

AGENCY FOR INTERNATIONAL DEVELOPMENT PPC/CDIE/DI REPORT PROCESSING FORM

ENTER INFORMATION ONLY IF NOT INCLUDED ON COVER OR TITLE PAGE OF DOCUMENT

1. Project/Subproject Number 645-0229-3-80036	2. Contract/Grant Number 645-0229-C-00-9019	3. Publication Date July 1990
--	--	----------------------------------

4. Document Title/Translated Title

Farming and Agribusiness Training Needs Assessment Seminar Report

5. Author(s)

- Irma A. Allen
- Chemonics International Consulting Division
-

6. Contributing Organization(s)

7. Pagination 34	8. Report Number	9. Sponsoring A.I.D. Office USAID/Swaziland
---------------------	------------------	--

10. Abstract (optional - 250 word limit)

11. Subject Keywords (optional)

-
-
-
-
-
-

12. Supplementary Notes

13. Submitting Official Betsy Kalombo	14. Telephone Number (202) 466-5340	15. Today's Date 11/25/92
--	--	------------------------------

.....DO NOT write below this line.....

16. DOCID	17. Document Disposition DOCRD [] INV [] DUPLICATE []
-----------	--

**FARMING AND AGRIBUSINESS
TRAINING NEEDS ASSESSMENT SEMINAR REPORT**

**COMMERCIAL AGRICULTURAL PRODUCTION
AND MARKETING PROJECT**

Contract No. 645-0229-C-00-9019

Prepared in association with:

United States Agency for International Development

and

The Ministries of Agriculture and Cooperatives;
Commerce, Industry, and Tourism;
Education; and Finance
Mbabane, Swaziland

Prepared by:

Irma A. Allen

Chemonics International Consulting Division
2000 M Street, N.W., Suite 200
Washington, D.C. 20036

July 1990

TABLE OF CONTENTS

	<u>Page</u>
LIST OF ACRONYMS	i
SECTION I INTRODUCTION	1
A. The CAPM Project and Training	1
B. Objectives of the Seminar	1
SECTION II FARMING AND AGRIBUSINESS TRAINING NEEDS	2
A. Preliminary Findings of Training Needs Assessment	2
B. Summary of Comments from Participants	2
SECTION III TRAINING FOR THE PRIVATE SECTOR: DIFFERENT PERSPECTIVES	4
A. Donor Agencies	4
B. Training Institutions	5
C. Commercial Farmers	5
D. Farmers' Schemes	6
E. Cooperatives	7
F. Mid-size Agribusinesses	7
G. Large Agribusinesses	8
H. Extension Services	8
SECTION IV SELECTED ISSUES REGARDING TRAINING: GROUP DISCUSSIONS AND RECOMMENDATIONS	9
A. How Can Local Institutions Better Meet the Training Needs of Farming and Agribusiness?	9
B. Who Needs Training?	9
C. What Criteria Can Donors Use to Support Training in the Private Sector?	10
D. How Can the Effectiveness and Efficiency of Existing Training Programs Be Increased?	10
E. What Kinds of Training Programs and Approaches Are Recommended?	11
ANNEX A SEMINAR PROGRAM	A-1
ANNEX B OPENING SPEECH	B-1
ANNEX C FARMING AND AGRIBUSINESS TRAINING NEEDS ASSESSMENT: SUMMARY OF OBJECTIVES AND INITIAL FINDINGS	C-1
ANNEX D LIST OF PARTICIPANTS	D-1
ANNEX E CAPM TRAINING MODEL	E-1

LIST OF ACRONYMS

ACAT	African Cooperative Action Trust
ADAS	Agricultural Development and Advisory Services
BMEP	Business Management Extension Program
CAPM	Commercial Agricultural Production and Marketing
CCU	Central Cooperative Union
CIDA	Canadian International Development Agency
CODEC	Cooperative Development Education Center
CSRET	Cropping Systems Research and Extension Training Project
DEMS	Department of Extra-mural Studies
EDF	European Development Fund
EEC	European Economic Community
IDM	Institute of Development Management
MAMC	Mananga Management Center
MITC	Manzini Industrial Training Center
MOAC	Ministry of Agriculture and Cooperatives
NAMBOARD	National Agricultural Marketing Board
NGO	Nongovernmental Organization
SCOT	Swaziland College of Technology
SEDCO	Small Enterprise Development Company
SFDF	Swaziland Farmers Development Fund
SIMPA	Swaziland Institute of Management and Public Administration
SNL	Swazi Nation Land
UNISWA	University of Swaziland
USAID	United States Agency for International Development
VOCTIM	Vocational and Commercial Training Institute

SECTION I

INTRODUCTION

SECTION I
INTRODUCTION

A. The CAPM Project and Training

The Commercial Agricultural Production and Marketing (CAPM) Project, has as one of its long-term goals increased commercialization of farming and the development of agribusiness in Swaziland. A major project activity to achieve this goal is to assess training needs for personnel in the private and public sectors, and based on the findings, to facilitate local training in cooperation with the University of Swaziland and other training institutions. To this end, a consultant was employed to carry out a farming and agribusiness training needs assessment and to use the results to develop a strategic training plan for the CAPM Project. As part of the assessment, a seminar was held for representatives from training institutions and programs, extension services, farmers, agribusinessmen, donors, and various associations concerned with farming and agribusiness. This is a report of the seminar.

B. Objectives of the Seminar

The major objectives of the seminar were to:

- o Share the results of the Farming and Agribusiness Training Needs Assessment
- o Exchange ideas on training in this sector
- o Determine how local institutions can better meet training needs
- o Develop criteria for prioritizing training needs
- o Further identify target populations that require training in farming and agribusiness
- o Identify what kinds of new or alternative training programs are needed
- o Find ways of cooperating in training and making existing programs more efficient
- o Explore the idea of an annual agribusiness conference

SECTION II

FARMING AND AGRIBUSINESS TRAINING NEEDS

SECTION II
FARMING AND AGRIBUSINESS TRAINING NEEDS

A. Preliminary Findings of Training Needs Assessment

A presentation of the preliminary findings of the Farming and Agribusiness Training Needs Assessment was given by the assessment consultant, Dr. Irma Allen.

The main objective of the study was to identify training needs in the farming and agribusiness community, in particular:

- o Who are the target populations in need of training?
- o What is currently being done in training and by whom, including donors, businesses, and institutions?
- o What other training is needed?
- o What niche can CAPM fill with its training component?

The assessment methods included:

- o Reviewing relevant documents and literature
- o Conducting 40 unstructured interviews with a broad range of people related directly or indirectly to farming and agribusiness
- o Creating and distributing 45 questionnaires to collect training information from companies, associations, cooperatives, training institutions, extension services, and farmers
- o Conducting a training needs seminar to obtain input through discussion of selected training issues

A summary of findings, including a list of recommendations, is found in annex C, and also in greater depth in the Farming and Agribusiness Training Needs Consultancy Report, which is a companion piece to this report.

B. Summary of Comments from Participants

The following is a summary of comments from seminar participants:

- o With regard to extension services-farmer contact figures, a recent study was cited showing an extension services-farmer contact figure of about 40 percent, significantly

higher than the 20 percent figure cited in this study.
(This information will be followed up.)

- o Nongovernmental Organization (NGO) programs, which are emerging to support specific training needs, include the African Cooperative Action Trust (ACAT), the Swaziland Farmers Development Foundation (SFDF), and the European Economic Community's (EEC) Pre-Vocational Agriculture program for schools.
- o Farmers need to belong to groups or associations to facilitate the exchange of information. It was mentioned that farmers producing the same main crop do not have a vehicle for sharing experiences or expertise.
- o Farmers also need to belong to groups or associations to access training.
- o The idea of specific industries employing outreach officers was well received. Participants pointed out that the Cotton Board presently employs one extension officer, and with encouragement and support from the Ministry of Agriculture, such efforts could yield beneficial results.
- o Training programs should be designed and implemented at several levels within an organization.
- o The idea of a resource center for collecting and safeguarding farming and agribusiness resources was well received. The University of Swaziland (UNISWA) was suggested as a possible venue.
- o It was generally agreed that in-house training is most desirable, as it tends to be most relevant and does not depend on outsiders.
- o Given the present constraints of distance, limited transportation, and manpower, participants recognized that extension workers could not possibly reach all farmers, even to impart basic farming skills and information.
- o Since it is expensive to maintain outreach vehicles, participants suggested that a "grassroots" farmers' bulletin be produced regularly for farmers at large. Such a bulletin would create interest in farming and help enhance farmers' image. Successful images of model farmers for young people to emulate are needed to promote farming as a vocational choice.

There appeared to be significant interest in holding an annual farming and agribusiness conference to serve as a forum for the exchange and dissemination of information in this sector.

SECTION III

**TRAINING FOR THE PRIVATE SECTOR:
DIFFERENT PERSPECTIVES**

SECTION III
TRAINING FOR THE PRIVATE SECTOR: DIFFERENT PERSPECTIVES

To learn about training currently taking place and to appreciate differing viewpoints regarding training for farming and agribusiness, several short presentations were made and followed by questions (Q), answers (A), and comments (C). The individuals making the presentation are cited in the headings along with the organizations they represent.

A. Donor Agencies (i.e., USAID): C. Jenkins, USAID

USAID has been active in Swaziland for 20 years and has sponsored overseas training programs for nearly 500 participants who have received B.A., M.A., and Ph.D. degrees. Training has focussed on three main fields: education (two-thirds of the participants are now staffing training institutions, and one-quarter of these have replaced expatriates), health, and agriculture. A present and serious social concern is the rapid population growth rate. The average age in Swaziland is now below 15 years, and in the near future, 8,000 young Swazis will be joining the job market annually. There is interest in helping to develop the private sector. Every manpower-related study produced for Swaziland shows that business management skills are lacking and that more training is needed. A new project, STRIDE, will soon be providing management training for the private sector, and donors are aware of the need to provide support for training.

Discussion:

Q. "Is there a trained manpower shortage in the private sector?"

A. "Yes."

Q. "Are there specific programs for the training needs of local institutions?"

A. "There are opportunities for employers to put forward potential candidates to be trained in management skills. Through projects such as STRIDE and CAPM, there will be in-country, specifically tailored courses for Swaziland's business community. Participants will study about being loan officers as well as borrowers, learning to use money wisely, etc..."

Q. "It appears that although programs and staff are good in existing institutions, efforts to strengthen them through short projects are not good enough. Can existing programs and staff handle the training the private sector requires?"

A. "We need a linkage agreement with a strong institution, i.e., a U.S. university, willing to foster long-term design and implementation."

B. Training Institutions: Dr. Bheki Dlamini, Institute of Development Management (IDM)

Mr. Dlamini described the program of studies offered by IDM in Botswana, Swaziland, and Lesotho. Courses are mostly short-term (one to eight weeks) in the fields of general management skills, human resources, business, marketing, and management. IDM also provides customized courses and consulting services, such as analyzing and assessing training needs for businesses and institutions. In 1991, a new course entitled "Training of Trainers for Women Entrepreneurs" will be offered. Also planned is the establishment of a management resource center that will be available to managers from both the private and public sectors.

Discussion:

Q. "Who are the target groups for your courses?"

A. "Managers at upper levels."

Q. "How are you funded?"

A. "The government provides one-quarter of the operating budget. IDM generates the rest. There are some scholarships available for certain people in specific courses. These scholarships are limited in number."

Q. "Do Swazis use your institution for training in the private sector?"

A. "A large number of students are from the private sector. We receive a lot of support from the private sector. Many people want a degree program, and so they do their training outside IDM, as we provide only short courses."

C. Commercial Farmers: Dr. B. Xaba and C. Vickery

1. Dr. B. Xaba, Commercial Farmer

Dr. Xaba, who comes from a farming family background, is typical of many farmers who also hold other jobs. He discussed the training needs of the farmer from his perspective as a scientist. He differentiated between training and education, and pointed to attitudinal problems that must be addressed when conducting farmer training (both with the government and the individual). Some people feel they don't need training, and yet it is important that the farmer be made aware of the need for change.

Several other issues were raised, for example, the problem of subsistence versus entrepreneurship. The present necessity to pay for school fees, etc., forces the farmer to become a commercial grower to earn extra money. Rapid population growth was discussed. There is a great need to train people to create jobs in farming and agribusiness. Land tenure is also a problem. Some farmers purchase title-deed land and then fail because they are not able to manage it.

Dr. Xaba pointed out that farming is a high-risk business. Farmers need to learn how to make decisions to take calculated risks, and they need to love farming in order to engage in it successfully. He also discussed the value of dedicated, committed extension workers, and made two recommendations: 1) training for small farmers is best left to extension workers and farmer training centers where it is combined with on-the-job training; and 2) training must be ongoing and directed at management skills, loans, marketing, bookkeeping, and land management.

Discussion:

C. Primary education needs to be free and thus more widely available. Then it will be possible to reach farmers through bulletins and other reading materials.

C. Extension officers concentrate on old people who have generally lost their enthusiasm for farming. People who hold other jobs need farmer training as well.

Q. "Do extension officers receive orders not to go to private farms?"

A. "No, but some commercial farmers look down on extension workers."

2. C. Vickery, Commercial Farmer

Mr. Vickery pointed out the need for more non-formal training. He suggested that larger, successful farms could serve as models and sources of expertise. For example, cotton growing began through the initiative of a commercial farmer, and it is now a large industry. He also described the maize-growing contest that will soon take place. It is a short-term effort designed to help increase yields. The first prize is a bakkie, and there will be other prizes for winners and extension officers. The contest is also designed to arouse interest in schools. Donor agencies and the private sector are being asked to support this contest.

Q. "How will the participants and the winner be selected?"

A. "It will be complex, and much cooperation is needed."

D. Farmers' Schemes: J. Mdluli, Farmer, Mphetseni Pineapple Scheme

Mr. Mdluli stated that in his scheme, initially training was provided, but that for the last fifteen years, scheme members have had no additional training. Instructions are issued from the cannery and farmers in the scheme are not reached by any form of extension or other training program. He felt that to cope with the myriad changes and rising costs, and ultimately to succeed, the farmers in the scheme badly need regular training. He felt that a magazine or bulletin in English and siSwati would be very helpful.

Discussion:

C. A farmers' training course will be offered in August through the Ministry of Agriculture, with more courses to follow. Farm management needs to be taught in the Ministry. However, the question was asked, "How do you organize the group of people who need the training? How is training going to reach farmers?"

C. The importance of good extension workers to reach and impact the farmer was stressed.

C. The idea was endorsed whereby specific agribusinesses would develop outreach training programs to ensure the quality of the produce processed and/or marketed through them.

E. Cooperatives: Mr. Noah Simelane, Central Cooperative Union (CCU), Presented by G. Dlodlu, CCU

A short paper was presented on the role of CCU and its training activities. CCU's main functions are to supply farm inputs and to market farmers' produce through cooperative societies and a network of depots. CCU employs 152 people. Its major training institution is the Cooperative Development Center (CODEC), which offers short- and long-term (up to nine-month) courses, mainly on cooperative development, and management courses, mainly sponsored by the government and offered when funding is available. CCU also operates another education and training section that concentrates on member education. Training provides basic knowledge of cooperatives and also basic skills for small-scale business operations. This training section is scheduled to close at the end of 1991, because of a shortage of funds.

F. Mid-size Agribusinesses: Mr. John Weatherson, Agricultural Development Advisory Services (ADAS)

Mr. Weatherson provided insight into the problems of a medium-size agribusiness, highlighting the need for better credit facilities and credit training. His company is conducting some outreach to small and medium-size farmers. However, he stressed the difficulty and high cost of transport to reach remote rural areas.

He recommended that more effort be put into enriching agricultural awareness at the primary level to foster and maintain interest in the field. Teaching should be practical and include metalwork, woodwork, and hands-on courses. Teaching methods should develop inquiring minds. Extension workers should be paid higher salaries and be retrained at regular intervals. Finally, emphasis should be given to training farmers because they are in need of continuous motivation and support.

Discussion:

C. Many small farmers and businessmen see credit as a gift, not as a loan. There is a great need for credit training.

C. Farm credit is available, but people need to know how to access it, and what it is to be used for.

G. Large Agribusinesses: Mr. S.S. Mngadi, Simunye Sugar Estates

Mr. Mngadi explained the training program for this large agribusiness of 3,800 employees. The company has a fully staffed Training Department that runs programs to meet the requirements of personnel at three levels: general worker to artisan, supervisor and technician, and management. The training is directed at developing an industrial orientation, technical skills, and supervisory and management competency.

There are many different kinds of courses of varying duration: in-company, external, and correspondence. Employees are motivated to improve themselves through incentives, such as reimbursement of course fees after successful completion of 'O' level courses. The company is also building a Management Development Center, where of progress will be assessed and used for promotional purposes.

H. Extension Services: Mr. Willard Nxumalo, Ministry of Agriculture and Cooperatives (MOAC)

Mr. Nxumalo explained the kinds of extension services offered by the Ministry of Agriculture. These include field extension services in crops, livestock, home economics, 4S (youth agriculture), and general agricultural information.

An important point was raised that although a large number of people claim to be farmers, many are not serious farmers and are not interested enough to attend training courses. To be cost-effective, training should be channelled to people who are serious about farming and who want to make it a success.

SECTION IV

**SELECTED ISSUES REGARDING TRAINING:
GROUP DISCUSSIONS AND RECOMMENDATIONS**

SECTION IV
SELECTED TRAINING ISSUES:
GROUP DISCUSSIONS AND RECOMMENDATIONS

Five small groups were formed to discuss important issues and provide recommendations for future training strategies.

A. How Can Local Training Institutions Better Meet the Training Needs of Farming and Agribusiness?

Group 1 found some limitations with existing training programs. In general, they are broad-based and not designed specifically for farming and agribusiness. For example, Swaziland College of Technology (SCOT) and the Vocational and Commercial Training Institute Matsapha (VOCTIM) have general courses on motor mechanics and general commercial/business courses, but none that are tailored for farming. The group made the following recommendations:

- o Farm mechanics/maintenance courses should be improved at SCOT, VOCTIM, and Manzini Industrial Training Center (MITC) for different entry levels.
- o All institutions should design short programs (regardless of entry levels) to cater to the needs of farmers in farm maintenance.
- o Radio and/or TV programs should be designed and broadcast on "how to" agricultural skills for farmers.
- o Business management courses should be offered at institutions like the Business Management Extension Program (BMEP) and SCOT.
- o Farmer training centers should be revitalized and improved.
- o Specific training is needed in marketing Swazi-grown produce in South Africa.

B. Who Needs Training?

Group 2 listed potential trainees under five headings:

- o Farming sector: Swazi Nation Land (SNL) farmers, farming groups such as cooperatives, associations, and committees
- o Agribusiness personnel: suppliers such as CCU, vendors, and retailers

- o Support personnel: extension workers, advisors (technical, credit, and business), and media people
- o Educational institutions: primary school students (this training should be free), secondary, and university students
- o Community leaders: chiefs and indunas (traditional local leaders)

C. What Criteria Can Donors Use to Support Farming and Agribusiness Training in the Private Sector?

After a very lively discussion, Group 3 made the following recommendations:

- o Donors should support ongoing training institutions advocating the "training of trainers" approach.
- o Training should be demand driven and based on the results of needs assessments.
- o Assistance should be given to training institutions to focus on business management courses.
- o More assistance is needed for poor farmers via the support of grassroots groups and using hands-on demonstrations and training prior to granting credit.
- o Studies should be carried out to determine which farmers require agribusiness management skills training.
- o Donors should help farmers identify viable farming activities.
- o More observation tours are needed for individuals in the farming and agribusiness sector.

D. How Can the Effectiveness and Efficiency of Existing Training Programs be Increased?

Group 4 discussed the lack of training available to small and medium-size enterprises and the lack of facilities for basic farming skills training such as dairy farming. The following recommendations were made:

- o Government, donors, and the private sector should assist in the development of training through various organizations, such as farmers associations, farmer training centers, CCU depots, and ongoing agricultural training programs such as the Farmers Development Foundation.

- o Training activities should draw from the training materials of companies already involved in training.
- o The idea of a farming and agribusiness resource center, accessible to all training efforts, was endorsed.
- o Practical, activity-based training materials should be developed.
- o Training-of-trainer courses, using practical materials, should be instituted.
- o A directory of existing training programs should be compiled for use by everyone involved in the agricultural training sector. The directory should also list available expertise (manpower) in the various training areas.

E. What Kinds of Training Programs and Approaches are Recommended?

Group 5 felt that training should be tailored to specific target groups, focusing on specific products, as there are significant differences in the type of training needed by different groups. For example, small SNL producers may need education rather than training. A new type of agribusiness may need vertically integrated training, which tends to be similar for all participants. A group of small producers may require a novel approach to credit training. The following approaches were recommended:

- o Make use of existing knowledge.
- o Encourage large companies to loan some of their developed training programs.
- o Use a farmer-to-farmer transfer approach.
- o Use mass media to disseminate information (radio, printed media).
- o Assist farmers to organize according to production categories, for example, bananas.
- o Use national and regional field days by industry.
- o Use the SEDCO approach.

ANNEX A

SEMINAR PROGRAM

ANNEX A
SEMINAR PROGRAM

PROGRAM

TRAINING FOR FARMING AND AGRIBUSINESS
A NEEDS ASSESSMENT SEMINAR
COMMERCIAL AGRICULTURE PRODUCTION AND MARKETING (CAPM) PROJECT

1. Welcome: F. Buckham, Principal Secretary, MOAC
K. Kennedy, Chief of Party, CAPM Project
2. Introduction of Participants
3. Training Trends in Farming and Agribusiness:
Initial Results of the Training Needs Assessment
Irma Allen, CAPM Consultant
4. TEA BREAK
5. Training for the Private Sector: Different Perspectives

Donor Agencies
Training Institutions
Commercial Farmers
Government Extension Services
Cooperatives/Schemes
Large Agribusinesses
6. LUNCH
7. Small Groups to Discuss and Provide Recommendations
on Selected Issues:

Group 1 - Are Local Training Institutions Meeting the Needs
of Farming and Agribusiness?
How Can They Better Meet These Needs?
(Discuss programs in terms of quality, quantity,
variety, cost, scheduling. Make practical
recommendations.)

Group 2 - Who Needs Training?
(Look for target groups who need special
skills for work related directly or indirectly to
farming and agribusiness.

Group 3 - What Criteria Can Donors Use for Supporting
Farming and Agribusiness Training in the Private
Sector? What are the Priorities?

Some examples of criteria are:

- Training where there will be a large multiplier effect
- Training for a sector of the population that is presently not receiving any training
- Training for the poorest sector of the population in agribusiness
- Training for the agribusiness sector, which is most likely to make money and create more jobs

Group 4 - How Can the Effectiveness and Efficiency of Existing Training Programs be Increased? (Discuss such things as: avenues of cooperation among private enterprise, government, and donors, training methods and approaches used, e.g., apprenticeships, and alternative kinds of training)

Group 5 - What Kinds of Training Programs and Approaches Are Recommended?
(Discuss pros/cons of different types of programs, e.g., workshops, seminars. Which approaches are preferred for what?)

Group 6 - Would an Annual Farming and Agribusiness Conference with a Theme and Wide Participation from Government and Private Sector Be Useful? (Give suggestions of themes, activities, participants, etc.) (Not implemented because there was a consensus that such a conference would be very valuable.)

8. Presentation and Discussion of Small-Group Recommendations.
9. Closing Remarks

ANNEX B

OPENING SPEECH

5

ANNEX B
OPENING SPEECH

INTRODUCTION TO CAPM'S FARMING AND AGRIBUSINESS
TRAINING NEEDS ASSESSMENT SEMINAR

Mr. Frank Buckham, by Principal Secretary, MOAC

Ladies and Gentlemen:

It is my pleasure to open this Commercial Agricultural Production and Marketing Project (CAPM) Seminar, which has three major objectives:

1. To share the preliminary findings of a Training Needs Assessment;
2. To exchange ideas on training for the farming and agribusiness sector with a view to improving training programs and strategies; and
3. To obtain input on some selected issues regarding training.

This seminar is very timely in view of several ongoing endeavors and projects that will impact on training. It also responds to the appeal made recently by the prime minister when he addressed a meeting of the Federation of Swaziland Employers. He spoke of the need to identify areas where there was a need for training and recommended "close collaboration between industries or prospective employers and the institutions engaged in manpower training so as to ensure that training programs reflect accurately the skills required by industries or the prospective employers." He also observed that there is a growing need to train people for self-employment, and therefore it is time for institutions of higher learning to start looking at the possibility of training young Swazis how to run small business operations as a means of earning a living.

Certainly, I think that we all agree that we need, at all times, multi-disciplinary, multi-faceted training programs to empower farmers and those in agribusiness and to create a strong working link between the private and public sectors.

The CAPM project, which is a joint effort between USAID and the Government of Swaziland, is being implemented by Chemonics International. As part of their efforts, Dr. Irma Allen has been employed as a consultant to assess the training needs of farming and agribusiness, as well as to develop a strategy for the implementation of a training program under CAPM.

You, the participants, have some interest and experience in the field of training and have been invited to this seminar so that we can benefit from your collective ideas. We hope that today we are initiating a dialogue and working relationships among all of us who are concerned about the necessity of bringing more of the people of Swaziland into the development process through practical training and education. Before I conclude my remarks, I would like to caution ourselves that no national development plans would be successful in the long term without sufficient human resources development to back them up, and that it is quite possible for national development plans to put too much emphasis on grandiose or prestigious physical development projects and ignore the important development of a nation's human resources. The long and the short of this is simply that such development is doomed to failure in the long term.

It is very gratifying therefore, to see that the CAPM project is addressing the problem as we see it in Swaziland.

At this time, I would like to reaffirm my Ministry's commitment to support and encourage training at all levels and to congratulate CAPM on holding this seminar.

It is my pleasure to declare the seminar officially open.

ANNEX C

**FARMING AND AGRIBUSINESS TRAINING NEEDS ASSESSMENT:
SUMMARY OF OBJECTIVES AND FINDINGS**

ANNEX C

FARMING AND AGRIBUSINESS TRAINING NEEDS ASSESSMENT SUMMARY OF OBJECTIVES AND FINDINGS

A. Objectives

One of the main reasons for doing the farming and agribusiness training needs assessment was to find a rational base for designing a training program for the CAPM Project. The main objective of the study was to identify the training needs in farming and agribusiness with regard to:

- o Target populations who need training
- o What is being done in training and by whom--donors, businesses, institutions
- o What other training is needed
- o What niche CAPM can fill with its training component

The methods used were:

- o Review of relevant documents
- o Unstructured interviews (40) with a broad range of people directly or indirectly related to farming and agribusiness
- o Questionnaires to collect information from 45 companies, associations, cooperatives, training institutions, extension services, and farmers
- o A training seminar to obtain input from the discussion of selected training issues

The seminar is an important part of the study. Its objectives are:

- o To share the results of the Training Needs Assessment
- o To exchange ideas on training for farming and agribusinesses to help develop future strategies
- o To determine whether training programs provided by local institutions are meeting the training needs of farming and agribusiness
- o To develop criteria for prioritizing training needs

- o To provide further input toward identifying target populations that require training in agribusiness
- o To identify what kind of new or alternative training programs are needed in agribusiness
- o To find ways of cooperating in training, thus making existing programs more efficient
- o To discuss the idea of an annual conference on agribusiness and commercial agriculture

Since we primarily want your input today, I will present only a brief general summary of initial findings and consequent recommendations. A report that will include survey data and recommendations from this seminar will follow.

B. Summary of Findings

1. Target Population

The target population emerged as a result of the interviews. It soon became evident that there is no real consensus as to what the "agribusiness" sector comprises. Therefore, for the purpose of this study, "agribusiness" refers to any enterprise that produces, and/or processes, and/or buys/sells food or fiber for commercial purposes. We have taken the broadest definition of the term. Within this definition, the target population in farming and agribusiness is described below.

TABLE 1. TARGET POPULATION FOR TRAINING IN FARMING/AGRIBUSINESS

<p>Farmers and Workers in Agribusiness</p> <ul style="list-style-type: none"> o Large Enterprises <ul style="list-style-type: none"> Sugar Fresh Fruit (i.e., pineapples and citrus) Forestry and Forestry Products Fruit Canning & Food Processing Cotton & Textiles o Middle-Size Enterprises <ul style="list-style-type: none"> Fertilizers & Chemicals Commercial Farming Dairy Production and Animal Feed Livestock Production, Meat Processing & Marketing Mohair and Weaving Milling Farm Equipment/Materials Banking

2

TABLE 1. TARGET POPULATION FOR TRAINING IN FARMING/AGRIBUSINESS
(continued)

Haulage
o Small-size Enterprises
Fruit and Vegetable Wholesaling
Market Staff Operation
SNL (Commercial) Farming
Milling
Produce Transport
Staff and Members of Agricultural Schemes
Irrigation schemes (e.g., IFAD, Vuvulane, Inyoni Yami)
Pineapple scheme (Mphetseni)
Livestock (e.g., poultry)
Staff and Members of Cooperatives
Central Cooperative Union
Cooperatives (158)
Depots
Staff and Members of Associations and Government
Technical (e.g., Sugar Association, Citrus Association, Amadoda, SIPTM)
Business (e.g., SEDCO, Chamber of Commerce & Industry Extension Service Officers
Ministry of Agriculture
Agriculture
Home Economics
Veterinary & Livestock Services
Cooperatives
Forestry
Ministry of Commerce - Commercial Officers
Ministry of Education - Coordinators, Rural Education Centres
Tinkhundla - Community Development Officers
Staff of Training Institutions
Mananga Management Centre (MAMC)
Swaziland College of Technology (SCOT)
Institute of Development Management (IDM)
Cooperative Development Centre (CODEC)
Vocational and Commercial Training Institute (VOCTIM)
University of Swaziland (UNISWA) Faculty of Agriculture and Department of Extra-mural Studies (DEMS)
Lwati Training Institute
Swaziland Institute of Management & Public Administration (SIMPA)
Manzini Industrial Training College (MITC)
Business Management Extension Service (BMEP)

21

Members of the extension services and training programs and institutions are included in the target population because as training providers for farming and agribusiness, they themselves are part of the population needing training for that sector. Farmers who belong to schemes or cooperatives have been included separately, as they form a different kind of target group from individuals.

2. Current Training Available

The interviews and questionnaires revealed wide disparity in the quantity and quality of training available to farmers and workers in agribusiness. In general, large agribusinesses, e.g., Usuthu and Simunye, have very well-developed training programs. They have established training departments with training managers, staff, and specialized facilities where a large amount of training is conducted. The main objectives of these training programs are to ensure a stable labor force and to upgrade the quality of their manpower.

A large proportion of large agribusiness training is in house and is carried out by the company's own trainers or through the services of an outside institution or program. The preferred assessment techniques are generally criterion-referenced.

At present, there appears to be heavy reliance on South African outreach training programs. The main reasons given are that in some cases, very specialized training is required, and it is not available in country. Also, there are relatively few outreach programs from local institutions, and companies need to train on site so that training takes place with minimum disruption to the company's operation. Another reason cited is that the quality of training locally is not as high as companies would like.

Mid-size agribusinesses are aware of the value of training, but because of economic constraints, are not generally in a strong enough position to organize separate training departments. However, some, e.g., Swazi Bank, do have training officers and training plans.

In general, the only training available to commercial farmers on title-deed land and to middle-size agribusinesses is whatever they can organize and pay for themselves. Training programs offered by private institutions (e.g., Mananga and IDM) are used, but not extensively. The reasons given for this include: lack of financial resources, and the fact that employees cannot be spared away from the farm or business for more than a few days at a time. Nevertheless, quite a bit of non-formal training on the job appears to be taking place. Fortunately, the owners and managers of these enterprises are willing to share their skills and try to promote training within their own financial constraints.

Small-size enterprises, usually owner-operated and with minimum staff, are characterized by a relatively low educational level and limited training. Nevertheless they are the target population of several training endeavors. This sector is the target group of most of the Extension Services' efforts.

TABLE 2. EXTENSION SERVICES FOR SMALL FARMS AND SMALL BUSINESSES

Extension Service	Target Population
MOAC Extension	
Agriculture (139)	300,000 rural people
Home Economics (37)	approx. 3,000 rural women
Veterinary and Livestock Services (150)	25,000 cattle-owners
Cooperatives (25)	6,320 people (158 coops)
Forestry (8)	
MCIT Extension	
Commercial (10)	460 small-business operators
MOE Extension (Adult Education)	
Coordinators (8)	whole rural community
Tinkhundla	
Community Dev. Officers (90)	whole rural community

In general, training is provided to small farmers and workers in small agribusinesses through extension field workers. However, two formidable constraints are: the large size of the target population and its wide distribution; and very limited transportation for use by extension workers.

3. Training Institutions

Six training institutions in the country provide formal training that can be utilized by the farming and agribusiness sector. These are: the University of Swaziland (UNISWA), especially the Faculties of Agriculture and DEMS, Swaziland College of Technology (SCOT), Vocational and Commercial Training Institute (VOCTIM), Cooperative Development Centre (CODEC), Mananga Management Centre (MAMC), and Institute for Development Management (IDM). Of these only UNISWA, SCOT, VOCTIM, and SIMPA (to a more limited extent) offer long-term pre-service training. The rest, on the whole, provide short in-service courses.

4. Training Programs/Projects

As a result of perceived needs, several new training programs have been instituted and are in great demand. The most well-known of these are the Manzini Industrial Training Centre (MITC), which provides crafts and other vocational training for students with minimal educational qualifications; the Business

27

Management Extension Program (BMEP), which provides management services and training to small businesspersons; the Lwati Training Institute, which provides a broad range of courses (mainly in business/management) for the private sector. Other special training programs include the Swaziland Farmers Development Foundation, which assists small farmers (especially rural women) to carry out commercial vegetable production.

5. Donor Support for Training

Donor support for training is considerable. This is understandable in light of the fact that Swaziland's Fourth National Development Plan clearly outlines as one of three national priorities for development, the "creation of more jobs through vocational training programmes, as well as the establishment of productive agriculture employment opportunities in the rural areas."

The value of development assistance to Swaziland in 1988 was estimated at around US\$54 million. This constituted about 10 percent of the country's GDP, and amounted to about US\$74 per person. Seventy percent of the total funds (roughly US\$23 million) available for technical assistance were distributed among three sectors: education (42 percent), health (16 percent), and agriculture (12 percent). This distribution again is consistent with the government's priorities of developing a strong education system to meet the country's growing needs, promoting greater reliance on local skills, creating a healthy population and labor force, and promoting domestic production to help achieve food security.

Apart from supporting the National Development Plans, it appears that donors are committed to human resource development. There is significant evidence to show that investment in this area has the greatest potential returns.

Some of the donor-funded activities that are presently supporting training for the farming and agribusiness sector include USAID projects such as the Swaziland Manpower Development Project (SWAMDP) and the Cropping Systems Research and Extension Training Project (CSRET), European Economic Community (EEC) micro-projects and training for pre-vocational agriculture, the Republic of China's agricultural schemes and short-term training, the Food and Agriculture Organization (FAO) People's Participation Project, the CARE/Swaziland Training for Entrepreneurs Project, EDF's technical assistance to MOAC, Republic of South Africa technical assistance to MOAC for tobacco and livestock production, and CIDA small rural projects for self-reliance.

6. Private Sector Training Through Associations

The strength of the various technical and business associations in Swaziland varies considerably. Some of them are

well managed and offer training services to their members, while others are not very effective. Presently they generally represent untapped potential for training.

7. Additional Training Programs Required

Requests for a wide range of training programs have been made. They generally fall into two broad categories: training programs designed to develop special skills, attitudes, and knowledge for a specific job or for a specific crop, and those that enable the farmer or agribusiness to function as a commercial enterprise (e.g., management, business, communication). Gradually, there appears to be a growing appreciation for training in the latter category, especially among those who have been exposed to some aspect of business or management.

C. Conclusions and Recommendations

1. Conclusion. There is growing evidence that efforts to train all average homesteads (1.7 ha for crops) in order to commercialize are spread too thin and are not realizing the desired results.

Recommendation. Strong training programs should be started for the 21,000 homesteads or so that have larger holdings, are already producing surpluses, and are in a strong position to be viable commercial enterprises. At the same time, special services (e.g., advisory credit and/or marketing) also need to be made available. These could be provided through associations, training institutions, or special agencies.

2. Conclusion. There is evidence that farmers who are members of associations, schemes, or cooperatives are committed to commercial agriculture.

Recommendation. Specialized training programs should be systematically mounted through cooperatives, associations, or schemes.

3. Conclusion. The middle-size farmer and agribusiness person is presently receiving little, if any, training.

Recommendation. CAPM and future projects should support training in this sector. One way of doing so is to strengthen existing associations, e.g., Amadoda, and the Chamber of Commerce and Industry, so they, in turn, can provide regular training services.

4. Conclusion. The existing extension services cannot effectively serve the large populations whom most of them are expected to contact.

Recommendation. Support should be given to the development of a "private sector" extension service. This could be done through various industries and associations. For example, Swazi Meat Industries could have an extension service for its livestock producers. Similarly, there could be specialized extension services from Namboard, the Dairy Board, the Cotton Association, etc. This approach would result in upgrading production and quality. The training efforts would be directed to those already engaged in the enterprise.

5. Conclusion. There appears to be no channel for communication or linkage between the farming and agribusiness sector and training institutions.

Recommendation. UNISWA's Faculty of Agriculture should consider establishing such a link.

6. Conclusion. Although it does occasionally carry out training activities, UNISWA presently does not have a regular outreach program for the farming community.

Recommendation: UNISWA (supported by CAPM) should investigate the feasibility of establishing such a service.

7. Conclusion. There appears to be a desire for more sharing of ideas and expertise among members of the farming and agribusiness sector.

Recommendation. UNISWA should organize an annual conference for farming and agribusiness with a theme, where there would be participation from service and equipment companies, and the private and public sectors, to introduce new trends, strengthen communication, share information, etc.

8. Conclusion. The government extension officers appear to be the major beneficiaries of donor assistance, which is understandable given the "multiplier effect." However, there have been constraints in achieving the best delivery in grassroots efforts.

Recommendation. Although most donor agencies have directly supported government training efforts, they should now commit resources to support training for the private sector. They need to work out priorities and channels for that support.

9. Conclusion. There appears to be a lot of duplication with regard to training materials (e.g., modules on common topics, simple recordkeeping, and project planning).

Recommendation. A resource center for training materials should be created, and such materials collected and

made available. Training departments of large agribusinesses might be willing to share some of their training materials with the center.

10. Conclusion. Coordination of training programs for certain target populations is needed, especially in rural areas. For example, there are a variety of programs providing workshops in business management, and it is important that training programs be complementary or supplementary to one another to be cost-effective.

Recommendation. A mechanism should be established for closer coordination of training programs in this sector.

11. Conclusion. Relatively few evaluations have been performed of the various methods used to deliver training for the farming and agribusiness sector. Most training is in the form of workshops.

Recommendation. In the implementation of future training programs (i.e., CAPM's), various methods should be used and evaluated. The results will serve as a valuable guide for other programs to use.

12. Conclusion. Livestock producers in general are not receiving any systematic training in cattle production.

Recommendation. Veterinary assistants should be given appropriate training so they can expand their livestock extension services.

13. Conclusion. There appears to be very little training on the sustainability of the natural resource base upon which farming and agribusiness depends.

Recommendation. Emphasis should be placed on training that will result in better resource use and conservation.

14. Conclusion. A coordinated training approach is needed for this sector to provide depth and quality of training.

Recommendation. The proposed "CAPM Training Model" (see annex E) should be considered as a possible approach.

Dr. Irma Allen
July 20, 1990

ANNEX D

LIST OF PARTICIPANTS

ANNEX D

LIST OF PARTICIPANTS
FARMING AND AGRIBUSINESS
TRAINING NEEDS SEMINAR

July 19, 1990

Name	Organization	P.O. Box	Tel
C.J. Vickery	Swazi Spice Works	45, Malkerns	83033
Joseph Lattuada	Care International	2266, Manzini	54360
A.A. Nxumalo	Min. of Commerce	451, Mbabane	43201
H.T. Dupuis	Lwati Training	A485, Mbabane	43065
D. Sharma	USAID	745, Mbabane	46430
A.B. Xaba	Farmer	1180, Manzini	52511
C. Motsa	Min. of Agric.	162, Mbabane	42731
R.S. Thwala	S.A.B.	1789, Manzini	84411
R.G. Cockell	Usutu Pulp Co.	P/B, Mbabane	74311
H. van den Berg	MOAC-MAU	162, Mbabane	42731
Lon J. Muffitt	TransCentury/SWAMP	A405, Mbabane	44513
M. Mmema	Sibakho Chamber of Commerce	1454, Mbabane	43079
D.R. Allen	Ekundizeni Farm	1830, Manzini	84010/ 84886
Irma Allen	CAPM	A485, Mbabane	43631
Kim Kennedy	CAPM	A485, Mbabane	43631
Susan Fine	USAID	750, Mbabane	46430
B.R. Dlamini	IDM	1534, Mbabane	42203
H. Sukati	SCOT	64, Mbabane	42681
P.M. Dlamini	UNISWA	P.O. Luyengo	83021
R.B. Zwane	Agric/Crops	162, Mbabane	42731
D.O.M. Gooday	Min. of Education	39, Mbabane	43307
Jacob Mdluli	Mphetseni Coop	30, Malkerns	
R.H. Matsebula	Min. of Agric.	162, Mbabane	42731
J. Weatherson	ADAS	229, Veni	54359
J. Pape	S.F.D.F.	549, Manzini	55156
S.S. Mngadi	Simunye Sugar	1, Simunye	38133
B.M. Dlamini	UNISWA	P.O. Luyengo	83021
S. Mngomezulu	SEDCO	A186, Mbabane	42811
F.M. Fakudze	SEDCO	A186, Mbabane	42811
O.Z. Mamba	Swazi Bank	336, Mbabane	42551
G.M. Dlodlu	CCU	551, Manzini	52787/
C. Fritsch	CAPM	A485, Mbabane	43631
V. Matsebula	SIMPA	495, Mbabane	42981
I. Rossiter	MOAC/EEC	A36, Mbabane	

Name	Organization	P.O. Box	Tel
Olive Simelane	Philani Poultry	32, Mbabane	23014
W.D. Sukumani	Swazi Commercial Amadoda	63, Manzini	52397
C. Kenyon	USAID	750, Mbabane	46430
Nokukhanya Gamede	BMEP	2187, Manzini	52491
A.M. Mntshali	CODEC	1323, Mbabane	61086
Sifiso Ndwandwe	BMEP	2187, Manzini	52491
S.M.W. Ndwandwe	BMEP	2187, Manzini	52491
F.M. Buckham	Min. of Agric.	162, Mbabane	42746
A. Fozzard	UNDP	261, Mbabane	42301
C. Pitts	CSRET/MOAC	162, Mbabane	44963
James Bunnell	CAPM	A485, Mbabane	43631
Charles Jenkins	USAID	750, Mbabane	46430
Dumile Sithole	NAMBOARD	2801, Mbabane	84088
Stella Lukhele	Farmers Foundation	251, Manzini	54870
Jack L. Mbingo	MOAC	162, Mbabane	42731
V. Matsebula	SIMPA	495, Mbabane	42981
Sam Gumedze	CCU	551, Manzini	52787
Willard Nxumalo	MOAC	162, Mbabane	42731
A.M. Sukati	MOAC	501, Mbabane	8416?
J.M. Ndzinisa	MOAC	162, Mbabane	42731

ANNEX E

CAPM TRAINING MODEL

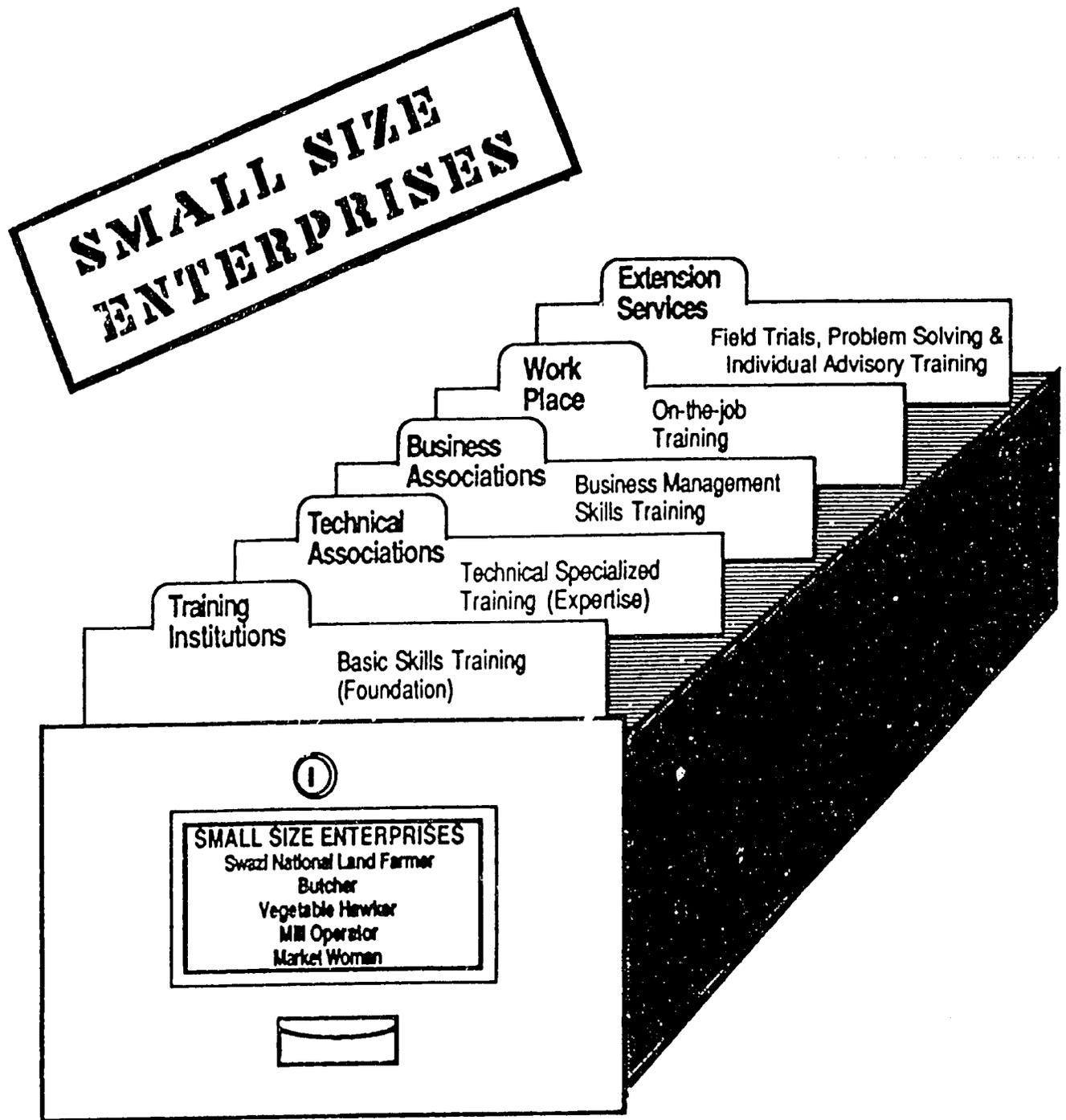


Fig. 1: CAPM TRAINING MODEL

(Different Kinds of Training Facilitated Through Various Channels To Provide Depth)



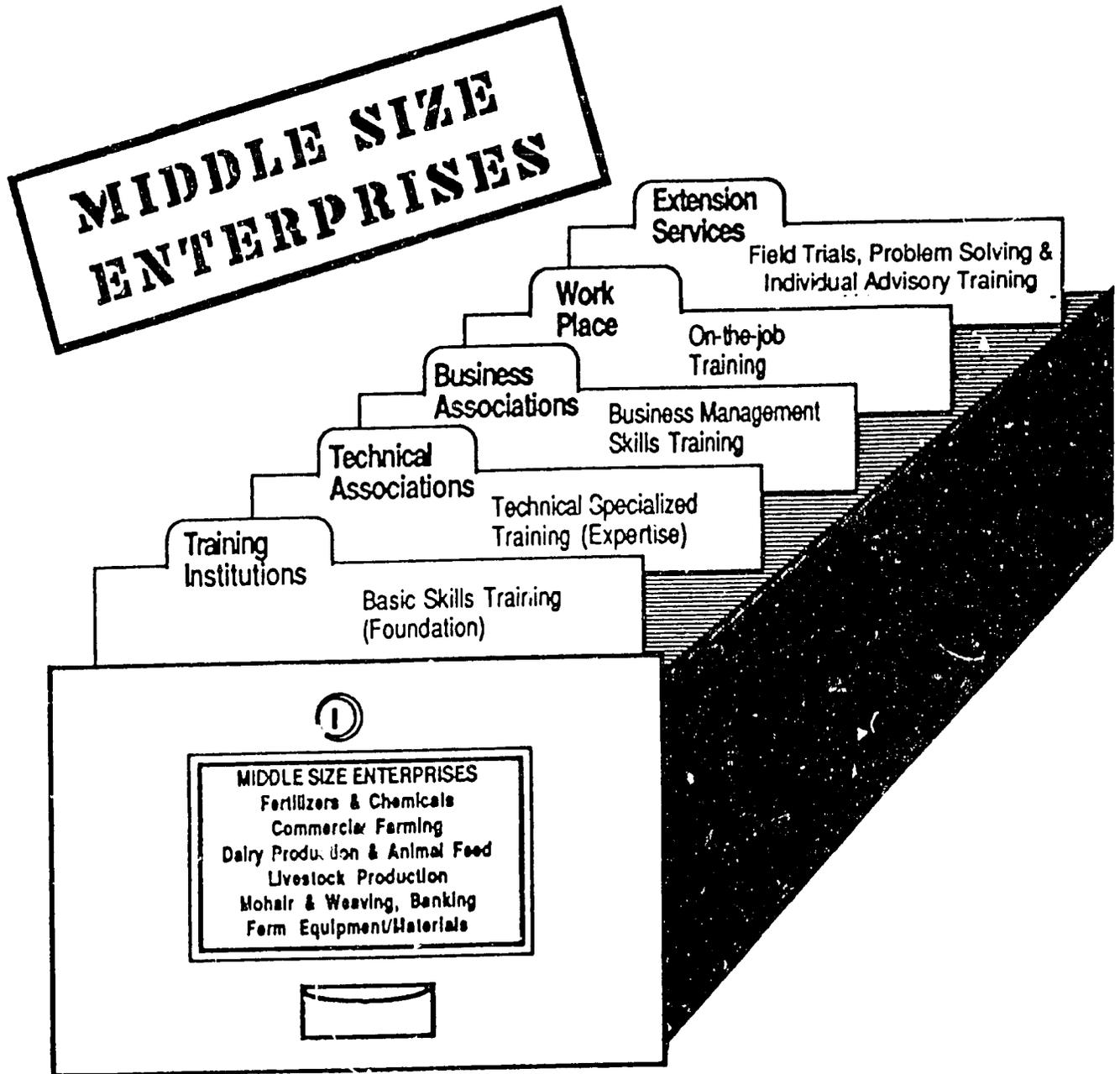


FIG. 2: CAPM TRAINING MODEL

(Different Kinds of Training Facilitated Through Various Channels To Provide Depth)

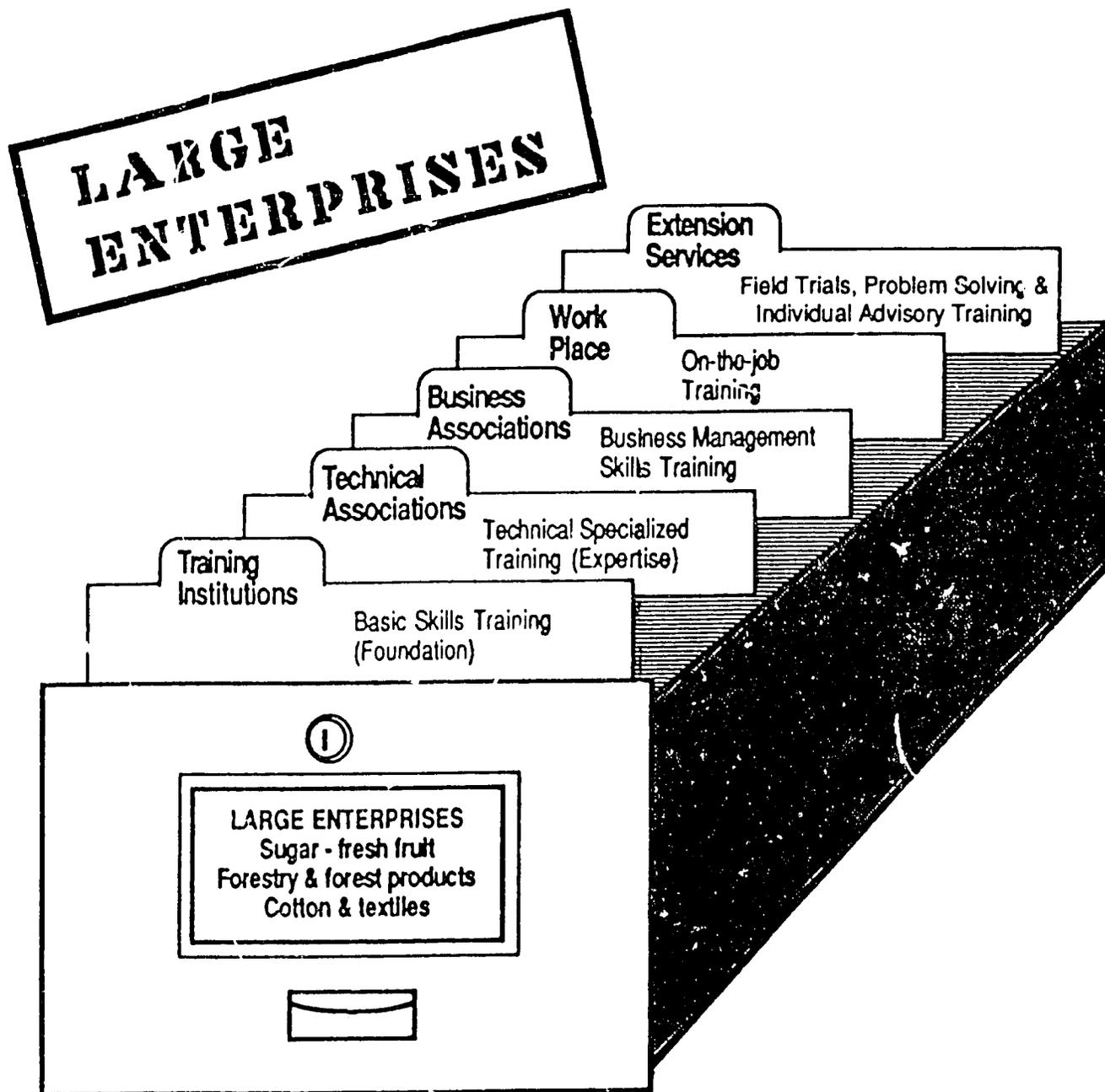


Fig. 3: CAPM TRAINING MODEL

(Different Kinds of Training Facilitated Through Various Channels To Provide Depth)