AMEA TOOLBOX GUIDE

How to improve your success rates and be competitive in Business Development Services delivery to Farmer Organizations and Agri-Small and Medium Enterprises

FEBRUARY 2023

CONTENTS

BACKGROUND AND PURPOSE

AMEA is a global network bringing stakeholders together to accelerate the professionalization of farmer organizations (FOs) and Agri-Small and Medium Enterprises (Agri-SMEs). This work is guided by AMEA's Strategy to 2030, including the AMEA Framework and an overarching Theory of Change.

AMEA FRAMEWORK

The **AMEA Framework** is the **outline of the relationships and processes** which enable different stakeholders to work together to support FOs and Agri-SMEs to professionalize and become strong business partners. The Framework should be useful for anyone considering how to design new projects. AMEA promotes a Framework intended to capture the fundamental elements of a system that can accelerate farmer organization professionalism. The intention is that this Framework can be used in each Country to assess the state of the system that supports farmer organization development and agree on a roadmap for improvement.

The AMEA Framework has the following features:

- The need for all FOs to be assessed on a regular basis with a standard set of tools which enables coordinated learning and decision making by all stakeholders
- A rapid assessment process is proposed to enable segmentation of FOs to allow a more targeted, tailored approach to technical assistance (TA).
- Data should be shared between all actors working with FOs to enable coordinated delivery of TA to the FO which will reduce costs and increase effectiveness.
- A detailed assessment is only required for more advanced FOs.
- The integration of sustainability by showing the way in which professional farmer organizations will be able to raise more financing and rely less on public subsidy.
- Outcomes focus on increased returns for the FO and for members (fair/living incomes), which leads to increased member equity and tax contributions. Another key outcome is the establishment of Hubs of reputable BDS providers.

AMEA THEORY OF CHANGE

The **Theory of Change** is an **outline of how the use of the AMEA Framework can be scaled up**. It therefore incorporates assumptions about stakeholder needs and the enabling conditions that are required to stimulate the use of the AMEA Framework. The following diagram provides an outline of a Theory of Change which has been developed with members and partners.
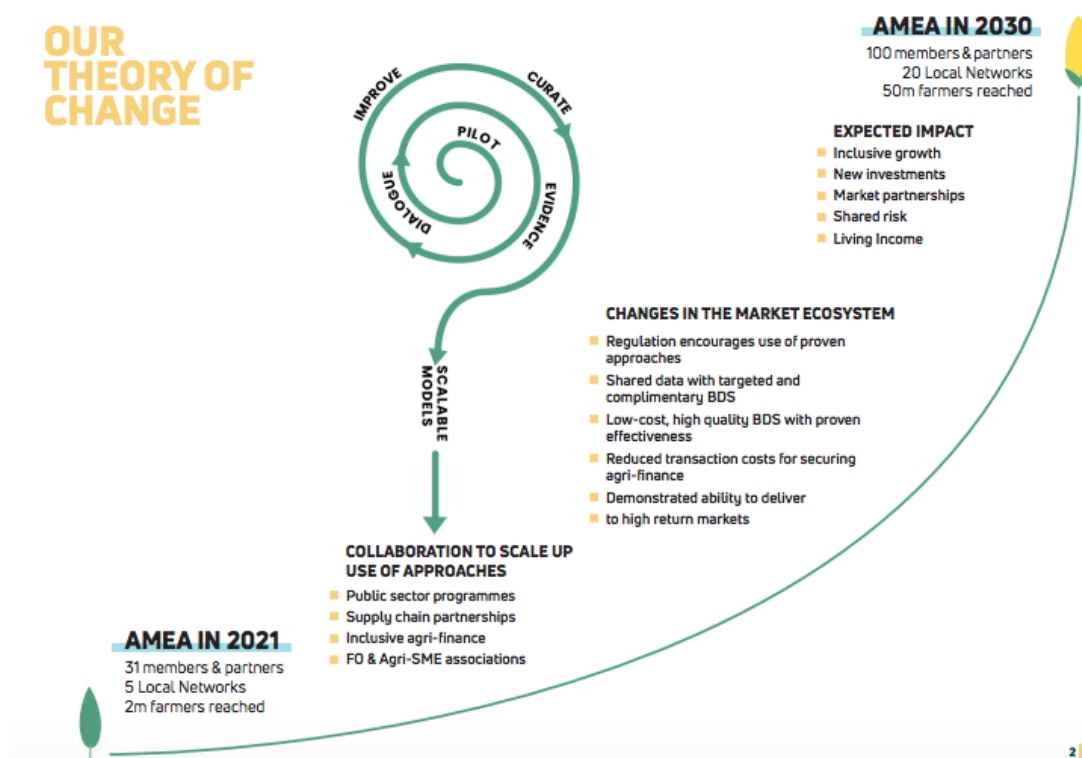
This Toolbox Guide provides comprehensive information to enable potential users, partners or other stakeholders to make decisions about the tools that would be the most suitable for their programming.

WHY MAKE USE OF THE AMEA TOOLBOX?

Farmer Organizations and Agri-SMEs will develop faster, access finance and higher return markets, and deliver better returns to members if they are supported by cost-effective business development services (BDS). There is a considerable amount of tools in use right now across numerous projects all over the World. 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 aims to present 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 and Agri-SME development stages, with tools that have been used across various value chains and countries. The tools respond to the AMEA BDS Call to Action and emphasize that **data** (assessments) should drive improvements beyond a training needs assessment.

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 that the annual AMEA membership fee includes 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
ACDI/VOCA	1. M4	ACDI/VOCA	Cheryl Turner: CTurner@acdivoca.org
SCOPEinsight	2. SCOPE Basic	SCOPEinsight	Marise Blom: marise.blom@scopeinsight.com
	3. SCOPE Pro		
	4. SCOPE Input Retailer		

Curricula		Material owner	Technical support contact
IFC International Finance Corporation	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)		
iCRA building trust in value chains	4. Agri Business Coaching (ABC) making value chains work	iCRA	Cees van Rij: cees.vanrij@icra.global
Alliance Bioversity CIAT	5. LINK Methodology	CIAT	Brice Even: b.even@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 and Agri-SMEs capacities found by the assessments, the combination of assessments and curricula offers an effective approach. Below, the tools that were designed to offer a complete solution when combined:

- ALP Foundations of Cooperative Management (FCM) 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

NEW

Adapted material	Main purpose of adaptation	Contact in organization that adapted
LINK	Rikolto has developed the [Inclusive Business Scan](#) as a tool to capture the voice of producers, producer organisations and companies**.** The Inclusive Business Scan allows users to guide future actions and interventions in the commodity chains. The insights gained from the Inclusive Business Scan can support organizations in their role as chain actor and improve value chain interventions.	Tom Van den Steen, Rikolto: tom.vandensteen@rikolto.org
LINK	The [Gender Responsive Manual](#) is an adaptation of the LINK Methodology published in 2016. It pays particular attention to women's economic empowerment, whilst still focusing on the inclusion of both women and men smallholders in business models.	Erika Mosquera, CIAT: e.e.mosquera@cgiar.org
LINK	[Payments for Ecosystem Services](#) in smallholder agriculture is an adaptation of LINK Methodology based on six joint projects in Guatemala, Indonesia, Kenya, Nicaragua, and Peru. It focuses on payments for ecosystem services (PES) as incentives to promote a shift to sustainable smallholder agriculture.	Andrés Charry, CIAT: a.charry@cgiar.org
ABC	[Making Agribusiness Work](#) (MAW) is a 8-month track blended learning course provided by iCRA. It adapts the ABC curriculum to provide lessons on the ABC basics, facilitation and coaching skills, as well as Leadership training. The course is designed for practitioners and field staff from businesses and organizations supporting agribusiness actors.	Cees van Rij, iCRA: cees.vanrij@icra.global

PREVIOUS

Adapted material	Main purpose of adaptation	Contact in organization that adapted
ALP 3.0	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	George Nyamweya, Nuru Kenya: gnyamwega@nuru.co.ke

	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.	
ALP 3.0	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 3.0	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 five 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 that specific purpose. Table 3 and Table 4 provide descriptions of the purpose of use and examples of 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	Assessment tools: The tool provides insight into the strengths and weaknesses of the FO related to market requirements. Curricula: The training and/or coaching material can address weaknesses identified by the assessment tools.
Benchmarking across projects and contexts	Assessment tools: 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. Curricula: Not applicable.
Market system /	Assessment tools: Tool provides insight into how the value chain is

Value chain analysis	organized. Curricula: The implementation process includes a preparation phase aimed at understanding how the local value chain is organized.
Monitoring & Evaluation within project	Assessment tools: 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. Curricula: Curriculum is aligned with an assessment system / tool that provides re-assessment data
Validation of CSR program – CSR Reporting	Assessment tools: The data collected by the tool can be used in CSR reporting by corporates. Curricula: Not applicable.
Facilitate access to services	Assessment tools: 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. Curricula: 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
Facilitate access to markets	Assessment tools: The tool gathers data which can support deciding on the extent FOs are reliable business partners. Curricula: The curriculum has modules designed to lift the performance of the FO to the degree required by the targeted value chain.
Facilitate access to finance	Assessment tools: The tool delivers insights that can help FIs decide if they are willing to do their due diligence. Curricula: 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
Self-assessment of progress	Assessment tools: 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. Curricula: Not applicable in AMEA's scope

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

	M4	SCOPE BASIC	SCOPE PRO	SCOPE INPUT RETAILER
Capacity building	✓	✓	✓	✓
Benchmarking		✓	✓	✓
Market systems analysis		✓	✓	✓
M&E within projects	✓	✓	✓	✓
Validation of CSR program		✓	✓	✓
Facilitate access to services	✓	✓	✓	✓
Facilitate access to markts	✓	✓	✓	✓
Facilitate access to finance	✓	✓	✓	✓

	ALP 3.0	ALP BE	LMR	LINK	ABC
Capacity building	✓	✓	✓	✓	✓
Market systems analysis				✓	✓
M&E within project	✓	✓	✓	✓	✓
Facilitate access to services	✓		✓	✓	✓
Facilitate access to markets	✓	✓	✓	✓	✓
Facilitate access to finance	✓	✓			✓

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-assessment[1] 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.

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

M4 ACDI/VOCA	SCOPE BASIC	SCOPE BASIC	SCOPE INPUT RETAILER
TYPE OF MATERIAL			
Self-assessment; third-party assessment	Third-party assessment		
FORMAT OF MATERIAL DELIVERY			
In-person	Digital assessor training and in-person assessments		
COMPLEMENT WITHIN AMEA TOOLBOX			
*support of ACDI/VOCA	ALP 3.0 / SCOPE Pro	ALP 3.0	LMR

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

ALP 3.0

TYPE OF MATERIAL
TRAINING   COACHING

FORMAT OF MATERIAL DELIVERY
MODULES
BLENDED LEARNING AVAILABLE

COMPLEMENT WITHIN AMEA TOOLBOX
SCOPE BASIC

FOCUS OF CAPACITY DEVELOPMENT
Farmer organizations, including cooperatives, unions, informal associations, and other aggregators

ABC

TYPE OF MATERIAL
TRAINING   COACHING

FORMAT OF MATERIAL DELIVERY
BLENDED TRAINING MODULES
IN-PERSON WORKSHOPS & COACHING

COMPLEMENT WITHIN AMEA TOOLBOX
SCOPE BASIC   SCOPE INPUT RETAILER

FOCUS OF CAPACITY DEVELOPMENT
Value chain needs linked to strengthening local agribusiness partnerships, including farmer organizations

ALP BE

TYPE OF MATERIAL
TRAINING

FORMAT OF MATERIAL DELIVERY
MODULES
BLENDED LEARNING AVAILABLE
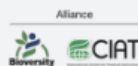
COMPLEMENT WITHIN AMEA TOOLBOX
ALP 3.0   SCOPE BASIC OR LMR
SCOPE INPUT RETAILER

FOCUS OF CAPACITY DEVELOPMENT
Farmer organizations, including cooperatives, unions, informal associations, and other aggregators

LINK

TYPE OF MATERIAL
TRAINING   COACHING

FORMAT OF MATERIAL DELIVERY
FOUR TOOLS   IN-PERSON TRAINING

COMPLEMENT WITHIN AMEA TOOLBOX
SCOPE BASIC   SCOPE PRO
SCOPE INPUT RETAILER

FOCUS OF CAPACITY DEVELOPMENT
Value chain needs linked to strengthening local agribusiness partnerships, including farmer organizations

LMR

TYPE OF MATERIAL
TRAINING   COACHING

FORMAT OF MATERIAL DELIVERY
MODULES
BLENDED LEARNING AVAILABLE

COMPLEMENT WITHIN AMEA TOOLBOX
SCOPE INPUT RETAILER

FOCUS OF CAPACITY DEVELOPMENT
Farmer organizations, including cooperatives, unions, informal associations, and other aggregators

ALIGNMENT WITH THE IWA 29

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

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

	ALP 3.0	ALP BE	ABC	LINK	LMR	M4	SCOPE Basic	SCOPE Pro	SCOPE Input Retailer
Organizational Purpose and Governance Practices*	●		●	●	●	●	●	●	●
Business Management: general*	●	●	●	●	●	●	●	●	●
Business Management: member engagement*	●		●	●	●	●	●	●	N/A
Business Management: strategic planning*	●		●	●	●	●	●	●	N/A
Human Resources: management*	●				●	●	●	●	●
Human Resources: policies	●				●	●	●	●	●
Financial Management*	●	●	●	●	●	●	●	●	●
Community and Stakeholder: management*	●		●	●	●	●	●	●	●
Community and Stakeholder: advocacy and cooperation	●		●				●	●	N/A
Member Services and Business Activities: Service development*	●		●	●	●	●	●	●	●
Active membership*	●			●	●	●	●	●	N/A
Input supply*	●		●		●	●	●	●	●
Production plan*	●				●		●	●	N/A
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

FARMER ORGANIZATION AND AGRI-SME DEVELOPMENT RANGE

As AMEA members design projects focusing on different levels of FO/Agri-SME 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 farmer organizations 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/Agri-SME development range definitions

VERY IMMATURE OR STARTING FO
● Recently formed FO or FO 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
● 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

- Somewhat more articulated strategies and plans
- Access to human and financial resources increased
- Basic business management in place
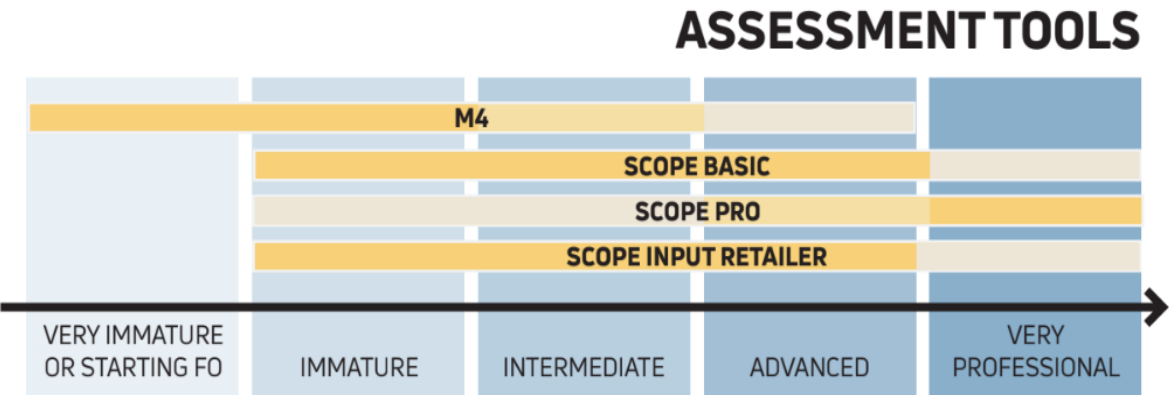- Basic professional staff in place

ADVANCED

- Strategies and plans are well articulated, documented and communicated with business partners
- Good access to human and financial resources
- Robust business management in place
- Access to professional staff and adequate numbers for management and operations
- Wide range of member services
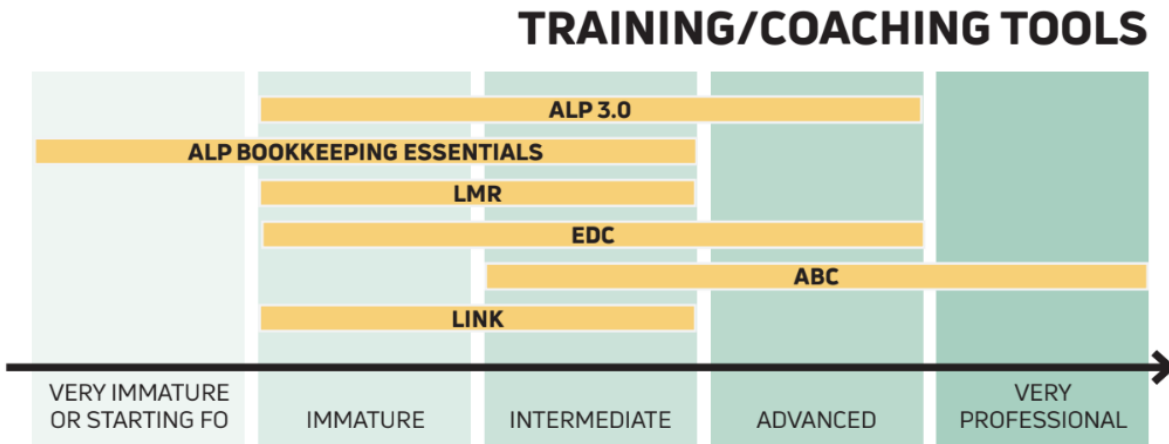
VERY PROFESSIONAL

- Has built a history of observing the characteristics of an advanced FO (i.e. managerial and operational sustainability)
- Wide range of member services, including sustainable practices not covered by the IWA 29.

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

ASSESSMENT TOOLS

	VERY IMMATURE OR STARTING FO	IMMATURE	INTERMEDIATE	ADVANCED	VERY PROFESSIONAL
M4					
SCOPE BASIC					
SCOPE PRO					
SCOPE INPUT RETAILER					

NOTE: Yellow shading indicates applicability of the tool with darker shading indicating greater applicability.

The level of maturity of FOs/Agri-SMEs 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).

TRAINING/COACHING TOOLS

	VERY IMMATURE OR STARTING FO	IMMATURE	INTERMEDIATE	ADVANCED	VERY PROFESSIONAL
ALP 3.0					
ALP BOOKKEEPING ESSENTIALS					
LMR					
EDC					
ABC					
LINK					

NOTE: Yellow shading indicates applicability of the tool with darker shading indicating greater applicability.

LEVEL OF INVESTMENT

Prior to implementation, AMEA-approved materials have different requirements and necessary levels of investment (in terms of costs and time). This session illustrates common requirements, costs and time investment needed for each tool/curriculum, as well as the resources connected to each material. However, this session is not extensive in terms of all

costs to be factored. When considering the tools for your project, AMEA advises you to reach out to tool owners and 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/Agri-SME.

REQUIREMENTS, RESOURCES AND DURATION

Table 9: Overview of basic requirements and level of investment expected for the use of materials

M4 ACDI VOCA	SCOPE BASIC SCOPEinsight	SCOPE BASIC SCOPEinsight	SCOPE INPUT RETAILER SCOPEinsight
REQUIREMENTS			
Literacy for self-assessment	SCOPE certified assessor	SCOPE certified assessor and financial specialist for a desk study	SCOPE certified assessor
RESOURCES			
Questionnaire; Includes orientation guide; ACDI/VOCA support (if needed)	Supportive infrastructure includes Dashboard, help desk, resource library		
DURATION			
Training of assessor: Strong background in coop development, through reading of orientation guide; **Assessment:** 4-hour meeting with FO leaders;	**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

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ALP 3.0	ALP BE	LMR	LINK	ABC

REQUIREMENTS

ALP 3.0	ALP BE	LMR	LINK	ABC
TOT-trained trainers and coaches			Trained facilitator in LINK implementation	TOT-trained trainers; iCRA services strongly recommended

RESOURCES

ALP 3.0	ALP BE	LMR	LINK	ABC
Presentation slides, instructor guide, handouts, answer keys and other supporting documents			Detailed implementation guide (4 tools w/ questions, concepts, exercises, and case and documentation examples)	Detailed implementation guide (13 modules, 4 workshop guides), exercise cases

DURATION

ALP 3.0	ALP BE	LMR	LINK	ABC
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 and follow-up:** 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	**Training of facilitator:** 3 days; **Design of strategy:** 1-2 months **Implementation of strategy:** 7 months or more (depending on improvement plan scope)	**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

COSTS AND SERVICES PROFILE

ASSESSMENT TOOLS

M4

ACDI VOCA
Expanding Opportunities Worldwide

SERVICES

- Access to M4 questionnaire (free)
- 2-hour orientation
- 4-hour assessment

AVERAGE COST PER FO/SME

$ 131

Across different project scales
(if hiring assessor)

No costs, if self-assessment.
However services are limited to access to M4
questionnaire only
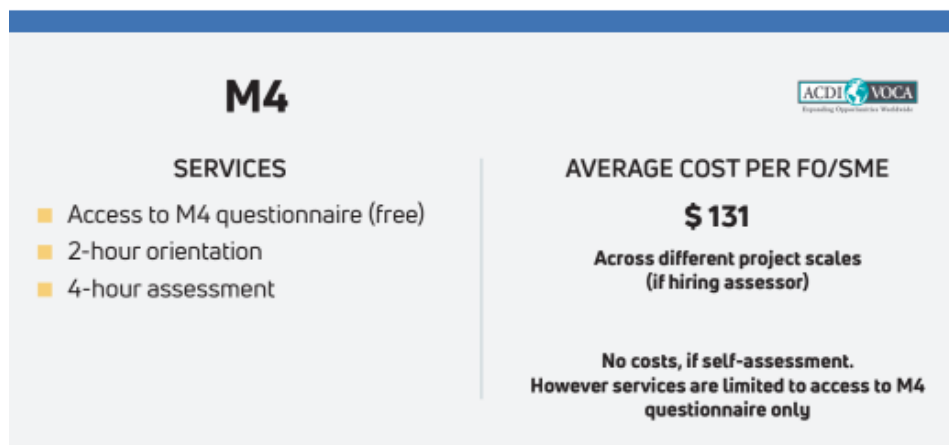
These costs assume that there are M4-assessors available at an average rate of $250/day in the country of implementation.

TRAINING & COACHING CURRICULA

LMR

IFC | International Finance Corporation
Creating Markets, Creating Opportunities

SERVICES

- Adaptation
- Trainer of Trainers
- Training
- Coaching

AVERAGE COST PER FO/SME

$867	$314	$265	$226
10 FOs	50 FOs	100 FOs	500 FOs
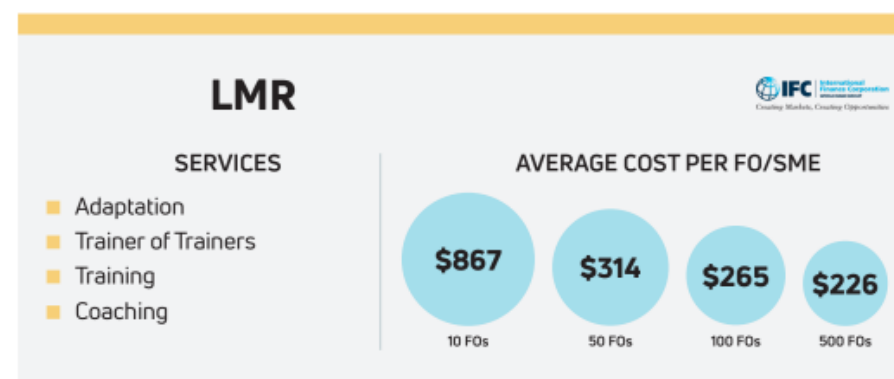
SCOPE BASIC, PRO & INPUT RETAILER

SERVICES

- E-learning for assessors
- Assessors refresher training
- Dashboard
- 6-hour assessment with leaders
- SCOPE Basic, Pro, Input Retailer assessment
- Quality control
- SCOPE Business Intelligence Essential Package
- Custom Business Intelligence services (e.g. for MEL)
- Delivery of pipeline to lenders
- Linkage to Local Expert Networks (LENs)

AVERAGE COST PER FO/SME

SMALL SCALE PROJECT (10FOS/SMES)

$ 1,174	$ 1,406
BASIC INPUT RETAILER	**PRO**

MEDIUM SCALE PROJECT (50FOS/SMES)

$ 514	$ 746
BASIC INPUT RETAILER	**PRO**

LARGE SCALE PROJECT (100FOS/SMES)

$ 431	$ 664
BASIC INPUT RETAILER	**PRO**

These costs are estimates based on most common costs and averages. Costs can be reduced by working through SCOPEinsight's LENs. Please, note that for a certain scale of FOs (50 or more), it may make more sense to work through a consortia of service providers.

ABC

SERVICES

- Selection, training & coaching of 10 trainers & 10 coaches
- Formation of 10 clusters under direct iCRA supervision
- Coordination of 5 action-learning cycles
- Practical ABC formation & interpersonal skills training
- On-the-job (field) coaching
- Library of ABC training tools
- Community of certified iCRA ABC trainers

TOTAL COST (2 YEARS)

$61,200	$34,200
YEAR 1	YEAR 2

BUDGET PER UNIT (YEAR 1)

$3	$612	$6,120
20,000 farmers	100 clusters 100 coaches	10 ABC trainers

BUDGET PER UNIT (YEAR 2)

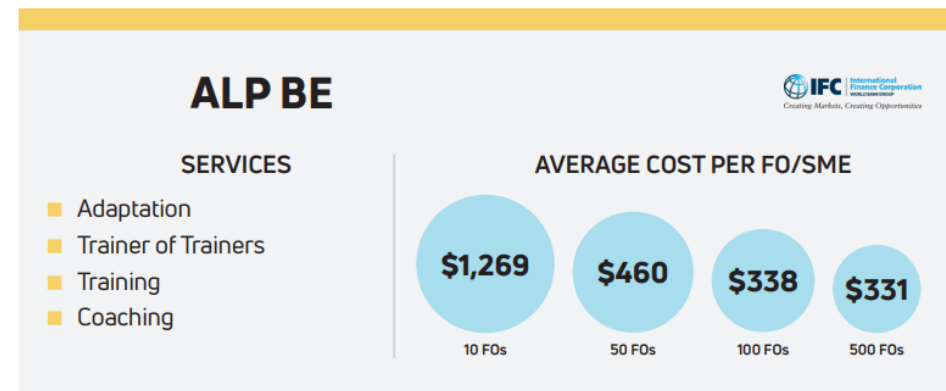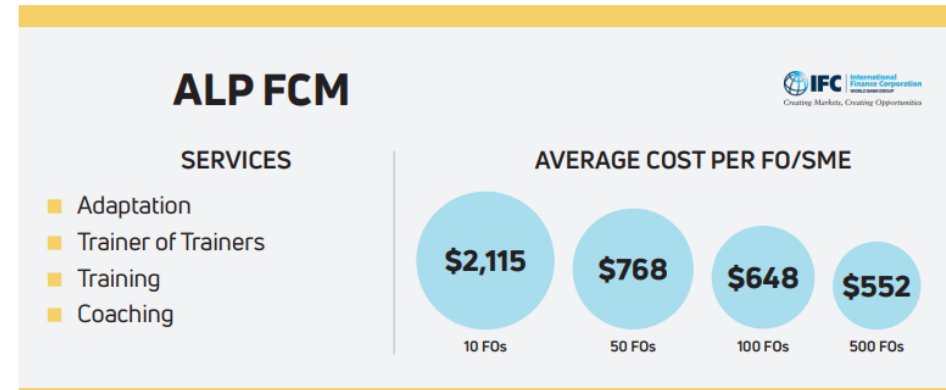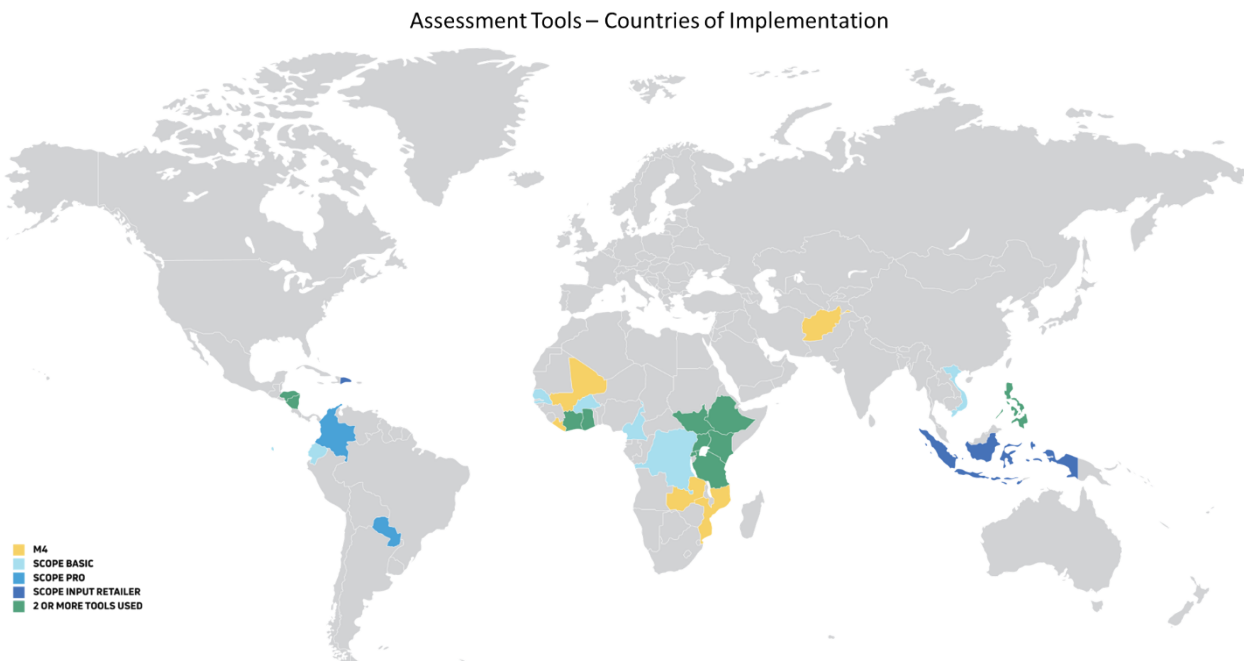| $1	$137	$228	$3,420
35,000 farmers	250 clusters	100 + 50 coaches	10 ABC trainers

Note that some elements for costs are not included in all of the estimates below (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.

ALP FCM

IFC | International Finance Corporation WORLD BANK GROUP
Creating Markets, Creating Opportunities

SERVICES
- Adaptation
- Trainer of Trainers
- Training
- Coaching

AVERAGE COST PER FO/SME

$2,115	$768	$648	$552
10 FOs	50 FOs	100 FOs	500 FOs

ALP BE

IFC | International Finance Corporation WORLD BANK GROUP
Creating Markets, Creating Opportunities

SERVICES
- Adaptation
- Trainer of Trainers
- Training
- Coaching

AVERAGE COST PER FO/SME

$1,269	$460	$338	$331
10 FOs	50 FOs	100 FOs	500 FOs

EVIDENCE OF EFFECTIVENESS

INCREASED UPTAKE

Assessment Tools – Countries of Implementation
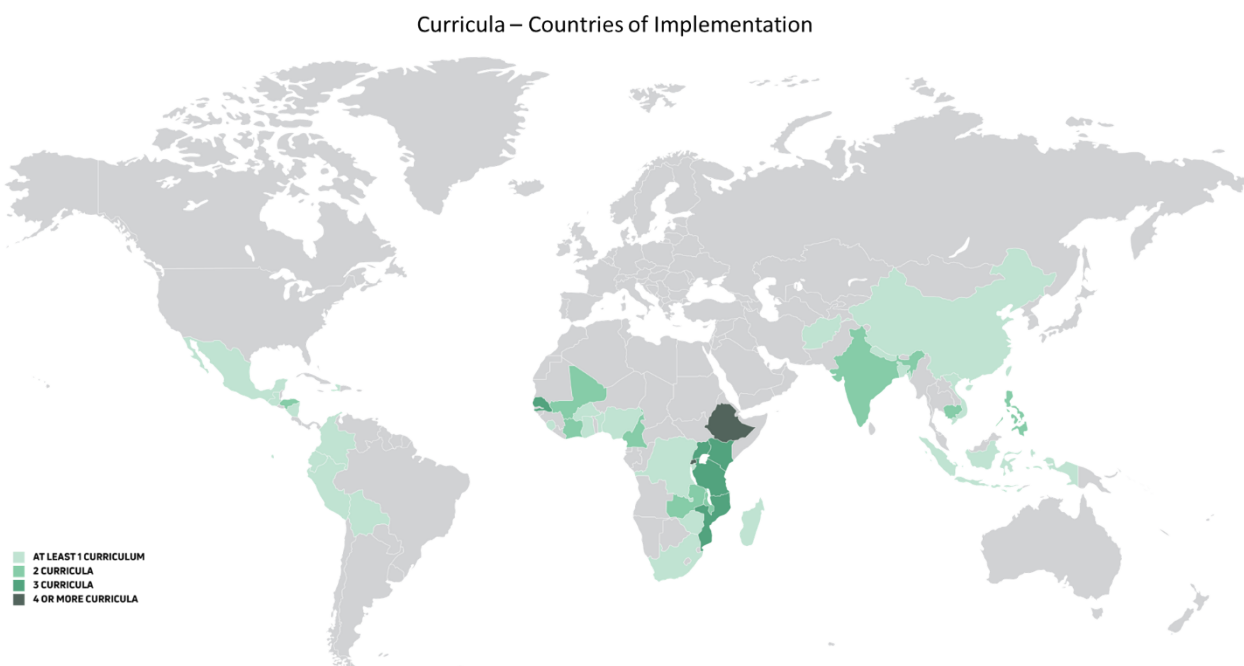

AMEA-approved assessment tools have been implemented in 44 countries by 2022. More than 40 projects had implemented these tools by late 2022, including projects from 12 AMEA members.

Curricula – Countries of Implementation

AMEA-approved curricula have been implemented in 41 countries by 2022. More

than 45 projects had implemented these curricula by late 2022, including projects of eight AMEA members.

CASE STUDIES, REPORTS AND ARTICLES

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

AMEA TOOL	CASE STUDIES
ALP 3.0	- West Africa (Côte d'Ivoire, Cameroon) Implementation - Africa Turnaround blended learning approach - IFC-Heineken Ethiopia - Glimmer Adaptations of ALP and SCOPE tools for Rural SACCOs - Access to Finance: Lessons from the Cocoa Sector in Côte d'Ivoire
ALP BE	*Not yet available*
LMR	*To be added soon*
ABC	- Strengthening Business Support Services for Agribusiness Partnerships - Local Network Building for Inclusive Agribusiness Development - iCRA's ABC Stories
LINK	- LINK Methodology Map: Experiences by Country - Is Inclusive Business for you? Managing and upscaling an inclusive company: Lessons from the field [Book] 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	● *Not yet available*
SCOPE Basic	● SCOPEinsight's Case Studies page
SCOPE Pro	● SCOPEinsight's Case Studies page
SCOPE Input Retailer	● SCOPEinsight's Case Studies page

ANNEX I – DETAILED COMPARISON OF TRAINING CURRICULA: ALP 3.0, ALP BE, LMR, LINK AND ABC

The training curricula comparison table is validated by "Tool owners"

Criteria	ALP Foundations	ALP BE	LMR	ABC	LINK
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.	Value chain needs and inefficiency issues linked to strengthening local agribusiness partnerships, incl. farmer organizations.	Inclusion: design, implementation and evaluation of inclusive business models with small-scale producers.
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.	Training and 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.
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 starter FOs and (local) actors they do business with, e.g. input providers, off-takers, transporters. Intensive coaching on basics of business professionalism.	LINK is primarily designed for intermediate level FOs. Implementation for basic level FOs will require an intense engagement of facilitators.

Literacy levels of FOs (leaders)	At least one trainee per FO should have 10 years of formal education. Digital literacy … (blended learning).	10 years of formal education is recommended for this curriculum. Digital literacy … (blended learning).	Owners/managers of retail businesses with at least 12 years of education. Digital literacy … (blended learning).	Coaches should be literate and formal education is recommended. Preferably they should also have an existing trustful relationship within FO and/or community.	As the intermediary between the FOs and the LINK application, facilitators must be literate, have previous experience with participatory processes, be able to think critically, have a strong understanding of value chain dynamics, and be able to mobilize and collaborate with a wide range of stakeholders.
Adaptability to identified needs	Easy to adapt to clients and farmers' needs. Falls in the range of 6-24 days. Blended learning: tbc	Easy to adapt to clients' needs; can be delivered independently or alongside ALP 3.0. Blended learning: tbc	Easy to adapt to location, language, and other variables. Curriculum can be customized in 6-20 days. Blended learning: tbc	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.
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.	Usage by trainer-mentors to coach agribusiness coaches requires open mindset to practice-based learning. ICRA trains these trainer-mentors (TOT).	The visual presentation of the modules allows presenting complex and interrelated content. The facilitator can print the

		Blended learning: tbc	Blended learning: tbc		included formats to carry out the implementation.
	Blended learning: tbc				
Already used in (countries) **(As per Oct 2020)**	Cote d'Ivoire, Cameroon, Kenya, Tanzania, Rwanda, Senegal, Ethiopia, Madagascar, Mali, Cambodia, Peru, Guatemala, Dominican Republic Blended learning: Kenya, Ethiopia, tbc.	Ethiopia, Cambodia Blended learning: tbc	Honduras, India, Ethiopia Blended learning: tbc	Cote d'Ivoire, Ghana, Benin, Burkina Faso, Burundi, Mali, Mozambique, Niger, Nigeria, Ethiopia, Kenya, Uganda, Tanzania, 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.
Languages readily available	English and French	English	English and Spanish	English and French.	English, Spanish. Abridged in English, Hindi, Vietnamese.
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 identification of right actors and coaches in a value chain.	Requires the support of a trained facilitator (who knows the 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	Range is from 25 – 300 farmer members. About 3-5 FO leaders selected to attend all training sessions. All FO leaders	Retailers are often family-owned, small and medium sized businesses. It is recommended that the business owner and one	Has been used effectively with FOs from 25-500 members.	Has been used effectively with FOs from 13 to almost 600 associates.

	training sessions. All FO leaders are expected to attend all coaching sessions.	are expected to attend all coaching sessions.	employee or family member attend training.		
Link to assessment tool	SCOPE Basic.	Not applicable, as curriculum builds on ALP Foundations of Cooperative Management or LMR.	SCOPE Input Retailer.	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]
Diagnosis of professionality	Through assessments. Must be used with SCOPE tools.	Through assessments used at ALP Foundations or LMR implementation.	SCOPE Input Retailer used to assess retailers before training and after coaching.	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 but also as a service provider for their members.
Evidence of effectiveness	Implemented by IFC clients and AMEA members to reach over 1,500 FOs and 500,000 farmers.	*There has not been any feedback from projects yet – so effectiveness is anecdotal at this point.*	Implemented in three countries reaching over 300 retailers and 1,300 owners/managers.	Publications available. Largely used in a Dutch government-funded program (2SCALE), ENABEL Benin, GIZ Benin, Rikolto Tanzania, Trias, World Vegetable Centre Tanzania. Applied to over	The results obtained include improvements in prices, incomes, access to services and training, and linkage to markets with formal contracts. LINK was applied in Latin America, Africa, and Asia with more than 80 FOs.

[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.

				1000 FOs (over 250000 farmers).	
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.	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.
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.	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.
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	13 modules, 4 guidelines.	4 key tools with goals, key questions, basic concepts, recommended exercises, documentation formats, and case examples.

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.	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.
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.	Selection by the value chain with help of the implementation partner. Coach needs to pass iCRA's development performance assessment.	Trainers must have a solid understanding of the methodology and fit the facilitator profiles (see Literacy levels row).

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	• Increase impact by using data insights to provide more focused, needs- and market-driven capacity building • Inform farmer organizations on their level of professionalism in relation to market expectations, empowering them to take ownership of their future • Support creation of market and finance linkages using SCOPE scores and other market standards, such as the IWA 29 and Bankability Metrics	• Increase impact by using data insights to provide more focused, needs- and market-driven capacity building • Inform farmer organizations on their level of professionalism in relation to market expectations, empowering them to take ownership of their future • Support creation of market and finance linkages using SCOPE scores and other market standards, such as the IWA 29 and Bankability Metrics • Decrease required BDS/TA resources by increasing efficiency	• Increase impact by using data insights to provide more focused, needs- and market-driven capacity building • Inform farmer organizations on their level of professionalism in relation to market expectations, empowering them to take ownership of their future • Support creation of market and finance linkages using SCOPE scores and other market standards, such as the IWA 29 and Bankability Metrics • Decrease required BDS/TA resources by increasing efficiency	• Empower farmer-based organizations to assess their performance and to identify improvements along four areas: membership, marketing, money, and management. • Membership includes general organizational governance, as well as member engagement; Marketing. includes aggregation, sales, and marketing; Money includes financial management, reporting and staffing; and Management includes legal status, elections, and standard procedures. • Provide an open and transparent process for

	• Decrease required BDS/TA resources by increasing efficiency • Benchmark project results with other projects in other regions or crops	• Benchmark project results with other projects in other regions or crops • Detailed insight in business and financial track record and ratios • Provide input to financial institutions as part of pre-due diligence processes	• Benchmark project results with other projects in other regions or crops	members to quickly reach consensus on their priorities.
Applicability of use	Standardized, sector-agnostic questions and data fields, making outcomes comparable at global scale between programs. Also allows for benchmarking at a sector, national, regional, and global level.	Standardized, sector-agnostic questions and data fields, making it outcomes comparable at global scale between programs. Also allows for benchmarking at a sector, national, regional, and global level.	Standardized, questions and data fields, making outcomes comparable at global scale between programs. Also allows for benchmarking at a national, regional, and global level.	Questions can be added or removed, according to project specifics. However, in general the questions stay the same. Although there is a **potential for a lot of adaptation**, the core elements of FOs function is standard. As such, there is usually **not a lot of variation.** Highly comparable within context (project, assessor), slightly less comparable across contexts.
Adaptability to different levels of FO professionalism	The SCOPE Basic tool is especially designed for the less organized and	The SCOPE Pro is a specialized tool for the more professional farmer organizations, with	The SCOPE Input Retailer tool does not target farmer organizations but rather the	Adapted for use to all levels of professionalism. Recommended for more

	professional farmer organizations.	well-educated management and full financial (audited) accounts for at least 3 years.	retailers of inputs and other value chain supplies used by those farmer groups. Performance metrics focus on the wholesale procurement and sale of these inputs.	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 assessment tool leads to a SCOPE Score on different dimension which is a good indicator of the areas of risk, and for improvement. SCOPE Scores can be used to compare at FO, project, or country, sector or global level.	The assessment tool leads to a SCOPE Score on different dimension which is a good indicator of the areas of risk, and for improvement. SCOPE Scores can be used to compare at FO, project, or country, sector or global level.	The assessment tool leads to a SCOPE Score on different dimension which is a good indicator of the areas of risk, and for improvement. SCOPE Scores can be used to compare at project, or country, sector or global level.	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 a SCOPE certified assessor through focus group interview with leadership of the FO. Literacy is not required. It is advised to explain the final assessment report to the management	Assessment is conducted by a SCOPE certified assessor through focus group interview with leadership of the FO and analysis of documents of the FO. Literacy is not required. It is advised to explain the final assessment report to the	Assessment is conducted by a SCOPE certified assessor through focus group interview with the management of the input retailer shop. Literacy is not required. It is advised to explain the final assessment report to the management of	No literacy needed for facilitated assessments.

For self-assessments, at least one person in the FO should be literate and be able to record responses. |

	of the FO in a feedback session.	management of the FO in a feedback session.	the input retailer shop in a feedback session.	
Usability	Used by SCOPE certified assessors who go through a training to maximize the quality of data. Manuals, templates and checklists in the SCOPE Knowledge Library support assessors and program staff with implementation of tools and systems. The assessment results in a comprehensive report for the FO that can be used to create improvement plan.	Used by SCOPE certified assessors who go through a training to maximize the quality of data Manuals, templates and checklists in the SCOPE Knowledge Library support assessors and program staff with implementation of tools and systems. The assessment results in two comprehensive reports for the FO that can be used to create improvement plan.	Used by SCOPE certified assessors who go through a training to maximize the quality of data. Manuals, templates and checklists in SCOPEinsight Knowledge Library support assessors and program staff with implementation of tool. The assessment results in two comprehensive reports for the Input Retailer 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 December 2022)**	42 countries, 50+ value chain sectors	24 countries, 27 value chain sectors	7 countries, 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	Assessors are trained online to become SCOPE certified. The tool is easily scalable to different contexts and data is collected in an online system with built in checks and balances and offline functionality. Data is processed and reported automatically through IT system. Standardization of tool makes it easy to scale, compare, learn, innovate.	Assessors are trained online to become SCOPE certified. The tool is easily scalable to different contexts and data is compiled in an online system with built in checks and balances and offline functionality. Data is processed and reported automatically through IT system. Standardization of tool makes it easy to scale, compare, learn, innovate.	Assessors are trained online to become SCOPE certified. The tool is easily scalable to different contexts and the data is compiled in an online system with built in checks and balances and offline functionality. Data is processed and reported automatically through IT system. Standardization of tool makes it easy to scale, compare, learn, innovate.	Easily scalable to different contexts.
Link to training curricula	The assessment leads to a detailed report with all the strengths and weaknesses of the FO. This can be used to develop a TA plan for any curriculum or coaching plan. There is a strong alignment with the ALP curriculum as it was designed to be linked to the SCOPE Basic.	The assessment leads to a detailed report with all the strengths and weaknesses of the FO. This can be used to develop a TA plan for any curriculum or coaching plan. Recommended for curriculum focusing on improving access to markets and finance.	The assessment leads to a detailed report with all the strengths and weaknesses of the FO. This can be used to develop a TA plan for any curriculum or coaching plan. There is a strong alignment with the LMR curriculum as it was designed to be linked to the SCOPE Input Retailer.	Can be used to assess FOs being trained by any AMEA-approved curriculum.

Strong parallel to Sell More For More (formerly in the Toolbox, still available for AMEA members via ACDI/VOCA). |

Diagnosis of professionality	Scores from 1 to 5. Focus on 8 dimensions: Internal Management, Financial Management, Sustainability, Operations, Production Base, Market, External Risks, Enabling Environment. It also scores on subdimension level. 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.	Scores from 1 to 5. Focus on 9 dimensions: Internal Management, Financial Management, Sustainability, Operations, Production Base, Market, External Risks, Enabling Environment, Financial Performance. It also scores on subdimension level. Financial accounting indicators are gathered based on 3 years (audited) accounts, diagnosing the FO's financial performance.	Scores from 1 to 5. Focus on 5 dimensions: Internal Management, Financial Management, Sustainability, Operations, Market. It also scores on subdimension level. Additional performance metrics and product sale data are collected to focus on input supplier products	Scores from 1 to 4. Focus on 4 domains: Membership, Marketing, Money, and Management. ● Membership: FO governance ● Marketing: value chain assessment & marketing mapping ● Money: record keeping & financial planning ● Management: e.g. communications, business planning
Evidence of effectiveness	5.82 million member/farmers reached, of which 30% are women.	2.23 million member/farmers reached, of which 38% are women.	Nearly 500 total employees reached, of which 34% are women.	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,	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).

	cotton, poultry, forestry, and animal products.		
Length of assessment delivery (implementation)	6 hours in the field to conduct the assessment	2 days in the field to conduct the assessment	6 hours with the input retailer to conduct the assessment	3-4 hours assessment period.
Format of content	135 questions (mainly tick boxes) Performance Tabs; organizational data, value chain, production & sales and finance, and Documentation (optional).	175 questions (mainly tick boxes) Performance Tabs; organizational data, value chain, production & sales and finance, and Documentation.	105 questions (mainly tick boxes) Performance Tabs; organizational data, value chain, production & sales and finance, and Documentation (optional).	32 questions.
Length of training on assessing	Level of effort is 20 hours of self-study (eLearning), 3 one-hour group webinars and exam. Once SCOPE certified, the assessor can conduct any type of SCOPE assessment.	Level of effort is 20 hours of self-study (eLearning), 3 one-hour group webinars and exam. Once SCOPE certified, the assessor can conduct any type of SCOPE assessment. Training for Financial Specialist requires 15 hours of self-study, 3 one-hour webinars and exam.	Level of effort is 20 hours of self-study (eLearning), 3 one-hour group webinars and exam. Once SCOPE certified, the assessor can conduct any type of SCOPE assessment.	Two hours orientation for assessors.

Requirements for assessors	Selection of well qualified assessors is strongly recommended. SCOPEinsight's advice: 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 organizations/producer organizations/SMEs. Background in relevant certification, audit, inspection and related areas, such as environmental, health & safety, traceability systems. Excellent working language skills in English, French or Spanish, and the country's official language for both	Selection of well qualified assessors is strongly recommended. SCOPEinsight's advice: 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 organizations/producer organizations/SMEs. Background in relevant certification, audit, inspection and related areas, such as environmental, health & safety, traceability systems. Excellent working language skills in English, French or Spanish, and the country's official language for both	Selection of well qualified assessors is strongly recommended. SCOPEinsight's advice: 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 organizations/producer organizations/SMEs. Background in relevant certification, audit, inspection and related areas, such as environmental, health & safety, traceability systems. Excellent working language skills in English, French or Spanish, and the country's official language for both	First assessment usually conducted by project staff. Should be literate and have some knowledge of Cooperative management in the local context.

	verbal and written communication. Good computer skills and ability to work with online systems.	verbal and written communication. Good computer skills and ability to work with online systems. Financial specialist needs to be trained to carry out financial part of assessments. Specialist needs to have financial/ accounting background and/or experience.	verbal and written communication. Good computer skills and ability to work with online systems.	
Timely feedback	After the assessment data is uploaded, there is a quality check (QC) process to ensure the quality of data. This time depends on the responsiveness of the assessor and the QC officer. The result is more complete and better quality data. Once this process is finalized, program managers can access the individual reports through SCOPE Dashboard. SCOPEinsight recommends	After the assessment data is uploaded, there is a quality check (QC) process to ensure the quality of data. This time depends on the responsiveness of the assessor and the QC officer. The result is more complete and better quality data. Once this process is finalized, program managers can access the individual reports through SCOPE Dashboard. SCOPEinsight recommends	After the assessment data is uploaded, there is a quality check (QC) process to ensure the quality of data. This time depends on the responsiveness of the assessor and the QC officer. The result is more complete and better quality data. Once this process is finalized, program managers can access the individual reports through SCOPE Dashboard. SCOPEinsight recommends	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.

	sharing and explaining this to the FO timely after the assessment. The data at program level can be accessed at any time through the online and interactive SCOPE Business Intelligence Platform.	sharing and explaining this to the FO timely after the assessment. The data at program level can be accessed at any time through the online and interactive SCOPE Business Intelligence Platform.	sharing and explaining this to the FO timely after the assessment. The data at program level can be accessed at any time through the online and interactive SCOPE Business Intelligence Platform.	
Methodology	Focused group discussion facilitated by the assessor. It allows for additional inputs from the participants aside from the direct answers to the questionnaire in the SCOPE Dimensions through the assessor's probing questions. The SCOPE methodology is based on internationally recognized management maturity models, sustainability and certification schemes, and due diligence processes, i.a.	Focused group discussion facilitated by the assessor. It allows for additional inputs from the participants aside from the direct answers to the questionnaire in the SCOPE Dimensions through the assessor's probing questions. The SCOPE methodology is based on internationally recognized management maturity models, sustainability and certification schemes, and due diligence processes, i.a. The answers are objectively verified/validated by documents.	Focused group discussion facilitated by the assessor. It allows for additional inputs from the participants aside from the direct answers to the questionnaire in the SCOPE Dimensions through the assessor's probing questions. The SCOPE methodology is based on internationally recognized management maturity models, sustainability and certification schemes, and due diligence processes, i.a. The answers are objectively verified/validated by documents.	Focused group discussion facilitated by the assessor. Participatory discussion cooperative status with leaders and members. Does not require validation of documents to support the choices, but choices should reflect actual status, not opinion.

	Optionally, the answers are objectively verified/validated by documents.			