurner@acdivoca.org
	7. LINK Methodology	CIAT	Andrés Charry: A.Charry@CGIAR.ORG

Approved materials were thoroughly peer-reviewed by experts of the Toolbox Working Group and meet the [process and criteria](#) determined by the Working Group and approved by the AMEA Board.

As the curricula allow to follow up on gaps in the FO capacities found by the assessments, the combination of assessments and curricula offers an effective approach that leaves no gaps. Below, the tools that were designed to offer a complete solution when combined:

- M4 and SMFM
- ALP 3.0 and SCOPE Basic/Pro (+ ALP Bookkeeping Essentials)
- Last Mile Retailer and SCOPE Input Retailer (+ ALP Bookkeeping Essentials)

The other listed AMEA tools can be used as standalone approaches, or be complemented by one or more AMEA tools – depending on the objectives of the project (see Annex I).

Relevant adaptations

In addition, AMEA identified a few relevant adaptations of the approved materials. The adaptations listed below were reviewed by consultants hired to recommend existing adaptations based on their complementarity to the original material.

Table 2: Relevant adaptations of AMEA-approved materials

Adapted material	Main purpose of adaptation	Contact in organization that adapted
ALP v. 2.0	To create materials that are better suited for illiterate clients , many of whom have only an elementary school education. Nuru Kenya revised the materials from a ppt deck into booklet guides for Nuru staff or other trainers to use. The Nuru Kenya office is recognized as a private training and vocational educational training center (TVET) which ensure there is a platform for future training, content curation, and continuing education.	George Nyamweya, Nuru Kenya: gnyamwega@nuru.co.ke
ALP v. 2.0	To digitize the full Cooperative Foundations content and connect participation the ALP with access to market and finance in Kenya in a cost-effective and scalable way. This approach is designed to build a stronger business for the FOs, making them more attractive and feasible business partners to buyers of farm produce and to financial institutions.	Peter Nduati, Africa Turnaround: nduati@africaturnaround.co.ke
ALP v. 2.0	To include ALP translations of select content into Swahili, French, and Malagasy and to expand the content related to capitalization and member equity . NCBA CLUSA's Cooperative Development Project (CDP) in Tanzania was designed to build off the IFC project using the ALP and expanded to include a more robust section on cooperative capitalization. In order for the cooperative members to consider building equity within their cooperative, the cooperative needs to be working well on the association and enterprise side. Good governance, strong member engagement, transparent systems, and a profitable cooperative all lead to high levels of trust within the cooperative which is required for successful capitalization.	Virginia Brown, NCBA CLUSA: vbrown@ncba.coop

Comparison of AMEA-Approved Materials

AMEA members see benefits in having insights about the most suitable contexts for the use of each approved tool. Therefore, this guide presents the four assessment tools and seven curricula along different criteria and using different visual aids (detailed overviews of the materials are available on Annexes I and II).

The visual aids are meant to help AMEA members select the most suitable materials according to the purpose of their capacity development projects/programs. The selected schematizations plot AMEA-approved materials into the following sections:

1. Purpose of use
2. Type of Capacity Development
3. Alignment with IWA29
4. Farmer Organization Development Range
5. Level of investment

Purpose of use

The first step for selecting which AMEA-approved materials are most useful for your organization's project is to determine what the overall goal is. That is what is the purpose of use? The purpose for using a certain assessment or training material can vary among users. Therefore, before selecting materials, it is important to assess a tool/curriculum's suitability to serve a specific purpose. Table 2 and Table 3 provide descriptions of the purpose of use and examples tools to use for each purpose.








Description for 'Purpose of use' categories

Table 3: Purpose of Use Descriptions

Purpose of use	Description
Capacity Building: Improving the level of professionalism of FOs	<u>Assessment tools:</u> The tool provides insight into the strengths and weakness of the FO related to market requirements. <u>Curricula:</u> The training and/or coaching material can address weaknesses identified by the assessment tools.
Benchmarking across projects and contexts	<u>Assessment tools:</u> The tool has an embedded system that allows to compare results against a larger sample over time. The tool incorporates benchmarking against the global, country and/or market sector averages. <u>Curricula:</u> Not applicable.
Market system / Value chain analysis	<u>Assessment tools:</u> Tool provides insight into how the value chain is organized. <u>Curricula:</u> The implementation process includes a preparation phase aimed at understanding how the local value chain is organized.
Monitoring & Evaluation within project	<u>Assessment tools:</u> The tool can be used as an M&E tool to monitor progress and impact of the project (condition: re-assessment data is available). Tool provides data on progress regarding the core capacities outlined by the IWA 29. <u>Curricula:</u> Curriculum is aligned with an assessment system / tool that provides re-assessment data.

Validation of CSR program – CSR Reporting	<p><u>Assessment tools:</u> The data collected by the tool can be used in CSR reporting by corporates.</p> <p><u>Curricula:</u> Not applicable.</p>
Facilitate access to services	<p><u>Assessment tools:</u> The tool gathers data which can support deciding on the extent FOs are ready to access and manage services (e.g. seeds, fertilizers) and provide services to members.</p> <p><u>Curricula:</u> The curriculum has modules designed to enable FOs to access and manage better services (e.g. seeds and fertilizers), and to enhance quality of service delivery to members.</p>
Facilitate access to markets	<p><u>Assessment tools:</u> The tool gathers data which can support deciding on the extent FOs are reliable business partners.</p> <p><u>Curricula:</u> The curriculum has modules designed to lift the performance of the FO to the degree required by the targeted value chain.</p>
Facilitate access to finance	<p><u>Assessment tools:</u> The tool delivers insights that can help FIs decide if they are willing to do their due diligence.</p> <p><u>Curricula:</u> The curriculum has modules that focus on enhancing the financial management capacities of the FO to the degree expected by investors, lenders, and other financial players.</p>
Self-assessment of progress	<p><u>Assessment tools:</u> Tool allows for self-assessment of capacities progress. In-house use of the tool is possible without participation of a trained assessor or facilitator from the organization who developed the assessment tool.</p> <p><u>Curricula:</u> Not applicable in AMEA's scope.</p>

Table 4: Overview of the purposes of use of all AMEA-approved materials












	Assessments				Curricula						
	M4 	SCOPE Basic	SCOPE Pro 	SCOPE Input Retailer	ALP 3.0 	ALP BE	LMR	EDC 	ABC 	SMFM 	LINK 
Capacity building	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Benchmarking		✓	✓	✓							
Market systems analysis		✓	✓	✓					✓	✓	✓
M&E within project	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Validation of CSR program		✓	✓	✓							
Facilitate access to services	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Facilitate access to markets	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Facilitate access to finance	✓	✓	✓	✓	✓	✓			✓	✓	
Self-assessment of progress	✓										

Type of Capacity Development

AMEA approved assessment tools and curricula use different delivery approaches. For example, curricula can be specialized in training, in coaching, or both. Assessment tools may be used for self-assessment¹ or may only be applied by certified third parties. The table below illustrates the approaches and focus of the AMEA-approved tools/curricula and how AMEA members could complement the selected materials with other materials.

¹ Assessment tools: tools that provide insights into the strengths and weaknesses of farmer organizations. Besides, in the AMEA Framework assessment tools serve the purpose to provide input for curriculum adaptation and are aligned with the IWA 29: professional farmer organizations – Guidelines.

Table 5: AMEA-approved tools by type of materials, complementarity within the Framework, and focus of capacity development

Assessments							
	M4	SCOPE Basic	SCOPE Pro	SCOPE Input Retailer			
							
Type of material	Self-assessment; third-party assessment	Third-party assessment	Third-party assessment	Third-party assessment			
Complement within AMEA Framework	SMFM	ALP 3.0 / SCOPE Pro	ALP 3.0	LMR			
Curricula							
	ALP 3.0	ALP BE	LMR	EDC	ABC	SMFM	LINK
							
Type of material	Training and coaching	Training	Training and coaching	Training	Coaching	Training	Training and coaching
Complement within AMEA Framework	SCOPE Basic	ALP 3.0 / SCOPE Basic or LMR / SCOPE Input Retailer	SCOPE Input Retailer	Consultant assessment; OCDL coaching		M4	SCOPE Basic / SCOPE Pro / SCOPE Input Retailer
Focus of capacity development	Farmer organizations, including cooperatives, unions, informal associations, and other aggregators	Farmer organization members who hold financial responsibilities	Agro-input retailers that sell directly to farmers (incl. farmer organizations that act as input retailer)	Cooperatives’ management and governance to increase collective marketing. More specialistic and advanced type of training as opposed to holistic approach	Value chain needs and inefficiency issues, rather than specifically on farmer organizations	Improved management of farmer organizations to increase revenue and access to markets for the organizations and members	Farmer organizations acting as sellers and NGOs acting as facilitators

Alignment with IWA 29

The IWA advances six core capacities ([link](#)) to guide farmer organization development and the peer review process of the tools now includes assessment of the alignment with IWA 29. The alignment is shown below.

Table 6: Alignment of materials with the overarching capacities outlined in the IWA 29

	ALP 3.0	ALP BE	ABC	LINK	LMR	SMFM	M4	SCOPE Basic	SCOPE Pro
Organizational Purpose and Governance Practices*									
Business Management: general*									
Business Management: member engagement*									
Business Management: strategic planning*									
Human Resources: management*									
Human Resources: policies									
Financial Management*									
Community and Stakeholder: management*									
Community and Stakeholder: advocacy and cooperation									
Member Services and Business Activities:	Service development*								
	Active membership*								
	Input supply*								
	Production plan*								
	Post-harvest handling, processing and storage*								
	Sales and marketing*								
	Financial services*								
Technology: digital agricultural solutions									
Diversity and Inclusion									

* Topics comprising the IWA 29



Blue pie charts: values > 50% alignment



Yellow pie charts: values < 50% alignment

Empty space: Topic not covered by tool

Information on the alignment of EDC and SCOPE Input Retailer against elements of the IWA 29 is not yet available.

Farmer organization development range

As AMEA members design projects focusing on different levels of FO development, it is insightful to know which curricula provide the most suitable materials for the levels of capacity development of the FOs targeted. For example, one would perhaps use a more standard training approach for immature FOs and a more targeted training and coaching for more developed FOs. The images on Table 8 illustrate which tools suit trainings/coaching for FOs considered very immature or starting, immature, intermediate, advanced, and very professional. For a description of the 5 levels of FO development, see Table 7.

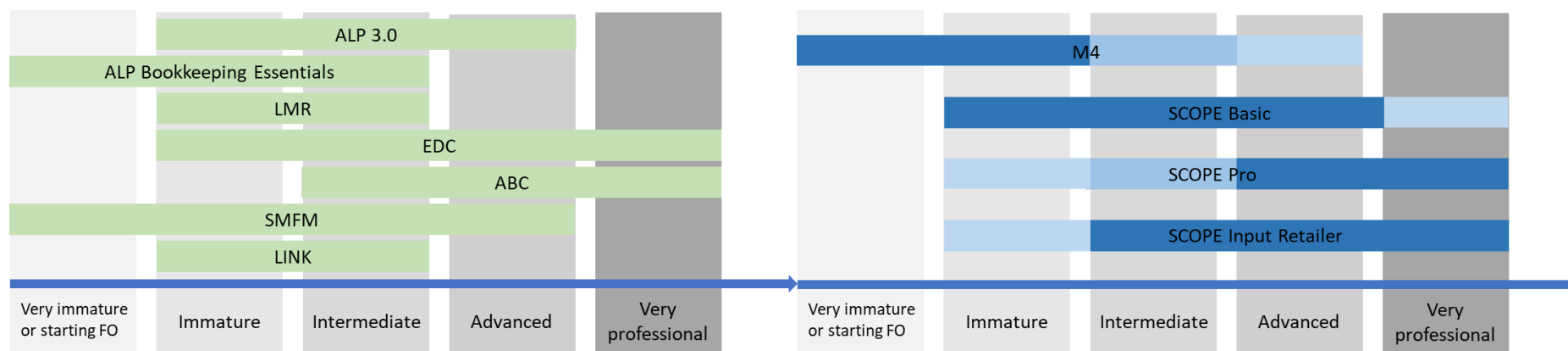
FO's development covers a wide range of phases. Therefore, the classification used below shows a very wide spectrum of FO's development phases, but for the purpose of selection and simplification, we have trimmed them down to five. The description of the five classifications is outlined as follows:

Table 7: FO development range definitions

Description
Very immature or starting FO
<ul style="list-style-type: none">• Recently formed FO or with very little experience in managing the organization as a business.• Policies, procedures and systems are very immature and frequently not implemented, nor documented.• Business management is rather ad hoc, reactive and unmanaged.• Generally, lacks strategic and business planning.• Unprepared or no staff counting with (very) limited resources.• Low quality and quantity of member services delivery.• Low or non-existent level of leaders' literacy (in terms of writing and reading)
Immature
<ul style="list-style-type: none">• Rudimentary policies and processes in place to run the business• Weak business management• Low access and availability of financial and human resources• Lack of professional staff• Very basic financial management practices and member services• Literate leaders (in terms of writing and reading)
Intermediate
<ul style="list-style-type: none">• Somewhat more articulated strategies and plans• Access to human and financial resources increased• Basic business management in place• Basic professional staff in place
Advanced
<ul style="list-style-type: none">• Strategies and plans are well articulated, documented and communicated with business partners• Good access to human and financial resources

<ul style="list-style-type: none"> • Robust business management in place • Access to professional staff and in adequate numbers for management and operations • Wide range of members services
Very professional
<ul style="list-style-type: none"> • Has built a history of observing the characteristics of an advanced FO (i.e. managerial and operational sustainability) • Wide range of members services, including sustainable practices not covered by the IWA 29.

Table 8: Suitability of AMEA-approved tools to various levels of FO maturity (or target audience maturity, for SCOPE Input Retailer)














The level of maturity of FOs can be assessed by using AMEA-approved assessment tools. The image above to the right illustrates the suitability of the tools in assessing maturity of FOs. Darker shades of blue represent higher degrees of suitability/usefulness of application, whilst lighter shades represent possible applicability but not necessarily high degree of usefulness (tool giving robust insights about gaps/strengths/weaknesses).

Level of investment

Prior to implementation, AMEA-approved materials have different requirements and necessary levels of investment (in terms of costs and time). The table below illustrates the requirements, costs and time investment needed for each tool/curriculum, as well as the resources connected to each material. When considering the tools for your project, AMEA advises you to also reflect on the possibilities of offsetting the level of investment needed. For example, automated materials can cost more but also save your team time and money by not having to use resources on data analysis and reporting per FO.

Table 7: Overview of basic requirements and level of investment expected for the use of materials

	Assessments			
	M4 	SCOPE Basic 	SCOPE Pro 	SCOPE Input Retailer 
Requirements	Literacy for self-assessment; ACDI/VOCA assessor for third-party	SCOPE certified assessor	SCOPE certified assessor with financial specialization	SCOPE certified assessor
Resources	Questionnaire; Includes orientation guide; ACDI/VOCA support (if needed)	Supportive infrastructure include Dashboard, report, business intelligence tool, and available benchmark data		
Duration	Training of assessor: Strong background in coop development, through reading of orientation guide; Assessment: 4-hour meeting with FO leader;	Training of assessor: 20 hours of e-learning Assessment: 6 hours	Training of assessor: 20 hours of e-learning & training (financial specialist, 15 hours) Assessment: 2 days	Training of assessor: 20 hours of e-learning Assessment: 6 hours
Costs	Use of the tool is free	Product bundles include assessors e-training, user license for SCOPE Dashboard, project support, SCOPE assessment tool, consolidated report, quality assurance, and implementation support. Product bundles vary from 15,000 EUR to 65,200 EUR. <i>Contact SCOPEinsight for details because pricing is dependent on the size of the project</i>		

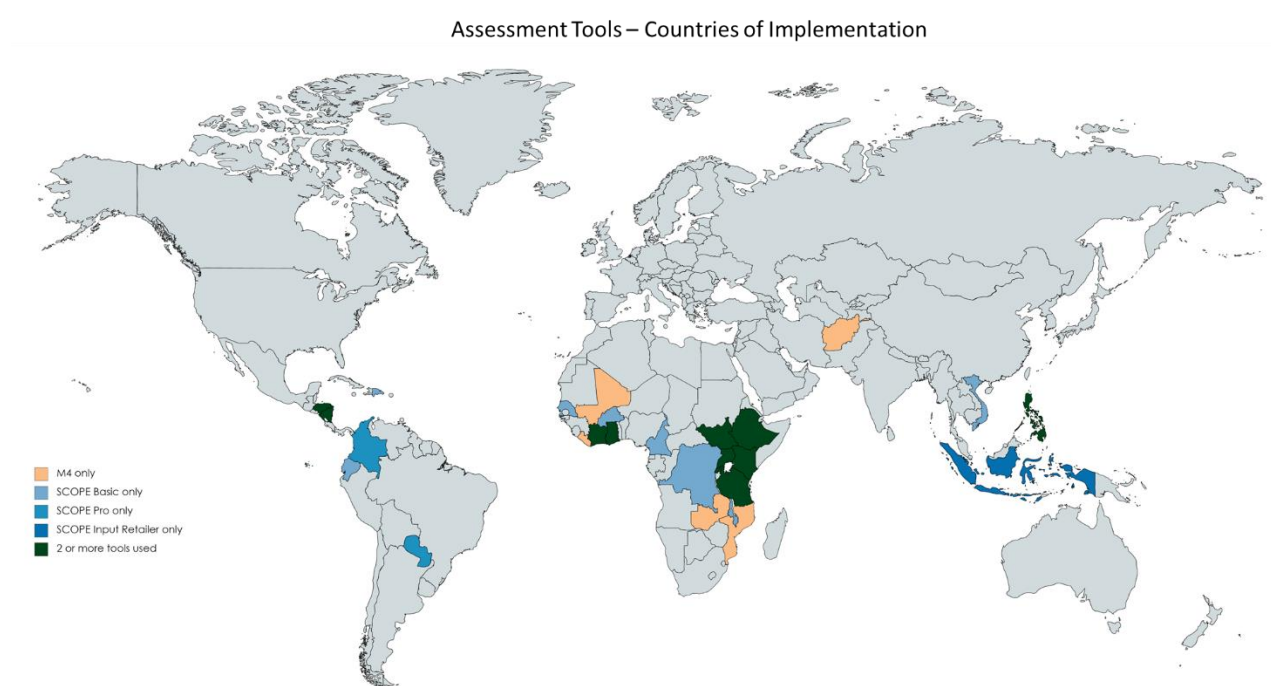
Curricula							
	ALP 3.0 	ALP BE 	LMR 	EDC 	ABC 	SMFM 	LINK 
Requirements	TOT-trained trainers	TOT-trained trainers	TOT-trained trainers	OCDC services strongly recommended	TOT-trained trainers; iCRA services strongly recommended	ACDI/VOCA trainer; coaching strongly recommended	Trained facilitator in LINK implementation
Resources	Presentation slides, instructor guide, handouts, answer keys and other supporting documents	Presentation slides, instructor guide, handouts, answer keys and other supporting documents	Presentation slides, instructor guide, handouts, answer keys and other supporting documents	Structured questionnaire for cooperative leaders	Detailed implementation guide (13 modules, 4 workshop guides), exercise cases	M4; STICKS Poster tools that expedites production / post-harvest handling training	Detailed implementation guide (4 tools w/ questions, concepts, exercises, and case and documentation examples)
Duration	Adaptation: 6-24 days; TOT: 5-7 days; Training: Max. 13 days for all 17 modules; 4-5 hours/module Coaching and follow-up: 6-24 months	Adaptation: 6-10 days; TOT: 3 days; Training: Max. 4 days for all 10 modules; 2-3 hours/module Coaching: provided along with coaching for ALP 3.0 or LMR	Adaptation: 6-24 days; TOT: 3-5 days; Training: Max. 10 days for all 12 modules; 4-5 hours/module; Coaching and follow-up: 6-12 months	Adaptation: 2 weeks; TOT: 2-3 days; Cooperative Leadership Events: 5 days;	Adaptation: 3 days/module; Basic TOT: 2 weeks; Coaching needs assessment: 8 days Training: 15-20 hours/module Field mentoring sessions: 20 days/module Review workshop: 4 days	Adaptation: 1 day; TOT: 2-3 days; Training: 3-12 days (2-8 POs per session, 4-15 participants per PO); Sessions 1-4 sessions	Training of facilitator: 1 week; Implementation: 7 months or more (depending on improvement plan scope)
Costs*	<i>Example: Training of 500 staff from 100 FOs (in USD)</i> Customization: 8,400 TOT: 26,800 Training & Coaching: 44,000 Total: 79,200 USD	<i>Example: Training of 500 staff from 100 FOs (in USD)</i> Customization: 5,100 TOT: 17,750 Training & Coaching: 24,000 Total: 46,850 USD	<i>Example: Training of 200 staff from 100 retailers (in USD)</i> Customization: 8,400 TOT: 8,500 Training & Coaching: 16,000 Total: 32,900 USD	Cooperative Leadership Events cost USD 40,000 (shared 50-50 with client) Total: 40,000 USD	Costs are (in EUR): Adaptation: 4,500; TOT: 2,000 pp; Coaching: needs assessment: 8,000; training and field mentoring per selected module: 11,500; review workshop: 8,000 Total: 34,000 EUR	<i>Example: Assuming 500 FOs (in USD):</i> Adaptation + licensing fee and translation = 5,500 TOT = 9,500 Training – 23,000 Coaching – staff time and travel costs will vary Total: 38,000 USD	Tool use is free. Costs are (in EUR): Co-creation workshop (5 days x 1 prototype x 1 FO): 2,750; Prototype implementation and monitoring: 4,500; Facilitator: 10,000 Total: 17,250 EUR

*Note that some elements for costs are not included in all of the estimates above (e.g. participant travel and meals are not included in training costs), and the travel & staff costs for coaching are significant if not part of an otherwise ongoing project. These costs can change depending on specific implementer philosophy and approach. AMEA recommends entering in contact with the tool owners for more precise budgeting.

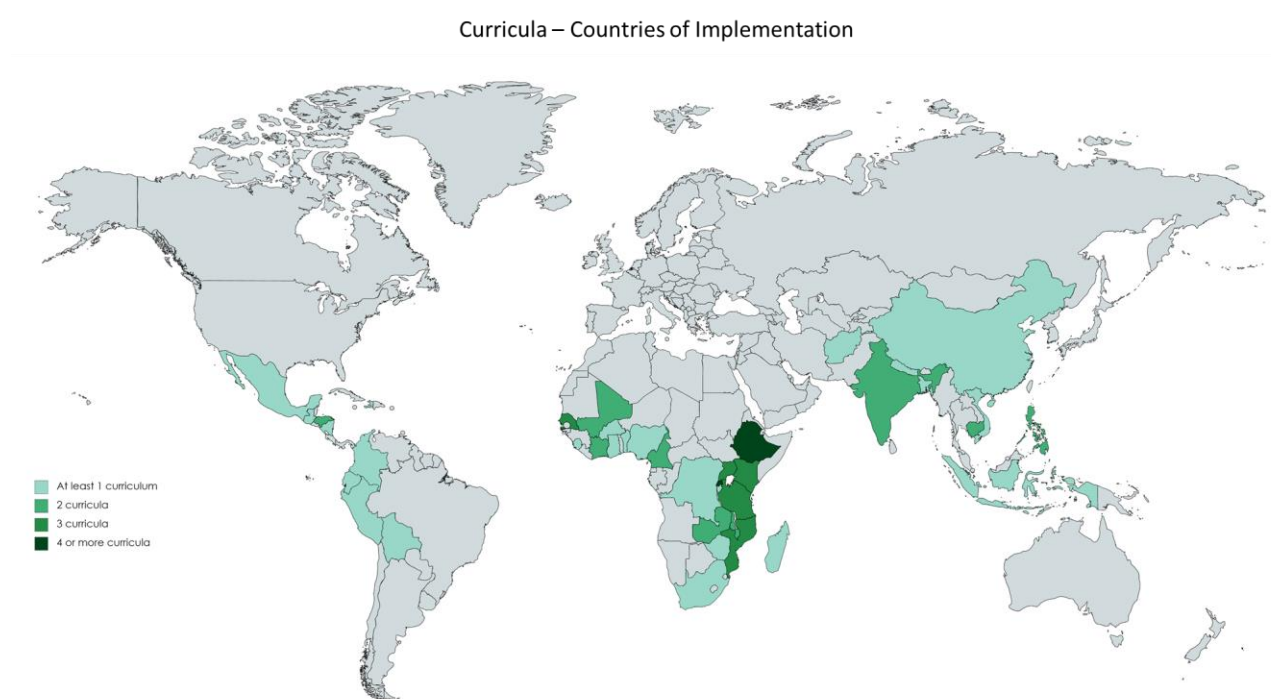
Evidence of Effectiveness

Increased uptake

Maps 1 and 2: use of the materials in various countries



AMEA-approved assessment tools have been implemented in 27 countries by 2020. More than 40 projects had implemented these tools by late 2020, including projects from 12 AMEA members.



AMEA-approved curricula have been implemented in 41 countries by 2020. More than 45 projects had implemented these curricula by late 2020, including projects of six AMEA members.

Evidence base for effectiveness

Below, you will find a list of external links to case studies, reports, and articles among other publications that provide evidence of the effectiveness of the tools in practice.

AMEA tool	Case studies
ALP 3.0	<ul style="list-style-type: none"> • West Africa (Côte d'Ivoire, Cameroon) Implementation • Africa Turnaround blended learning approach • IFC-Heineken Ethiopia
ALP BE	<ul style="list-style-type: none"> • <i>Not yet available</i>
LMR	<ul style="list-style-type: none"> • <i>To be added soon</i>
EDC	<ul style="list-style-type: none"> • Land Shareholding Cooperatives in Rural Africa Feasibility Analysis and Policy Implications
ABC	<ul style="list-style-type: none"> • Strengthening Business Support Services for Agribusiness Partnerships • iCRA's ABC Stories
SMFM	<ul style="list-style-type: none"> • <i>Not yet available</i>
LINK	<ul style="list-style-type: none"> • LINK Methodology Map: Experiences by Country • Is Inclusive Business for you? Managing and upscaling an inclusive company: Lessons from the field [Book] • Payments for ecosystem services in smallholder agriculture: lessons from the Hivos-IIED learning trajectory [Book] • A commitment to inclusion in Honduras [Blog post] • 3 of LINK's successful cases at Inclusive Business Model Forum [Blog post] • The LINK Methodology spreads in the hands of Heifer International [Blog post series] • LINK methodology: Four years successfully linking farmers to markets [Annual report] • The Inclusive Business Scan [Tool based on 4 inclusive principles of LINK]
M4	<ul style="list-style-type: none"> • <i>Not yet available</i>
SCOPE Basic	<ul style="list-style-type: none"> • SCOPEinsight's Case Studies page • Clients projects
SCOPE Pro	<ul style="list-style-type: none"> • SCOPEinsight's Case Studies page • Clients projects
SCOPE Input Retailer	<ul style="list-style-type: none"> • SCOPEinsight's Case Studies page • Clients projects

Annex I - Detailed Comparison of Training Curricula: ALP 3.0, ALP BE, LMR, EDC, SMFM, LINK and ABC

The training curricula comparison table is validated by “Tool owners”.

Criteria	ALP 3.0	ALP BE	LMR	SMFM	ABC	LINK	EDC
Focus	Farmer organizations, including cooperatives, unions, informal associations, and other aggregators.	Members of FOs who hold financial responsibilities.	Agro-input retailers that sell directly to farmers.	Improved management of cooperatives to increase revenue and access to markets for the FO and its members.	Value chain needs and inefficiency issues, rather than specifically on farmer organizations alone.	Inclusion: design, implementation and evaluation of inclusive business models with small-scale producers.	Cooperatives' management and governance to increase collective marketing. More specialistic and advanced type of training as opposed to holistic and basic approach.
Target	Training FOs from starting FOs to professional FOs.	Capacity building for FO members with financial responsibilities but without prior training in bookkeeping or accounting.	Capacity building for the managers of agro-input retailers to run their business more professionally and provide better services.	Capacity building for FOs to increase revenue and market access for members, from starting to professional FOs.	Coaching of agribusiness coaches in local value chain networks, from starting to more professionally functioning value chains.	LINK works with both the actor who includes and the actor who wishes to be included. Facilitators may be representatives of FOs, of buyers, or of an NGO that works with FOs.	Cooperative leaders and managers. Specialization and building the managerial capital of FOs.
Level of FO professionalism	Provides the foundations to build professional and commercial FOs. Could be complemented by other approaches.	Basic and intermediate level FOs.	Basic and intermediate level agro-input retailers.	Good for FOs at any level of professionalism, especially for immature organizations.	Good for starter FOs and (local) actors they do business with. Intensive coaching on basics of business professionalism.	Primarily designed for FOs from immature to intermediate level of professionalism.	Focus mainly in FO leaders, managers, and decision-makers from key governmental agencies and national farmer unions. Strong in complementing

							other approaches with advanced topics.
Literacy levels of FOs (leaders)	At least one trainee per FO should have 10 years of formal education.	10 years of formal education is recommended for this curriculum.	Owners/managers of retail businesses with at least 12 years of education.	As least one participant from each FO should be literate to take notes and fill out templates. Otherwise, extra facilitators may be engaged to take notes on FO behalf. These notes can be helpful for prioritizing coaching.	Coaches should be literate and formal education is recommended. Preferably they should also have an existing trustful relationship within FO and/or community.	As long as the facilitator is literate and has a formal education, the FOs are not required to have a minimum literacy level. LINK was applied with an indigenous group that did not have a written language. Adaptations will depend on the facilitator.	Focus on leaders and managers, who are usually the better educated members of coops/ FOs.
Adaptability to identified needs	Easy to adapt to clients and farmers' needs. Falls in the range of 6-24 days.	Easy to adapt to clients' needs; can be delivered independently or alongside ALP 3.0.	Easy to adapt to location, language, and other variables. Curriculum can be customized in 6-20 days.	Easy to adapt to different contexts, countries, crops. It takes one day to adapt the curriculum with place names, currency, crops, etc. tailored to the specific project. To develop tailored graphics, specialized training modules will require more time.	Easy to adapt by using the applicable modules or by developing new materials. Tailoring a module would require about 2-3 days, developing a module on a completely new topic will require about 1 to 2 weeks.	Easy to adapt to different contexts, countries and crops. LINK takes users on a progressive path of information gathering and analysis from which they design/ improve their own business model, adapted to their needs and those of members, partners and clients.	Easy to adapt to different contexts. Takes about 2 weeks of work to do a TNA (training needs assessment) and adapt the materials accordingly.

Usability	Easy to use once trainer has received training (TOT). Content needs to be customized to identified needs.	Easy to use once trainer has received training (TOT). Content needs to be customized to identified needs.	Easy to use once trainer has received training (TOT). Content needs to be customized to identified needs.	Easy to use with facilitation guides available for multiple users at the same time. ACDI/VOCA trains coaches and facilitators (but wants to be involved in tailoring the training).	Usage by trainer-mentors to coach agribusiness coaches requires open mindset to participatory learning. ICRA trains these trainer-mentors (TOT).	The visual presentation of the modules allows presenting complex and interrelated content. The facilitator can print the included formats to carry out the implementation.	EDC is a rather advanced and research-based curriculum. Requires extensive TOT. EDC puts a lot of resources in building local networks of trainers.
Already used in (countries) (As per Oct 2020)	Cote d'Ivoire, Cameroon, Kenya, Tanzania, Rwanda, Senegal, Ethiopia, Madagascar, Mali, Cambodia, Peru, Guatemala, Dominican Republic	Ethiopia, Cambodia	Honduras, India, Ethiopia	Sierra Leone, Zambia, Burkina Faso, Mali, Afghanistan, Rwanda, Philippines, Ethiopia, Mozambique, Tanzania.	Cote d'Ivoire, Ghana, Benin, Nigeria, Mali, Mozambique, Ethiopia, Kenya, Uganda, Rwanda	Bangladesh, Bolivia, Burundi, Cambodia, China, Colombia, Ecuador, Ethiopia, Guatemala, Haiti, Honduras, India, Indonesia, Kenya, Malawi, Mexico, Mozambique, Peru, Nepal, Nicaragua, Philippines, Uganda, Rwanda, Senegal, South Africa, Tanzania, Vietnam, Zambia, Zimbabwe.	Madagascar, Malawi, Uganda, Senegal, Ethiopia, Rwanda, DRC, Cameroon.
Languages readily available	English and French	English	English and Spanish	English, French, Portuguese and Dari.	English. Some materials in French.	English, Spanish. Abridged in English, Hindi, Vietnamese.	English, French.
Requirements to scale up	Requires trainers (from TOT) available.	Availability of trainers who have successfully completed TOT.	Availability of trainers who have successfully completed TOT.	Requires ACDI/VOCA staff or use of experienced	Requires identification of right actors and	Requires the support of a trained facilitator (who knows the	EDC has built local trainers' networks that can easily upscale operation.

				facilitators for Training of Trainers.	coaches in a value chain.	methodology and can guide the FOs in the application of each tool).	
Average FO/ group size recommended by training	Range is from 25 – 300 farmer members. Prefer 5 FO leaders selected to attend all training sessions. All FO leaders are expected to attend all coaching sessions.	Range is from 25 – 300 farmer members. About 3-5 FO leaders selected to attend all training sessions. All FO leaders are expected to attend all coaching sessions.	Retailers are often family-owned, small and medium sized businesses. It is recommended that the business owner and one employee or family member attend training.	Has been used effectively with FOs from 30 to 30,000 members.	Has been used effectively with FOs from 25-500 members.	Has been used effectively with FOs from 13 to almost 600 associates.	From 25-100 leaders / managers/ FOs per training session.
Link to assessment tool	SCOPE Basic.	Not applicable, as curriculum builds on ALP 3.0 or LMR.	SCOPE Input Retailer.	Parallels M4 although not a 100% correlation.	Workshop sessions to achieve qualitative diagnosis of value chains' needs.	The New Business Model principles (Key tool 3) assess six critical areas to sustained inclusion of smallholder farmers. ²	Developed own tests and questionnaires. Integral part of the EDC curriculum. Can be applied with SCOPE tools.
Diagnosis of professionalism	Through assessments. Must be used with SCOPE tools.	Through assessments used at ALP 3.0 or LMR implementation.	SCOPE Input Retailer used to assess retailers before training and after coaching.	Aligned with M4 but can be used separately. Focus on 4 domains. ³	Participatory approach unlike AMEA Framework: stronger qualitative needs-based focus rather than assessments.	LINK is strongest from the Market-led perspective. The Double-facing Value Proposition (Tool 2) allows FOs to assess their business model as a seller	Focus on 3 dimensions: marketing, internal management, and governance (enabling environment).

² (1) Chain-wide collaboration; (2) Effective market linkages; (3) Fair and transparent governance; (4) Equitable access to services; (5) Inclusive innovation; and (6) Measurement of outcomes.

³ (1) Membership: FO governance; (2) Marketing: value chain assessment & marketing mapping; (3) Money: record keeping & financial planning; (4) Management: e.g. communications, business planning

						but also as a service provider for their members.	
Costs of accessing the curricula	Free of charge for AMEA members observing IP agreements.	Free of charge for AMEA members observing IP agreements.	Free of charge for AMEA members observing IP agreements.	Sub-license for AMEA members (i.e. hiring ACDI/VOCA).	Free of charge for AMEA members observing IP agreements.	It is available online. Free of charge for everyone.	Free of charge for AMEA members observing IP agreements.
Potential costs related to using	Costs depends on model of implementation and project variables, such as customization required, number of FOs targeted, number of trainers hired, and duration of training-of-trainers program, amongst other factors.	Costs depends on model of implementation and project variables, such as customization required, number of FOs targeted, number of trainers hired, and duration of training-of-trainers program, amongst other factors.	Costs depends on model of implementation and project variables, such as customization required, number of FOs targeted, number of trainers hired, and duration of training-of-trainers program, amongst other factors.	AMEA members must work with ACDI/VOCA to use SMFM. The cost (for a license and an ACDI/VOCA trainer) is usually about USD 5,000. Primary costs are in implementation of training and coaching.	Primary costs are (indication): adaptation of materials: EUR 4,500 ToT: EUR 2,000 pp Coaching: - needs assessment: EUR 8,000 - training per selected module: EUR 1,500 - field mentoring per selected module: EUR 10,000; - review workshops: EUR 6,000	Costs depend on the specific case characteristics (distances, number of participants, cultural context, crop cycle, literacy level, etc.). Primary costs are: a facilitator, participatory meeting logistics and costs derived from the improvement plan.	Cooperative Leadership Events cost USD 40,000 (shared 50-50 with client).
Evidence of effectiveness	Implemented by IFC clients and AMEA members to reach over 1,500 FOs and 500,000 farmers.	<i>There has not been any feedback from projects yet – so effectiveness is anecdotal at this point.</i>	Implemented in three countries reaching over 300 retailers and 1,300 owners/managers.	Used in 8 large projects with evidence of improvements in group functioning, sales & revenues, leadership, member	Publications available. Largely used in a Dutch government-funded program (2SCALE). ICRA's coaching curriculum has been	The results obtained include improvements in prices, incomes, access to services and training, and linkage to markets	A scientific impact evaluation is available and published in the Annals of Public and Cooperative Economics. EDC was

			<i>The curriculum was first released in 2019.</i>	engagement, and relationships with financial institutions and buyers. SMFM has been applied to over 2000 FOs.	applied to over 1000 FOs (or over 250000 farmers).	with formal contracts. LINK was applied in Latin America, Africa, and Asia with more than 80 FOs.	applied to over 600 FO leaders and managers.
Products	Has been used in cocoa, cotton, dairy, fruits, maize, vegetables (horticulture), malt barley, poultry.	This course is not specific to products as it focuses on the financial aspects of FOs.	Targets agro-inputs (rather than crops). Retailers sell seeds, fertilizer, agro-chemicals, animal feed and health products, farm tools, and other inputs.	Has been used to staple crops, high value horticulture crops and tree crop value chains (maize, rice, millet, almonds, cocoa, coffee, grapes, onions, potatoes, wheat).	Any commodity. Has been used in staples, dairy, horticulture, oil seeds, tree crops.	Used in Açai, Alpaca fiber, Amaranth, Asparagus, Banana, Beans, Beef, Biogas, Blackberry, Cashew nut, Cocoa, Coffee, Corn, Dairy, Goat, Honey, Medicinal and aromatic plants, Mezcal, Organic banana, Passion fruit, Peanut, Pigs, Potato, Poultry, Rice, Sheep, Sugar cane, Toquilla straw, and Vegetables.	Used in grains, pulses, fruits & nuts, oil seeds, dairy, horticulture, livestock, roots & tubers value chains.
Length of curriculum delivery (project implementation)	6-24 months for assessments, training and coaching.	Training can be delivered in 4 days. Coaching is usually provided along with coaching for a complementary curriculum, like ALP 3.0 or LMR.	6-24 months for assessments, training and coaching.	The longest version of the training is 12 days of classroom training, delivered in staggered 3-day sessions. Briefer version has been delivered in 3 days.	12-24 months.	The application of the tools 1-3 can take between 2 and 3 months, but the plan for improvement (tool 4) could take a year or more, according to the plan's scope.	Training sessions last 5 days each. One training session per year is recommended.

Format of content	17 modules. Almost 600 slides. Approximately 30 supporting documents.	8 modules, 130 slides, 10 supporting documents	12 modules, about 500 slides, over 30 supporting documents	4 modules, each with facilitator's guide and participant manual.	13 modules, 4 guidelines.	4 key tools with goals, key questions, basic concepts, recommended exercises, documentation formats, and case examples.	6 main modules.
Length of training on content	TOT: 5-7 days. Training of FOs: Maximum of 13 days for all 17 modules, but modules can be delivered selectively. Average of 4-5 hours per module.	TOT: 2-3 days Training of FOs: Maximum of 4 days for all 10 modules, but modules can be delivered selectively. Average of 2-3 hours per module.	TOT: 3-5 days Training of retailers: Maximum of 10 days for all 12 modules, but modules can be delivered selectively. Average of 4-5 hours per module.	TOT: includes orientation to facilitation approach and adult learning methodology and practice delivering sample of session. Covers all the material in 3-5 days.	Adaptation of materials: 3 days per module Basic TOT: 2 weeks Coaching: needs assessment: 8 days; training per selected module: 3 days; Field mentoring sessions per selected module: 20 days; Review workshop: 4 days	A week is required to train the facilitator, but follow-up to the implementation is also necessary.	TOT: 2-3 days Cooperative Leadership Events: 5 days.
Requirements for trainers to deliver the curriculum	Experience in training FOs; good English skills; pass TOT.	Experience in training FOs; good English skills; pass TOT.	Experience in training FOs; good English skills; pass TOT.	Facilitators should have a good background in adult learning, agri-business and cooperative development. Be trained by ACDI/VOCA.	Selection by the value chain with help of the implementation partner. Coach needs to pass iCRA's development performance assessment.	The facilitator must know well the methodology and needs experience in working with FOs and with participatory methods.	Trainers need to assist the EDC master-trainer in at least two TOTs and two training sessions before they can officially become EDC trainers.

Annex II - Detailed Comparison of Assessment Tools: SCOPE Basic, SCOPE Pro, SCOPE Input Retailer, and M4

This document is the assessment tools comparison table validated by “Tool owners” and meant as informative supporting material.

Criteria	SCOPE Basic	SCOPE Pro	SCOPE Input Retailer	M4
Goal of the tool	<ul style="list-style-type: none"> • More focused and market-driven capacity building, which should lead to more impact at lower costs. • Guidance to realize Outcomes including access to markets, finance and increased sustainability (based on SCOPEinsight’s Theory of Change & data analysis). • Create market linkages using SCOPE scores. • Compare project results with other projects in other regions or crops. 	<ul style="list-style-type: none"> • More focused and market-driven capacity building, which should lead to more impact at lower costs. • Guidance to realize Outcomes including access to markets, finance and increased sustainability (based on SCOPEinsight’s Theory of Change & data analysis). • Create market linkages using SCOPE scores. • Compare project results with other projects in other regions or crops. • Detailed insight in business and financial track record and ratio’s. • Provide input to FI’s as part of pre-due diligence processes. 	<ul style="list-style-type: none"> • More focused and market-driven capacity building, which should lead to more impact at lower costs. • Guidance to realize Outcomes including access to markets, finance and increased sustainability (based on SCOPEinsight’s Theory of Change & data analysis). • Create market linkages using SCOPE scores. • Compare project results with other projects in other regions or crops. 	<ul style="list-style-type: none"> • Empower farmer-based organizations to assess their performance and to identify improvements along four areas: membership, marketing, money, and management. • Provide an open and transparent process for members to quickly reach consensus on their priorities.
Applicability of use	Standardization of questions across value-chains, countries, contexts, making it highly comparable at global scale between different projects, across crops.	Standardization of questions across value-chains, countries, contexts, making it highly comparable at global scale between different projects, across crops.	Standardization of questions across value-chains, countries, contexts, making it highly comparable at global scale between different projects, across crops.	Questions can vary. Highly comparable within context (project, assessor), less comparable cross contexts.

Adaptability to different levels of FO professionalism	The SCOPE Basic tool is especially designed for the less organized and professional farmer organizations.	The SCOPE Pro is a specialized tool for the more professional farmer organizations, with well-educated management and full financial accounting records for at least 3 years.	The SCOPE Input Retailer tool does not target Producer organizations but rather the retailers of inputs and other value chain supplies used by those producer groups. Performance metrics focus on the wholesale procurement and sale of these inputs.	Adapted for use to all levels of professionalism. Recommended for more immature FOs, as tool is especially helpful for low functioning FOs. Format is easy to adapt. Tool can add or subtract questions that are not relevant and can also be adapted to respond to specific project or donor needs/focus.
Use of score as project indicator	The rigorous training of assessors and standardization of tool, including the built-in checks & balances and the validation of data, means that it can be used as an objective indicator of the progress and impact of the project.	The rigorous training of assessors and standardization of tool, including the built-in checks & balances and the validation of data, means that it can be used as an objective indicator of the progress and impact of the project.	The rigorous training of assessors and standardization of tool, including the built-in checks & balances and the validation of data, means that it can be used as an objective indicator of the progress and impact of the project.	Designed to be a self-assessment tool for FOs. Changes in scores can be used as qualitative documentation of trends but should not be used as project indicator.
Literacy levels of FOs (leaders)	Assessment is conducted by certified assessors. Assessment is done through focus group interview with leadership of the FO. Literacy is not required. To understand the final assessment report, it is advised to explain it in a feedback session.	Assessment is conducted by certified assessors. Assessment is done through focus group interview with leadership of the FO and analysis of documents of the FO. Literacy is not required. To understand the final assessment report, it is advised to explain it in a feedback session.	Assessment is conducted by certified assessors. Assessment is done through focus group interview with leadership of the FO. Literacy is not required. To understand the final assessment report, it is advised to explain it in a feedback session.	No literacy needed for facilitated assessments. Literacy needed for FO self-assessment.

Usability	Used by assessors who go through rigorous training to assess FOs. Manuals, templates and checklists in SI knowledge library support assessors and program staff with implementation of tool. Assessment results in a comprehensive report for the FO that can be used to create improvement plan.	Used by assessors who go through rigorous training to assess FOs. Manuals, templates and checklists in SI knowledge library support assessors and program staff with implementation of tool. Assessment results in two comprehensive reports for the FO that can be used to create improvement plan.	Used by assessors who go through rigorous training to assess FOs. Manuals, templates and checklists in SI knowledge library support assessors and program staff with implementation of tool. Assessment results in two comprehensive reports for the FO that can be used to create improvement plan.	Tool can be used, once adapted to the local context, by assessors/staff or by FOs as a self-assessment.
Already used in (countries) (As of October 2020)	40 countries, 50+ value chain sectors	24 countries, 27 value chain sectors	Honduras, Nicaragua, Indonesia 7 Product Sectors	Mali, Mozambique, Tanzania, Ethiopia, Zambia, Ghana, Laos, Afghanistan, Rwanda, Guinea, Philippines, Kenya, Liberia, Sierra Leone
Languages readily available	English, French, Spanish	English, French, Spanish	English, French, Spanish	English, French, Portuguese and Dari
Scalability	Easily scalable to different contexts. Data is processed and reported automatically through IT system. Assessors are trained online. Standardization of tool makes it easy to scale, compare, learn, innovate.	Easily scalable to different contexts. Data is processed and reported automatically through IT system. Assessors are trained online. Standardization of tool makes it easy to scale, compare, learn, innovate.	Easily scalable to different contexts. Data is processed and reported automatically through IT system. Assessors are trained online. Standardization of tool makes it easy to scale, compare, learn, innovate.	Easily scalable to different contexts.
Link to training curricula	Can be used to assess FOs being trained by any AMEA-approved	Can be used to assess FOs being trained by any AMEA-approved curriculum. Recommended for	Can be used to assess FOs being trained by any AMEA-approved curriculum. Recommended for	Can be used to assess FOs being trained by any AMEA-approved curriculum.

	curriculum. Strong alignment with the ALP.	curriculum focusing on improving access to markets and finance.	curriculum focusing on improving access to markets and finance.	Strong parallel to Sell More For More.
Diagnosis of professionalism	<p>Scores from 1 to 5. Focus on 8 dimensions: Internal Management, Financial Management, Sustainability, Operations, Production Base, Market, External Risks, Enabling Environment</p> <p>Basic metrics on production, sales (e.g. volumes, clients, etc) and finance are gathered providing insight in the organization's track record and business performance.</p>	<p>Scores from 1 to 5. Focus on 9 dimensions: Internal Management, Financial Management, Sustainability, Operations, Production Base, Market, External Risks, Enabling Environment, Financial Performance</p> <p>Financial accounting indicators are gathered based on 2 to 3 years (audited) accounts, diagnosing the FO's financial performance.</p>	<p>Scores from 1 to 5. Focus on 5 dimensions: Internal Management, Financial Management, Sustainability, Operations, Market</p> <p>Additional performance metrics and product sale data are collected to focus on input supplier product families.</p>	<p>Scores from 1 to 4. Focus on 4 domains: Membership, Marketing, Money, and Management.</p> <ul style="list-style-type: none"> • Membership: FO governance • Marketing: value chain assessment & marketing mapping • Money: record keeping & financial planning • Management: e.g. communications, business planning
Costs of the tool	EUR 100 / assessment (includes quality control, manuals, guidance, reporting). For conducting the assessments, access to SCOPE Dashboard is necessary annual license fee (includes operational implementation support, consolidated report and help desk).	EUR 200 / assessments (includes quality control, manuals, guidance, reporting). For conducting the assessments, access to SCOPE Dashboard is necessary annual license fee (includes operational implementation support, consolidated report and help desk).	EUR 100 / assessment (includes quality control, manuals, guidance, reporting). For conducting the assessments, access to SCOPE Dashboard is necessary annual license fee (includes operational implementation support, consolidated report and help desk).	Access to the tool is free (via AMEA GCO – Terms and Conditions apply).
Potential costs related to using	Labor cost of assessor and associated field costs.	Labor cost of assessor and associated field costs.	Labor cost of assessor and associated field costs.	None.

Evidence of effectiveness	9.1 million member/farmers reached.	2.2 million member/farmers reached.	50 Pilot Retailers in Horticultural, Coffee and Cocoa value chains.	Several hundred thousand farmers reached.
Products	Easily used for various crops and agricultural products: cocoa, coffee, fruits, grains and beans, spices, tea, vegetables, tubers, nuts, cotton, poultry, forestry, and animal products.	Easily used for various crops and agricultural products: cocoa, coffee, fruits, grains and beans, spices, tea, vegetables, tubers, nuts, cotton, poultry, forestry, and animal products.	Crop essentials, Fishery Supplies, Livestock essentials, agro-chemical inputs, Irrigation & mechanization equipment	Mostly used for staple crops (maize, rice, sorghum, millet), but has also been used for horticulture (onions, potatoes, grapes) and tree crops (coffee, cacao, coconut, almonds).
Length of assessment delivery (implementation)	6 hours.	2 days.	6 hours.	3-4 hours assessment period.
Format of content	135 questions. Performance Tabs; organizational data, value chain, production & sales and finance, and Documentation.	175 questions. Performance Tabs; organizational data, value chain, production & sales and finance, and Documentation.	105 questions. Performance Tabs; organizational data, value chain, production & sales and finance, and Documentation	32 questions.
Length of training on assessing	20 hours E-learning.	20 hours E-learning + training Financial Specialist 15 hours.	20 hours E-learning.	Two hours orientation for assessors.
Requirements for assessors	Strongly recommended: Advanced post high school education degree in agriculture, forestry, chemical technology, or food-related disciplines. Demonstrable knowledge of and experience with agricultural value chains and farmer	Strongly recommended: Advanced post high school education degree in agriculture, forestry, chemical technology, or food-related disciplines. Demonstrable knowledge of and experience with agricultural value chains and farmer	Strongly recommended: Advanced post high school education degree in agriculture, forestry, chemical technology, or food-related disciplines. Demonstrable knowledge of and experience with agricultural value chains and farmer	First assessment usually conducted by project staff. Should be literate and have some knowledge of Cooperative management in the local context.

	<p>organizations/producer organizations/SMEs.</p> <p>Background in relevant certification, audit, inspection and related areas, such as environmental, health & safety, traceability systems.</p> <p>Excellent working language skills in English, French or Spanish, and the country's official language for both verbal and written communication.</p> <p>Good computer skills and ability to work with online systems.</p>	<p>organizations/producer organizations/SMEs.</p> <p>Background in relevant certification, audit, inspection and related areas, such as environmental, health & safety, traceability systems.</p> <p>Excellent working language skills in English, French or Spanish, and the country's official language for both verbal and written communication.</p> <p>Good computer skills and ability to work with online systems.</p> <p>Financial specialist needs to be trained to carry out financial part of assessments. Specialist needs to have financial/ accounting background and/or experience.</p>	<p>organizations/producer organizations/SMEs.</p> <p>Background in relevant certification, audit, inspection and related areas, such as environmental, health & safety, traceability systems.</p> <p>Excellent working language skills in English, French or Spanish, and the country's official language for both verbal and written communication.</p> <p>Good computer skills and ability to work with online systems.</p>	
Timely feedback	Access to assessment report and assessee data is possible in real time through SCOPE Dashboard, Business Intelligence Platform.	Access to assessment report and assessee data is possible in real time through SCOPE Dashboard, Business Intelligence Platform.	Access to assessment report and assessee data is possible in real time through SCOPE Dashboard, Business Intelligence Platform.	Cooperatives get usable feedback and a score by the end of the assessment meeting. Good for detailed assessments on FOs needs and for self-assessments.
Methodology	Focused group discussion facilitated by the assessor. It allows for additional inputs from	Focused group discussion facilitated by the assessor. It allows for additional inputs from	Focused group discussion facilitated by the assessor. It allows for additional inputs from	Focused group discussion facilitated by the assessor. Participatory discussion

	<p>the participants aside from the direct answers to the questionnaire in the SCOPE Dimensions through the assessor's probing questions.</p> <p>The answers are optionally objectively verified/validated by documents.</p>	<p>the participants aside from the direct answers to the questionnaire in the SCOPE Dimensions through the assessor's probing questions.</p> <p>The answers are objectively verified/validated by documents.</p>	<p>the participants aside from the direct answers to the questionnaire in the SCOPE Dimensions through the assessor's probing questions.</p> <p>The answers are objectively verified/validated by documents.</p>	<p>cooperative status with leaders and members. Does not require validation of documents to support the choices, but choices should reflect actual status, not opinion.</p>
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