



## PROJECT IMPLEMENTATION PLAN ADDENDUM

25 July 2018

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|------------------------------|--|
| 1. Project Code              | 18-AG-23-GE-DLN-A-05   |
| 2. Title                     | Self-learning e-Course on Business Models for Women Entrepreneurs  |
| 3. Timing                    | 15 October 2018–14 April 2019 (six months)   |
| 4. Implementing Organization | APO Secretariat and National Productivity Organizations (NPOs)   |
| 5. Addendum No               | 1  |
| 6. Reference                 | APO Project Notification 18-AG-23-GE-DLN-A dated 9 January 2018; and Project Implementation Plan 18-AG-23-GE-DLN-A-05 dated 14 June 2018.  |
| 7. Details                   | <p>Changes in Project Implementation Plan Item No. 8 “Objectives”, Item No. 9 “Background”, Item No. 10 “Scope and Methodology”, and Item No. 11 “Qualifications of Candidates”.</p> <p>The scope of this project has been narrowed down to “agribusiness”. In this context, some changes were made. The changes are highlighted in bold or underlined text.</p> |

### 8. Objectives

The course is designed to build the capabilities of women entrepreneurs as CEOs, managerial professionals, and **agribusiness enterprise** operators contributing to prospering rural economies. At the end of the course, the participants will:

- a. Be familiar with the principles of and recent innovations in **agribusiness** models and their practical utilization in real business operations;
- b. Understand the features and characteristics of successful **agribusiness** models for women, as well as planning, development, management and adoption of such models;
- c. Be aware of emerging global trends and areas for further study to acquire an entrepreneurial, foresighted mindset; and
- d. Manage **agribusiness** enterprises by developing strategic business models to provide livelihoods, create employment, and revitalize rural economies for enhancing women’s empowerment.

## 9. Background

The increased rates of female education and economic participation have gradually brought a change in women's position in business. More women are attempting to be employers like entrepreneurs and business leaders rather than working in hired positions. According to a report by the Global Entrepreneurship Monitor (GEM), 163 million women were estimated to start or run new businesses in around 74 economies in 2016. Despite the upward trend and women's greater involvement in the market, their visibility is still much lower compared with their male business counterparts. For example, although the number of female CEOs in the Fortune 500 has been slowly increasing over the past few years, there were only 27 female CEOs among the 500 companies as of January 2018.

One of the possible ways to promote female-run businesses is to support women in developing good business models. For entrepreneurs setting up a business, the importance of a business model cannot be overemphasized. The business guru Peter Drucker said that a business model should answer: who are the target customers; what are the values for the customers; and how are the values delivered to the customers. Currently, however, most female entrepreneurs are associated with the wholesale and retail industry in SME family businesses, which are run by traditional handover practices from predecessors without answering those three questions.

Today, the emergence of e-commerce requires innovative new business models as the resources and methodological tools for value delivery have moved to the online space. The transformative period can be a great opportunity for **rural** women entrepreneurs as the online market is not gender biased and allows fair competition and wider access to resources. Therefore, if female business leaders are well equipped with a good business model such as systematic organizational planning and profit-generating mechanisms, they can make great strides in their businesses in the boundary-free online market.

**Rural women's** active participation in business significantly affects household income generation, which contributes to improving the livelihoods of families. Women entrepreneurs provide employment and bring new value to their communities through their products and services. Many reports cite them as the source of national wealth increases in all economies. This e-course will introduce the concept, innovations, and practices of **agribusiness** models with a special focus on women entrepreneurs as protagonists and professionals in the competitive business world.

## 10. Scope and Methodology

### Scope

The tentative course structure is as follows:

#### *Module 1: Why gender matters in business*

Features and facts for women in businesses; behavioral approach to women as economic players in business planning, as well as buying and selling products; values that women provide to society as decision makers in the business world; identifying opportunities and overcoming challenges for women entrepreneurs; and entrepreneurial strengths of women.

## ***Module 2: Understanding agribusiness models***

Definitions, types, concepts, and principles of business models; simple frameworks by type; and functions and roles of business models for increased performance.

*Quiz 1 (for self-assessment based on questions from Modules 1 and 2)*

## ***Module 3: Seven steps to start an agribusiness***

Overview of the process of the business model: how to make a personal business plan; market and customer analysis; personal resources for business utilization; creating value for customers; value addition to product (service) development; budgeting and financing; and dynamic approaches to entrepreneurship.

## ***Module 4: Personal resources***

Personal resource utilization **in rural areas** for female entrepreneurs; evaluating personal resources; five principles of successful entrepreneurs; and use of personal networks, educational experience, financial status, product knowledge, and internal trade networks.

*Quiz 2 (for self-assessment based on questions from Modules 3 and 4)*

## ***Model 5: Description of agrifood products or services***

**Agrifood products** or services as the lifeblood of a new business; required analysis before deciding on a business model; and things to consider such as the specific product, line of goods/services, estimating costs, pricing of goods, interchangeability, suppliers, stock, distribution, competitors, and potential for development.

## ***Model 6: Description of the market***

Being ready for the market; **agriculture and food** market identification; possibilities and threats in the market; two methods of research; customer analysis such as types and realistic numbers; and competitive parameters.

*Quiz 3 (for self-assessment based on questions from Modules 5 and 6)*

## ***Module 7: Sales and marketing in agriculture and food industry***

Sales and marketing as tools to approach potential customers; innovative sales approaches as part of a business model; factors for marketing such as family networks, business logos, business cards, websites, sales letters, e-mail, telemarketing, advertisements, signposting, presentation folders, radio and TV advertising, and trade fair participation; influence on sales; and reception at business startup.

## ***Module 8: Organizing a company***

Managing specific rules and regulations of a country and society; legal structure of a company; financial and account management; administrative routines; business policies; insurance; localization; and business partners.

*Quiz 4 (for self-assessment based on questions from Modules 7 and 8)*

### ***Module 9: Budgets***

Understanding the importance of estimating costs and income in a business model; three important budgets; establishing a budget; operational budget; gross profit; and cash flow budget.

### ***Module 10: Financing***

Ways to raise funds to start a **agribusiness**; sufficient cash for financing; and personal resources and financing networks such as family and friends, public funding schemes, suppliers giving credit, and microfinance NGOs.

*Quiz 5 (for self-assessment based on questions from Modules 9 and 10)*

### ***Module 11: Final examination***

#### **Methodology**

Self-learning e-modules, additional study materials for participants, intermittent quizzes for self-assessment, assignments, and a final examination to qualify for the APO e-certificate.

## **11. Qualifications of Candidates**

The target participants are women entrepreneurs, CEOs, and managers of **agriSMEs** who want to scale up their businesses; consultants, trainers, and professionals engaged in business advisory services for women; and those who want to learn to develop **agribusiness** models for sustainable, innovative businesses.

Unless otherwise modified by the APO in writing, the provisions of the Project Notification 18-AG-23-GE-DLN-A dated 9 January 2018 and Project Implementation Plan 18-AG-23-GE-DLN-A-05 dated 14 June 2018 pertaining to this project remain valid.



Dr. Santhi Kanoktanaporn  
Secretary-General



## PROJECT IMPLEMENTATION PLAN

14 June 2018

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|---|--|
| <b>1. Project Code</b>                    | 18-AG-23-GE-DLN-A-05   |
| <b>2. Title</b>                           | Self-learning e-Course on Business Models for Women Entrepreneurs  |
| <b>3. Reference</b>                       | Project Notification 18-AG-23-GE-DLN-A dated 9 January 2018  |
| <b>4. Time and Duration</b>               | 15 October 2018–14 April 2019 (six months)   |
| <b>5. Implementing Organization</b>       | APO Secretariat and National Productivity Organizations (NPOs)   |
| <b>6. Number of Overseas Participants</b> | Minimum of 400 participants  |
| <b>7. Self-registration</b>               | Self-registration opens from 10:00 AM Japan Standard Time on 15 October 2018 on the eAPO's web portal: <a href="http://eAPO-tokyo.org">http://eAPO-tokyo.org</a> |

Note: Participants can register directly from this portal on the APO website. Those who are already registered can access the course by using the assigned username and password. If you have forgotten your username and password, please refer to the help page on the home page of the portal.

### 8. Objectives

The course is designed to build the capabilities of women entrepreneurs as CEOs, managerial professionals, and SME operators contributing to prospering rural economies. At the end of the course, the participants will:

- a. Be familiar with the principles of and recent innovations in business models and their practical utilization in real business operations;
- b. Understand the features and characteristics of women entrepreneurs in planning and managing businesses for successful business model development and adoption;
- c. Be aware of emerging global trends and areas for further study to acquire an entrepreneurial, foresighted mindset; and
- d. Manage enterprises by developing strategic business models to provide livelihoods, create employment, and revitalize rural economies for enhancing women's empowerment.

### Asian Productivity Organization

1-24-1 Hongo, Bunkyo-ku, Tokyo 113-0033, Japan Tel: (81-3)3830-0411 Fax: (81-3)5840-5322  
[www.apo-tokyo.org](http://www.apo-tokyo.org)

## **9. Background**

The increased rates of female education and economic participation have gradually brought a change in women's position in business. More women are attempting to be employers like entrepreneurs and business leaders rather than working in hired positions. According to a report by the Global Entrepreneurship Monitor (GEM), 163 million women were estimated to start or run new businesses in around 74 economies in 2016. Despite the upward trend and women's greater involvement in the market, their visibility is still much lower compared with their male business counterparts. For example, although the number of female CEOs in the Fortune 500 has been slowly increasing over the past few years, there were only 27 female CEOs among the 500 companies as of January 2018.

One of the possible ways to promote female-run businesses is to support women in developing good business models. For entrepreneurs setting up a business, the importance of a business model cannot be overemphasized. The business guru Peter Drucker said that a business model should answer: who are the target customers; what are the values for the customers; and how are the values delivered to the customers. Currently, however, most female entrepreneurs are associated with the wholesale and retail industry in SME family businesses, which are run by traditional handover practices from predecessors without answering those three questions.

Today, the emergence of e-commerce requires innovative new business models as the resources and methodological tools for value delivery have moved to the online space. The transformative period can be a great opportunity for women entrepreneurs as the online market is not gender biased and allows fair competition and wider access to resources. Therefore, if female business leaders are well equipped with a good business model such as systematic organizational planning and profit-generating mechanisms, they can make great strides in their businesses in the boundary-free online market.

Women's active participation in business significantly affects household income generation, which contributes to improving the livelihoods of families. Women entrepreneurs provide employment and bring new value to their communities through their products and services. Many reports cite them as the source of national wealth increases in all economies. This e-course will introduce the concept, innovations, and practices of business models with a special focus on women entrepreneurs as protagonists and professionals in the competitive business world.

## **10. Scope and Methodology**

### **Scope**

The tentative course structure is as follows:

#### ***Module 1: Why gender matters in business***

Features and facts for women in businesses; behavioral approach to women as economic players in business planning, as well as buying and selling products; values that women provide to society as decision makers in the business world; identifying opportunities and overcoming challenges for women entrepreneurs; and entrepreneurial strengths of women.

#### ***Module 2: Understanding business models***

Definitions, types, concepts, and principles of business models; simple frameworks by type; and functions and roles of business models for increased performance.



*Quiz 1 (for self-assessment based on questions from Modules 1 and 2)*

***Module 3: Seven steps to start a business***

Overview of the process of the business model: how to make a personal business plan; market and customer analysis; personal resources for business utilization; creating value for customers; value addition to product (service) development; budgeting and financing; and dynamic approaches to entrepreneurship.

***Module 4: Personal resources***

Personal resource utilization for female entrepreneurs; evaluating personal resources; five principles of successful entrepreneurs; and use of personal networks, educational experience, financial status, product knowledge, and internal trade networks.

*Quiz 2 (for self-assessment based on questions from Modules 3 and 4)*

***Model 5: Description of products or services***

Products or services as the lifeblood of a new business; required analysis before deciding on a business model; and things to consider such as the specific product, line of goods/services, estimating costs, pricing of goods, interchangeability, suppliers, stock, distribution, competitors, and potential for development.

***Model 6: Description of the market***

Being ready for the market; market identification; possibilities and threats in the market; two methods of research; customer analysis such as types and realistic numbers; and competitive parameters.

*Quiz 3 (for self-assessment based on questions from Modules 5 and 6)*

***Module 7: Sales and marketing***

Sales and marketing as tools to approach potential customers; innovative sales approaches as part of a business model; factors for marketing such as family networks, business logos, business cards, websites, sales letters, e-mail, telemarketing, advertisements, signposting, presentation folders, radio and TV advertising, and trade fair participation; influence on sales; and reception at business startup.

***Module 8: Organizing a company***

Managing specific rules and regulations of a country and society; legal structure of a company; financial and account management; administrative routines; business policies; insurance; localization; and business partners.

*Quiz 4 (for self-assessment based on questions from Modules 7 and 8)*

***Module 9: Budgets***

Understanding the importance of estimating costs and income in a business model; three important budgets; establishing a budget; operational budget; gross profit; and cash flow budget.

### ***Module 10: Financing***

Ways to raise funds to start a business; sufficient cash for financing; and personal resources and financing networks such as family and friends, public funding schemes, suppliers giving credit, and microfinance NGOs.

*Quiz 5 (for self-assessment based on questions from Modules 9 and 10)*

### ***Module 11: Final examination***

#### **Methodology**

Self-learning e-modules, additional study materials for participants, intermittent quizzes for self-assessment, assignments, and a final examination to qualify for the APO e-certificate.

#### **11. Qualifications of Candidates**

The target participants are women entrepreneurs, CEOs, and managers of SMEs who want to scale up their businesses; consultants, trainers, and professionals engaged in business advisory services for women; and those who want to learn to develop business models for sustainable, innovative businesses.

#### **12. Eligibility for e-Certificate**

A minimum score of 70% on the final examination is required to qualify for the APO e-certificate.

Note: Participants from nonmember countries are welcome to take the course for self-development, although APO e-certificates will not be provided.



Dr. Santhi Kanoktanaporn  
Secretary-General





## PROJECT NOTIFICATION

9 January 2018

1. **Project Code** 18-AG-23-GE-DLN-A
2. **Project Title** Self-learning e-Course for the Agriculture and Food Sectors
3. **Timing** Throughout 2018
4. **Implementing Organizations** APO Secretariat and National Productivity Organizations (NPOs)
5. **Number of Participants** Minimum 400 participants per course
6. **Registration** APO e-learning web portal:  
<http://www.apo-elearning.org/moodle19/>  
(Participants can register directly from this portal on the APO website.)

### 7. Objective

To provide training to numerous participants in productivity tools, techniques, and technologies in selected subject areas of broad significance related to the agriculture and food sectors; familiarize them with the concepts of smart agriculture and future food systems in a cost-effective manner; create a mass of productivity professionals with the aim of strengthening agriculture, agribusiness, and food industry SMEs and revitalizing local communities for promoting smart agriculture and innovative food systems; and foster rural development. These will promote sustainable productivity and inclusive growth in member countries, while expanding global networks.

### 8. Background

Depending upon the needs of APO members and relevance of subject areas, the APO develops self-learning e-courses and offers them on its e-learning portal. These courses are developed based on the APO's experience and knowledge accumulated over years of organizing capacity-building projects in its focus areas. Based on the huge success of the self-learning e-courses over the past years, the APO plans to organize similar or upgraded ones relating to the agriculture and food sectors in 2018. The courses will focus on the subjects of advanced farm mechanization, building climate change-resilient agriculture, urban agriculture, business models for women entrepreneurs, modern food storage technologies, and future food: exploring business opportunities.

For each course a separate project implementation plan (PIP) containing specific information on the course and subject will be issued. NPOs are requested to start promoting the courses after receiving the PIPs.

## **9. Scope and Methodology**

### **Scope**

The scope of each course will be decided based on the subject and will be detailed in the PIP issued later for each course.

### **Methodology**

Each course will consist of self-learning e-modules, additional study materials for participants, intermittent quizzes for self-assessment, and a final examination to qualify for the APO certificate. All learning modules, carefully prepared by internationally recognized experts, will be uploaded to the course site on the e-learning portal.

## **10. Modality of Implementation**

Courses will be offered through the APO's dedicated e-learning portal: <http://www.apo-elearning.org/moodle19/>. Participants can register on this portal and create their own user accounts.

Registered participants are required to complete all learning modules and self-assessment quizzes before taking the final examination. Based on the results of the final examination, successful participants from member countries will be awarded APO e-certificates.

## **11. Special Features**

- a. Participants can register on the APO e-learning portal and create accounts by themselves.
- b. Registered participants' progress will be tracked and monitored by the APO Secretariat throughout the course.
- c. Participants can complete the course at their own pace within the prescribed official duration of the course.
- d. Completion of all modules and quizzes is compulsory before taking the final examination.
- e. A minimum score of 70% on the final examination is required to qualify for the APO e-certificate. The e-certificates will be sent to participants' registered e-mail addresses one day after completion of the final examination.
- f. Successful participants may be given preference based on merit for selection to attend future APO multicountry face-to-face projects on the same subject in consultation with NPOs.

## **12. Qualifications of Candidates**

The target groups are productivity practitioners, consultants, managers, academics, extension service providers, representatives of cooperatives and industry associations, producers, and all professionals working in the subject area from agriculture, agribusinesses, food industries, NPOs, government agencies, universities, and consultancy firms who wish to acquire a working knowledge of the subject.

## **13. Financial Arrangements**

### **To be borne by NPOs**

- a. Coordination, communication, and promotion support for the course.

- b. Any other local costs.

**To be borne by the APO**

- a. All costs related to development of the self-study modules, additional study materials pertaining to the course, self-assessment quizzes, and examination.
- b. Cost of hosting the course on the APO's e-learning portal and operating it from the APO Secretariat.

**14. Actions by Member Countries/NPOs**

Member countries/NPOs are requested to:

- a. Promote and market the course by sending the project notification and PIP to as many relevant organizations as possible and encouraging all interested individuals to participate.
- b. Upload the course announcement on the NPO's website and/or provide a link to the APO's e-learning portal.
- c. Interact with registered participants and provide them with necessary inputs and guidance, if necessary.
- d. Provide all necessary support and cooperation proactively to the APO Secretariat for successful implementation of the course.

**15. Participation of Individuals from Nonmember Countries**

Participants from nonmember countries are welcome to take the course for self-development, although APO certificates will not be provided.



Santhi Kanoktanaporn  
Secretary-General

