



Report on Business Design Trainings

Author(s): Octavian Holtz, Dr. Johannes Anhorn (GIZ)

Date: 30.06.2022

Deliverable: D 5.5

Dissemination level: public

DiBiCoo – Digital Global Biogas Cooperation

Grant Agreement N°857804



This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement N° 857804.
The sole responsibility for the content of this document lies with the authors. It does not necessarily reflect the opinion of the EU.

Content

List of Figures.....	2
Executive Summary	3
Summary of the DiBiCoo Project	4
1. Introduction	5
2. Method.....	6
2.1 Local Co-Trainer	6
2.2 Technical Expert Input	6
2.3 Business Design methods on Miro board.....	8
2.3.1 (Sustainable) Business Model Canvas.....	9
2.3.2 Value Proposition Canvas.....	10
2.3.3 Lean Canvas Model	11
2.4 Coaching	12
3. Implementation.....	13
3.1 Course design.....	14
3.2 Schedule	15
3.3 Participants.....	15
4. Evaluation and Lessons Learned	17
Annex A: examples from the implementation.....	18
Annex B: Feedback/Evaluation Form	19
Annex C: Certificate Template.....	26
DiBiCoo Consortium Partners.....	27



List of Figures

Figure 1: Experts use case of bio-CNG	8
Figure 2: The agile "DiBiCoo Journey"	9
Figure 3: Agile product development and design thinking phases.	9
Figure 4: The Business Model Canvas	10
Figure 5: Value Proposition Canvas	11
Figure 6: Lean Canvas Model.....	12
Figure 7: Argentinian participants working on the Lean Canvas	13
Figure 8: Promotion banner on the DiBiCoo website	16
Figure 9: Block 2: Argentina (15 March 2022)	18
Figure 10: Block 1: Ethiopia, Ghana, and South Africa (8 March 2022)	18



Executive Summary

To provide a platform to learn and exchange on existing business models, strength and weaknesses and improve knowledge on the development of sustainable business models in the field of biogas and renewable energy services, DiBiCoo conducted a series of Business Design Trainings for stakeholders in DiBiCoo target countries (Ghana, Ethiopia, South Africa; Argentina; and Indonesia).

The objective of those trainings was to strengthen entrepreneurial skills among the participants, by helping them improving their business skills in general, and increasing their success in the marketing of biogas projects to financing institutions, governments, clients, partners, and investors.

The trainings were carried out in the five importing countries with country-specific training sessions virtually/hybrid between March and April 2022.

Summary of the DiBiCoo Project

The **Digital Global Biogas Cooperation (DiBiCoo)** project is part of the EU's Horizon 2020 Societal Challenge 'Secure, clean and efficient energy', under the call 'Market Uptake Support'. The target importing emerging and developing countries are Argentina, Ethiopia, Ghana, South Africa and Indonesia. Additionally, the project involves partners from Germany, Austria, Belgium and Latvia. The project started in October 2019 with a 33 months-timeline and a budget of 3 million Euros. It is implemented by the consortium and coordinated by the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH.

The overall objective of the project is to prepare markets in developing and emerging countries for the import of sustainable biogas/biomethane technologies from Europe. DiBiCoo aims to mutually benefit importing and exporting countries through facilitating dialogue between European biogas industries and biogas stakeholders or developers from emerging and developing markets. The consortium works to advance knowledge transfer and experience sharing to improve local policies that allow increased market uptake by target countries. This will be facilitated through a digital matchmaking platform and classical capacity development mechanisms for improved networking, information sharing, and technical/financial competences. Furthermore, DiBiCoo will identify five demo cases up to investment stages in the 5 importing countries. Thus, the project will help mitigate GHG emissions and increase the share of global renewable energy generation. The project also contributes to the UN Sustainable Development Goals (SDG 7) for 'Affordable and clean energy', among others.

Further information can be found on the DiBiCoo website: www.dibicoo.org

1. Introduction

DiBiCoo's overall objective is to support the market uptake of biogas technologies in five partner countries: Ghana, Ethiopia, South Africa, Indonesia, and Argentina. A major barrier in this regard is the lack of knowledge about sustainable business modelling and skilled service providers offering support to project developers in the pre-feasibility or early-development stage, conducting risk analysis and in implementing such business models.

The workshops focused on designing innovative business models in an interactive process finally aiming at a joint strategy for the implementation of innovative concepts and ideas. Advanced learning in design thinking methods were used to enable the participants to identify challenges and discover the potential for solutions and business. New markets and users in the field of biogas, financial opportunities as well as synergies and opportunities for new cooperation were identified.

Five Business Design Trainings (one in each target country) were organized. They combine theoretical studies and practical experience, in which executives from Africa, Asia and Latin America participate in intensive trainings and coaching. Sustainable business models were discovered with positive effects for the economy of biogas.

The target group were owners or managers of renewable energy service providers (SMEs) in the field of engineering and consultancy (e.g. feasibility studies, technical design), biogas plant operators, project developers or alike.

The previously set goals were the following:

- Providing participants with knowledge of advanced business models and business design methodologies and tools.
- Development of understanding within the participants for the needs and benefits of proper Business Modelling and business planning for the marketing and delivery of biogas project services
- Support participants to develop and/or improve their own business models (from idea to business)
- Make them discover and become acquainted with sustainable business models and innovative concepts in the biogas sector
- Familiarize them with the biogas market on site and the ability to identify challenges and find suitable solutions for business models in the local biogas market
- Enable them to present (pitch) their service offers in an efficient and convincing way.

Additionally, milestones were pledged, and it was agreed that at the end of the follow-up coaching sessions participants shall develop the following capacities:

- Participants can better reflect their progress in business design and business development.
- They know better concepts and methods how to overcome barriers and bottlenecks encountered in the marketing of their project.
- Participants understand better the needs of their targeted customers and the criteria under which they make decisions.
- They can better apply Business Modelling methods and tools to further elaborate and explain their business models.

2. Method

The hybrid/virtual Business Design Trainings (BDT) comprised of an introduction session (Block 1) that was repeated three times (one time in Africa (South Africa together with Ghana and Ethiopia)), one time in Asia (Indonesia) and one time in Latin America (Argentina)). Block 2 included five country-specific sessions in South Africa, Ghana, Ethiopia, Indonesia, and Argentina. Follow up coaching sessions (Block 3) to reflect on the learnings of the participants and evaluate next possible steps completed the trainings. A detailed overview of all modules and the course design is given in chapter 3.1.

The trainings were designed in a diverse way and different training methods were offered: input sessions, lectures as well as breakout sessions, guided creative ideation sessions, coaching of working groups, feedback sessions with teams and individual participants ensuring that the participants have the opportunity to raise specific and individual questions.

Two international trainers specialised on business model trainings conceptualized the training program, developed the training material, coordinated all involved parties, and conducted the trainings. Practical sessions were co-managed by five local co-trainers. A technical expert accompanied all sessions and was available for advice and specific individual questions on the biogas sector and biogas technologies.

The trainings were as interactive as possible, given the virtual circumstances and to put emphasize on practical exercises. To ensure an interactive learning environment, the virtual collaborative whiteboard *Miro* was used (<https://miro.com>).

Miro allowed participants to learn the course content on an experiential journey: Introduction to business modelling - familiarising the participants with innovation and business models and how they relate to the strategy of their project/business idea – application of their business models on the local biogas market, the market exploration plan as well as lessons learned and experience sharing between the participants and with the technical expert. In addition, the trainers provided material for self-paced learning for all modules including exercises and templates to continue participants' specific business model.

2.1 Local Co-Trainer

For each target country, a local co trainer supported the two international trainers. The local co-trainers were experts on business model/business design as well as in some cases experienced in trainings on business design/modelling in the renewable energy/biogas sector. The co-trainers managed practical sessions and moderated interactive break-out sessions. Especially in Block 2, the co-trainers supported the two international trainers in the topic of “application of business modelling on the local biogas market”, incorporating the theoretical input and applying methods and concepts on the respective local conditions and challenges. In addition, the local co-trainers supported the participants in the development of their own business models. Especially in Argentina and Indonesia, the co-trainers could repeat and deepen training content in the participants' first language Bahasa Indonesia and Spanish and answer individual questions.

2.2 Technical Expert Input

Attila Kovacs, the Secretary General of European Renewable Gas Registry (ERGaR), CEO Institute for Biogas, Waste Management & Energy was part of the Business Design Trainings

in order to ensure the participants do also have an experienced advisor on technical topics, while elaborating their business model.

As a separate input, the technical expert provided insights framed as “Biogas business models for commercial and industrial size plants – European examples” and elaborated two customer value propositions: One for “Owners of biodegradable organic waste” and for “Energy Supplier and Consumers”.

Customer Case 1: Owners of biodegradable organic waste	Customer Case 2: Energy Supplier and Consumers
<p>a) wastewater treatment b) municipal waste collection c) agriculture and animal husbandry d) food & beverage industry</p> <p><u>Pains:</u></p> <ul style="list-style-type: none"> • storage of waste (degradation, gaseous and odour emissions) • regulatory requirements for waste disposal (i.e.: ban on landfilling) • limited options for waste disposal (composting and incineration are not available) • separation of foreign materials (packaging, etc. in waste) • costs of waste disposal („gate fee”, logistics, etc.), • expectations for reducing carbon footprint • increasing costs of energy supplies <p><u>Gains:</u></p> <ul style="list-style-type: none"> • meeting regulatory requirements: certified/documented disposal • storage related costs and negative effects are reduced/avoided • renewable energy production (also for covering local needs) • GHG emission reduction can be certified/documented 	<p>a) Natural gas suppliers (distributors) should reduce the GHG emission related to the gas volumes supplied to their customers either compulsory or voluntary – this can be achieved by including biomethane into their supplies.</p> <p>b) Energy consumers (electricity, heating, transport) should reduce their carbon footprint – this can be achieved by replacing fossil energy carriers with biomethane. The consumers may face mandatory requirements or may act following their own climate friendly policy voluntarily.</p> <p><u>Pains:</u></p> <ul style="list-style-type: none"> • quota commitments for increasing the share of renewables in the energy supply/consumption, • mandatory or voluntary requirements for reducing carbon footprint related to energy consumption, • increasing costs of fossil energy supplies, • producing/procuring biomethane is usually more expensive than purchasing natural gas, • import dependence <p><u>Gains:</u></p> <ul style="list-style-type: none"> • meeting regulatory requirements and/or voluntary commitments for renewable energy consumption • covering local energy needs from local biomethane production, • GHG emission reduction can be certified/documented and monetized

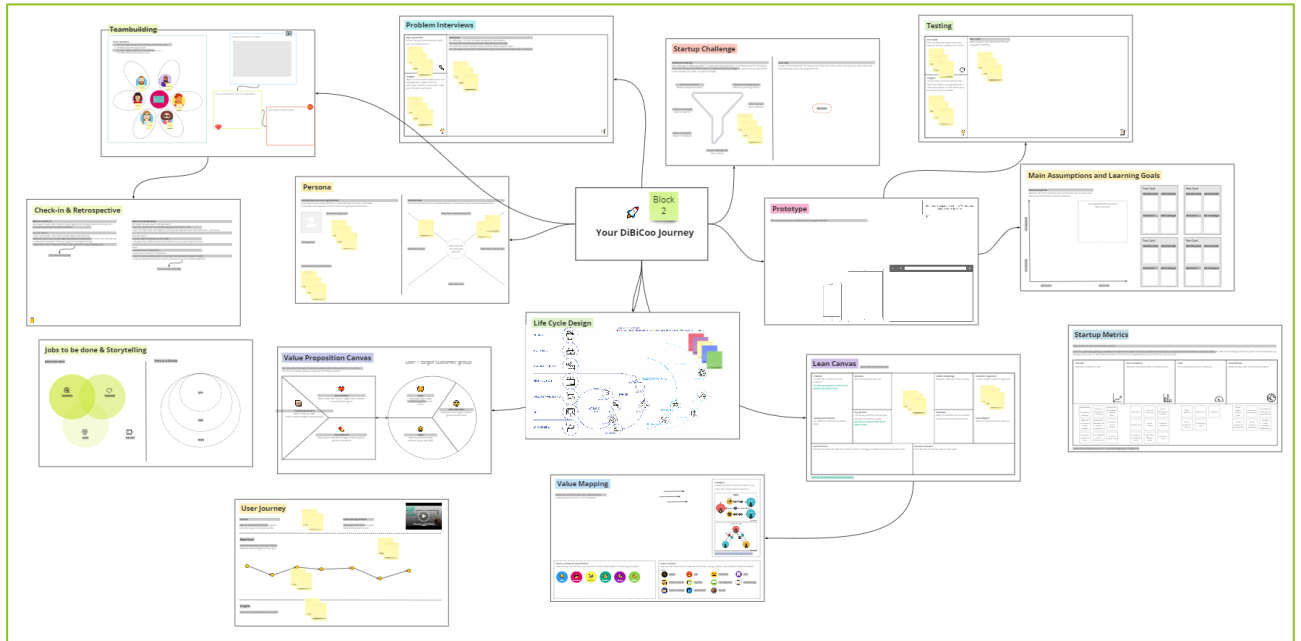


Figure 2: The agile "DiBiCoo Journey"

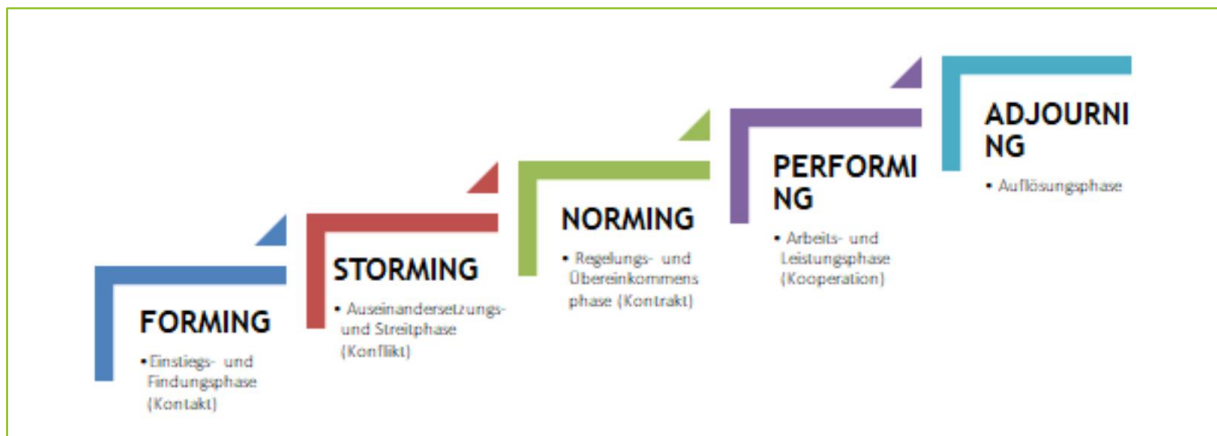


Figure 3: Agile product development and design thinking phases.

2.3.1 (Sustainable) Business Model Canvas

The Business Model Canvas is a strategic management template for developing new business models and documenting existing ones. It provides a visual diagram with elements that describe a company's or product's value proposition, infrastructure, customers, and finances, helping companies to align their activities by mapping potential trade-offs.

The Canvas contains nine building blocks of the template for designing a business model, which are:

- Key Partners
- Key Activities
- Key Resources
- Value Proposition
- Customer Relationships

- Customer Segments
- Channels
- Cost Structure
- Revenue Streams

In these fields, ideas for each key factor are noted in keywords. Thereby many individual ideas can be combined in a modular way and related to each other to develop a suitable business model. See therefore also figure 4.

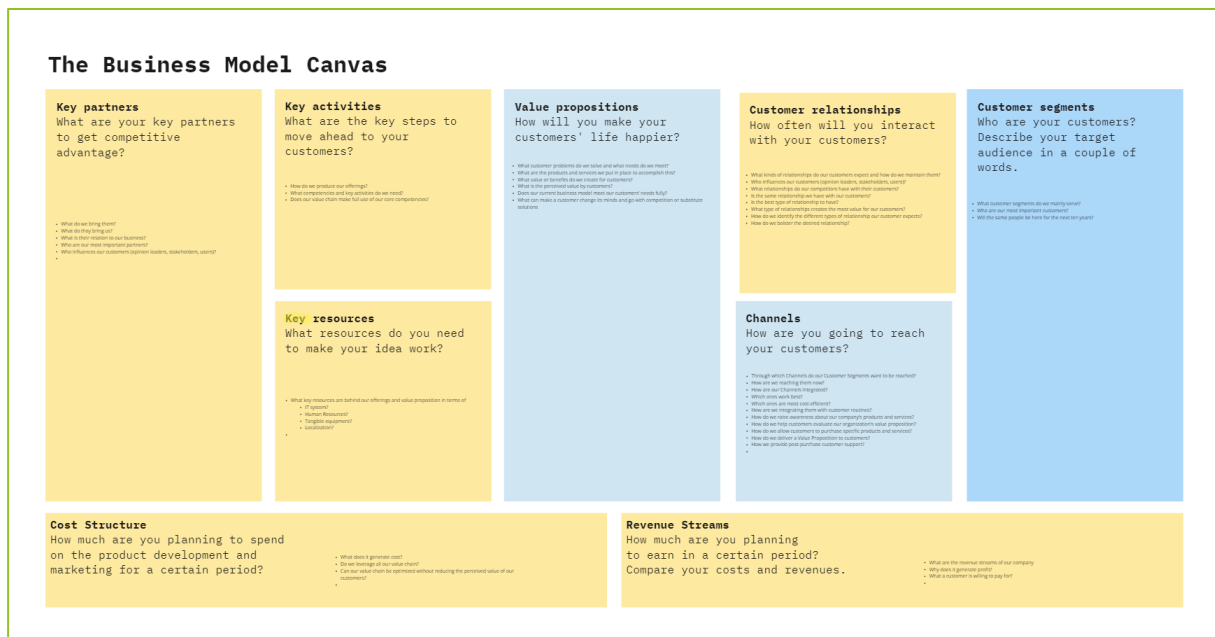


Figure 4: The Business Model Canvas

2.3.2 Value Proposition Canvas

The Value Proposition Canvas is a complement to the Business Model Canvas. It is a detailed tool for modelling the relationship between two parts of the Business Model Canvas, the customer segments and the value propositions. It defines and formulates the central promise to the customers, namely the value or benefit delivered to the customer through the provision of services.

The Value Proposition Canvas is formed around two building blocks: customer profile and a company's value proposition.

- **Customer Profile**
 - **Gains** – the benefits which the customer expects and needs, what would delight customers and the things which may increase likelihood of adopting a value proposition.
 - **Pains** – the negative experiences, emotions and risks that the customer experiences in the process of getting the job done.
 - **Customer jobs** – the functional, social and emotional tasks customers are trying to perform, problems they are trying to solve and needs they wish to satisfy.

- **Value Map**

- **Gain creators** – how the product or service creates customer gains and how it offers added value to the customer.
- **Pain relievers** – a description of exactly how the product or service alleviates customer pains.
- **Products and services** – the products and services which create gain and relieve pain, and which underpin the creation of value for the customer.

The systematic elaboration of the value proposition was used to help the participants to develop a sustainable business model. See therefore figure 5.

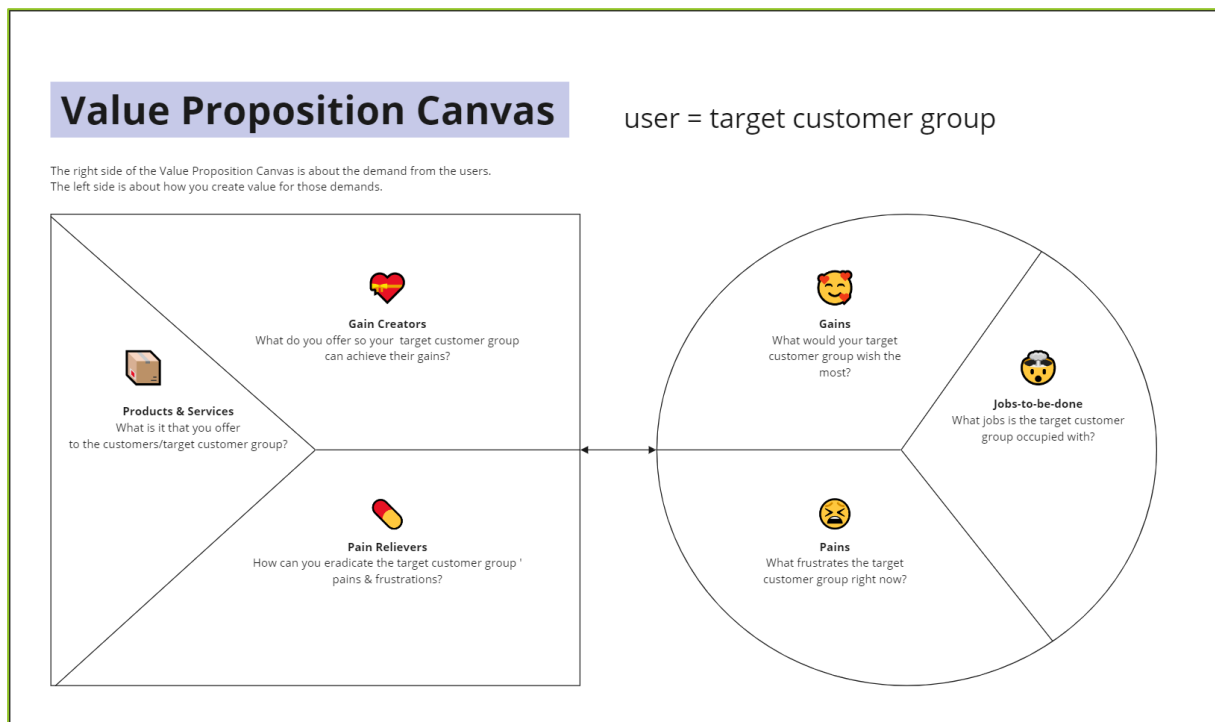


Figure 5: Value Proposition Canvas

2.3.3 Lean Canvas Model

The Lean Canvas is similar to the Business Canvas Model except of four building blocks that are exchanged in the Lean Canvas, which have a high relevance especially for project developers in the early stages of their business analytics. One of the most common reasons why companies fail is the development of a product or service for which there is no demand. This fact is considered prominently in the Lean Canvas (see figure 6).

"Problem" instead of "key partner"

In the Lean Canvas, the building block "key partner" was replaced by "problem". This helps to describe what problem the companies' offer is trying to solve and ensure that this is met by a real demand.

"Solution" instead of "key activities"

The understanding of the problem helps to develop a suitable solution.

"Key figures" instead of "key resources"

The creation of most products and services is no longer so resource intensive. Some key figures are very important and should be considered in the early stages of a start-up and activities should be aligned with them.

"Unfair advantage" instead of "customer relations"

The building block should encourage to find one's own unfair advantage, to work on it and to develop it in order to create a competitive advantage in the long run and to avoid that other companies imitate this performance.

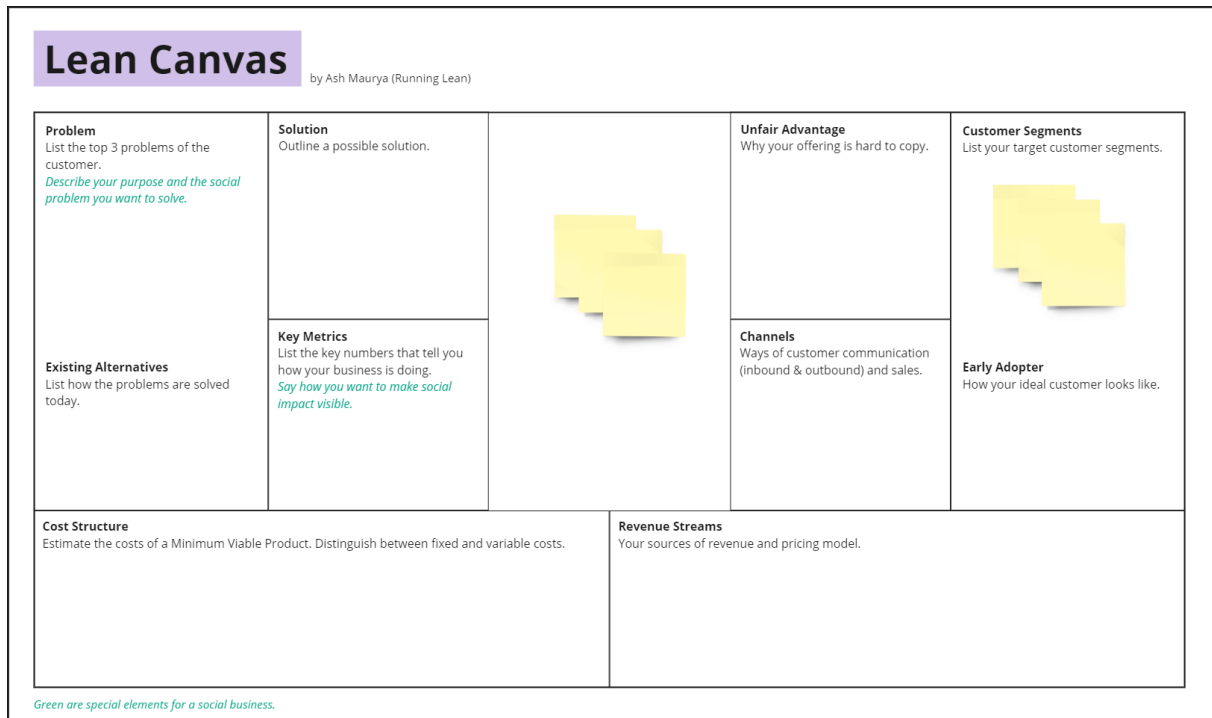


Figure 6: Lean Canvas Model

2.4 Coaching

After the completion of Block 1 and 2, follow-up coaching sessions were implemented. The coaching sessions aimed at addressing specific questions of the participants and on following up on the development of their own business plans. At the end of the coaching sessions, participants should

- Better reflect their progress in business design and business development.
- Understand concepts and methods on how to overcome barriers and bottlenecks faced in the marketing of their project.
- Improve on understanding the targeted customers' needs and the criteria under which they make decisions.
- Be able to better apply Business Modelling methods and tools to further elaborate and explain their business models.

Applied methods were in-depth coaching, elevator pitching, and individual feedback sessions. The local co-trainers as well as the technical expert supported the two international trainers, providing individual advice and responding in detail to the participants' business plans.

3. Implementation

The implementation of the trainings was supported by two trainers, one national co-trainer per target country and a technical expert.

They organized themselves around the following tasks:

- Conceptual design and implementation of the training incl. follow-up coaching sessions
- Clarification of all methodological questions (as interactive as possible; different methods etc.)
- Clarification of roles and tasks of all participants (DiBiCoo consortium partners, co-trainer, technical adviser)
- Elaboration of a training concept (program, schedule, methods, role allocation)
- Presentation of the training concept to GIZ, project partners, co-trainers and the technical expert ("initial briefing")
- Implementation and facilitation of the trainings (incl. provision of the required online tools)
- Coordination with all involved parties (including schedule coordination, format clarification)
- Creation and provision of all training materials in English
- Documentation of the training (participant lists, evaluation, participant certificate, training report incl. photo documentation)
- Processing of personal data in compliance with data protection regulations

The trainings were carried out between March and April 2022, virtually or in a hybrid format via MS-teams. Thereby trainers first gave theoretical input in main rooms, then the participants worked together on exercises in breakout sessions, received feedback from the trainers and co-trainers and created presentations in which they presented their results. The course design is described in the next chapter.

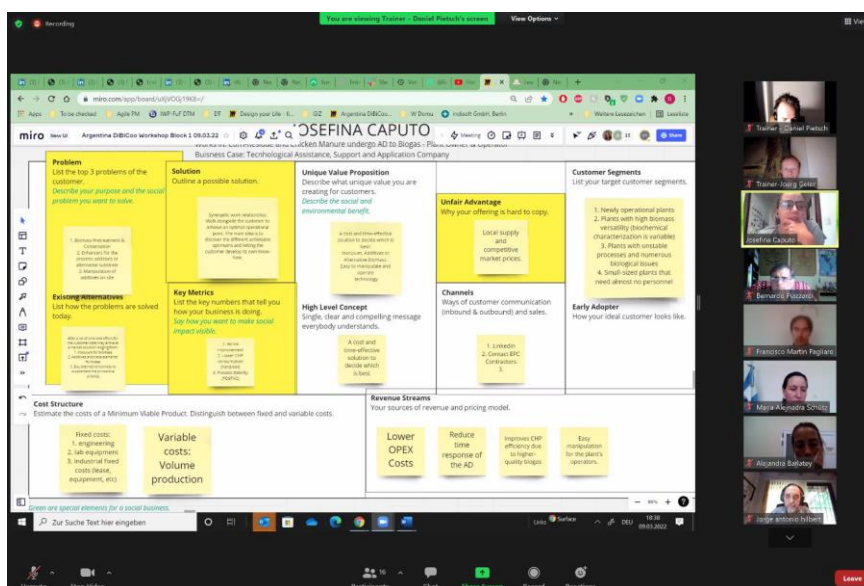


Figure 7: Argentinian participants working on the Lean Canvas

3.1 Course Design

Block 1	Module 1: Introduction to Business Modelling	Deep dive into the business model canvas 3 components of the business model: <ul style="list-style-type: none"> • The value proposition, which defines an offer and how it is perceived by customers. • The value architecture which defines the way a company/start-up is organised to deliver an offer. • The profit equation which enables the participants to measure the efficiency of their business model and the relation between the value proposition and value architecture.
	Module 2: Introduction to "Business Design"/ Presentation of the "Business Design" methodology	Familiarize the participants with innovation and business models and how they relate to the strategy of their project/business idea. Focus on different business models and business model frameworks. Discovery of the systematics applied in the business design process. Introduction to the necessary methodological skills, i.e. <ul style="list-style-type: none"> • Guiding principles & process of business design • Market and competitor analysis • Developing customer/user profiles
Block 2	Module 3: Application of Business Modelling on the local biogas market	Spotlight on the thematic area and incorporation of practical experience: learn how to apply the methods and concepts locally and thematically.
	Module 4: Lessons Learned and Experience Sharing	Experience sharing from biogas project implementation in various countries.
	Module 5: Operational action plan	Definition of the next steps on the project Market exploration plan: <ul style="list-style-type: none"> • questioning • collection methods • analysis and synthesis methods
	Module 6: Closing ceremony	Explanation of coaching sessions and next steps. Evaluation of the projects by the participants. Delivery of certificates.
Block 3	Module 7: Follow-up coaching sessions	Follow-up coaching sessions were provided (virtually) after the completion of the trainings to reflect on the learnings of the participants and to valuate next possible steps

3.2 Schedule

The training program contained the following sessions:

Block 1 (Modules 1 and 2):

- 2 March 2022, 9.30am to 1.30pm CET + 30min break (Indonesia)
- 8 March 2022, 2pm to 6pm CET + 30min break (Ethiopia, Ghana, and South Africa)
- 9 March 2022: 2pm to 7pm CET (incl. 1h lunch break) (Argentina)

Block 2 (Modules 3, 4, 5, and 6):

- 15 March 2022, 2pm to 7.30pm CET, incl. 1h lunch break (Argentina)
- 16 March 2022 1pm to 6pm CET, incl. 30min lunch break (Ghana)
- 12 April 2022, 12pm to 5pm CET, incl. 30min break (South Africa)
- 7 April 2022, 1pm to 5.30pm CET + 30min break (Ethiopia)
- 8 April 2022, 8.30am to 1pm CET + 30min break (Indonesia)

Block 3 (Module 7):

- 29 March 2022, 2pm to 5.30pm CET (incl. 30min lunch break) (Ghana)
- 14 April 2022, 9.30am to 12.30pm CET + 30min break (Indonesia)
- 19 April 2022, 9am to 1pm CET, incl. 30min break (Ethiopia)
- 19 April 2022: 2pm to 6pm CET, incl. 1h lunch break (Argentina)
- 26 April 2022, 9.30am to 11am CET (South Africa)

3.3 Participants

The course was promoted by the consortium partners, including via the DiBiCoo website (see promotion banner here: [DiBiCoo's Business Design Trainings starting in March - DiBiCoo](#), respectively figure 8). Additionally, the DiBiCoo consortium partners were, together with the local co-trainers, responsible for coordinating the participation management. They made the selection of participants and made sure that all participants completed all three blocks.

In Ghana, 37 participants took part in the courses, in Indonesia 10 participants, in South Africa 23, in Ethiopia 17 and in Argentina 15. Certificates of attendance in the Business Design Training were issued to participants who had attended all three workshops. The certificate can be found in Annex B. Participation was assessed in form of participation lists and feedback questionnaires.



Figure 8: Promotion banner on the DiBiCoo website

4. Evaluation and Lessons Learned

For the evaluation of the trainings, a questionnaire was sent to the participants and evaluated afterwards. The questionnaire can be found in the annex of this document. The trainings were well received by the participants, which is also reflected in the positive feedback.

Regarding the evaluation of the course, the Argentine participants praised the good interaction between theory and practice and the work on the business canvas, which helped to clarify the design of a business model. The handling of the materials was also highly appreciated. On the other hand, however, the lack of materials in Spanish was criticised here.

Most of the Indonesian participants also found the courses very useful, which is also expressed by comments like the following provided in the questionnaire “Very aspiring training”, “Wishing to see more trainings like this in the future” or “Keep up the good job!”. However, the desire for more technical best practices was expressed.

Overall, the different backgrounds of the participants and their different previous knowledge required a lot of flexibility from the two international trainers in the conception of the trainings. After the first block and after getting to know the participants' horizons of experience, the trainers adapted the following sessions and partly redesigned them for the different countries. To address the different professional and experiential backgrounds of the participants, it was particularly helpful to have local co-trainers on board in addition to the two international business design trainers. The co-trainers were able to apply the theoretical input, methods and concepts to the respective local conditions and circumstances in the countries. Moreover, discussing the contents of the training modules in Bahasa Indonesia and Spanish helped a lot to promote active participation and the participants' own ideas and questions.

The interactive learning environment helped a lot to convey the content to the course participants. The agile working methods contributed to the participants being able to discuss their business plans with the trainers and the technical advisor in small working groups and also share their own experiences among each other.

In addition, different time zones in which the participants were located posed a challenge for the implementation of the trainings as well as for the coordination between the trainers, local co-trainers and the involved DiBiCoo consortium partners – which was, however, mastered well.

The DiBiCoo consortium partners were involved regarding the participant management, selection and invitation of participants. Thanks to their dedication and close contact with the participants, most of the participants completed all three blocks despite the time gap between blocks.

In conclusion, also according to the feedback of the participants, there is a great need for Business Design Trainings targeted at local biogas markets. More trainings like these are necessary to promote the biogas sector worldwide and to face the lack of knowledge about sustainable business models. Especially in the early stage of biogas projects – the pre-feasibility assessment, risk analysis and identification of challenges and potential for solutions and business opportunities, Business Design Trainings would be beneficial for project developers.

Annex A: Examples from the implementation

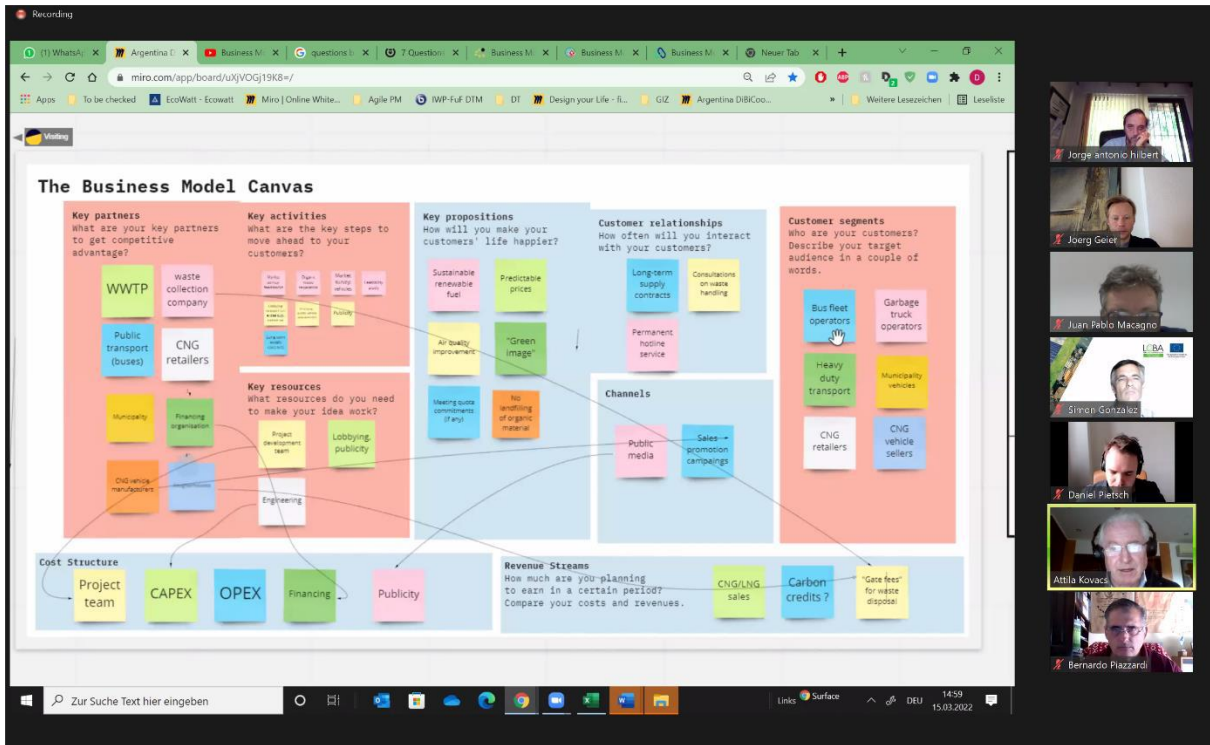


Figure 9: Block 2: Argentina (15 March 2022)

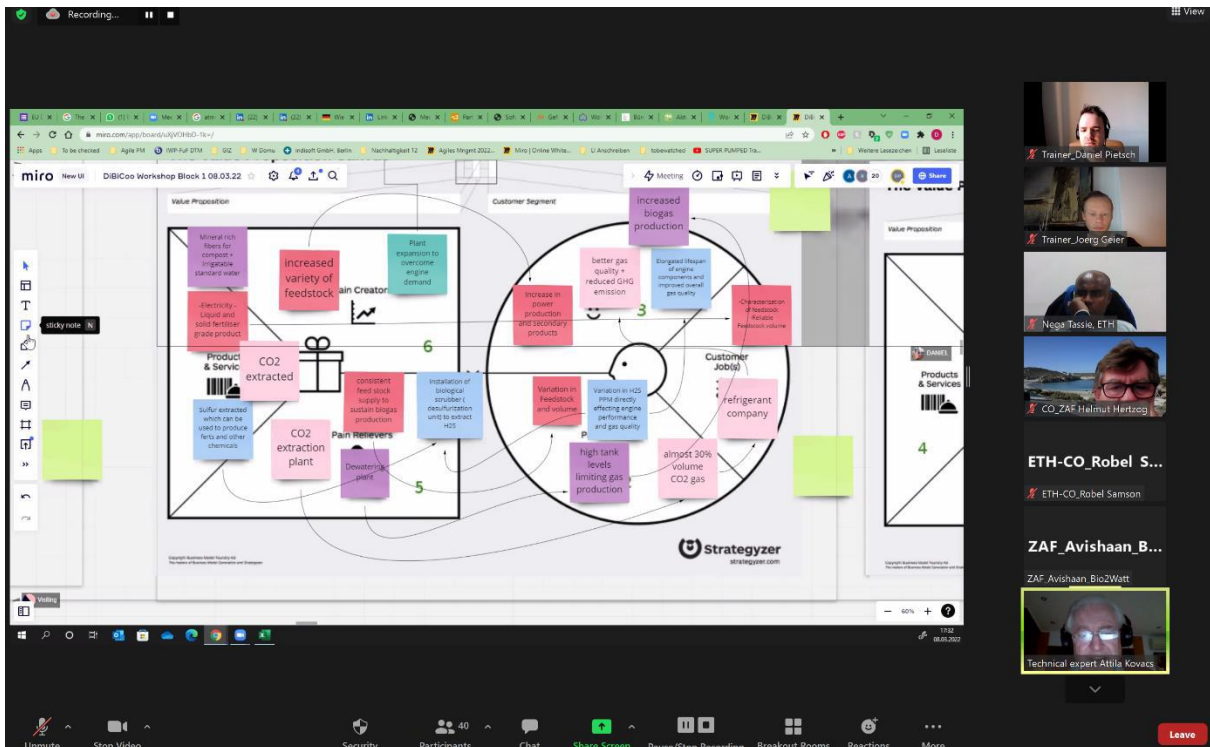


Figure 10: Block 1: Ethiopia, Ghana, and South Africa (8 March 2022)



Annex B: Feedback/Evaluation Form

Feedback Form

Delegate name (surname), first name:

Click or tap here to enter text.

Name of organization (partner organization; participating company, etc.):

Click or tap here to enter text.

Contact e-mail (partner organization; participating company, etc.):

Click or tap here to enter text.

I. ALL BLOCKS/MODULES

Materials & Tools

1. Were the materials (such as Canvas templates, PowerPoint slides, handouts, videos) shown useful to you?

Please rate from 1 (not useful) to 5 (very useful) by ticking the respective box below:

1 (not useful)	2	3	4	5 (very useful)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please explain your evaluation:

Click or tap here to enter text.

Concepts & Methods

2. Were the concepts (Business Model Canvas, Value Proposition Canvas, Lean Canvas) explained in sufficient detail? Please rate from 1 (not useful) to 5 (very useful) by ticking the respective box below:

1 (not useful)	2	3	4	5 (very useful)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments (please explain your evaluation and if there is any concept that was not clear to you):

Click or tap here to enter text.

3. Was the combination of methods (concept & background, breakout sessions, pitch training) used adequately for you as the participant? Please rate from 1 (not useful) to 5 (very useful) by ticking the respective box below:

1 (not useful)	2	3	4	5 (very useful)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments (please explain your evaluation and if there is a method that should have been used more or less often):

Click or tap here to enter text.

4. Did the balance between theory (explanations) and practice (exercises) work for you? Please rate from 1 (not useful) to 5 (very useful) by ticking the respective box below:

1 (not useful)	2	3	4	5 (very useful)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments (please explain your evaluation):

Click or tap here to enter text.

Facilitation

5. Did the facilitator(s) seem knowledgeable about the topic? Please rate from 1 (strongly disagree) to 5 (strongly agree) by ticking the respective box below:

1 (not useful)	2	3	4	5 (very useful)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments (please explain your evaluation):

Click or tap here to enter text.

Understanding, New Insights & Relevance

6. General understanding: Did the workshops improve your understanding of Business Model Design (and how to use the Business Model Canvas approach as an important toolkit)?

Click or tap here to enter text.

7. Relevance of content: How relevant is what you have learned for your daily/future work?

Click or tap here to enter text.

8. New insights: Will you be able to use the trainings outcome in your daily work?

Yes		No		Maybe
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>

Comments (if yes or maybe, what was the most insightful learning and how may you be applying newly gained insights?)

Click or tap here to enter text.

II. BLOCK 1 Training

This training unit focused on the following elements:

- A general introduction of the goal of the Business Design Training;
- An introduction of the Value Proposition Canvas (and exercises and the breakout session);
- An introduction of the Lean Canvas (and exercises and the breakout session);
- Group exercises in breakout sessions.

Attendance:

I attended the Block 1 training:

Yes		No
<input type="checkbox"/>		<input type="checkbox"/>

Introduction to Business Modelling

9. Please rate the introduction to Business Model Design (including theory on the Value Proposition Canvas and Lean Canvas on a scale from 1 (not useful) to 5 (very useful) by ticking the respective box underneath:

1 (not useful)		2		3		4		5 (very useful)
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>

Comments (please explain your evaluation):

Click or tap here to enter text.

Introduction to Business Design and Exercises

10. Please rate the introduction to Business Design and the exercises carried out in breakout sessions on a scale from 1 (not useful) to 5 (very useful) by ticking the respective box underneath:

1 (not useful)		2		3		4		5 (very useful)
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>

Comments (please explain your evaluation):

Click or tap here to enter text.

III. BLOCK 2 Training

This training unit focused on the following elements:

- An exploration of the local biogas market;
- A “deep dive” into the Business Model Canvas theory (the building on the Value Proposition Canvas and Lean Canvas models);
- Showcasing biogas good practice examples by technical expert (Attila Kovacs);
- Group exercises in breakout sessions;
- Pitch training.

Attendance:

I attended the Block 2 training:

Yes		No
<input type="checkbox"/>		<input type="checkbox"/>

“Deep dive” into the Business Model Canvas

11. Please rate the introduction to Business Model Canvas theory on a scale from 1 (not useful) to 5 (very useful) by ticking the respective box underneath:

1 (not useful)		2		3		4		5 (very useful)
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>

Comments (please explain your evaluation):

Click or tap here to enter text.

Showcasing of biogas good practice examples

12. Please rate the showcases of biogas good practice examples by our technical expert (Attila Kovacs) on a scale from 1 (not useful) to 5 (very useful) by ticking the respective box underneath:

1 (not useful)		2		3		4		5 (very useful)
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>

Comments (please explain your evaluation):

Click or tap here to enter text.

Group exercises in breakout sessions and pitches

13. Please rate the group exercises in breakout sessions and pitches on a scale from 1 (not useful) to 5 (very useful) by ticking the respective box underneath:

1 (not useful)		2		3		4		5 (very useful)
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>

Comments (please explain your evaluation):

Click or tap here to enter text.

IV. BLOCK 3 Training

This training unit focused on the following elements:

- Individual sessions and integration of learnings into individual business case;
- Short pitches on participants'/ biogas companies' integration of Business Model Canvas, Value Proposition Canvas, and Lean Canvas;
- Individual coaching.

Attendance:

I attended the Block 3 training:

Yes		No
<input type="checkbox"/>		<input type="checkbox"/>

Integration of learnings into individual business case

14. Please rate the individual sessions and integration of learnings into individual business case on a scale from 1 (not useful) to 5 (very useful) by ticking the respective box underneath:

1 (not useful)		2		3		4		5 (very useful)
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>

Comments (please explain your evaluation):

Click or tap here to enter text.

Final pitches

15. Please rate the final pitches by each team on their integration of the Business Model Canvas (including Value Proposition Canvas and Lean Canvas) into their overall Business Model on a scale from 1 (not useful) to 5 (very useful) by ticking the respective box underneath:

1 (not useful)		2		3		4		5 (very useful)
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>

Comments (please explain your evaluation):

Click or tap here to enter text.

Individual feedback and coaching

16. Have you attended any individual feedback or coaching session?

Yes		No
<input type="checkbox"/>		<input type="checkbox"/>

Comments (if yes, please specify who conducted the session, e.g. GIZ trainers, local co-trainers and/or the technical expert?)

Click or tap here to enter text.

17. Please rate the individual feedback and coaching you received on a scale from 1 (not useful) to 5 (very useful) by ticking the respective box underneath:

1 (not useful)		2		3		4		5 (very useful)
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>

Comments (please explain your evaluation):

Click or tap here to enter text.

18. Has there been a good balance between individual feedback/coaching and peer learning/group sessions?

Yes		No
<input type="checkbox"/>		<input type="checkbox"/>

Comments (please elaborate)

Click or tap here to enter text.

V. GENERAL COMMENTS

19. Please provide any additional feedback (questions, suggestions, recommendations) here:

Click or tap here to enter text.

Annex C: Certificate Template

 <p>Digital global Biogas Cooperation</p>	Coordinated by  <p>giz Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH</p>
	Implemented by  <p>SCHELLENBERGER VENTURES</p>
<p>Certificate of Participation</p> <p>Granted to: [First Name] [Family Name]</p> <p>Business Design Training Course <i>for Biogas Stakeholders in Africa, Asia, and Latin America</i> February to April 2022 (3 Days) - Hybrid Teaching</p> <p>Topics Covered</p> <ul style="list-style-type: none">• Business Design Training including introduction to Value Proposition Canvas, Lean Canvas, and Business Model Canvas;• Exploration of the local biogas market and showcasing of good practice examples involving expert advice;• Pitch training involving short pitches on the participants' integration of the learnings into their business model design;• Individual business case development;• Group exercises and discussions in breakout sessions. <p>_____ <i>Joerg Geier (Co-Trainer)</i></p> <p>_____ <i>Daniel Pietsch (Co-Trainer)</i></p> <p>Berlin, 15 April 2022</p> <p><small>This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No. 857804.</small></p>	



DiBiCoo Consortium Partners

Coordinator



Partners from exporting countries



Partners from importing countries





Digital global Biogas Cooperation

Project website: www.dibicoo.org

Project Coordinator contact

Dr. Johannes Anhorn
Deutsche Gesellschaft für
Internationale Zusammenarbeit (GIZ) GmbH
Wielinger Straße 52
82340 Feldafing, Germany
T +49 8157 938 0
F +49 8157 937 777
E johannes.anhorn@giz.de
I www.giz.de

Author

Octavian Holtz & Dr. Johannes Anhorn, Feldafing, Germany

Photo credits/sources

DiBiCoo consortium if not otherwise stated.
Staff member (<Consortium Member>/name) if not otherwise stated.

Disclaimer

Neither the author(s) or GIZ nor any other consortium member will accept any liability at any time for any kind of damage or loss that might occur to anybody from referring to this document. In addition, neither the European Commission nor the Agencies (or any person acting on their behalf) can be held responsible for the use made of the information provided in this document.

URL links

Responsibility for the content of external websites linked in this publication always lies with their respective publishers. The author(s) expressly dissociates themselves from such content.

Feldafing, 2022



This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement N° 857804. The sole responsibility for the content of this document lies with the authors. It does not necessarily reflect the opinion of the EU.