WAGENINGEN
UNIVERSITY & RESEARCH

Course organisation and programme

« FARMER AGENCY FOR INCLUSIVE AND SUSTAINABLE FOOD SYSTEMS »

"Involving farmers– promoting farmer entrepreneurship – innovating production systems – developing value chains – succeeding inclusive agribusiness – transforming agrifood systems"

The organisation of the 'Farmer Agency' course

The course targets professionals who want to make a difference with and for farmers

Are you a professional facilitating change processes in rural areas and the agri-food sector? This course is particularly suitable for you if you are looking for an action-oriented approach and practical tools that allow you to analyse your development case from different perspectives and to design action plans for and with farmers, their organisations and partners. The promise of the course is that you will acquaint yourself with the comprehensive FARE approach and toolbox that has been developed for farmer-inclusive food system transformation. For this course you need to have a B.Sc. degree and a minimum of three years of relevant work experience. For more information on the FARE approach, have a look at the introductory papers.

Seven blocks

A FARE design process consists of seven phases; a FARE course consists of seven blocks.

❖ **FARE PROGRAMME AND PROJECT DESIGN: In-depth analyses with a high level of farmer participation lead to a comprehensive programme with a well-structured result chain, clear strategic orientations, a range of practical activities and a strong focus on stakeholder collaboration.**

❖ **FARE TRAINING: Course participants work through the FARE design process. In addition to the action plan for their farmer-inclusive development case, they develop their own action plan, which focuses on applying the FARE approach and tools in their working situation. By applying the analyses and tools to their concrete cases, defined at the very beginning of the training, the training participants design a programme of complementary actions, which aim at agri-food systems that are truly farmer-inclusive and to which farmers proactively contribute.**

Course organisation (September-December 2022)

- The course starts in August 2022 with some preparatory exercises and two sessions for technical and social on-boarding.
- You go through the 7 blocks of the course from September 12th until December 11th 2022.
- The investment time is estimated at 130 hours in total, for 25 assignments (including preparatory exercises) and 23 interactive sessions of 2.5 hours on average.
- The course starts with the introduction of the FARE approach, which combines attention to farmer agency with systems thinking, and the presentation of the cases of the participants.
- Participants learn and apply multiple analytical perspectives and tools, ranging from profiling of individual farmer households to the analysis of complex agri-food systems, while giving due attention for producer organisation and collective action, agricultural production and farm management, value chains and farmers' value addition and market linkages, agri-finance, ICT and multi-stakeholder collaboration.
- At the end of the course, participants will have made a rich and balanced analysis of their cases, resulting in strategic and operational planning for agro-economic development that is farmer-inclusive.
- In addition to the action plan for their case, participants also develop their own personal action plan, which focuses on the application of the FARE approach and tools in their work situation.

Flipped classroom – synchronous and asynchronous work

The training programme is carried out according to the flipped classroom system, which means that :

- Participants receive the training materials and assignments before the live sessions. For this purpose, the course has its own learning platform (Talent). They study these materials and do their homework at their own pace and in their own time (asynchronous work).
- The participants thus come prepared to the Zoom sessions which take place in real time (synchronous sessions). During the interactive Zoom sessions, the course facilitators answer to the questions of the participants and give practical examples and advice. During the Zoom sessions, the focus is furthermore put on exercises, exchange of ideas, group work and the introduction of new topics.

In this way, asynchronous and synchronous learning reinforce and complement each other. It should be noted that the time required for homework is generally greater than the time required for the real-time sessions. In total, the time required is 130 hours, i.e. 72 hours for all the assignments and 58 hours for the Zoom sessions.

Training materials (hand-outs, videos, online tools, …)

Participants will get the following:

- Training materials shared for the training blocks and sessions, which are to be studied before the live sessions;
- materials presented or developed during the sessions, which are shared after the sessions;
- additional materials to learn more about certain topics or materials related to optional subjects;
- materials shared by course participants.

As the course progresses, participants are given a lot of materials to read and practice, including the manuals of the FARE guide and the FARE work sheets. At the end of the course, participants have prepared a fairly comprehensive analysis of their case and are more than prepared for strategic and operational planning. The course thus leads to a very interesting and tangible end result.

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Requirements for the course certificate

Participants of the Wageningen CDI international courses are eligible for receiving an official Certificate if they have completed 80% of the assignments. For this course, this means that 20 of the 25 assignments must have been successfully completed. Participants are asked to track their progress by recording their attendance at Zoom sessions and the number of assignments submitted and approved.

Course Programme

The table below shows the seven blocks with the main topics that will be covered. For the homework, the estimated time required for doing the assignments is put in brackets (in number of hours). The same applies to the duration of the Zoom sessions.

Technical and social on-boarding	*Homework*	Sessions
Contact with participants, general introductions, sending preparatory exercises and technical start-up	*EP 1 (1)*	Technical on-boarding (2.5)
Preparatory assignments	*EP 2 (2)*	
Personal introductions, agro-economic development realities in participants' countries and overview of participants' FARE cases	*EP 3 (3)*	Social on-boarding (2.5)

1 - Introductions: FARE approach, systems thinking and the practical cases of course participants	*Homework*	Sessions
1.1. Introduction to the FARE Approach and systems thinking - part one and presentation of participants' cases	Assignment 1.1 (3)	Session 1.1. (2.5)
1.2. Introduction to the FARE Approach and systems thinking - part two and presentation of participants' cases	Assignment 1.2 (3)	Session 1.2. (2.5)
1.3. Introduction to the FARE Approach and systems thinking - part three and presentation of participants' cases	Assignment 1.3 (3)	Session 1.3. (2.5)

2. Farmers' realities and conditions	*Homework*	Sessions
2.1. Knowing, profiling and presenting the farmers	Assignment 2.1 (3)	Session 2.1. (2.5)
2.2. Farmers' resource endowment - capital pentagon	Assignment 2.2 (3)	Session 2.2. (2.5)
2.3. Exploring farmer entrepreneurship	Assignment 2.3 (3)	Session 2.3. (2.5)

3. Organisation and collective action of farmers	*Homework*	Sessions
3.1. The organisation of farmers: current situation	Assignment 3.1 (3)	Session 3.1. (2.5)
3.2. Assessing and improving the Governance, Management and Performance of farmers' organisations (GMP and FORCE tools)	Assignment 3.2 (3)	Session 3.2. (2.5)
3.3. Perspectives for organisation development and farmers' collective action	Assignment 3.3 (3)	Session 3.3. (2.5)

4. Agricultural production and family farm management	*Homework*	Sessions
4.1. Agricultural production: assessing the current situation	Assignment 4.1 (3)	Session 4.1. (2.5)
4.2. Reorienting agricultural innovation systems (agricultural research and extension) with and for producers	Assignment 4.2 (3)	Session 4.2. (2.5)
4.3. Improving access to production factors and adoption of agricultural practices: options for action and possibilities for change	Assignment 4.3 (3)	Session 4.3. (2.5)

Introduction to value chain analysis - Optional session

5. Added value creation and market access	Homework	Sessions
5.1. Diversity of Products, Markets and Consumers and PMC combinations	Assignment 5.1 (4)	Session 5.1. (2.5)
5.2. Value chain relations and positioning of farmers' positioning in markets	Assignment 5.2 (4)	Session 5.2. (2.5)
5.3. Value chain mapping, key challenges and opportunities, strategies and options to make agribusiness more farmer-inclusive	Assignment 5.3 (3)	Session 5.3. (2.5)

6. Teamwork for agri-food system transformation	Homework	Sessions
6.1. Inventory and assessment of actors and stakeholders	Assignment 6.1 (3)	Session 6.1. (2.5)
6.2. The agri-finance system and options and innovations for making it work	Assignment 6.2 (2)	Session 6.2. (2.5)
6.3. Le renforcement de la voix des paysans pour rendre l'environnement économique et politique plus favorable aux producteurs	Assignment 6.3 (2)	Session 6.2. (2.5)
6.4. Solutions TIC prometteuses pour renforcer l'autonomie et la performance des producteurs et leurs organisations	Assignment 6.4 (2)	Session 6.2. (2.5)

7. Strategic and operational planning	Homework	Sessions
7.1. From analysis to action: taking stock of identified challenges, opportunities and options	Assignment 7.1 (3)	Session 7.1. (2.5)
7.2. From analysis to action: strategic and operational planning	Assignment 7.2 (4)	Session 7.2. (2.5)
7.3. Presentation of Personal Action Plans (PAPs)	PAP (2)	Session 7.3. (3)

Total	72 hours	58 hours

Wageningen CDI aims to put knowledge in action. At the end of a FARE process, in-depth analyses with a high level of farmer involvement will have been carried out and a well-structured, comprehensive programme of practical action and stakeholder collaboration will have been developed.

Preferably, the FARE approach and tools are learned in practice. After the introduction of the FARE approach and how it is positioned in the context of agri-food systems transformation, the starting point of a FARE learning pathway is the identification of a practical FARE case, which will be reference for applying the approach and the tools. During a FARE training course, learners reflect on the tools that are presented and explained and assess whether the tools are relevant to their situation. FARE learning continues through the application of the tools, ongoing reflection on the relevance of the tools, and the adaptation of the tools based on lessons learned.