

AFRICAGRIC ACADEMY

Facilitator Guide

Building a value-added food processing business

Teach the module in a classroom, an incubator, a cooperative or online

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1. About this guide

This guide helps you teach the AfricAgric Academy module *Building a value-added food processing business*. You can use it in a classroom, an incubator cohort, a farmer cooperative training or an online workshop. The learners follow one worked example: a dry, ready-to-cook mix made from a ground vegetable base and psyllium husk, cooked like a swallow.

The guide gives you:

- Session plans with timings for three delivery formats
- Teaching notes for the hardest ideas in the module
- Common misconceptions and how to correct them
- Discussion prompts, an assessment rubric and follow-up steps
- Notes for adapting the module to your own country
- A preparation checklist and answers to questions facilitators often ask

Use it together with the module pages, the printable workbook and the quiz on the website. The matching slide deck is a separate download. **Do not teach this module cold.** The exercises are the module, so complete the workbook yourself for your own region before you guide others through theirs.

Be honest about the worked example

The author has tested one mix (a cabbage base) and reports that it works. Other vegetable bases are still in pre-production testing. These are the author's own results and are not independently verified. Present the example as a method to learn from, never as proof that a product will succeed.

Numbers in this guide

This guide contains no loss statistics, prices, fees or timelines, because they change and vary by place. Where a figure appears, it is a made-up illustration and is marked as such. Ask learners to find real figures from named sources, or to measure them, and to write down the source and the date.

2. Who should facilitate

You are well placed to teach this module if you have practical experience in at least two of these areas:

- Food processing or agro-processing
- Small business or enterprise development
- Agricultural value chains and working with farmer groups
- Food safety and regulatory compliance

- Branding, marketing or digital selling
- Grant writing or investment readiness

You do not need to be an expert in all of them. Where you are weaker, invite a guest (see section 10).

3. The module at a glance

The promise to learners: by the end, you can take a perishable crop that is being wasted in your region and design a realistic, compliant, shelf-stable food business around it.

Five pillars

1. Local sourcing
2. Food processing
3. Brand development
4. Digital customer acquisition
5. Communication for funders, partners and investors

Themes that run through every session

- **Dual-stream sourcing:** surplus interception for the mission, coordinated supply for security.
- **The platform model:** a constant binder system, a variable vegetable base and an optional small additive.
- **Role discipline:** base vegetables, additive vegetables, and what does not belong in a swallow at all.
- **Unit economics** as the gate for every other decision.
- **Compliance** as a precondition for selling, not an afterthought.

How the sessions map to the module

Session	Module part	Workbook exercise
1. The opportunity	Part 1	1.1 Find high-loss crops near you
2. Sourcing and the platform idea	Part 2 and the start of Part 3	2.1 Map your supply chain
3. Processing and formulation	Part 3	3.1 Screen your own vegetable

Session	Module part	Workbook exercise
4. Brand and customers	Parts 4 and 5	4.1 Brand brief · 5.1 First 90 days
5. Compliance and unit economics	Parts 7 and 8	7.1 Prepare before your first batch · 8.1 Unit economics
Closing	Parts 6 and 9	6.2 One-page pitch (optional) · key takeaways

Delivery formats

Format	Time	Best for
Express workshop	About 3 hours	Awareness sessions, conferences, taster trainings
Standard workshop	One full day	Incubator cohorts, entrepreneur bootcamps
Full programme	4 weeks, 2 sessions a week	Serious venture development, accelerator tracks
Self-paced with support	Learner's own time	Learners use the website; you review their workbooks

4. Full-day workshop plan

The teaching time below adds up to about five and a half hours. Add a lunch break and a few short pauses to make a full day.

Block	Minutes	What happens
Opening	20	Set the stakes; build the crop list on a flipchart
Session 1: The opportunity	45	Loss as lost income; interception; Exercise 1.1
Session 2: Sourcing and the platform idea	60	Two streams; constant and variable; screening criteria; roles
Break	15	
Session 3: Processing and formulation	45	Process steps; binder; safety points; demonstration

Block	Minutes	What happens
Session 4: Brand and customers	60	Masterbrand; positioning; digital routes to market
Session 5: Compliance and unit economics	60	Registration; labels; cost per pack; margin
Closing	20	Reflection and one action in seven days

Opening (20 minutes)

Aims: establish that post-harvest loss is lost income, not only lost food, and promise every learner a drafted product concept by the end.

Ask the room: "Name a crop that grows well near you. Now tell me: what happens to it when it does not sell?" Take three or four answers and write the crops on a flipchart without correcting anything. This list becomes the raw material for Exercise 1.1.

Facilitator note

Expect cabbage, tomato, onion, pepper, cassava, plantain and leafy greens to come up. Write them all down. You will return to this list, and to the leafy greens in particular, when you teach base versus additive.

Session 1: The opportunity (45 minutes)

Covers: Part 1 and Exercise 1.1.

1. Explain the main causes of loss that research on vegetables in Ghana keeps returning to: high-water crops that spoil fast, rough handling, hot and humid storage, little or no cooling.
2. Make the business point: every kilogram that rots is a kilogram a farmer grew but could not sell. Where produce is lost, value is destroyed, and some of it can be captured with a product people actually want.
3. Introduce **interception**: reaching the produce before it rots, not after.
4. Remind learners how to handle loss figures: name the source and the year, or measure it yourself with the farmers.
5. Run Exercise 1.1 in pairs.

Most common error

Learners will pick crops that are high-loss but cannot easily be dried into a usable powder, such as tomato. Let that pass for now. The correction lands harder when they meet the screening criteria themselves in Session 2.

If the room is large (20 or more): run Exercise 1.1 as a plenary brainstorm and let learners complete their tables afterwards.

Session 2: Sourcing and the platform idea (60 minutes)

Covers: Part 2, Exercise 2.1, and the start of Part 3. This is the conceptual heart of the module, so do not rush it.

Part A: dual-stream sourcing (20 minutes)

Draw two arrows on the board.

STREAM A: Surplus interception -> the MISSION
STREAM B: Coordinated supply -> the BUSINESS

Ask "Why do you need both?" and work the room until someone says: surplus alone is unpredictable, and contract buying alone does not cut waste. Then make it concrete:

Cabbage has a harvest season. In the season there is surplus. Out of season there is none. If you only buy surplus, your dryer is idle for months and your product disappears from the shelf. If you only contract farmers, you are just another buyer and you are not solving the problem you set out to solve.

Part B: the platform model (40 minutes)

Write this on the board:

CONSTANT: Psyllium husk binder system
VARIABLE: Low-carbohydrate, high-fibre vegetable base
OPTIONAL: Small share of a functional additive vegetable

Present the seven screening criteria for a base vegetable (see the table in module Part 3), then name the roles explicitly:

BASE VEGETABLES (most of the powder: yield, colour, mild flavour):
cabbage, cauliflower, zucchini, eggplant, broccoli, chayote, turnip
(carrot is higher in carbohydrate: only a lower share, with a lower-carbohydrate base)

ADDITIVE VEGETABLES (small inclusions: nutrition, colour, a selling point):
spinach, amaranth leaves, beet greens, beetroot

NOT IN THE SWALLOW: okra (a soup ingredient)

Name the two exclusions before you move on, and do not elaborate yet: okra does not belong in the swallow, and leafy greens are additives, never bases. Teaching notes 4 and 5 carry the depth. If a learner pushes back, say you will come back to it, then do.

Deliver this slowly:

Your cabbage mix works. That proves the method works. It does not prove the next vegetable will work at the same ratio. Psyllium absorbs water according to the fibre, particle size and leftover moisture of whatever it is mixed with. Change the vegetable and you must test the ratio again. Every new variant is a new formulation project.

Ask "What happens if you skip the test and use the cabbage ratio for cauliflower?" The answer you want: the swallow is gummy and heavy, or crumbly and falls apart, and you lose the customer on the first bag without knowing why.

The yield trap. Ask "Spinach is low in carbohydrate and high in fibre. Why not use spinach?" Let the room struggle, then explain that leafy greens are mostly water, so a very large weight of fresh leaf is needed per kilogram of powder. Nutritionally excellent, economically poor as a bulk base. So we split the roles.

Finish with the screening exercise (3.1) as a first pass, or set it as homework.

Session 3: Processing and formulation (45 minutes)

Covers: Part 3 and Exercise 3.1.

1. Walk through the process: collect surplus, wash, trim and slice, dry, grind, blend with psyllium, optionally add a small share of an additive, pack airtight with a moisture barrier.
2. Explain why water removal makes food stable. How dry is dry enough is a question for the learner's own laboratory analysis and shelf-life testing, so give no number.
3. Explain why psyllium works: it swells in water and forms a gel-like network that gives structure without adding much carbohydrate. Learners should ask suppliers for a specification and have the final blend analysed.
4. Have learners list their equipment: dryer, grinder or mill, mixer, sealer, scales. What do they own, rent or need to buy?

Live demonstration (strongly recommended)

If you can, bring a dryer or already dried vegetable powder and some psyllium husk. Mix a small batch in front of the room, add boiling water, work it into a dough and pass it round. Nothing in this module lands harder than a learner holding a swallow they did not believe could exist. If you cannot demonstrate, show a video.

Two safety points to raise, framed correctly as reasons to know your product and label honestly, not reasons to avoid the vegetables:

- **Oxalates** in spinach and some other leafy greens matter for people advised to limit them because of calcium oxalate kidney stones. If used as additives, ask a food scientist whether the label needs a note.
- **Goitrogens** in cabbage-family vegetables can interfere with the thyroid's use of iodine. Cooking reduces them, and a large review found normal dietary intake with enough iodine does not appear to harm the thyroid.

Session 4: Brand and customers (60 minutes)

Covers: Parts 4 and 5, with Exercises 4.1 and 5.1.

Part A: brand (25 minutes)

Start with the correction:

Do not call it 'cabbage swallow' on the shelf. That describes an ingredient, not an experience. Nobody wakes up wanting cabbage. They want to enjoy their swallow with their soup.

- A powder in an unmarked bag is a commodity, compared only on price. A brand with a clear identity, story and promise can be recognised and asked for.
- **Position for enjoyment, not treatment.** The customer is a person who loves swallow, not a patient. Never say or imply that the product treats, prevents or manages a health condition.
- Every claim needs evidence. A claim such as *low-carbohydrate* needs laboratory analysis behind it.
- Draw the masterbrand tree (below) and explain what it gives you: seasonality, sourcing flexibility, shelf presence and a funder story that reads as a company.

MASTERBRAND

```
|-- Variant 1: cabbage base      (tested by the author)
|-- Variant 2: cauliflower base  (in testing)
|-- Variant 3: zucchini base     (in testing)
|-- Variant 4: cabbage + additive (in testing)
'-- Variant 5: further blends    (future pipeline)
```

Part B: customers and digital selling (35 minutes)

- Three groups of **hypotheses** to test, not findings: health-conscious urban customers, people reducing refined carbohydrates for their own reasons, and the African diaspora.
- Three phases: (1) local and diaspora online, with a simple order page, short videos and WhatsApp Business; (2) health-focused retail; (3) wider retail, which needs barcodes and a distributor.
- Build a small network of **micro-influencers** with clear briefs and samples. Do not depend on one person.
- Content that tends to work: preparation videos, mission stories about vegetables farmers could not sell, behind-the-scenes drying and packing, variant comparisons.

Session 5: Compliance and unit economics (60 minutes)

Covers: Parts 7 and 8, with Exercises 7.1 and 8.1.

Part A: registration (25 minutes)

Ghana's Public Health Act, 2012 (Act 851), says food must be registered with the Food and Drugs Authority before it is made for sale, distributed or sold. This is not a formality.

- Show what FDA Ghana's guidance for locally made food lists: application form and letter, business registration, a certificate of analysis for each product and variant from an accepted laboratory, evidence for label claims, samples, and the fee.
- State clearly that this is a checklist of things to ask about. Forms, fees and timelines change, so learners must confirm current steps with FDA Ghana.
- Mention the Progressive Licensing Scheme for small producers and the Kosmos Innovation Center and FDA Ghana partnership for food start-ups. Learners should ask both what they currently offer.
- Go through the label items: product name, net weight, ingredients, dates, batch number, country of origin, manufacturer name and address, directions for use and storage. Evidence must support nutrition information and claims.

The variant cost

Each variant needs its own certificate of analysis, its own registration and its own label. If the masterbrand has five variants, that is five sets of testing and registration. Most businesses launch one variant first, build the brand, then add the others one at a time. Do not test all five at once.

Run Exercise 7.1 live, so learners leave with actions for this week. If you teach outside Ghana, replace this part with your own regulator (see section 12).

Part B: unit economics (35 minutes)

Write the formula on the board:

$$\text{Gross margin (\%)} = (\text{selling price} - \text{total cost per unit}) / \text{selling price} \times 100$$

Work an invented example together. "Total cost per pack is 25 and the selling price is 35, in any currency. The margin is $(35 - 25) / 35 = 28.6\%$. Is that enough to fund marketing, distribution and growth, and the retailer's share?" Let the room answer. Guide them to the levers: raw material cost, yield, packaging, premium positioning that can be justified.

Draw the **yield connection** explicitly. If a vegetable gives a powder yield of 10%, you need 10 kg of fresh vegetable per kilogram of powder. At 5% you need 20 kg. The same fresh price per kilogram doubles the raw material cost of the finished product. That is why base selection is a financial decision, not only an agricultural one.

Do not hand over a magic margin number

There is no universal margin that works for every product, market and channel. Ask learners what margin they need after packaging, marketing, distributor and retailer shares, and have them build it from their own measured numbers. Have them record the date and the shop for every competing price.

Then run Exercise 8.1.

Closing (20 minutes)

1. Walk through the key takeaways in Part 9, or let learners read them aloud in turn.
2. Ask each learner to commit to **one action in the next seven days**. Write it on a card and collect the cards.
3. Agree how you will follow up (see section 15).

Facilitator note

The most valuable thing you can do after the workshop is follow up on those cards. A module that ends without follow-up produces inspiration. A module with follow-up produces businesses.

5. The four-week programme

Spread the same content over eight sessions. Learners complete the matching workbook exercise between sessions, so the sessions are for review, correction and depth, not first exposure.

Week	Session	Content	Learner deliverable
1	1	The opportunity; Exercise 1.1	Crop analysis (three crops)
1	2	Dual-stream sourcing; platform model; roles; Exercise 2.1	Supply chain map
2	3	Processing; screening; safety points; Exercise 3.1	Screening of own vegetable; equipment list
2	4	Binder-ratio testing plan; measuring powder yield	Formulation test plan; first yield measurement
3	5	Brand and masterbrand; Exercise 4.1	One-page brand brief
3	6	Customers and digital selling; Exercise 5.1	First 90 days of digital selling

Week	Session	Content	Learner deliverable
4	7	Compliance; Exercise 7.1	Registration checklist and draft label
4	8	Unit economics, funding and pitch; Exercises 8.1, 6.1, 6.2	Cost table and one-page pitch

6. The express workshop (3 hours)

Compress ruthlessly. These timings are a suggestion.

Time	Content
0:00 to 0:20	Opening and the opportunity
0:20 to 0:50	Two streams, the platform model, the screening criteria and the roles
0:50 to 1:20	Processing walk-through, with a live demonstration if possible
1:20 to 1:30	Break
1:30 to 2:10	Brand and masterbrand; digital selling in outline
2:10 to 2:40	Registration essentials and the gross margin formula
2:40 to 3:00	Action commitments

Do not cut the role discipline block

It takes about three minutes and it stops learners spending weeks on an okra or spinach formulation that cannot work. Send the workbook, the funding part and the full label list as pre-reading or homework instead.

7. Teaching notes: the hard ideas

Idea 1: why surplus alone cannot scale

Learners resist this because the mission is to buy unsold produce, so buying anything else feels like a betrayal.

If your dryer is idle for months, you cannot keep staff, a shelf space or a customer. You fail, and then you stop buying surplus too. Coordinated supply is not a betrayal of the mission. It is what lets you keep doing the mission next year.

The platform strengthens the argument. Because the base is variable, you are no longer limited to what one crop does in one season. When cabbage is scarce you can intercept cauliflower.

Idea 2: the binder ratio is not transferable

This is the most important technical point. Use a cooking analogy: "If you double a soup recipe, do you double the salt?" Most say no or hesitate. "Same with psyllium. The vegetable changes the water absorption, so the ratio changes with it."

State the consequence: every new vegetable variant is a new formulation project. Budget time and materials for it.

If a learner has already skipped the test, do not shame them. Ask what happened. Gummy or crumbly? Explain the mechanism and have them re-test. The lesson sticks when it is attached to their own failed batch.

Idea 3: yield versus nutrition

Learners gravitate to the most nutritious vegetables, which are often the worst bases. Frame it this way: *you are building a base, not a supplement. The base needs to be abundant, pale, mild and give a good yield. Nutrition comes from the small additive.*

Put this arithmetic on the board. The percentages are invented to show the logic; learners must measure their own.

Powder yield (invented)	Fresh kg per kg of powder	Raw material cost per kg of powder, same fresh price
5%	20	Twice that of 10%
10%	10	The reference point
20%	5	Half that of 10%

Fresh kilograms needed = 100 divided by the yield percentage. The same fresh price per kilogram gives very different raw material costs. Yield is a financial criterion, not only an agricultural one.

Idea 4: why okra is not in the swallow

Frame it as category discipline: rules make a product legible to the customer. In African cooking the swallow and the soup are two different things. The swallow carries the soup. Okra is a soup ingredient, and its character belongs to the soup.

The module states simply that okra is a soup ingredient and has no role in the swallow powder. For the commercial argument, use these three lenses and let learners find them:

- **Shelf positioning.** A retailer cannot place an ambiguous product. A soup ingredient and a swallow base sit on different shelves.
- **Brand clarity.** A shopper who reads *swallow* expects a neutral carrier. One who reads *okra* expects soup.
- **Customer expectation.** The product promise is a familiar swallow with fewer carbohydrates. Anything that moves away from the familiar needs a reason.

Do not reject okra surplus; redirect it. Okra loss is a real problem, but it points to a different product, a different formulation and possibly a different business. Ask "*Could you sell an okra swallow?*", let them argue, then ask "*Which shelf in the shop does it go on?*" The silence is the lesson.

Okra surplus can be a real business. It is just not this business.

Idea 5: why leafy greens are additives, not bases

Leafy greens are not rejected; they are given a different job. The module gives two independent reasons, and either is enough:

1. **Yield.** They are mostly water, so a very large weight of fresh leaf is needed per kilogram of powder, which drives up the largest cost line.
2. **Repetition on the plate.** In most African cooking, leafy greens are already in the soup served with the swallow. Using them in the swallow repeats what is already there.

Add a third point as a discussion item: **colour.** A traditional swallow is pale, so a green swallow may read as a different food. Whether customers accept it is a question learners should test with real people, not assume.

Bulk from the base, brilliance from the additive.

If a learner proposes a green swallow, they have not made a formulation error. They may have made a positioning choice. Ask who will buy it and test that.

Idea 6: colour and additives interact

A small additive can shift colour. Have learners test the inclusion rate against the colour, and against taste and texture, before they commit to a claim or a pack design.

Idea 7: compliance is a precondition

Some learners will want to sell informally first and register later.

You can sell informally at a market stall. You cannot get into a supermarket or a diaspora online marketplace without the right registration and labels. If your ambition is a brand, registration is step one, not step ten.

Return to the variant point: one certificate and one label per variant, so sequence the launch deliberately.

Idea 8: unit economics is a gate

Learners fall in love with the product and skip the arithmetic.

The product can be delicious, healthy and beautifully packaged, and still lose money on every bag. Love the product. Marry the numbers.

Unit economics sits downstream of yield. If the yield is wrong, no packaging or branding will repair the cost structure. Measure yield before you price.

8. Misconceptions and corrections

Misconception	Correction
Buying only surplus is the purest model	Surplus alone is unpredictable. Two streams keep the mission and make a business possible.
Cabbage is the product	Cabbage is the first variant of a platform. The binder system is the architecture.
The cabbage ratio works for any vegetable	Every new base needs its own binder test. Water absorption differs.
Leafy greens can be the base if I dry them enough	Drying does not fix yield. Leafy greens are mostly water and are already in the soup. Use them as small additives.
Okra can be a swallow base	Okra is a soup ingredient with no role in the swallow powder. Okra surplus is a different product opportunity.
Nutritious means best base	The base carries yield, colour and mildness. Nutrition comes from a small additive.
I will register after I start selling	Registration comes before sale. Check the current rules with the regulator.
One registration covers all my variants	Each product and variant needs its own certificate of analysis and its own label.

Misconception	Correction
Nutrition claims are just marketing	Every claim needs documentary evidence, typically a laboratory certificate of analysis.
The product treats a health problem	Never claim treatment, prevention or management. Position for enjoyment.
One famous influencer will launch the brand	A small network of micro-influencers is safer. Trust matters in food.
I will work out pricing later	Model costs and margin first. Measured yield decides which vegetables work.
Post-harvest loss is a government problem	It is also a commercial opportunity, if the product is something people want.

9. Discussion prompts

These have no single correct answer. Use them to draw out learners' own thinking.

Sourcing

1. If your base crop is out of season, what does your processing unit do?
2. A farmer offers you a large quantity of cauliflower at a very low price because it will rot in two days. Do you buy? What do you need to know first?
3. What would you have to offer a farmer to agree a forward contract?

Platform and roles

1. Rank your three candidate vegetables against the seven criteria. Which wins?
2. Which vegetable gives the best yield? Does it also give the best colour? What do you do if they differ?
3. A farmer offers cheap okra. Should you buy it? What could you do with it?
4. A customer asks for a green swallow. Is that a formulation change or a positioning change?

Brand and customers

1. A customer says *this is not real swallow*. How do you reply publicly?
2. How do you sell a lower-carbohydrate product to someone who does not want to feel like a patient?
3. What is your masterbrand called, and what are your variants called?

Compliance

1. Your certificate of analysis shows a different result from what your label says. Do you relabel, reformulate or delay launch?

2. Your label says *low-carb* but you have no laboratory evidence. What is the risk?
3. You have five variants planned and money for the testing of one. What is your launch order?

Economics

1. Your cost per pack is 30 and your price is 40, in any currency (invented). What is the margin, and what are three ways to improve it?
2. Your yield is half of what you assumed. What does that do to your raw material cost, and what do you do?
3. A retailer and a distributor each take a share of the shelf price. Does your margin still work?

Communication

1. You have one minute with a funder. What are your first two sentences?
2. A funder asks what happens when cabbage is out of season. What do you say?
3. An impact investor asks how many farmers you have helped. You have bought surplus from six. How do you frame that honestly?

10. Guest speakers and mentors

Learners learn most when they hear from practitioners. Give guests the module and workbook beforehand and ask each to bring one real object: a product, a label, a cost sheet, a rejection letter, a registration certificate. Objects teach better than slides.

Guest	Best in session	What they add
A small-scale food processor	3	Real equipment, real yields, real problems
A food scientist or laboratory technician	3	Formulation discipline; how a certificate of analysis works
A packaging or brand designer	4	What makes a pack work on a shelf
A food or health micro-influencer	4	What content people actually respond to
A diaspora retailer or marketplace operator	4	What diaspora buyers expect
A regulator's officer or a consultant who has registered products	5	Current requirements and common pitfalls
A grant recipient or accelerator alumnus	5 or closing	What funders actually ask for

11. Assessment rubric

Use this to grade learners' workbooks and pitches. Rate each criterion from 1 (emerging) to 4 (strong).

Criterion	1 Emerging	2 Developing	3 Competent	4 Strong
Opportunity analysis	Names a crop, no analysis	Partial analysis	Names causes of loss and processing potential	Adds what farmers reported, with who said it
Sourcing model	One stream only	Both streams, no reason given	Both streams, justified	Adds named farmers and a seasonal plan
Platform and roles	One vegetable is the whole product	Lists vegetables without criteria	Applies the seven criteria; classifies base, additive and excluded	Ranks candidates and justifies every role
Processing and formulation	Vague	Names the steps	Names steps and the binder's function	Adds a test plan and a measured yield
Brand	Generic name	A name, no positioning	Name, positioning and target customer	Adds masterbrand, variants and a claim-evidence plan
Customers and digital selling	Names a platform	Platforms and content	Adds influencers and the ordering flow	A phased 90-day plan with goals
Compliance	Unaware	Knows registration exists	Knows the route, the paperwork and one-per-variant	Checklist, draft label and launch order
Unit economics	No numbers	Cost or price only	Cost, price and margin	Adds yield sensitivity and an improvement plan
Communication	No pitch	Partial pitch	Full six-part pitch	Sourced facts, evidence and a clear ask
Action orientation	No next steps	Vague steps	Specific steps	Dated plan with a named person

Suggested pass standard: Competent (3) or better in at least six of the ten criteria, including sourcing, platform and roles, compliance, and unit economics. Adjust it to your programme.

12. Using the module in another country

The frameworks travel. The compliance part does not.

Replace Part 7 with your own country's rules. Find your food regulator and its current published guidance, and read it yourself before you teach. Use only official sources, and tell learners to confirm every requirement directly with the authority. Ask these questions:

- Which authority registers or licenses a packaged food, and when must it happen?
- Which documents and laboratory tests are needed, and for each variant or only per product?
- Are there support schemes for small producers, and who runs them?
- What must a label contain, and in which language?
- What rules apply to packaging materials?

Also localise:

- Loss evidence: use research and measurements from your own region.
- Support and funding: replace the Ghana list with programmes you have checked, and say when you checked.
- Diaspora: adjust to the diaspora that matters for your country.
- Competing products: have learners record real shelf and online prices with the shop and the date.
- Base vegetables: add local vegetables that might pass the seven criteria, and test them before assuming they work.

Do not localise away the principles: dual-stream sourcing, the platform model, the binder-ratio caution, the base and additive roles, yield economics, unit economics as a gate, and compliance as a precondition. AfricAgric also publishes country pages you can use as a starting point; check their sources.

13. Preparation checklist

Before the workshop

- ☐ Read the module and complete the workbook yourself
- ☐ Print the workbook for each learner, or confirm everyone has digital access
- ☐ Print the quiz if you will assess
- ☐ Confirm a projector or a large writing surface
- ☐ Prepare flipchart paper, markers and index cards for action commitments
- ☐ Source dried vegetable powder and psyllium husk for the demonstration
- ☐ Arrange a dryer if you will demonstrate drying
- ☐ Bring boiling water, a bowl and a spoon for the demonstration

- ☐ Print the seven screening criteria and the base, additive and excluded roles as wall posters
- ☐ Print the label items (module Part 7) as a handout
- ☐ Confirm and brief any guest speakers

For online delivery

- ☐ Test breakout rooms
- ☐ Share the workbook as an editable document
- ☐ Record the demonstration in advance in case the connection fails
- ☐ Open a shared document for the crop list
- ☐ Set up a follow-up channel such as email or a WhatsApp group

14. Facilitator FAQ

A learner wants to skip the platform discussion and do cabbage only. Is that fine?

Yes, cabbage is a legitimate start. But ask what happens when cabbage is out of season. If they have an answer, they can go on. If not, they need the platform thinking.

A learner insists leafy greens are the best base.

Ask them to weigh a large amount of fresh leaf, dry it and weigh the result. The arithmetic settles it. Then add that leafy greens are already in the soup.

A learner insists on okra.

Ask which shelf an okra swallow goes on. Then reframe: okra surplus may be a real opportunity, but as a different product. Let them conclude that okra has a different value, not no value.

A learner has no money for equipment.

At very small scale they can use rented or shared drying and milling, and the first run can be outsourced. Be honest that without secured capacity, scaling is limited.

A learner asks about export to Europe or the US.

The diaspora market can be reached online. Formal export retail needs more certification, labelling for the destination and often a local importer. Treat it as a later phase, and ask them to check the destination's official rules.

A learner's idea is outside the module, for example a drink.

The frameworks still apply: sourcing, stability, brand, selling, compliance, unit economics and communication. Help them map their idea onto the five pillars.

A learner's numbers clearly do not work.

Say so kindly and specifically. Show which line of the cost structure breaks the model, then ask what they could change. A learner who finds the fix will act on it.

A learner plans five variants for launch.

Point at the testing and registration cost: one certificate and one label per variant. Ask which single variant has a tested formulation, the cheapest raw material and the easiest registration. That is the launch variant.

The workshop ran long. What do I cut?

Cut the funding part and the risk table. Never cut the platform model, the roles, unit economics or compliance.

15. Follow-up

The module produces most value when it does not end at the door.

Within 48 hours

- Send the workbook, the quiz and the label items
- Send each learner a photo of their own action card
- Share the crop list so learners see each other's choices

Within two weeks

- Check in on the seven-day actions
- Share any support programmes or deadlines you have verified
- Connect learners who chose the same crop or market

Within six weeks

- Invite one or two learners to present their one-page pitch
- Invite a guest to respond to those pitches
- Offer a clinic on registration or unit economics, whichever the group needs most

Within three months

- Ask who is still working on the venture, who has registered a business, who has made a sample, who has made a sale and who has measured a powder yield
- Use the answers to improve your next cohort

Sources and status

The facts in this guide come from the module pages, which list their sources part by part:

africagric.com/en/academy/value-added-processing. Check the current version of any rule, fee, programme or procedure with the authority named before you rely on it.

This guide is educational. It is not legal, regulatory, nutritional or medical advice.