Agripreneurship Alliance

Growing Agripreneurs and Ecosystems

A multidimensional impact assessment

Anas SERRAJ

7-31-2026
Released 7 September 2026

Agripreneurship Alliance, PO Box 1028, 1820-Montreux, Switzerland
www.theagripreneur.org / info@theagripreneur.org

Acknowledgments

This report was made possible by the former and current participants in the entrepreneurship in agribusiness training programmes, as well as the Training of Trainers graduates who completed the surveys and shared their experiences. Special thanks go to the interviewees who generously contributed their time and provided valuable reflections on how the programmes influenced them.

I am also very grateful to President Anne Roulin and CEO Steven Carr for this opportunity, and for their support and guidance throughout the process, from survey outreach to the preparation of this report.

Executive Summary

This report assesses how, and to what extent, Agripreneurship Alliance's entrepreneurship and Training of Trainers programmes contributed to changes among participants, businesses, trainers, institutions and wider communities between 2018 and 2026. It draws on 93 cleaned participant survey responses, responses from 14 trainers representing 11 institutions across five countries, and seven qualitative interviews. Using a contribution-based approach, the assessment examines the changes reported by respondents and the extent to which they associated those changes with the training.

The Reach analysis shows that participation expanded unevenly across successive cohorts, with periods of growth followed by a decline and subsequent recovery. The profile of participants also evolved, including a gradual shift in gender balance. These patterns demonstrate the Alliance's growing and changing reach over time, although they do not indicate whether participants in more recent cohorts experienced stronger outcomes than those trained earlier.

Overall, the evidence points to a progression from practical learning and increased confidence to continued application, entrepreneurial activity and wider knowledge transfer. Participants reported using the course materials for business planning, financial management, marketing and decision-making well beyond the training itself. Seventy-one per cent rated their continued use of the materials at 4 or 5 out of 5. Among full-course completers, 91% also rated the programme's contribution to their confidence in starting, managing or growing an agribusiness at 4 or 5. While these findings do not establish causality, they indicate that sustained engagement with the programme was associated with stronger confidence and continued application.

The reported outcomes covered different stages of participants' entrepreneurial and professional journeys. Fifty-three per cent said the training helped them start a business, while 34% reported expanding an existing enterprise. Participants also described improvements in management practices, products and services, customer reach, employment and revenue. Others associated the programme with finding employment, obtaining a promotion or continuing their studies, although its perceived contribution was stronger for confidence and business development than for direct employment outcomes. This is consistent with the programmes' primary focus on developing entrepreneurial capacity rather than providing job-placement support.

The Training of Trainers model substantially extended the Alliance's influence beyond its direct participants. All 14 responding trainers had subsequently delivered Entrepreneurship in Agribusiness training, and 11 had done so at least four times. The materials were integrated into university courses, youth and farmer curriculums, short courses, online teaching and business-incubation activities. Their influence also extended into participating institutions: 13 trainers rated the programme's contribution

to their institution's capacity to support agripreneurship at 4 or 5 out of 5. Reported changes included more participatory teaching methods, stronger entrepreneurship support, revised courses and new partnerships with businesses and external organisations.

Wider effects were visible through employment, mentoring and knowledge-sharing. Among eligible respondents operating businesses and employing workers, 88% specifically employed women, young people or both. Participants also reported sharing business knowledge, mentoring other entrepreneurs and supporting farmer groups, cooperatives and associations. Their accounts further highlighted contributions to food security, youth opportunities, improved agricultural practices and local economic activity. These effects cannot be quantified as population-level impact, but their recurrence across the surveys and interviews suggests that the programme's influence frequently extends beyond the individual participant or enterprise.

These achievements took place within difficult operating environments. Access to finance remained the most frequently reported challenge, identified by around seven in ten respondents, alongside input costs, limited market access, infrastructure constraints and climate-related pressures. The programmes appear to strengthen participants' ability to plan, adapt and act within these conditions, but training alone cannot remove the structural barriers that determine how far and how quickly agribusinesses can grow.

The assessment is based on a relatively small, self-selected sample and respondents' retrospective perceptions. It cannot establish causality or represent the experiences of all programme graduates. Although the report examines changes in programme reach and participant profile between 2018 and 2026, it does not establish whether the strength of reported outcomes changed across successive cohorts. Within these limitations, the consistency of the evidence across participants, trainers and interviews indicates that the Alliance has contributed meaningfully to developing more capable agripreneurs, strengthening locally embedded training capacity and generating multiplier effects across institutions, entrepreneurial networks and communities.

Building on these findings, the report closes with recommendations focused on strengthening access-to-finance linkages and sustaining the alumni and trainer networks through which knowledge, opportunities and support can continue to circulate.

Continued application	Entrepreneurial outcomes	Training multiplier	Inclusive employment
71% rated their continued use of programme materials at **4 or 5 out of 5**	**53%** reported that the programme helped them start a business	**11 of 14 trainers** subsequently delivered the training at least four times	**88%** of eligible business owners employing workers hired women, young people or both

Table of Contents

List of figures:

Introduction

Agriculture and food systems offer plenty of opportunities for entrepreneurship, employment and local economic and social development, especially in Sub-Saharan Africa because over 55% of its population live in rural areas. However, many aspiring agripreneurs don't know where and how to start. Their potential is clouded by unknowns and uncertainty when facing so many challenges such as very limited capital, business and management skills, restricted access to finance and markets, weak professional networks and insufficient or inexistent institutional support. Strengthening entrepreneurial curiosity and capacity is therefore essential not only for the creation and growth of individual businesses but also for building a durable, resilient and innovative agribusiness ecosystem that pushes communities and therefore societies forward.

Agripreneurship Alliance's mission is to address these challenges through entrepreneurship education, practical business tools and the development of local training capacity. Its programmes (EiAA, EiA…) aim to equip participants with the knowledge, confidence and practical capabilities required to start, manage and grow agribusiness ventures. The training of trainers programme goes beyond by enabling local lecturers and trainers to deliver these materials and training within universities, local scale, and other institutions to strengthen this ecosystem, ("teach a man to fish...")

As these programmes have been delivered across different countries, institutions and cohorts, it is important to understand the impact beyond participation in the training itself. The value of the programmes should not only be assessed through the number of individuals trained, but also on how participants and trainers have used their learnings and the changes and impact that have followed, as well as the externalities (although hard to quantify, can help visualize them).

So, the main question this report seeks to enlighten is: How have Agripreneurship Alliance's training programmes translated into lasting changes for participants, trainers, businesses, institutions and wider agripreneurship ecosystems?

So, this report seeks to examine the multidimensional contribution of Agripreneurship Alliance's training programmes over time. It considers impact through the following framework:

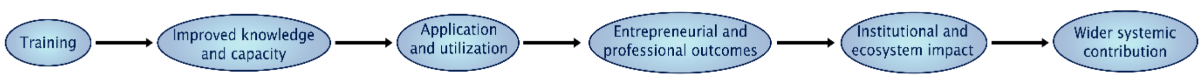


Figure 1: Programme impact pathway

The assessment covers outcomes at multiple interconnected levels: At the individual level, it examines changes such as in confidence, skills, employment, further education and entrepreneurial activity. At the business level, it considers business creation as well as expansion, generation of employment, access to finance, market development and innovation. For trainers and universities, it explores the delivery of the programme, changes in teaching practices, course development, mentoring and institutional support for entrepreneurship. It also seeks to discover the externalities produced and contributions in areas such as youth and women's inclusion, food security, agricultural value chains, climate resilience and local economic development.

The report draws on survey responses from former and present participants in the programmes, as well as the graduates from the Training of Trainers programme, which is supported by qualitative interviews and selected case studies. It uses a contribution-based approach, to assess the changes reported by respondents and the extent to which they associate these changes to the programme, but the findings are self-reported and perceived programme contribution.

Context: Why Agripreneurship

Against this backdrop, the relevance of EiA and EiAA is best understood within the demographic and economic transformation taking place across Africa. The continent has the world's youngest population, with more than 400 million people aged 15-35. Each year, approximately 10-12 million young Africans enter the labour market, while only around 3 million formal jobs are created. Formal wage employment alone is therefore unlikely to absorb the continent's expanding workforce, making self-employment and enterprise development increasingly important pathways to livelihoods and economic participation (African Union, n.d.; World Bank, 2026).

Agrifood systems are particularly important within this employment challenge. Agriculture and related activities remain central to livelihoods across Sub-Saharan Africa, while employment increasingly extends beyond primary production into processing, storage, transport, distribution, retail and food services. In 2022, approximately 49% of workers in Sub-Saharan Africa were engaged in primary agriculture and a further 19% in off-farm agrifood activities. Agribusiness therefore offers opportunities not only to increase agricultural production, but also to create employment, retain value locally and stimulate economic activity across the food value chain (World Bank, 2025).

This distinction matters because successful agripreneurship requires more than agricultural production alone. Entrepreneurs must understand customers and markets, manage finances, price products appropriately, meet quality standards and identify opportunities for value addition. Urbanisation, changing consumption patterns and growing demand for processed and higher-value foods are creating new opportunities across agrifood systems. At the same time, limited access to finance, infrastructure constraints, climate pressures and fragmented markets make operating an agribusiness particularly demanding. Agripreneurship education therefore needs to combine general entrepreneurial capabilities with an understanding of the specific conditions affecting agricultural and food value chains (World Bank, 2025).

Continental policy increasingly reflects this shift towards commercially viable, resilient and value-adding agrifood systems. The African Union's CAADP Strategy and Action Plan 2026-2035 sets ambitions including a 45% increase in agrifood output, a 50% reduction in post-harvest losses, a tripling of intra-African trade in agrifood products and an increase in locally processed food to 35% of agrifood GDP by 2035. While these are policy targets rather than guaranteed outcomes, they demonstrate the growing emphasis placed on entrepreneurship, processing, trade and resilience within Africa's agricultural transformation (African Union, 2025).

The progressive implementation of the African Continental Free Trade Area (AfCFTA) reinforces this direction. By creating a larger continental market and strengthening regional value chains, the AfCFTA could provide African agribusinesses with greater opportunities to reach new customers and retain more value within the continent. World Bank modelling estimates that fuller implementation could increase intra-African exports by approximately 81% by 2035. However, greater regional integration also increases the capabilities required to compete, including reliable operations, market knowledge, formalisation, consistent product quality and the ability to meet standards across different markets (World Bank, 2020).

At the same time, the international development-finance environment has become more constrained and unpredictable. Following major changes to US foreign assistance in 2025, more than US$76.5 billion in USAID awards were terminated, illustrating how rapidly funding conditions can change. More broadly, bilateral official development assistance to Africa fell by 23.9% in 2025, alongside wider reductions in international development budgets (USAID OIG, 2026; OECD, 2026). These developments reinforce the importance of locally embedded models that build sustainable capacity within institutions and communities rather than relying exclusively on continued external support.

Taken together, these trends help explain why the Alliance focuses specifically on agripreneurship rather than entrepreneurship in a general sense. Africa's employment challenge, the importance of agrifood systems, expanding regional markets and an increasingly uncertain development-finance environment all strengthen the case for building entrepreneurial capacity not only among individual business owners, but also among trainers, universities and other institutions capable of sustaining and multiplying that capacity.

Methodology

This report uses a retrospective, mixed method approach to assess the multidimensional impact of the Agripreneurship Alliance's entrepreneurship training programmes from 2018 to 2026. It combines quantitative survey data with qualitative interviews and case studies to view both the scale of reported outcomes and the experiences that lie behind them.

<u>Primary data sources:</u>

The analysis draws from two online surveys:

- A survey of participants in Agripreneurship Alliance's entrepreneurship and agribusiness training programmes,
- A survey of graduates of the Training of Trainers programme,
- Conducted qualitative interviews with former entrepreneurs;

The participant survey examines programme experience, use of course materials, entrepreneurial and professional outcomes, business development, confidence, access to finance, employment creation, continued engagement as well as wider contributions and externalities to communities and food systems. Data is measured through 100 responses on a self-administered google forms document, of which 93 were retained after data cleaning (n=93), but the data forms a nice subset that covers a range of geographical spread, gender, cohorts and age.

The trainer survey examines the continued delivery of Agripreneurship Alliance materials, the number of learners reached, changes and adaptations in teaching practices, institutional use of the programme, graduate follow-up, business support and collaboration with wider entrepreneurship ecosystems.

The findings are complemented by follow up interviews with 7 participants (including one trainer) chosen carefully so as to represent the population. And using some secondary data as well from the Alliance's impact stories when useful.

<u>Sampling and recruitment:</u>

The survey was sent out to all of the alumni from the Alliance's programmes since 2018. It was sent to over 2000 recipients with a total of 100 answers which represents a 5% response rate. The interviewees were selected purposely to represent the population in a geographical sense as well as gender and age, all other factors being random. There might be a risk of attaining more of the successful participants and stories as they stayed more in touch.

<u>Analysis:</u>

The analysis combined descriptive quantitative analysis of survey data with some thematic analysis of qualitative interviews, in line with the report's mixed-methods, contribution-based approach. The two data sources serve complementary purposes throughout the report. The quantitative approach seeks to establish the overall scale, direction and pattern of reported outcomes across the wider survey sample, whereas the qualitative interviews provide explanation, context, and real lived details to help illustrate the hows and whys of the changes occurred (and under what conditions).

<u>Quantitative part:</u>

The original data was preserved and then cleaned. Survey data from the entrepreneur survey (n=100) and Training of Trainers (n=14) was analysed descriptively by calculating frequencies, percentages (business status, employment outcomes…) and averages (ex: confidence...). Relevant responses were disaggregated across cohorts, completion of course, gender, country and age to better identify patterns across groups.

This allowed the analysis to explore not only overall patterns but also how outcomes may have varied across groups and over time, for example, whether more recent cohorts report different experiences and outcomes, or if outcomes also differ based on gender age or country. These cross tabulations were used to address the report's core questions on reach, evolution of the programmes, and wider outcomes.

<u>Qualitative part:</u>

Interview notes were reviewed and analysed thematically. Given the scale of this study, interviews were read in full and re-read and organised according to the report's impact framework: individual business, trainer and institutional, and ecosystem levels. Furthermore, recurring themes were identified within these levels (ex: under business level, access to finance, market development etc…)

For each theme one or two illustrative quotes were selected to represent common or shared experiences across interviewees. Moreover, where interviewees described conflicting experiences, it is noted and reflected in the findings.

<u>Limitations:</u>

As with any retrospective, self-reported impact assessment, this study potentially has several limitations that should be considered when interpreting its findings.

Self-selection and survivorship bias: Survey respondents were self-selected, opting to complete it when invited. Programme graduates who remain reachable, engaged, and connected the Agripreneurship Alliance ecosystem may also be more likely to have positive outcomes to report than those who last contact or disengaged from their entrepreneurial activities. As a result, findings likely skew toward a more successful, satisfied, or engaged alumni, and should not be entirely interpreted as representative of the full population of participants since 2018.

Self-reported outcomes: All findings on skills, business performance, confidence and employment outcomes are based purely on the participant's own self-reports and perceptions of change rather than externally validated measures. This is a standard and accepted approach for retrospective programme evaluations of this kind.

Recall bias: Because the Alliance's programmes have run since 2018, some respondents were asked to recall experiences, skills gained, and changes in their business or career from several years earlier. Recall accuracy varies over time and earlier cohorts may over or underestimate both the scale of change and the extent to which the programme contributed compared to more recent participants.

These limitations mean this report is best read as a rich and credible account of the changes reported by engaged participants and trainers, and the value they themselves associate with the Alliance's programmes, rather than as a random or causally verified measure of impact across the full population served since 2018. But within these bounds, the consistency of themes across both the quantitative and qualitative data sources, and across different cohorts and countries, lends meaningful weight to the report's core findings.

Programme reach and respondent profile

The entrepreneur survey drew 93 responses (after the dataset was cleaned) from 17 countries located mainly in East Africa. Kenya (28%) and Uganda (27%) were by far the most represented, followed by Tanzania (10%) and the Democratic Republic of Congo (8%), so together they represent almost 3 quarters of the sample. The remainder were spread thinly across southern, western and central Africa not including some respondents from India and Pakistan. Respondents from every cohort are present since 2018 but they vary with more concentration from 2022 to 2023 and with two to eight countries being represented in any given year.

We can also notice a shift in the gender balance over time. Women made up just 25% of 2018-2021 respondents, rising to 42% in 2022 and 41% among the 2024-2026 cohort, with a slight dip to 26% in 2023. Overall, the sample was made up of two third male to one third female.

The respondent's base is young: 48% were aged 27-36 and 28% were between 18 and 26, meaning over three quarters of the sample is 36 or below. 63% of respondents attended the Entrepreneurship in Agribusiness (EiA) programme running from 2018, and 20% for the Entrepreneurship in African Agribusiness (EiAA), and another 17% were in another course offered by the Alliance, a couple of EiAA responses predate its actual formal launch and were treated as reporting errors.

Engagement was strong as 69% completed the full course and a further 11% attested completing most of it, so four in five respondents finished all or most of their training. With the remainder attending a couple sessions or just started, but these responses aren't factored in when conducting actual analysis of outcomes. University courses were the main access point (55%) with online study (individual or group) accounting for 37% combined, and the rest joined through some community-based programmes or partner organisations, which reflects a nice mix of institutional and flexible paths.

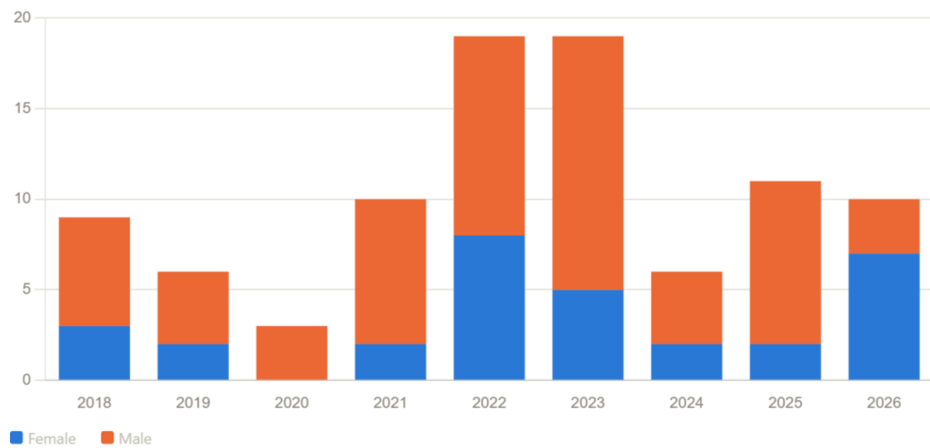


Figure 2: Participant reach by cohort and gender, 2018-2026

Trainer Profile and Programme Reach

The ToT survey received 14 responses, representing a response rate of 7%. Respondents came from 11 institutions across five countries: Kenya, Uganda, Zambia, the Democratic Republic of the Congo and Namibia. They completed the programme between 2018 and 2023, demonstrating reach across several countries and successive cohorts. However, given the response rate, the findings should be interpreted as indicative of respondent experiences rather than representative of the entire trainer population.

The respondent profile reflects a strong foundation in higher education alongside broader enterprise-support roles. Half were lecturers (7 of 14), while the remainder included professors, senior and assistant lecturers, researchers, an extension specialist, an incubator manager and an entrepreneurship-centre representative. This diversity supports the programme's multiplier model, as trainers are positioned to apply and disseminate the course through teaching, incubation, research, extension and other forms of enterprise support.

Learning, confidence, application

The reach and profile section was made to determine *who* the programme trained. This section however, will dive into: what they actually learned, whether they felt equipped to act on it and what they produced as a result of this training. Both the survey and the interviews are consistent on that the participants valued the practical approach, reported an increased in confidence, and described applying the programme's learnings in business and professional settings.

Learning

The course materials respondents found the most useful (with multiple answers) was video content (60%, n=93), (52%) templates, business tools (51%), discussion groups (48%) and assignments (50%).

But learning didn't stop at graduation, continued use of the course materials was high; of the 93 respondents, 71% reported a score of 4 or 5 out of 5. The pattern was notably stronger among full-course completers. Among this group (n=63), 78% reported continued use at levels 4 or 5, compared with 53% for the partial participants, with the averages being 4.16 and 3.32 respectively. This difference suggests that completing the full programme was associated with a more sustained use of its resources.

Interviews illustrate how these materials continued to be used. Caleb Ombima Odero, a young entrepreneur, who now runs a small dairy-processing enterprise in Kenya, said that he still returns regularly to the market and financial analysis sections of the course. Ndeko Birhenjira Astere from the DRC, contrasted the programme with previous training being "very theoretical", describing he learned a great deal and quotes it as an important factor in helping changing his mindset and getting himself get started "it also helped a lot on my motivation and psychology".

Confidence

Of the 63 full-course completers respondents who measured the extent to which their confidence in their ability to start, grow or manage an agribusiness, 91% rated the programme's contribution at 4 or 5 out 5, with the average being 4.49.

The programme's wider importance to participant's professional journey was also rated as highly for the full course completers, with 92% who selected a score of 4 or 5 out of 5 compared with the wider respondent group at 80%.

Willingness to recommend the programme was also very high even with the wider respondent group: 86% gave a score of 4 or 5, including 71% who selected the maximum score.

The interviews help explain what these confidence gains meant in practice. Vincent Okot, a young Ugandan agripreneur, described the programme as giving him the confidence to begin with the resources available to him, regardless of the size of his initial budget as even with a single penny you can, with a solid plan, feed the whole clan.

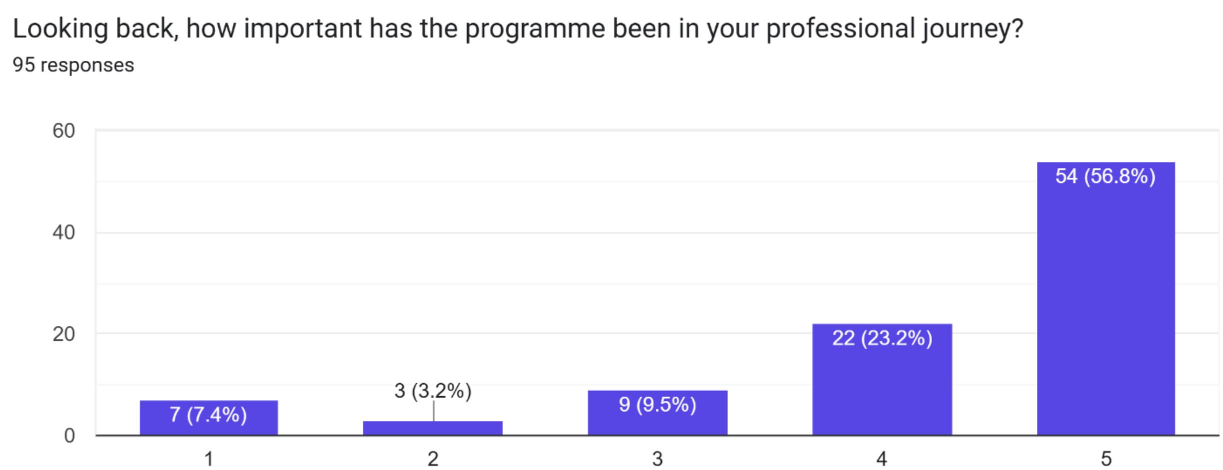


Figure 3: Importance of the programme to respondents' professional journeys

Application

Beyond starting or growing a business, (outcomes examined in the following section) participants described specific changes in how they approached their work.

Among the 83 who answered the question on business changes, the most frequently selected outcome was improved business-management practices. Sixty-four percent reported introducing or strengthening practices such as record keeping, budgeting or marketing.

Interviews illustrate what this meant in practice. Astere applied careful budgeting to an initial sum of approximately $50, partly raised by selling his phone, and reported generating around $350 in turnover within 49 days through poultry production.

Vincent applied the training to a marketing challenge, increasing his use of WhatsApp groups, social media and other digital channels to reach customers. Risper Akhwale, a young Kenyan agripreneur, revised her approach to selling fertiliser by applying lessons on business planning and pitching. Caleb similarly identified market and financial analysis as the parts of the course he continues to use most frequently in managing his dairy enterprise.

Overall, the findings suggest that programme participation was associated with practical and sustained application, particularly among respondents who completed the full course. Participants described using the programme's tools to improve planning, financial management, marketing and decision-making. Their ability to apply this learning was nevertheless affected by wider constraints, particularly access to finance, market conditions and political instability, which are considered later in the report.

Note: "Partial participants" refers to respondents who completed most of the course or attended some sessions only.

Entrepreneurial and Professional Outcomes

The previous chapter focused on what participants learned and how confident they felt applying it. This chapter turns to outcomes: what respondents are doing today, what has changed in their businesses, and the extent to which they believe the programme contributed to these changes.

Just over half of respondents (56%, n = 93) currently describe themselves as entrepreneurs. A further 15% reported supporting other entrepreneurs as trainers, mentors or incubator staff, although these categories may overlap where respondents combine several activities. Other participants are employed, continuing their studies, looking for work or combining entrepreneurship with paid employment.

1. From business creation to business development

When asked what the programme had helped them achieve, with multiple responses permitted (n = 93), 53% reported starting a business and 23% starting more than one. A further 34% said the programme helped them expand an existing business.

Separately, among respondents answering the question on business changes since the course (n = 87), 30% reported formally registering their business and 62% identified improved business-management practices. This aligns closely with the 57% who, in the earlier achievement question, said the programme had helped them improve how they manage their business. Taken together, the findings indicate impact across different stages of the entrepreneurial journey: starting, expanding, formalising and managing a business more effectively.

2. Business growth and employment

The same business-change question shows growth across several areas rather than being concentrated in one outcome. With multiple responses permitted (n = 87), 49% introduced or improved products or services, 48% gained new customers or entered new markets, 47% created jobs or hired additional workers, and 46% increased sales or revenue.

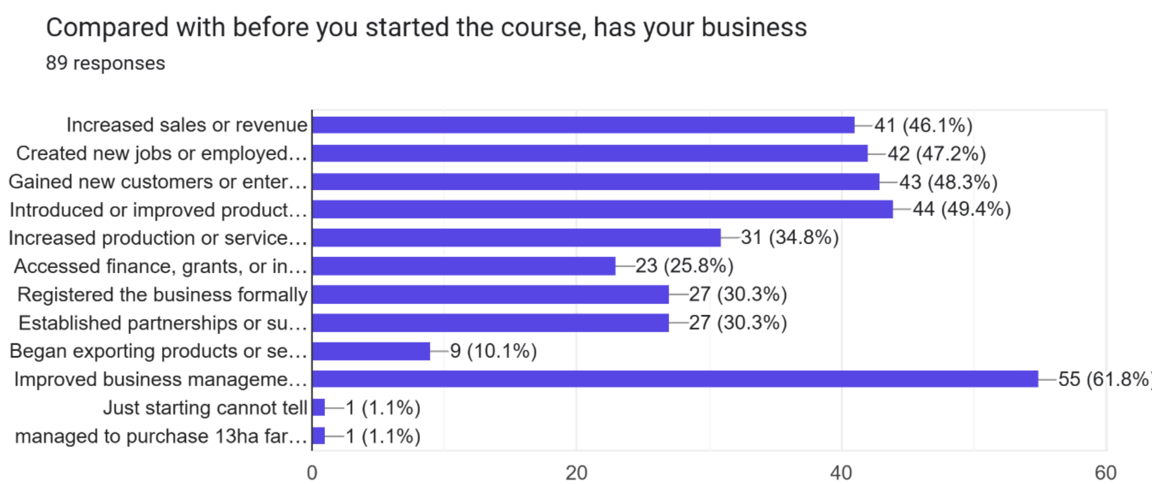


Figure 4: Reported business changes following programme participation

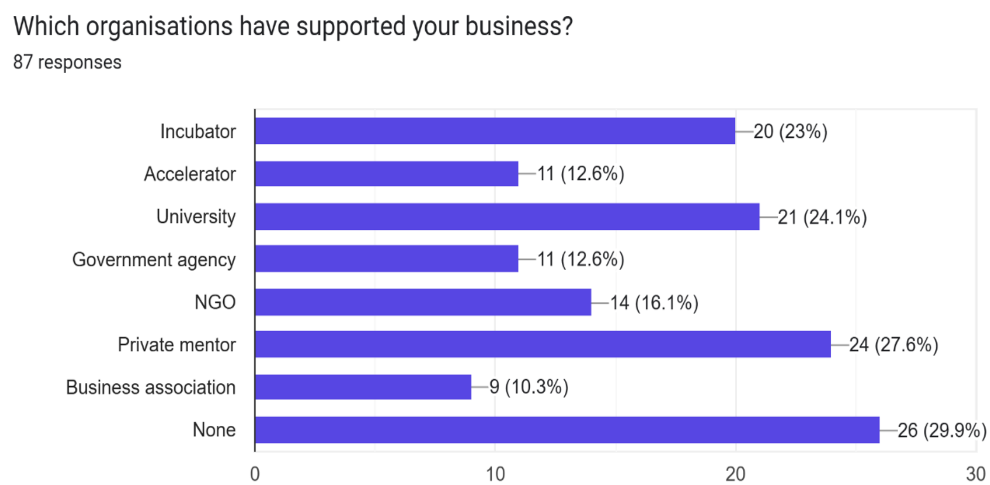
Through CHEMA Enterprise, Brenda Chepkurui combines poultry farming and cake production. She reported that the programme helped her adopt a more strategic approach to planning, marketing and business management. She has expanded her customer base through referrals and social media, improved her products and now employs one part-time worker, with plans to create additional employment as the enterprise grows.

3. Finance and market development

Beyond these growth measures, 26% of respondents reported accessing finance, grants or investment, 30% established partnerships or supply agreements, and 10% began exporting products or services (n = 87). When asked separately about external finance, almost half reported raising none since completing the course, underlining the financing constraint discussed later in this report.

Vincent Okot's experience illustrates how training, finance and market access can combine to support business development. After completing the programme, he developed business plans in mushroom production and piggery and received US$1,000 in programme financing to support their implementation. He reported using this support to develop his activities and invest in the resources needed to expand production, while applying lessons from the programme in business management, planning and marketing. Vincent also used WhatsApp groups, social media and other digital channels to reach customers and developed connections with local buyers and other agripreneurs. He reports that these activities have contributed to his household livelihood and created employment opportunities within his community.

Figure 5:



Organisations supporting respondents' businesses

4. Employment and further education

Not every participant's outcome followed an entrepreneurial pathway. Among respondents asked what the programme had helped them achieve (n = 93), 22% selected finding employment, 13% obtaining a promotion and 25% continuing their studies.

Among the 64 employed respondents who answered a related question, 42% rated the programme's contribution to finding their job at 4 or 5 out of 5, with an average score of 3.19. This perceived contribution was lower than for confidence and business-related outcomes, which is consistent with the programme's stronger focus on entrepreneurship than direct job placement.

5. Programme contribution

When asked directly about the programme's contribution to the business changes described above, 78% of respondents selected a score of 4 or 5 out of 5 (n = 86), producing an average score of 4.19. This represents a comparatively high perceived contribution score.

The interviews reinforce this finding. Reflecting on the support available beyond the formal course, one participant described the Alliance as "always here," highlighting the continued availability of staff and the wider programme environment.

Outcomes were generally stronger among full-course completers, particularly in confidence, business-management improvement and perceived programme contribution. These differences should be understood as associations rather than proof that completion alone produced stronger outcomes, since participants who were more engaged or better positioned may also have been more likely to complete the course.

Training of Trainers: Multiplier, Institutional and Ecosystem Impact

This chapter examines how graduates of the Training of Trainers programme have used their training, extended its reach to new learners and contributed to change within their institutions. Fourteen trainers from 11 institutions across multiple countries responded to the survey. Given the small sample, the findings should be interpreted as indicative of the experiences of active and engaged trainers rather than representative of the full ToT graduate population.

Training delivery and reach

All 14 respondents reported delivering Entrepreneurship in Agribusiness training after completing the ToT programme. Six trainers (43%) had delivered the training six or more times, five (36%) had delivered it four to five times, and three (21%) had delivered it between one and three times. Overall, 11 of the 14 respondents had delivered the programme at least four times, indicating sustained use beyond the original training.

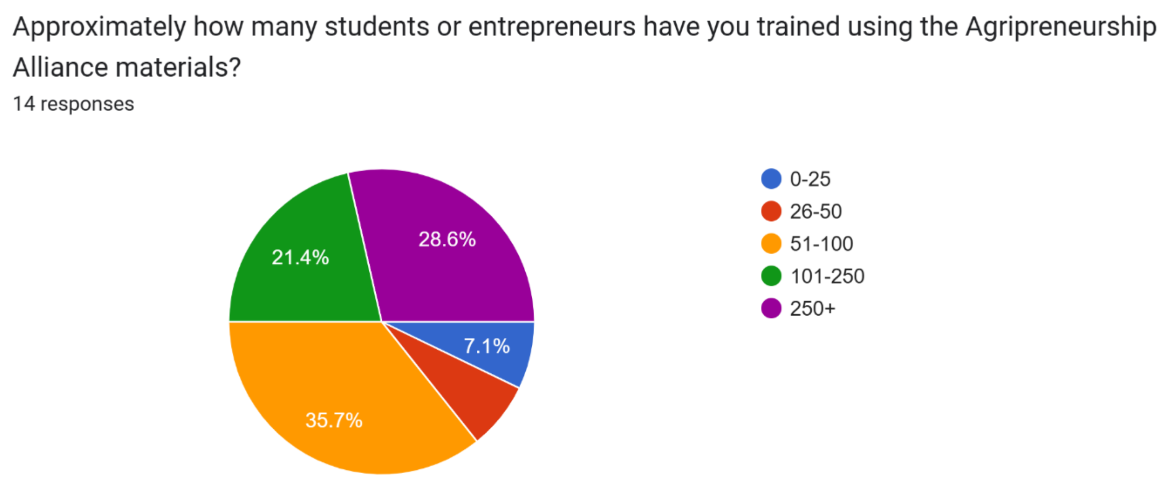


Figure 6: Estimated number of learners trained using Alliance materials

Reported learner reach was also substantial. Five trainers (36%) estimated that they had trained between 51 and 100 students or entrepreneurs using Alliance materials, three (21%) reported reaching between 101 and 250, and four (29%) reported reaching 250 or more. These figures represent estimated learner participations rather than verified numbers of unique individuals and may include overlap between trainers or institutions.

The materials have been used in a wide range of settings, with multiple responses permitted. Youth programmes were the most common context, selected by 79% of respondents, followed by university courses, short courses and farmer training, each selected by 57%. Half had used the materials for professional development, 43% in online teaching and 36% in business-incubation activities. In addition, 12 of the 14 trainers reported using Alliance materials to support teaching activities beyond their original delivery context.

Institutional embedding

Trainers reported changes extending beyond their individual teaching practice and into their institutions. Because the 14 respondents represented 11 institutions, these findings are reported at trainer level and should not be interpreted as 14 separate institutional cases.

The most frequently reported change was increased student engagement: 12 trainers (86%) observed more students participating in entrepreneurship or agribusiness activities. Nine respondents (64%) reported the adoption of new teaching methods or practical approaches, while the same number reported stronger entrepreneurship or incubation support. Eight trainers (57%) identified a greater institutional focus on entrepreneurship or agribusiness.

Six respondents (43%) reported that a new entrepreneurship or agribusiness course had been introduced, while five (36%) reported improvements to an existing course or module. Six also identified new partnerships with businesses or external organisations. No respondent reported an absence of significant institutional change.

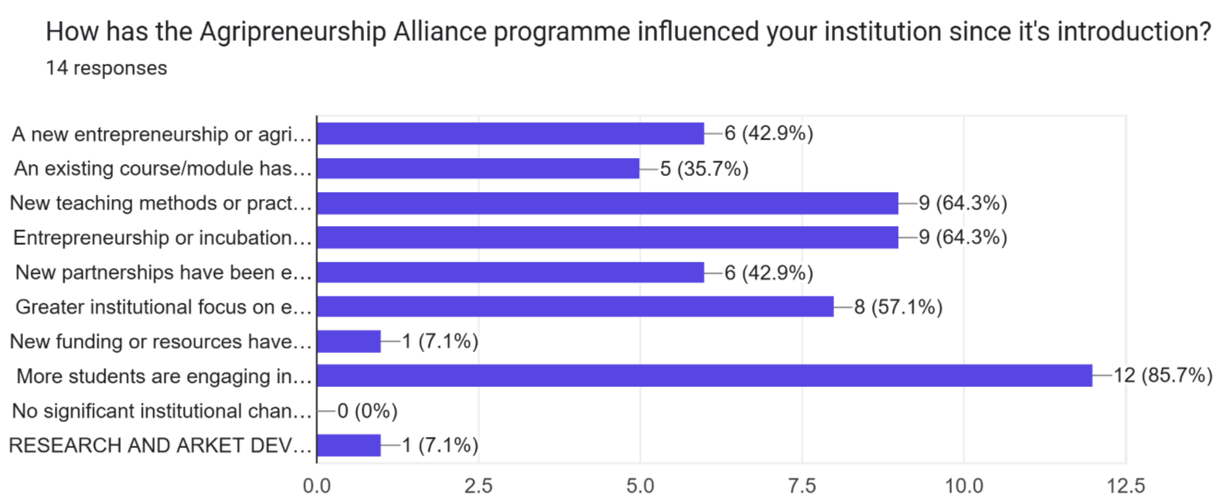


Figure 7: Reported institutional changes following programme introduction

Trainers' overall assessment reinforces this pattern. Thirteen of the 14 respondents rated the programme's influence on their institution's capacity to support agripreneurship at 4 or 5 out of 5, producing an average score of 4.29.

Continued institutional use of the materials was similarly high. Nine trainers (64%) reported that their institutions continued to use the materials fully, four (29%) reported partial use and one was planning to introduce them. None reported that their institution had stopped using the materials entirely.

Downstream student outcomes

Trainers were also asked to estimate the number of former learners who had subsequently started or expanded businesses, obtained employment, continued their studies or become trainers themselves. These figures are based on trainers' knowledge of former students and were provided in ranges rather than exact counts. They should therefore be treated as indicative and should not be added together as a verified total.

Nevertheless, the responses show downstream outcomes across several pathways. Six of the 14 trainers estimated that between 11 and 20 former students had started an agribusiness, while a further six estimated that between 2 and 10 had done so. Among the 13 trainers answering the question on business expansion, 12 reported that at least some former students had expanded an existing enterprise.

All trainers who answered the employment and further-study questions reported knowing of former learners who had achieved these outcomes. The reported ranges varied considerably, with some trainers identifying relatively small numbers and others estimating more than 20 or 35 former learners.

The cascading effect of the ToT model is particularly visible in the number of former students becoming trainers themselves. All 13 trainers answering this question reported that at least some of their former learners had gone on to train others. Six estimated that between two and five had done so, while four reported between 11 and 20.

Continued relationships and knowledge transfer

All respondents remained in contact with former participants: five trainers (36%) reported regular contact and nine (64%) occasional contact. This continuing relationship suggests that the trainers' role often extends beyond course delivery to follow-up, advice, mentoring and informal professional support.

Taken together, the trainer and participant surveys point to a wider process of knowledge transfer. Trainers continue to deliver and adapt the programme, former participants remain connected to them, and some graduates subsequently mentor or train others. This multiplier effect extends the programme's influence beyond the individuals directly trained by Agripreneurship Alliance, although its full scale cannot be precisely measured using the current survey data alone.

Wider Impact: Youth, Gender and Community Reach

The previous chapters looked at individual businesses and the trainers who deliver the programme. This chapter pushes one step further, beyond the direct multiplier effect, to ask how the agribusiness ecosystem these respondents are part of reaches the people and communities around them.

Inclusive employment

Inclusive employment is one of the clearest reported wider effects. Among eligible respondents who reported operating a business and employing at least one worker, 88% said they specifically employed women, young people or both (59 of 67 respondents).

This suggests that employment generated by participants' businesses frequently reaches groups central to the Alliance's inclusion objectives. However, because the question combines women and young people, the data cannot show how many opportunities were created for each group separately.

Extending support beyond their own business

Asked whether they had supported other entrepreneurs since completing the course (respondents could select more than one, n=68), 57% say they have shared business knowledge or resources, 54% have mentored one or more entrepreneurs, 38% have supported farmer groups, cooperatives or associations, 37% have trained or coached entrepreneurs, 25% have organised or facilitated entrepreneurship events, and 18% have worked with an incubator or accelerator.

How respondents describe their own contribution

A separate question asked respondents which statement best describes their contribution (multiple responses permitted, n=70). Creating jobs or income opportunities for others is the most commonly selected (49%), followed by mentoring or supporting other entrepreneurs (37%) and contributing to local food security (36%). Smaller but still meaningful shares point to introducing new ideas, products or practices (23%), creating opportunities for youth and for women (24% and 16% respectively), strengthening agricultural practices in their community (19%), contributing to local economic development (14%), and supporting climate resilience (13%).

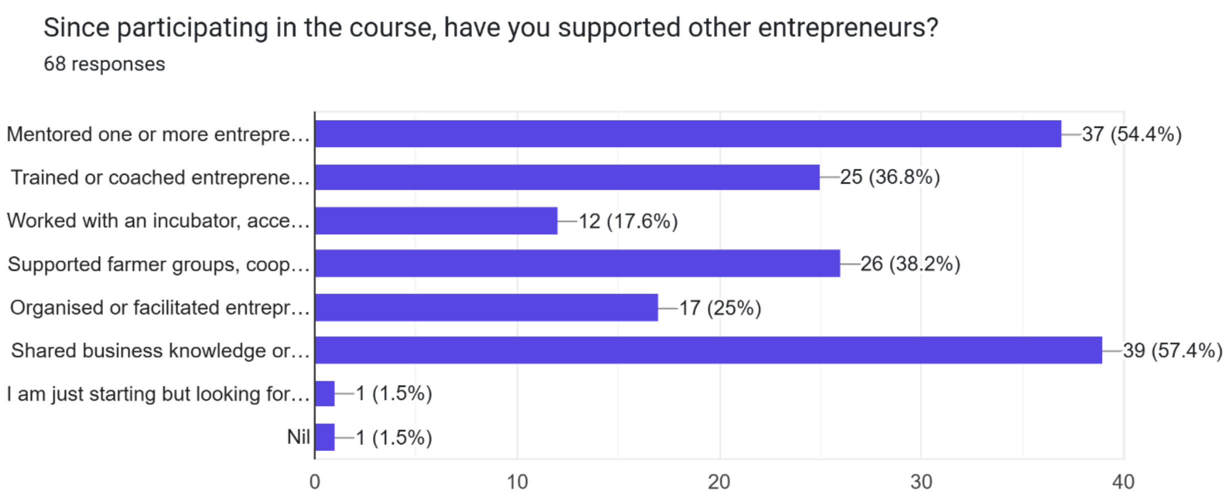


Figure 8: Forms of support provided to other entrepreneurs

What this looks like in practice

One respondent's account captures the scale this can reach at the individual level:

"The programme equipped me with practical agribusiness, leadership, and entrepreneurship skills that led me to become an AFC Ambassador. In this role, I mentored over 115 aspiring agripreneurs, supporting them to develop their business ideas and improve their agribusiness ventures. Beyond

mentoring, the programme increased my confidence, expanded my professional network, and inspired me to pursue opportunities in community development and youth empowerment."

This single respondent's mentoring reach (115 people) exceeds this survey's entire sample size which is a reminder that the multiplier effect described in earlier chapters compounds well beyond what any one survey round can capture. Other interviewees describe smaller-scale but similarly community-facing work: Risper teaches children in her community how to grow organic food, one grant recipient described their farming activity as improving food security as neighbours "take interest and have started building ideas... to feed their families," and Caleb's dairy enterprise now supplies milk directly to his residential community.

Making sense of it together

Three independent measures point in the same direction. The wider-contribution question shows 36% citing food security specifically; the entrepreneur-support question shows 38% supporting farmer groups or cooperatives; and multiple interviews independently raise food security and community food access without being asked about it directly. It's reasonable to read this convergence as more than coincidence, the evidence of the programme's shows the effect on food systems appears to extend past any single respondent's own farm or business into the communities around them, even though no question in the survey was designed to measure that directly.

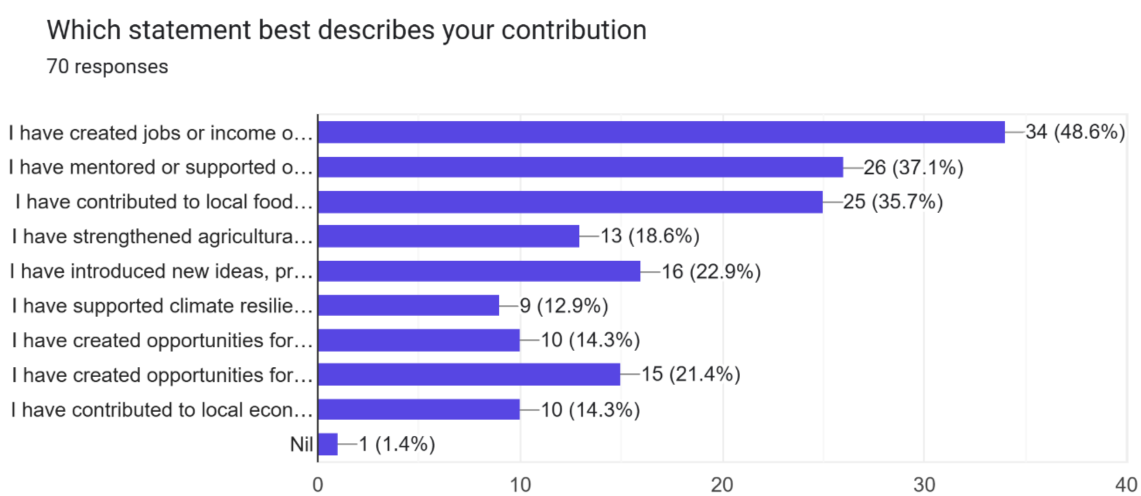


Figure 9: Respondents' reported wider contributions

A similar pattern holds for youth and gender inclusion: the 88% inclusive-employment figure, the 24% who specifically cite creating opportunities for youth, and repeated interview mentions of mentoring young people and students all point the same way. Taken individually, none of these numbers would carry much weight; taken together, they make a reasonably strong case that inclusion isn't an isolated feature of a few respondents' businesses, but a pattern that shows up consistently across how this group of alumni describes their own impact.

Challenges and implications

The outcomes described throughout this report have not occurred without difficulty. Participants continue to operate in environments where external constraints can limit how far improved knowledge, confidence and business practices translate into growth.

The clearest challenge is access to finance, identified by around seven in ten respondents. The survey also points to input costs, market access, infrastructure and climate-related pressures as important constraints, although at considerably lower levels.

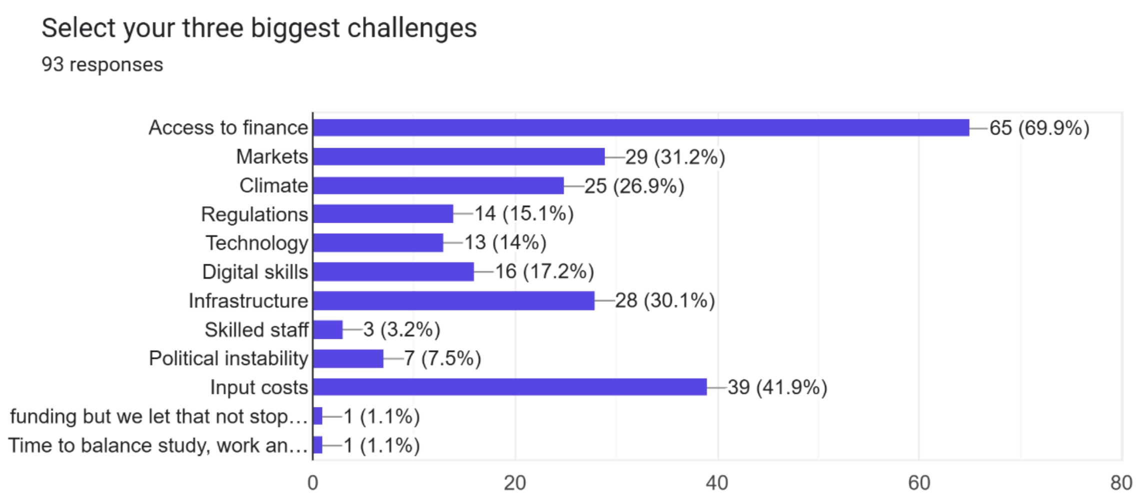


Figure 10: Main challenges reported by participants, selected up to three challenges

These constraints also emerge clearly from participants' experiences. Caleb, who operates a dairy-processing enterprise in Kenya, described having to navigate limited access to resources and opportunities alongside wider political instability in his operating environment. His experience illustrates a broader point: training can strengthen participants' ability to plan, adapt and make better decisions, but it cannot remove the structural barriers surrounding their businesses.

<u>Implications</u>

The findings suggest a small number of ways to reinforce the impact already being generated rather than changing the programme model.

Strengthen connections to finance: given the prominence of financing constraints, stronger links with lenders, investors, grant programmes and other funding opportunities could help viable participants move from planning and early-stage activity toward expansion. The Alliance does not necessarily need to provide finance directly; its role can also be to help participants navigate and connect with relevant sources.

Maintain post-training networks and mentoring: the survey and interviews show that learning and support frequently continue after formal course completion. Maintaining connections between alumni, mentors, trainers and ecosystem partners could help participants access knowledge, markets and opportunities as new challenges emerge.

Build on the Training of Trainers network: trainers already maintain relationships with former students, deliver the programme repeatedly and embed agripreneurship within local institutions. This network provides an existing channel through which continued guidance, referrals and ecosystem connections can be sustained locally.

Overall, the challenges reported by participants provide important context for interpreting programme impact. They suggest that the Alliance has been effective in strengthening the capacity of individuals to act, while the scale and speed of subsequent business growth remain partly dependent on financial, market and operating conditions beyond the programme's direct control.

Conclusion

This report set out to answer a central question: how, and to what extent, have Agripreneurship Alliance's entrepreneur and Training of Trainers programmes contributed to changes in participants' capacities, professional and entrepreneurial outcomes, institutions, ecosystems and wider communities?

Taken together, the evidence suggests that the programmes have generated their strongest and most consistent contribution through a progression from capacity building to application, and from application to wider entrepreneurial and institutional effects. Participants did not simply report acquiring knowledge during the course: many continued to use its tools afterwards, particularly for business planning, financial management, marketing and decision-making. Confidence gain was especially strong among full-course completers, 91% of whom rated the programme's contribution to their ability to start, manage or grow an agribusiness at 4 or 5 out of 5. The interviews reinforce this pattern by illustrating how practical learning was reflected in concrete changes in the way participants approached opportunities, problems and business decisions.

These capabilities were associated with a range of entrepreneurial and professional outcomes. More than half of respondents reported that the programme had helped them start a business, while others described expanding existing enterprises, improving management practices, reaching new customers, developing products, formalising businesses and creating employment. Among respondents reporting business changes, 78% rated the programme's contribution to those changes at 4 or 5 out of 5. The evidence is therefore strongest not for any single outcome, but for the programme's role in helping participants progress through different stages of the entrepreneurial journey, from gaining confidence and developing an idea to operating, improving and, in some cases, growing a business. Professional outcomes such as employment and further study were also present, although the perceived contribution was generally weaker than for entrepreneurship, consistent with the programme's primary orientation.

The Training of Trainers model extends this contribution beyond those directly trained by the Alliance. All 14 responding trainers had subsequently delivered Entrepreneurship in Agribusiness training, and most had done so repeatedly. Their use of the materials across universities, youth programmes, farmer training and other settings demonstrates how the programme has been reproduced and adapted locally.

Trainers also reported changes extending into their institutions, including new teaching practices, stronger entrepreneurship or incubation support and increased student engagement. Across 11 institutions in five countries, the evidence therefore points to a model that contributes not only to individual trainer capacity, but also to the local structures that support agripreneurship.

The multiplier effect is also visible beyond formal training. Participants reported mentoring other entrepreneurs, sharing business knowledge, supporting farmer groups and creating employment and income opportunities. Wider contributions were also reported in areas such as food security, youth and women's inclusion, agricultural value chains and local economic activity. These findings cannot establish population-level changes in these areas, but their recurrence across survey responses and interviews provides credible evidence that the programme's influence often extends beyond the individual participant or enterprise.

At the same time, the scale of impact is not uniform. Outcomes were generally stronger among full-course completers, although this relationship should not be interpreted as causal. Participants also operate within difficult environments where access to finance, input costs, markets, infrastructure and climate-related pressures can constrain the extent to which improved skills translate into business growth. The programme appears better able to strengthen participants' capacity to act within these conditions than to remove the conditions themselves. This distinction is central to interpreting both the programme's achievements and its limitations.

Overall, the assessment suggests that Agripreneurship Alliance's principal contribution lies not simply in the number of people trained, but in the capacity that remains and circulates after training ends. Knowledge is applied within businesses, transferred from trainers to new learners, embedded within institutions and shared through mentoring and entrepreneurial networks. While the available evidence does not allow these changes to be attributed exclusively to the programmes or fully quantify their total reach, the findings across participants, trainers and interviews point consistently in the same direction: the Alliance has contributed meaningfully to developing more capable agripreneurs, strengthening local training capacity and generating multiplier effects that extend into institutions, entrepreneurial networks and communities.

References

African Union (n.d.) *Youth Development*. African Union. Available at: https://au.int/en/youth-development

African Union (2025) *African Union launches the CAADP Strategy and Action Plan 2026–2035 and the CAADP Kampala Declaration*. African Union. Available at: https://au.int/en/pressreleases/20250506/au-launches-caadp-strategy-action-plan-2026-2035-caadp-kampala-declaration

OECD (2026) *A historic decline in foreign aid: Preliminary 2025 ODA data*. Organisation for Economic Co-operation and Development. Available at: https://www.oecd.org/en/data/insights/data-explainers/2026/04/a-historic-decline-in-foreign-aid-preliminary-2025-oda-data.html

USAID Office of Inspector General (2026) *Terminated USAID Awards in Egypt: USAID Approved Disposition Plans and Implementers Generally Donated Assets, but Some Assets Could Not Be Used as Intended*. Available at: https://oig.usaid.gov/node/8120

World Bank (2020) *The African Continental Free Trade Area: Economic and Distributional Effects*. Washington, DC: World Bank. Available at: https://documents.worldbank.org/curated/en/216831595998182418/pdf/The-African-Continental-Free-Trade-Area-Economic-and-Distributional-Effects.pdf

World Bank (2025) *Africa's Pulse, Volume 32: Pathways to Job Creation in Africa*. Washington, DC: World Bank. Available at: https://thedocs.worldbank.org/en/doc/4746c2466bf5e1b173d5f2e45e9d23cb-0360012025/original/WB-Pulse-Fall2025-vol32-Embargoed.pdf

World Bank (2026) *Building Skills, Creating Jobs, and Empowering Africa's Future*. World Bank, 16 March 2026. Available at: https://www.worldbank.org/en/news/speech/2026/03/16/building-skills-creating-jobs-and-empowering-africa-s-future

---

About the Author

Anas Serraj is an economics graduate of UM6P's Faculty of Governance, Economics and Social Sciences in Morocco. He undertook this impact assessment during a one-month research internship with the Agripreneurship Alliance in Switzerland in 2026.

His previous experience includes applied economic research with Morocco's Haut-Commissariat au Plan, where he examined social disparities and gender inequalities in women's participation in the labour market, as well as research experience with CNR-IRCrES in Italy and an earlier student placement with the Food and Agriculture Organization of the United Nations (FAO).

Anas works across Arabic, French and English, as well as Italian and Spanish. Following his internship with the Agripreneurship Alliance, he is continuing his postgraduate studies in economics at Maastricht University in the Netherlands.