

**REPUBLIC OF SOUTH SUDAN NATIONAL  
DDR PROGRAMME 2013-2014 PILOT  
Pilot Reintegration Project**

**Agriculture Methods and  
Business Skills**

**TRAINING OF TRAINERS CURRICULUM**

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# BACKGROUND

The Disarmament, Demobilization, and Reintegration (DDR) Pilot Reintegration Project Livelihoods Support Component includes support for those ex-combatants interested to pursue a livelihood in agriculture. To achieve this, Agriculture Extension Workers in each of the states of South Sudan were coupled with an Information, Counselling, and Referral System (ICRS) partner to provide Agriculture Training for interested ex-combatants. A training of trainers program was implemented to assist and qualify the Extension Workers for this new task.

## TRAINING OF TRAINERS APPROACH

A 10-day training course was offered to agriculture extension workers chosen from a group that applied for the training from the states of Lakes, Warrap, Northern Bahr El Ghazal, and Western Bahr El Ghazal. For the initial phases of the training, ICRS case workers also participated so they could get better acquainted with their extension work partners.

The first design of this training program was based on similar designs that had been used for agriculture extension workers in nearby African countries, namely Kenya and Uganda. The material for this curriculum was also used before in South Sudan, particularly in the cities of Rumbek and Yei. Modifications were made, however, keeping in mind of ex-combatants as the recipients.

An international and national agricultural training specialist was selected to ensure objectives were met. A hotel in Juba which would provide accommodation for out of town participants was selected for the venue and a meeting room with proper space for tables as well as chairs and other equipment for the training were secured. Additionally, lunch was served at the site and two tea breaks were included. This ensured continuity of the workers' program for the day.

## CURRICULUM DESIGN AND TRAINING MODULES

The trainees—the Ministry of Agriculture Extension Workers along with their ICRS partners—reached out to ex-combatants who had begun the process of becoming farmers as individual farmers, as part of a partnership or a cooperative member.

The Agriculture TOT curriculum includes assistance in various farm activities from land preparation to harvesting as well as knowledge of the equipment and materials required.

Additionally, it includes the business components to being successful farmers including:

- Financial Knowledge (making a business plan, cash flow, record keeping including purchases, labor, sales, and costs). Other topics include marketing, transport of products, salesmanship.
- Establishing demonstration farms where successful farmers reside in order to expose ex-combatants to practices that achieve positive results and why. To enlist such farmers as mentors who can be looked up to from their many years of experience in the field and reassure those beginning a new career at a later stage (age-wise) in their life.
- Establish a method for farmers in the area to learn current prices of the products they grow, be it by radio or cell phone, because such information can make a large difference on when to sell. A place selected where the prices of products can be written and the date this information was obtained. Farmers can take turns obtaining this information, but the South Sudan National DDR Commission (NDDRC), the Ministry of Agriculture, and other private or government agency/NGOs in the area could also be resourceful in providing this information.
- Show farming as a family business where each household member can contribute, however small, to help reunite the family unit after years of fragmentation.
- Visit ex-combatants to assist with problems, both business and personal, to ensure a better re-entry to civilian life.

The training module should be adapted for future use as the ex-combatants needs are perceived.

## Structure of the Training of Trainers (TOT)

- The proposed training material can be covered in 10 days including six (6) hours of training per day, plus one (1) hour for lunch and two (2) tea breaks of 30-minute duration each.
- Trainees should be reminded at the beginning of the program that cell phone usage is limited to lunch and tea breaks unless there is a definable emergency.
- Trainees will be expected to complete homework assignments and preparation of training materials for class demonstrations.
- Trainees should develop materials for use in providing agricultural and business assistance to ex-combatants and their community members.
- Trainees should be encouraged to think independently and provide personal answers to questions asked rather than copy verbatim from their instructor or other class members.
- Each participant should be assisted in making the above possible, with language translation assistance where necessary. Many times a participant may understand the question, but may require more time to respond if using another language.
- When trainees are working in groups, change the group members from time to time. People generally join groups with members who are familiar to them but the training is an opportunity to get acquainted with fellow trainees from other parts of the country.
- Strongly emphasize that working together, even with those one may have some personal differences, can be rewarding financially as well as for finding abilities needed for their agriculture endeavor that they do not possess.

## TOT LEARNING GOALS:

The TOT seeks to attain the following goals:

- Design and develop training curricula based on the needs of ex-combatants and community members including usage of pictures as much as possible and small group formation to teach farming literacy and numeracy based on the “Hands On” material that is given to all trainees
- Produce a handbook that is a guide for trainers supporting small scale agricultural development for ex-combatants and community members
- Conduct training sessions that address the needs and problems of the participants
- Use participants’ knowledge, experience, and skills
- Consider every participant trainee and trainer
- Use practical real life activities so participants can learn by doing
- Consider a location and setting where participants feel at ease
- Stimulate creative ideas
- Encourage everyone to contribute
- Keep current with new ideas and developments which can be delivered in the field

## TOT KEY TRAINING INPUTS:

- Practical methods to improve
- Literacy and Numeracy training that is agriculture related
- The agricultural modules covering the following topics:
  - Land Preparation
  - Selecting Crops and Varieties

- Planting
- Agronomic Practices
- Basic Farm Tools
- Harvesting
- New Crops to Consider
- Demonstration Farms
- The business modules covering the following topics:
- Skills required for Agricultural Entrepreneurs
- Business Planning
- Record Keeping
- Knowing the Market
- Packaging
- Promotion
- Transport
- Expanding Your Business Possibilities

## TOT METHODOLOGY

Participatory learning methods – Participatory learning is a creative, problem solving method in which every participant participates actively. The learning process is just as important as the subject being learned. Key characteristics of the participatory learning method include:

- Addresses the needs and problems of the participants
- Uses participants’ knowledge, experience, and skills
- Considers every participant a trainer and trainee
- Uses practical real life activities so participants can learn by doing
- Takes place in a location that is amenable to the participants

# TOT MODULES

## MODULE 1: FOUNDATION BUILDING

Objective: To eliminate hesitation among participants and prepare them emotionally for the upcoming training.

Duration: 2-3 hours.

Materials: Flipchart and stand or chalkboard, handouts, notepaper, ballpoint pens, pencils, and marker pens.

Training details:

- Introduction of the training team:
  - Background of each trainer
  - Relevant experience
  - Questions from the participants
- Introductions by the participants:
  - Which state they come from
  - What type of work they do currently
  - What type of work they have done in the past
- Participants' expectations from the Training of Trainers:
  - Several sides of teaching agriculture
  - Agronomy side
  - Business side
  - Any additional expectations
- Upcoming Training of Trainers:
  - Structure
  - Lunch/break arrangements
  - Modules overview
  - Additional clarifications

## MODULE 2: NUMERACY AND LITERACY FOR AGRICULTURE

Duration: 2 days

*\* Generous usage of pictures to reinforce verbal and written explanations.*

Day 1: Literacy session in the morning, numeracy session in the afternoon.

Day 2: Literacy session in the morning, numeracy session in the afternoon.

Materials: "Hands On" training material, flipchart and stand or chalkboard, handouts, notepaper, ballpoint pens, pencils, and marker pens.

Training Details:

- Use of the Copian technique, “Hands On” contained in the training material;
- Use local language or interpreter so participants can truly participate where possible or needed;
- Show pictures of the subject material;
- Practice identifying, saying, and writing the names of farm tools, crops, farm animals and familiarize with word-age (e.g. Planting, Harvesting, Broadcasting, Staking);
- Use the cost of tool and farm animals as an introduction to the numeracy component. Have the trainees count out the SSP required to make these purchases; and
- Trainees should use a measuring devices such as a ruler, tape measure or a piece of rope to designate proper seed spacing for crops; These and similar exercises can show numerical amounts in an appropriate way for ex-combatants to understand.

## **MODULE 3: INTRODUCTION TO COMMON FARMING PRACTICES**

Duration: 6 hours

Materials: Training material on agronomy, land preparation, flipchart and stand or chalkboard, handouts, notepaper, ballpoint pens, pencils, and marker pens.

Training Details:

- Printed handouts used to illustrate farming practices and facilitate understanding;
- Agronomic Practices: activities farmers do in the field to get good crop yield;
- Comparison of local best practices with international ones;
- Land Preparation: the steps necessary to prepare land for planting;
- Planting (seeds, seedlings);
- Forecasting the ex-combatants’ training needs in the agricultural practices;
- Identifying the Ministry’s current capacity to train ex-combatants;
- Discussion of practices that are effective and not costly to introduce;
- Common mistakes; and
- New crops to consider: cereals, oilseeds, sugar, fruits and vegetables, flowers, coffee and tea.

## **MODULE 4: THE TOOLKIT (SMALL GROUP WORK)**

Duration: 2-3 hours

Materials: Training material on agricultural tools, flipchart and stand or chalkboard, handouts, notepaper, ballpoint pens, pencils, and marker pens.

Training Details:

- Use of the training material provided to introduce the most important gardening/agricultural tools;
- Equipment use: the importance of correct utilization;
- Equipment maintenance: the importance of regular maintenance and specific instructions;
- Equipment washing: the importance of washing the tools after every use; and
- Safety precautions.

## **MODULE 5: SMALL SCALE AGRIBUSINESS**

Duration: 8 hours

Materials: The handbook, flipchart and stand or chalkboard, handouts, notepaper, ballpoint pens, pencils, and marker pens.

Training Details:

- Equipment and materials needed for business;
- Experience in Farming;
- Desire to Succeed;
- Ability to take Risks;
- Market Research;
- Financial Knowledge (Fixed Costs, Working Costs, Costs of Production);
- Calculate the Selling Price and Depreciation;
- Business Sense, Business Plan, Sales and Cost Plan;
- Salesmanship; and
- Service.

## **MODULE 6: KNOWING THE MARKET**

Duration: 4 hours

Materials: The handbook, flipchart and stand or chalkboard, handouts, notepaper, ballpoint pens, pencils, and marker pens.

Training Details:

- The seven (7) important areas for consideration for businesses to succeed and grow:
  - Know what Customers want;
  - Treat Customers Well;
  - Deal with other Farm Businesses;
  - Create Demand;
  - Promotion;
  - Packaging; and
  - Transport.

## MODULE 7: VISITING THE MARKET

Duration: up to 1 day depending on location of training and markets

Training Details:

- Collect information on the kind of crops being sold as well as the prices
- Explore the demand for different crops
- Discussion of a crop area with market potential that participants believe has not been covered
- Talk to several farmers selling crops at the market:
  - Is the quality the same or does it differ?
  - Does the price reflect the difference in quality?
- Learn how do farmers bring their goods to market?
- Observe how things are packaged

## MODULE 8: DEMONSTRATION FARMS

Duration: 2-3 hours

In future DDR programs, it is hoped that demonstration farms are established in areas where extension workers and ICRS caseworkers are training ex-combatants adjust to their new livelihoods as farmers so as to reinforce the lessons being learned.

Successful farmers in the area demonstrate their roads to success by giving helpful tips on land preparation, planting, and choice of crops. Most importantly, new farmers can observe the farm and ask questions.

A meeting can be held, every two or three months, on the farm to discuss positive achievements of the ex-combatant farmers as well as unsolved problems.

In some cases, the master farmer might work with a small group on a particular crop project which could benefit everyone. One group might provide a certain amount of free labor for learning new farm skills.

A new crop might be planted with notes taken as to its success or, if delivered to market, the reaction of the customers.

This might also lead to the beginning of a new cooperative, a new product grown or a new friend who can share a bountiful harvest or solve a problem needing solution.

Training Details:

- Identify possible master farmers in the area and contact them about an opportunity to visit their farm and talk with them;
- After a meeting has been arranged, have the group decide on questions to ask;
- Inquire if there is a way to collaborate with the master farmer on a small project; and
- Ensure someone in the group takes notes during the meeting.

## MODULE 9: EXPANDING AND ORGANIZING YOUR BUSINESS

Duration: 1-2 hours

Materials: The handbook, flipchart and stand or chalkboard, handouts, notepaper, ballpoint pens, pencils, and marker pens.

A successful business must grow over time, that is, it should show an increase in profits and production levels. It should grow like a tree, slowly but surely.

This module will cover several important factors and questions to consider before making the decision to expand one's business.

- Profitability of business: Is there increased sales and profits in the least two years?
- Change in market: Has the market changed according to your market research?
- New products: Do you have access to new crops that are accepted by traders and food buyers?
- Resources: Considering that there will be additional start-up costs, do you have enough money to expand your business? Do you have land available for expansion or can you buy or rent it at a price that will continue to show a profit for what you are planting? Can get a loan?
- Labor: Do you have enough labor to grow more crops?
- Transport: Have you found adequate transport for larger quantities of crops at a price you can afford?

If the answer is “yes” to three or more questions, it may be the right time to expand one's business.

Discuss the above possibilities and consider:

- a larger partnership;
- a farm grower's association; or
- a cooperative.

## MODULE 10: INTRODUCTION TO AGRICULTURAL COOPERATIVES

Duration: 4-5 hours

Materials: “Advanced series on cooperatives” lessons, flipchart and stand or chalkboard, handouts, notepaper, ballpoint pens, pencils, and marker pens.

For this Module 10, the lessons on agricultural cooperatives are to be used. They can also be shared with the participants for them to use during the field training.

While the exact training needs are to be established during the Training of Trainers, below are the indicative topics to be covered in this module:

- What is a cooperative?
- The Marketing Services of the Cooperatives and How They Work;
- The Supply Chain of the Cooperative and How They Work;
- Product Collection of the Cooperative;
- Budgeting;
- Storage arrangements and challenges;
- Pricing; and
- Bookkeeping.

## MODULE 11: SO YOU STILL WANT TO BE A FARMER?

Duration: 1-2 hours

Materials: The handbook, flipchart and stand or chalkboard, handouts, notepaper, ballpoint pens, pencils, marker pens, and seeds.

This is a summary of the modules that have been discussed. It will allow for final questions on any topic. The trainer will re-emphasize the qualities and subject matter that are necessary to becoming a successful farmer. What must be highlighted is that farming is a business and must be treated as such. Record keeping is on par with weeding crops. A farmer is a decision maker and a risk taker. Ensure the individual understands the qualities necessary to be a successful farmer.

Reiterate business as a potential family matter that allows most family members to be a part of the farm project.

Stress the potential benefits of being part of a demonstration farm community and perhaps, at a later time, forming a farmer's association or cooperative.

Make sure the farmers-to-be have ways to contact Extension and ICRS workers so as to hopefully avoid major problems.

Bring some seeds to give to each person in order to leave on a positive note.