

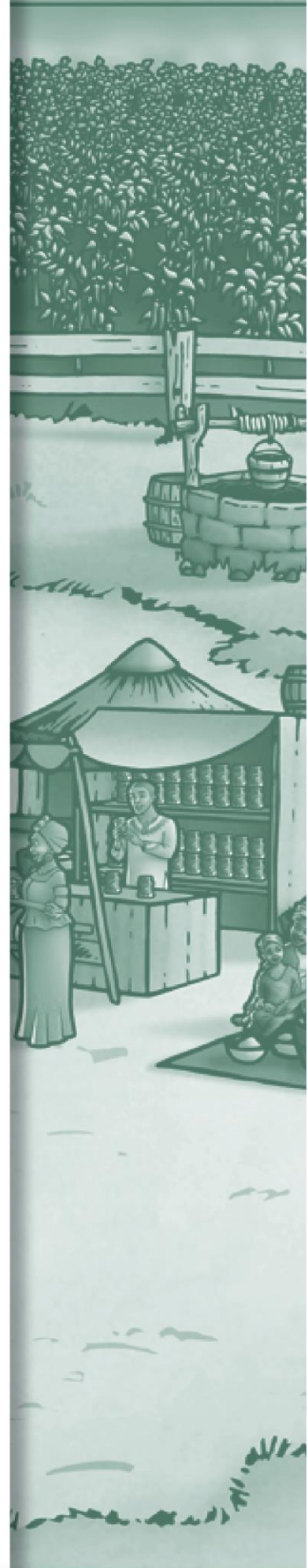
Gender makes Business Sense (GmBS)

POWER³

AGRIBUSINESS DEVELOPMENT AND
LEARNING PROGRAMME FOR AGRIPRENEURS

MODULE 2

My Business Model |



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Agricultural Technical Vocational Education & Training for Women (ATVET4W)
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Module 2:



My Business Model



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1. INTRODUCTION

Gender makes Business Sense (GmBS)¹ is a training approach that addresses the skills needs for women's economic and social empowerment in agribusiness. The approach results from an analysis of the challenges many women still face despite the technical and entrepreneurial skills acquired in training support programmes implemented in Africa by GIZ and the African Union Development Agency (AUDA-NEPAD). Besides participation in skills development, women need to achieve higher economic and social empowerment. The concept of “Gender-Transformative Change” is well suited to support this progression. The GmBS approach is part of this dynamic as a training programme designed to integrate the gender dimension into the economic goals of the entrepreneur.

The training programme was jointly developed and piloted in seven African countries² by ATVET4W and E4D3 - both GIZ projects based in South Africa. The training course is mainly aimed at women who manage agri-food processing enterprises. However, it can be adapted and extended to young learners at the end of their studies in agricultural training centres. The content is structured around five modules based on exploratory tools, socio-economic analysis tools and decision-making tools that are easily adaptable to the environment and educational level of the target groups.

The methodological approach used to conduct the training is interactive, and the learning sequences are designed to respond to the recurring questions of the target groups. They are professionals with practical experience, students or graduates trained in the theoretical concepts of entrepreneurship. The tools proposed for facilitating the training sessions are familiar to the users and selected according to the priorities for each of the three phases of the learning pathway.

- The first phase is clarifying and contextualising the concept of women's socio-economic empowerment. The activities in this phase focus on empowerment indicators from the Women's Empowerment in Agriculture Index (WEAI) designed by IFPRI⁴. These indicators serve as quality criteria and are divided into three domains (personal, interpersonal, and community), considered the “chessboard of power dynamics”. To meet the learning objectives, Modules 1 and 3 provide appropriate tools such as the chart and anecdotes to differentiate “Gender” and “Sex”, the “Gender Puzzle”, and the “Quadrants of Gender-Transformative Change”.
- The next phase is the analysis of business performance concerning the socio-economic empowerment of the entrepreneur. Data are collected from local enterprises on both economic and gender aspects. These data are analysed to deliberate on the profitability and viability of the enterprises and to draw lessons. Thus, modules 2 and 4 are mainly oriented towards building skills that can increase economic empowerment. The primary tool around which other equally important tools revolve is the adapted business model canvas using a gender-transformative lens.
- The last phase focuses on developing a **Gender-transformative business vision** customised to each enterprise. **Module 5** is devoted to this and allows each participant to consolidate the knowledge acquired in the previous modules and then converge them towards a “dream”, which will be their source of inspiration for the change journey towards empowerment.

¹ Gender makes Business Sense

² Benin, Burkina Faso, Ghana, Kenya, Malawi, and South Africa

³ E4D: Employment for Development

⁴ IFPRI: International Food Policy Institute



Each module is designed as three blocks of 90 min with breaks of 30 min and 60 min, respectively. Thus, contact time is 4,5 hours, while module time is 6 hrs.

Module One explored:

- Gender as a social construct
- Gender inequality in agriculture
- Gender-transformative change in my country and region
- Impact of Gender on my Business.

Module 2 focuses on **building a Business Model for a small business** and relates the gender-transformative change elements (from module 1) to the business context. During Module 2, participants will explore:

- The Lean start-up approach,
- Development of a Business Model; and
- Application of the above to their own businesses.



2. LEARNING PLAN

The Learning Plan below is the module's plan for instruction and assessment and is connected to the learning outcomes.

TOPIC NO.	TOPIC TITLE	LEARNING OBJECTIVES	LEARNING OUTCOMES	
			K A S	[K – KNOWLEDGE; A – ATTITUDE; S - SKILLS]
1.	Review of Module 1	Test comprehension of the key concepts learned during Module 1	K	Demonstrate an understanding of the lessons learned during Module 1.
2.	Lean start-up	Exploring the “Lean start-up” principles.	K	Know the “Lean start-up” principles
		Comparing the “Lean start-up” approach to conventional business plans	A	Appreciate that the “Lean start-up” approach is unconventional
		Understanding how to implement the “Lean start-up” approach	S	Do an Action Plan for starting and growing my own business according to the “Lean start-up” approach
3.	My Business Model	<p>Learn about:</p> <p>The concepts of Value Proposition, Segmentation, Channels, Customer relationships, Revenue streams, Resources, Activities, Partnerships and Cost structures and how gender-transformative change relates to a Business Model</p>	K	<p>Demonstrate an understanding of:</p> <p>The concepts of Value Proposition, Segmentation, Channels, Customer relationships, Revenue streams, Resources, Activities, Partnerships and Cost structures, How gender-transformative change relates to a Business Model</p>
		<p>Discover and explore:</p> <p>The importance of offering different value propositions to different customer segments, with matching Channels, Customer relationships, Revenue streams, Resources, Activities, Partnerships and Cost structures and the opportunities which gender-transformative change can offer in developing a viable Business Model</p>	A	<p>Articulate the importance of:</p> <p>Offering different value propositions to different customer segments, with matching Channels, Customer relationships, Revenue streams, Resources, Activities, Partnerships and Cost structures and the opportunities which gender-transformative change can offer in developing a viable Business Model</p>
		<p>Understand how:</p> <p>To align Value Propositions, Channels, Customer relationships, Revenue streams, Resources, Activities, Partnerships and Cost structures for a business with customer segments and to use gender-transformative change in renewing a Business Model</p>	S	<p>Package Value Propositions, Channels, Customer relationships, Revenue streams, Resources, Activities, Partnerships and Cost structures for my own business.</p> <p>Use gender-transformative change opportunities toward increasing the viability of a Business Model</p>



4.	Application	Apply the lessons learned during Module 2 to open more possibilities for gender-transformative change in business.	Areas for continued self-development are identified.
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3. TECHNIQUES AND REQUIREMENTS

The table below outlines the techniques applied in each activity and the resources required to achieve activity outcomes, such as stationery or workspace.

TECHNIQUE	ACTIVITY NO	REQUIREMENTS (SPACE, EQUIPMENT, MATERIAL)	DURATION (NH)	CONCEPTS / TOOLS / TEMPLATES / WORKSHEETS
Quiz	1	Small tables with seating for 4 and 6 persons. Slides. Participant’s Guide.	30 minutes	Q&A
Brainstorm and Small group activity	2	Slides and Participant’s Guide. For each small group, a flip chart, marker pens and a small table with seating for 4 and 6 persons.	30 minutes	Lean start-up principles
Individual activity	3	Participant’s Guide. Seating for individual participants.	20 minutes	Lean start-up principles
Group activity	4	Participant’s Guide. For each small group, a flip chart, marker pens and a small table with seating for 4 and 6 persons.	70 minutes	Business Model Canvas Work sheet / -Puzzle
Individual activity. However, participants working in the same Agribusiness can form small groups.	5	Slides and Participant’s Guide. For each small group, a flip chart, marker, pens, and a small table with seating for 4 and 6 persons.	20 minutes during the 2 nd 90-minute time block 60 minutes during the 3 rd 90-minute time block	Business Model Work Sheet / - Puzzle
Individual activity	6	Participants Guide: Personal Development Plan: Daily log	15 minutes	Personal Development Plan



Individual activity	7	Participants Guide: Daily log	15 minutes	Daily log
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4. MODULE OVERVIEW

The module overview below summarises what participants will learn in the module and its relation to the course. It also outlines the main ideas, relevant information, and material covered in the course module.

TOPIC	CONTENT	ACTIVITY
Review of Module 1	Test comprehension of the key concepts learned during Module 2	Activity 1 Quiz
Lean start-up	Explore the three Lean start-up principles: <ul style="list-style-type: none"> Practice agile development Minimum viable products Develop a business model <ul style="list-style-type: none"> Canvas 	Activity 2 Case study: MJ's Chili Paste Activity 3 Application
My Business Model	Develop a Business Model Canvas	Activity 4 Case study: MJ's Chili Paste Activity 5 Develop a Business Model
Application	Applying the lessons learnt in respect of Gender-Transformative Change and building a business model to own Business	Activity 6 Personal Development Plan Activity 7 Daily Log



5. MODULE PROGRAMME

Module 2: My Business Model					
Block 1 09:00-10:30	Mins	Block 2 11:00-12:30	Mins	Block 3 13:30-15:00	Mins
Review of Module 1 Activity 1 Quiz	30	Business Model Canvas Introduction Activity 4 Case Study Sharing Processing Generalising Activity 5 Business Model Canvas Application	10 30 10 10 20	Business Model Canvas Activity 5 (continued) Business Model Canvas Application	60
Lean start-up Introduction Activity 2 Brainstorm Sharing Processing Generalising Activity 3 Application	5 10 5 10 10 20			Application of learning to own business Introduction Activity 6 Personal Development Plan Activity 7 Daily Log Sharing	5 10 10 5
Total	90	Total	90	Total	90



5.1. Review of Module 1

Duration	30 minutes	
Techniques	Quiz	
Requirements	<ul style="list-style-type: none"> • Slides • Participant's Guide 	
Procedure	<p>LINKAGE WITH PREVIOUS SESSION</p> <p>The quiz aims to refresh and reinforce the previous day's learning.</p>	
	<p>INTRODUCTION: <i>(5 Mins)</i></p> <p>The facilitator provides a brief overview of the Module 1 topics on a flip chart or PowerPoint bullet points:</p> <ul style="list-style-type: none"> • Gender as a social construct • Gender inequality in agriculture • Gender-transformative change in my country and region • Impact of Gender on my Business. 	
	<p>ACTION</p> <p>ACTIVITY: <i>(15 Mins)</i></p> <p>Host a quick quiz with the following questions on the previous day's learning; The quiz is done in plenary by quickly throwing a ball to the participants to respond to the questions below randomly. It is essential to maintain momentum to keep everyone energised and involved.</p> <p>True OR False:</p> <ul style="list-style-type: none"> • Gender means the same as sex. • Sex generally does not change. • Gender is about women only. 	<p>Activity</p> <p>1</p>



	<ul style="list-style-type: none"> • Gender roles can change. <p>True OR False:</p> <ul style="list-style-type: none"> • Women’s empowerment is the same as gender-transformative change. • Gender-transformative change is about addressing structural barriers & underlying power relations that reinforce gender inequality. • Gender-transformative change in agriculture requires work at four levels. Name the four levels. 	
<p>PROCESSING:</p> <ol style="list-style-type: none"> 1. Call for further clarification to any questions above or provide additional information as requested by reviewing the topics from Module 1. 2. Request participants to share one key lesson learned in the four topics covered under Module 1. 		<p><i>(10 Mins)</i></p>



Facilitators Tips

- **Keep the quiz quick and fun.** Take answers from a range of participants
- **The quiz should be energising** to draw participation from all.
- The quiz provides a recap of the previous module and a bridge to the next module.
- **Ensure that no one participant is dominating** in answering the quiz questions. If one participant dominates, mention that the others must also get a chance to respond.
- **If there is hesitance from the group** of participants to provide answers, nominate participants to give the answers

5.2. Lean start-up

Duration	60 minutes
Techniques	Case Study, Roleplay and Discussion



Requirements	<ul style="list-style-type: none"> ● Flipchart and Markers ● Slides ● Resource Book: Module 1 Case Studies and Module 2, par 2.1 and par. 2.3 ● Participant’s Guide. 			
Procedure	<p>LINKAGE WITH PREVIOUS SESSION</p> <p>The previous sessions focused primarily on ME, the individual, exploring one’s Change Maker Profile and how it affects working with transformative change.</p> <p>This session aims to explore the Lean Start-up concept (mindset) in starting a new business OR expanding a growing business.</p> <hr/> <p>INTRODUCTION: <i>(5 Mins)</i></p> <p>Introduce the concept that businesses do not just happen and “if you fail to plan your business, you plan to fail.” Begin with an interactive brainstorming: From your experience, how does a business come about?</p> <p>Introduce Case Study 1: MJ Chili Paste Business (Resource Book)</p> <hr/> <table border="1" data-bbox="301 1003 1482 1400"> <tr> <td data-bbox="301 1003 1236 1400"> <p>ACTION</p> <p>ACTIVITY: <i>(10 Mins)</i></p> <p>Request participants to form new groups, between 4 and 6 persons in size, with a gender and age mix. The instruction to the groups is: Brainstorm & Map out the plan for MJ’s Chili Paste going forward, bearing in mind gender considerations.</p> </td> <td data-bbox="1236 1003 1482 1400" style="text-align: center; vertical-align: middle;"> <p>Activity</p> <p>2</p> </td> </tr> </table> <hr/> <p>SHARING: <i>(5 Mins)</i></p> <p>Request one group to share their plan. Request the other groups to share only those aspects which differ from the first group.</p> <hr/> <p>PROCESSING: <i>(10 Mins)</i></p> <p>Request participants to reflect and share:</p> <ol style="list-style-type: none"> Were there any similarities/differences between the plans? Lessons learned about things to consider in mapping out a plan to take the business forward. Lessons learned about gender relations and dynamics. Should gender-transformative aspects be more prominently reflected in mapping out plans for a business, and if so, how? 		<p>ACTION</p> <p>ACTIVITY: <i>(10 Mins)</i></p> <p>Request participants to form new groups, between 4 and 6 persons in size, with a gender and age mix. The instruction to the groups is: Brainstorm & Map out the plan for MJ’s Chili Paste going forward, bearing in mind gender considerations.</p>	<p>Activity</p> <p>2</p>
<p>ACTION</p> <p>ACTIVITY: <i>(10 Mins)</i></p> <p>Request participants to form new groups, between 4 and 6 persons in size, with a gender and age mix. The instruction to the groups is: Brainstorm & Map out the plan for MJ’s Chili Paste going forward, bearing in mind gender considerations.</p>	<p>Activity</p> <p>2</p>			



	<p>GENERALISING: <i>(10 Mins)</i></p> <p>In the plenary discussion, the facilitator clarifies:</p> <ul style="list-style-type: none"> • Why every business needs a plan which could serve as a road map (e.g., driving from Harare to Lusaka). • The principles of the Lean Start-up approach.
	<p>APPLICATION TO OWN BUSINESS: <i>(20 Mins)</i></p> <p>Activity 3 is done individually. If there are fewer literate participants, form 2-person groups to allow more literate participants to help those who are less literate.</p> <p>The instruction for the Activity is:</p> <ul style="list-style-type: none"> • Map out a lean start-up plan for your own new / existing (growing) business going forward, bearing in mind gender consideration.



Key Points / Take-aways

Starting and growing a business is an iterative process in small incremental steps. Deriving at a minimum viable concept/product/service is a key milestone in the process, after which the business (with its products and services) is expanded by responding to signals and messages from key customers.



Facilitators Tips

When introducing the lean start-up concept, mention that it applies to both new businesses as well as existing businesses.

5.3. My Business Model

Duration	150 minutes
Techniques	Activity and discussion
Requirements	<ul style="list-style-type: none"> • Business Model Puzzle • Gender cards • Slides, Flip Charts and Markers.



	<ul style="list-style-type: none"> • Resource Book: Module 2, par. 2.5 • Participant’s Guide 	
Procedure	<p>LINKAGE WITH PREVIOUS SESSIONS</p> <p>During Module 2, you have learned that the “lean start-up” approach has three key principles, namely:</p> <ul style="list-style-type: none"> • Lean start-ups practise agile development, • Lean start-ups rapidly assemble minimum viable products and immediate customer feedback; and • Lean start-ups develop a Business Model Canvas for their businesses. <p>This session on Business Models focuses on the 3rd key principle, namely building a Business Model Canvas, and on gender relations, power dynamics and factors that hinder or support gender equality and transformative change.</p>	
	<p>INTRODUCTION: <i>(10 Mins)</i></p> <ul style="list-style-type: none"> • Introduce the Business Model Canvas briefly. Hand out the Business Model Puzzle. • Ask participants to lay out the puzzle pieces. • Explain Element 1 Customer Segmentation and Element 2 Value Proposition. • Then explain Elements 3-9. 	
	<p>ACTION</p> <p>ACTIVITY: <i>(30 Mins)</i></p> <p>Participants are to form new groups, between 4 and 6 persons in size, with a gender and age mix. Request the groups to Map out a Business Model Canvas using the case of MJ’s Chili Paste.</p>	<p>Activity</p> <p>4</p>
<p>SHARING: <i>(10 Mins)</i></p> <p>Request one group to share their Business Model Canvas for MJ’s Chili Paste. Request the other groups to share only those aspects which differ from the first group.</p>		
<p>PROCESSING: <i>(10 Mins)</i></p> <p>Request participants to reflect on:</p>		



	<ul style="list-style-type: none"> • In what respect do diverse needs of different customer segments require unique value propositions, delivery channels, customer relations, production activities and partnerships? • Why is it important to structure different income streams from different customer segments? • Why would cost structures differ between customer segments? • How are value propositions influenced by gender-based roles, norms & power dynamics? • What is holding this in place? • What gender-related barriers and opportunities are linked to customer segmentation and offering value propositions? 	
	<p>GENERALISING: <i>(10 Mins)</i></p> <p>In the plenary discussion, the facilitator clarifies the respective nine building blocks of the Business Model Canvas and highlights examples of gender puzzle pieces which reflect gender-transformative challenges linked to the nine building blocks of the Business Model Canvas (refer to the Resource Book).</p> <p>The 10th building block (Gender-transformative Change) is also introduced and contextualised</p>	
	<p>ACTION</p> <p>APPLICATION TO OWN BUSINESS: <i>(80 Mins)</i></p> <p>Activity 5 is done individually, OR participants who work in the same Agribusiness can form small groups.</p> <p>The instruction for the Activity is:</p> <ul style="list-style-type: none"> • Map out a Business Model Canvas for your own business OR, if you are a small group working in an Agribusiness, then for that Agribusiness, bearing in mind gender considerations. 	<p>Activity</p> <p>5</p>



Key Points / Take-aways

All ten elements of a Business Model Canvas are components of one business system and are interrelated (the one informing/influencing the other). Together the ten blocks reflect a “birds-eye” view of the business.





Facilitators Tips

When introducing the activity, emphasise that, for each customer segment, a unique set of value propositions, customer relations, delivery channels, revenue streams and the rest of the nine building blocks of the Canvas is required. Therefore, if you do not use assorted colours of pens for each customer segment and its related other eight building blocks, one can easily “get lost” on a Canvas

5.4. Applying Gender-Transformative Change to my Business

Duration	30 minutes
Techniques	Activity and discussion
Requirements	<ul style="list-style-type: none">• Business Model Puzzle and Slides• Participant’s Guide
Procedure	<p>LINKAGE WITH PREVIOUS SESSIONS</p> <p>During Modules 1 and 2, you have:</p> <ul style="list-style-type: none">• Started exploring the gender-transformative challenges as it relates to the world of business; and• Built a business Model for your business, reflecting on the Lean Start-up approach. <p>This session focuses on:</p> <ul style="list-style-type: none">• Developing a Personal Development Plan for implementing changes to progress in the direction you have mapped out, both personally and for your business; and• Capturing a daily log <p>INTRODUCTION: <i>(5 Mins)</i></p> <p>Introduce the five stages of a Personal Development Plan, which can be followed towards making the lessons learnt happen in my business.</p> <ul style="list-style-type: none">• Review the concept of a Daily Log. <p>The activity is done in two phases:</p> <ul style="list-style-type: none">• Firstly, by mapping out a Personal Development Plan for implementing gender-transformative changes in building a Business Model; and• Subsequently, by doing a daily log.



Activity

6

Name	<input type="text"/>		
Start date	<input type="text"/>	Revision date	<input type="text"/>
Next reflection date:	<input type="text"/>		<input type="text"/>
Module 2			
Goal (What is the desired change I want to see?)			
Actions (How can I make it happen?)			
Support (What support do I need & whom from?)			
Expected outcome (How will I know it is happening?)			
Statement of personal Intent (Am I convinced and committed?)			






ACTION

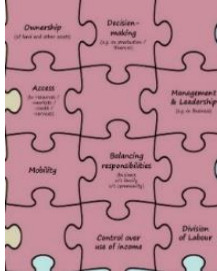
ACTIVITY:

(10 Mins)

Put emphasis and give examples on possible actions that could be taken at the household level and with partners in the enterprise to make the business socially and economically balanced. Participants do the activity individually. Request participants to **map out a Development Plan**.

GmBS Development Plan template: rainy season (from.....to.....)

	 Individual	 Household	 Enterprise	 Systems & Structures	 Culture
Goals					
Actions to be taken					
Support					
Expected Outcomes					



- Ownership
- Decision making
- Access to resources
- Management and leadership
- Mobility
- Balancing responsibilities
- Control over use of income
- Division of labour



ACTION

ACTIVITY: (10 Mins)

Participants do the activity individually. Request participants to **do a**

Daily Log:

DAILY LOG	MODULE 4
What sounds most important for my own context?	
How can this be applied in my business?	
What are the desired changes I want to see based on what I learnt from each module?	

Activity

6



6. SUMMARY

In Module 2, we have explored the lean start-up principles of starting a new or growing an existing business. We have also explored the Business Model Canvas, which can provide a blueprint of a business and where you want to take your business. Finally, we have explored the gender-transformative changes you identified that could strengthen your business.

7. MODEL ANSWERS

Activity 1 – Answers to Quiz

Question	Answer
Gender means the same as sex	FALSE
Sex generally does not change	TRUE
Gender is about women only	FALSE
Gender roles can change	TRUE
Women's empowerment is the same as gender-transformative change	FALSE
Gender-transformative change is about addressing structural barriers & underlying power relations that reinforce gender inequality	TRUE
Gender-transformative change in agriculture requires work at four levels. Name the four levels	<ul style="list-style-type: none">• The Individual• Relationships• Culture• Systems

