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**FARMING AND AGRIBUSINESS  
TRAINING NEEDS CONSULANCY 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**

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LIST OF ACRONYMS

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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
CDC	Commonwealth Development Corporation
CIDA	Canadian Internal Development Agency
CSRET	Cropping Systems Research Extension and Training
CODEC	Cooperative Development Center
DCR	Development Cooperation Report
EDF	European Development Fund
EEC	European Economic Community
GOS	Government of Swaziland
IDM	Institute of Development Management
IFAD	International Fund for Agricultural Development
ILO	International Labor Organization
MAMC	Mananga Agricultural Management Center
MCIT	Ministry of Commerce, Industry and Tourism
MOAC	Ministry of Agriculture and Cooperatives
NAMBOARD	National Agricultural Marketing Board
NGO	Non-governmental Organization
RDA	Rural Development Area
REC	Rural Education Center
SASA	South African Sugar Association
SCOT	Swaziland College of Technology
SEDCO	Small Enterprise Development Company
SFDF	Swaziland Farmers Development Foundation
SIMPA	Swaziland Institute of Management and Public Administration
SNL	Swazi Nation Land
STRIDE	Swaziland Training and Institutional Development Project
UNISWA	University of Swaziland
USAID	United States Agency for International Development
VOCTIM	Vocational and Commercial Training Institute

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To those individuals, organizations, and institutions mentioned in the report, I extend my sincere admiration for the hard work and dedication they are putting into training. I hope this report correctly reflects their efforts and activities, and that it will in some small way help to further efficient and meaningful training toward the development of a viable, successful commercial agriculture and agribusiness sector in Swaziland.

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## EXECUTIVE SUMMARY

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### A. Agricultural and Agribusiness Training Needs Assessment

#### 1. The Problem

A serious problem facing Swaziland is that a considerable amount of money, including donor assistance, has been spent training people in farming and agribusiness skills, but when this training is completed, participants are unable to find employment or start their own businesses. Large firms are frustrated by the lack of skilled job applicants, not only at lower levels, but also among university graduates.

There appears to be a gap between what training institutions offer and what the private sector requires. Donor agencies are willing to assist in human resource development, but there are no criteria for prioritizing training needs and no means of determining current training activities or participants.

To find some answers and develop a valid rationale for the CAPM training plan, the consultant conducted a training study. The main objectives were:

- o To identify the farming and agribusiness training needs of the CAPM target population
- o To use the results of the training needs assessment to develop a strategic outreach training plan

To achieve the first objective, interviews were conducted with approximately 50 people from a wide spectrum of public and private enterprise in farming and agribusiness as well as from training institutions. Interviews were followed by a questionnaire survey.

The second objective was achieved by conducting a seminar for selected individuals from business and industry, government extension services, training institutions, and donor agencies concerned with farming and agribusiness. The one-day seminar was organized to:

- c Share the results of the training needs assessment and to obtain further feedback
- o Exchange ideas on training for farming and agribusiness
- o Determine how local institutions can meet training needs more effectively

- o Develop criteria for prioritizing training needs
- o Further identify populations who require training
- o Discuss ways of making training more efficient, and identify new and/or alternative training programs

## 2. Findings

Survey results were compiled and analyzed and are included in this report. Findings include the following:

- o Large agribusinesses, such as sugar and pineapple estates, have well-developed skills-training programs for their employees. Generally, the goal of these programs is to ensure a stable labor force and upgrade manpower quality. Well-established, in-house training departments use their own personnel as trainers. Their methods are generally designed to fit operation schedules, to minimize the disruption to production. Assessment techniques are generally criterion referenced. For technical or specialized skills training, large agribusinesses rely heavily on South African institutions and resources.
- o Government extension services are focusing their assistance on farmers who produce on Swazi Nation Land (SNL) and in rural development areas (RDAs). Extension workers provide some basic training to farmers in these areas; however, the number of farmers assigned to each extension worker and the lack of transportation to remote areas are serious constraints. In addition, a large number of farmers are not sufficiently motivated to participate fully in training activities.
- o Commercial farmers on title-deed farms do not benefit from regular extension services. Apart from on-the-job training provided by the farmers themselves, there is little, if any, other training taking place.
- o The Central Cooperative Union, with depots throughout the country, is well placed to serve the training needs of small farmers and small agribusinesses. At present, however, most training appears to be directed toward developing infrastructure for cooperatives, rather than improving the business skills of cooperative members.
- o Whereas previous skills training programs gave priority to technical skills, an increasing number

are emphasizing topics such as business management, leadership, and communication in their curricula.

### 3. Recommendations

A comprehensive list of recommendations can be found in sections III and IV of this report for consideration by CAPM, GOS, USAID, and other interested parties. Recommendations include the following:

- o Promote communication between training institutions and the farming and agribusiness sector to ensure that appropriate training programs are provided.
- o Concentrate training efforts at the individual and grassroots levels, with emphasis on training members of associations, schemes, small agribusinesses, etc., who presently have very little access to training programs, but who are interested in commercialization.
- o Test a variety of training methods, carefully evaluating each one, to provide input to the training components of future projects, such as STRIDE and the Private Sector Project.
- o Increase efforts to work with UNISWA and other training institutions to help improve the quality of outreach programs to the farming and agribusiness sector and decrease Swaziland's reliance on South Africa for training.
- o Promote the development of extension field services through existing private sector organizations and associations, such as Swazi Meat Industries, the Swaziland Cotton Board, and the Swaziland Dairy Board.
- o Expand the functions of MOAC veterinary assistants so they can provide training to livestock producers.
- o Use large agribusinesses to provide resources, e.g., training materials, to train others.
- o Utilize donor assistance to strengthen local training institutions, associations, and organizations so they can provide better training services to the sector.

Based on the needs identified in the assessment, a rationale for CAPM training has been developed and a program for 212 person-months of training drawn up. A "CAPM Training Model" is also proposed to provide more depth in training for the sector and more efficient use of training resources.



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SECTION I  
INTRODUCTION

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A. Consultancy Background and Objectives

Farming and agribusiness play a major role in the Swaziland economy, through production and sale of agricultural outputs, and provision of raw material for the country's manufacturing and processing industries. In 1988, agriculture accounted for about 26 percent of GDP and 17.5 percent of employment, while agro-industry accounted for another 9 percent of GDP. In addition, an estimated 92 percent of manufacturing's share of GDP came from processed agricultural commodities (Labat-Anderson, 1990).

The farming and agribusiness sector will continue to dominate the economy for many reasons including:

- o Rapid population growth (3.3 percent) is creating the need for 5,000 new jobs each year. The industrial economy, which employs only 24 percent of the active work force, cannot accommodate all these workers, and many will turn to commercial farming for a livelihood.
- o Agribusiness development has been given priority in the government's economic plan as a means of generating more jobs, providing an incentive to increased agricultural production, making farming more profitable, and generally stimulating rural economic growth.

The long-term objectives of the Commercial Agricultural Production and Marketing Project (CAPM) are to assist the Government of Swaziland to increase commercialization of farming and develop agribusiness in Swaziland. To meet these objectives, training is given high priority. To ensure that training is reaching the right target population, that it is effective and sustainable, one of CAPM's major activities is to help assess training needs in the private and public sectors, and meet these needs through training in cooperation with the University of Swaziland and other local institutions.

The main objectives of this consultancy are to:

- o Conduct a farming and agribusiness training needs assessment.
- o Use the results of the assessment to determine goals and objectives of a training plan; select appropriate training programs; identify new types of training for development; and draw up a strategic plan for 200 person-months of skills training.

## B. Training Needs Assessment

### 1. Objectives

One of the main reasons for conducting a training needs assessment was to find a rational basis for designing a training program for the CAPM Project. The main objective of the study was to identify training needs in farming and agribusiness, in particular:

- o Which target populations 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

### 2. Methodology

Several methods were employed for the training needs assessment: a review of previous studies; interviews with a broad range of representatives from farming and agribusiness in both the public and private sectors; a survey questionnaire to collect information; and a seminar to obtain input from collective discussion.

The review of previous studies provided valuable insight into past and present training programs, additional training programs, and constraints to training for the sector. In the course of the review, however, it became apparent that although several studies pertinent to training have been carried out, they are not readily available through a central repository. (More detailed references are included in the following section of this document.)

The interviews provided opportunities for:

- o Collection of information from training institutions and staff;
- o Direct communication with farmers, agribusinessmen, extension workers, and others about the challenges they face and their training needs;
- o Visits to agribusinesses to study the training programs they offer their employees;
- o Identification of target populations for training;
- o Identification of training resources;

- o Identification of constraints to training;
- o Introduction to the CAPM training component and to the training needs assessment.

A survey, using a questionnaire, was conducted to collect information from all training institutions that provide training to the sector, and from a representative sample of agribusinesses, associations, cooperatives, schemes, extension services, donors, and farmers. (A sample questionnaire is found in annex C.) Different forms of the questionnaire were constructed, for example, one for companies, another for training institutions, etc., but in general, the questionnaire was designed to collect the same kind of information from different segments of the farming and agribusiness population. Forty-five questionnaires were completed. A list of the sample population is found in annex B.

To accommodate the broad sampling of institutions and individuals surveyed, the questionnaire used open-ended questions. Primarily, the questionnaire collected information on: specific training programs being carried out; target populations; duration and types of training; constraints to training; other perceived training needs and opportunities.

After the interviews and survey were complete, a seminar was conducted with 55 participants to present findings, obtain reactions and additional input, exchange ideas on training for farming and agribusiness, and obtain collective input on several important issues that emerged during the study. These issues were posed as questions and given to small groups for discussion:

- o Are local training institutions meeting the needs of farming and agribusiness? How can they better meet these needs?
- o Who needs training?
- o What criteria can donor agencies use for supporting farming and agribusiness training for the private sector? What are the priorities?
- o How can the effectiveness and efficiency of existing training programs be increased?
- o What kinds of training programs and approaches are recommended?
- o Would an annual farming and agribusiness conference with a theme and wide participation from government and the private sector be useful?

The outcome of these discussions was very valuable. The suggestions and recommendations made are included as part of this study in sections III and IV.

One of the objectives of the seminar was to provide a forum for the exchange of ideas about farming and agribusiness training. This was a prime objective because in the course of the interviews, it became apparent that the lack of communication is a problem in the sector. At the seminar, this perception was confirmed. Participants welcomed the opportunity to exchange ideas and learn about the different kinds of training taking place within extension services, farms, agribusinesses, training institutions, and other organizations.

A seminar program is included in annex D and a list of participants in annex E.

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SECTION II  
THE CURRENT STATUS OF FARMING AND AGRIBUSINESS TRAINING

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A. Document Review

Several prior studies are relevant to a training needs assessment for farming and agribusiness. Most have focused on a particular training topic or a specific target population, but they provide information that is of value for future programs.

Following are findings and suggestions from selected documents.

1. "In-Country Training Strategy Statement for the Swaziland Manpower Development Project" (June 1988)

This study focused primarily on the development of an in-country training strategy for the public and private sectors. There are two points of interest.

a. The Need to Prioritize In-country Training

"The public and private sector need for in-country training greatly exceeds the supply which could be offered under the project and further prioritization is obviously required. Priority will be given to the following types of programs: (a) supervisory and management training for high-level decision- and policy-makers and potential leaders from the mid-level ranks, and (b) technology and skills transfer." (Project Paper, p. 22)

b. The Limitations and Constraints of Local Institutions in Providing Management Training

The study reviewed local resources and facilities that provide management training and found them generally limited.

"All or most of the local training organizations referred to in Section IV.A, specially those not assisted by external funding, are constrained to some degree by staff shortages, inadequate funds, quality of instruction offered, adherence to the classical lecture type of training methodology, lack of coordination among institutions resulting in duplicate or overlapping programs, and failure to combine and share resources among the collective group of training organizations." (p. 42)

This finding was confirmed by references to a number of other reports (Bentil, 1985; World Bank, 1986; Gaarder, 1986).

2. "The Small Entrepreneur: Practice and Effects"  
(February 1988)

The main purpose of this study was to make an assessment of the policy environment in which small businesses operate (i.e., enterprises with less than E100,000 in assets and less than 25 full-time employees).

"The training of entrepreneurs in running their businesses is another major problem which has not been tackled to the extent that they are aware of the constraints; their shortcomings; and generally being equipped with the basic tools of running a successful small business." (p.3)

3. "Organization for Training: A Study of Training Needs Identification in the Civil Service of the Kingdom of Swaziland" (March 1984)

This document presents the results of a comprehensive survey of training and training needs for the civil service. Surprisingly, no attempts are made to analyze the information or provide recommendations. Nevertheless, the data gives a good picture of the institutions used for training by various ministries (SIMPA and SCOT figure prominently), the kinds of programs sought, the amount of coverage, and constraints.

The lack of training and poor training are reasons commonly cited for problems in various departments. Throughout the study, the need for management training is identified.

4. "A Study of Training Needs Identification in the Private Sector of the Kingdom of Swaziland " (March 1986)

The results of this study were compiled from a survey of 24 private sector establishments, 17 of which were involved directly or indirectly in agribusiness. Although the number of establishments was small, with few employees, they represented roughly 20 percent of the private sector work force.

"Although most respondents (22 out of the 24) cater in a number of ways to managerial, technical, and supervisory training, these same respondents indicate as well that these three areas are a constant and important need for training."

About 50 percent of the respondents felt their in-house trainers were not sufficiently qualified as trainers. Thirty-two percent used local training institutions for additional managerial training, particularly in personnel management and managerial accounts. Seventy-three percent of the organizations were sending training participants outside Swaziland, specifically to South Africa, for instruction in management, supervision, and a variety of technical fields. Thirty-six

percent were sending participants overseas for graduate degrees and specialized technical training.

Sixty percent of the organizations used SCOT for training in technical subjects, apprenticeships, artisanry and crafts. UNISWA was the only institution providing diplomas and degrees in agriculture.

5. "An Assessment of the Business Training Needs of Zenzele Associations in Swaziland" (April 1988)

In this study, when women respondents were asked to define their business skills training needs, the majority identified technical training, including training in handicrafts and agricultural production techniques.

"In part this confirmed that Zenzele income-generating enterprises have not yet reached the micro-enterprise level. And in part it indicated that Zenzele members found the business problems they were encountering in their efforts incomprehensible. They did not know how to define problems or methods of overcoming them, so fell back on the need to improve the skills they have. Finally, they were also partially correct in that they were identifying the quality of their production as inadequate."

Further training to Zenzele women must take into account their own definition of their training needs. They must feel that their technical needs are being met, in addition to their need for business skills. It is to be hoped that learning business skills--particularly those involving feasibility analysis and planning--will broaden their awareness of their own capabilities and that over time, specialized technical but essentially domestic training requests will diminish."

This study found that all Zenzele groups need to receive training in basic recordkeeping as well as organizational development, planning, and analysis. Furthermore, it "unquestionably" recommended leadership training. "Through this training the number of women learning to assume responsibilities and leadership roles within individual associations is rapidly increasing." The introduction of a leadership training component (in SWANDAP) was regarded as truly innovative.

6. "Credit Training: Operations Research Final Report" STEP Experimental Project #3 (November 1989)

This study puts forward a model for credit training that has been used in other parts of Africa and has now been tried in Swaziland and found successful.

While carrying out credit training, important findings were compiled about the characteristics of the target population (much of it in farming and agribusiness).

With regard to training in crafts and micro-enterprise management, the authors recommend that "to this end, there is a need to work together with training institutions in developing a concurrent curriculum that will be directed at developing business management skills alongside the technical skills that an institution is imparting."

7. "Development Plan 1990/1991-1992/1993" Economic Planning, Government of Swaziland (January 1990)

Under the section "Education and Training," the main sectorial activities are outlined. A nine-year basic education program, with a new array of practical subjects, is to be implemented. Making the curriculum more practical is given high priority. The teaching of agriculture will continue to be expanded at the primary level (through expansion of the Modern Agriculture Program and Practical Arts).

"Pre-vocational education is to be provided in selected high schools to cater to those children who drop out for various reasons. This is a skills development program. It aims at preparing the drop-outs and other categories of children for further training in that skill or for self-employment... The pre-vocational classes will be preparation for entrance to institutions such as Gwamile Vocational and Commercial Training Institute (VOCTIM) and the Swaziland College of Technology (SCOT), while the academic classes will lead to 'O'-levels and entrance to the University of Swaziland (UNISWA)."

B. Implications for Future Training

Studies such as these provide valuable guidance for future training programs. Findings with important implications include:

- o What the training priorities of different programs are.

For example, the Swaziland Manpower Development Project has given priority to: supervisory and management training for high-level decision- and policy-makers and potential leaders from the mid-level ranks; and technology and skills transfer.

- o How programs of local institutions are regarded.

Several studies referred to the limitations of local institutions in providing certain kinds of training, e.g., management training.



- o What kinds of training are needed.

Several studies have referred to the need to train entrepreneurs to run their businesses. One study found that many small entrepreneurs were not even aware of how such training could be of help to them.

- o How private sector enterprises are approaching training for their own staff.

The "Study of Training Needs Identification in the Private Sector of the Kingdom of Swaziland" provides useful information about issues such as the quality of in-house trainers, the reasons for using South African training institutions, etc.

- o How rural women's groups are responding to skills training for income-generating activities.

There is evidence that rural women's groups respond positively to very basic courses, such as recordkeeping, planning, and especially, leadership training.

- o What course of action the Government of Swaziland is pursuing in development.

The Government of Swaziland is giving high priority to training in agriculture and skills for self-reliance. Also, with more pre-vocational courses in the schools, closer coordination will be needed between the education system and the private sector.

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SECTION III  
NEEDS ASSESSMENT FINDINGS

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A. Target Populations for Training in Farming and Agribusiness

One of the objectives of the interviews was to identify the target population. It soon became apparent that there is no real consensus as to what the "agribusiness" sector includes. 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. Thus we have taken the broadest definition of the term.

Within this definition, the target population in farming and agribusiness is described below.

TABLE 1. POPULATION FOR TRAINING IN FARMING/AGRIBUSINESS

1. Farmers and Workers in Agribusiness

o Large enterprises, e.g.,

Sugar  
Fresh fruit (i.e., pineapples and citrus)  
Forestry and forestry products  
Fruit canning and food processing  
Cotton & textiles

o Middle-size enterprises, e.g.,

Fertilizers and chemicals  
Commercial farming  
Dairy production and animal feed  
Livestock production, meat processing, and marketing  
Mohair and weaving  
Milling  
Farm equipment/materials (e.g., fencing)  
Banking  
Haulage

o Small enterprises, e.g.,

Fruit and vegetable wholesaling  
Market staff operation  
SNL (commercial) farming  
Milling  
Produce transport

2. Staff and Members of Agricultural Schemes, e.g., IFAD, Vuvulane, Inyoni Yami)
  - o Pineapple scheme (Mphetseni)
  - o Livestock (e.g., poultry)
3. Staff and Members of Cooperatives
  - o Central Cooperative Union
  - o Cooperatives (158)
  - o Depots
4. Staff and Members of Associations
  - o Technical (e.g., Sugar Association, Citrus Association, SIPTM)
  - o Business (e.g., SEDCO, Chamber of Commerce and Industry, Sibhako)
5. Extension Service Officers
  - o Ministry of Agriculture
    - Agriculture
    - Home Economics
    - Veterinary and Livestock Services
    - Cooperatives
    - Forestry
    - Fisheries
  - o Ministry of Commerce - commercial officers
  - o Ministry of Education - coordinators, rural education centers
  - o Tinkhundla - community development officers
6. Staff of Training Institutions
  - o Mananga Management Center (MAMC)
  - o Swaziland College of Technology (SCOT)
  - o Institute of Development Management (IDM)
  - o Cooperative Development Center (CODEC)
  - o Vocational and Commercial Training Institute (VOCTIM)
  - o University of Swaziland (UNISWA) Faculty of Agriculture and Department of Extramural Studies (DEMS)
  - o Lwati Training Institute
  - o Swaziland Institute of Management and Public Administration (SIMPA)
  - o Manzini Industrial Training College (MITC)
  - o Business Management Extension Service (BMEP)

Members of the extension services and training programs and institutions are included in the target population because they themselves need training to meet the needs of the farming and agribusiness sector. Farmers who belong to schemes or cooperatives can be considered separately, as a distinct target group.

## B. Training Available Through Training Institutions

This section discusses institutions that are involved in training for the agribusiness sector. Some offer programs leading to degrees, diplomas, or certificates, and others specialize in short-term training.

The Swaziland College of Technology (SCOT), The Swaziland Institute of Management and Public Administration (SIMPA), and the University of Swaziland (UNISWA) are specifically geared to meeting the training needs of Swaziland, while the focus of the Mananga Training Institute (MAMC) and the Institute of Development Management (IDM) is more regional in nature.

### 1. University of Swaziland (UNISWA) - Faculty of Agriculture

#### a. Background and Programs

The Faculty of Agriculture is located on Luyengo campus, in Malkerns. It presently caters to 253 students who are pursuing four-year degrees or three-year diplomas in agriculture and home economics.

It is organized into five departments:

- o Agricultural Economics, Extension and Education
- o Animal Production and Health
- o Crop Production
- o Home Economics
- o Land Use and Mechanization

#### b. Objectives

The objectives of the faculty are:

- o To train high- and middle-level, national development manpower in the applied sciences and related areas.
- o To provide a center for the formal study of agriculture, agricultural education, home economics, and associated areas.
- o To further the primary, secondary, and tertiary educational levels of those working or intending to work in agriculture and related areas.

- o To create, preserve, transmit, and increase skills and knowledge in agriculture and associated disciplines through research and publication, teaching and extension.
- o To forge links with national and international institutions, agencies, and individuals, whether academic or professional, in the interests of promoting agricultural development and related areas.
- o To provide a consultative and coordinating machinery for all those involved in agro-based industries, agricultural education, and associated applied sciences.

c. Minimum Entry Qualifications

Minimum entry qualifications are O-level with three credits.

d. Examinations/Awards

Internal examinations (externally moderated) are given. Diplomas and degrees are awarded.

2. University of Swaziland (UNISWA) - Department of Extra-Mural Studies (DEMS)

a. Background and Programs

This department, located on the Kwaluseni campus, focuses on outreach programs for the community. It has a full-time staff of seven, and is presently catering to nearly 400 adults who are pursuing part-time studies.

Its main courses are:

- o Accountancy and Business Studies - a two-year, part-time course leading to a certificate, or a three-year, part-time course leading to a diploma. These courses cater to middle-level accounting staff in government, parastatals, and the private sector.
- o Adult Education - a one-year, part-time course for extension officers in health, agriculture, community development, and commerce.

In addition, DEMS will occasionally organize training-of-trainer courses for extension officers.

b. Objective

DEMS' primary objective is to provide outreach from the university to the community to help meet specific training needs.

c. Minimum Entry Qualifications

Qualifications for admission vary depending on the course. Students enrolling in the diploma course need an O-level pass.

d. Examinations/Awards

Certificates and diplomas are awarded for the Accounting and Business Management course of studies. A certificate is awarded for the one-year adult education program.

e. Comments

Presently, shortage of staff is a constraint. A need for commerce and management courses was expressed.

3. Swaziland College of Technology

a. Background and Programs

The college began in 1946 as a trade school for students. It became the Swaziland College of Technology in 1974. Presently it has a staff of 60 and can accommodate just under 600 students. The courses it offers range from the short, upgrading, practical type to middle-level technology.

The college is organized into the following departments and sections:

- o Commercial and Hotel Catering Department
- o Commercial Section
- o Hotel and Catering Section
- o Construction Department
- o Building Section
- o Working Section
- o Engineering and Science Department
- o Mechanical Engineering Section
- o Electrical Engineering Section
- o Automotive Section
- o Teacher Training and Curriculum

A new Entrepreneurial Skills Development Program has just been introduced (1990) and is still being tested. Phase I (36 hours) was given to all students during the first year of their training. Of these, 30 have been selected to undergo Phase II (144 hours) in their final year. Initially, the program will have three full-time staff with the following specialties: behavioral science; management skills; and enterprise-building skills. In addition, visiting lecturers will be recruited from banks, SEDCO, BMEP, SIDC, and other interested organizations.

b. Objectives

The objective of SCOT is to provide vocational and technical training.

c. Minimum Entry Qualifications

Admission to technician, secretarial, technical and commercial teaching courses require high school (O-level pass). Admission to craft and clerical officer courses require a pass in junior certificate.

d. Examinations/Awards

Most courses are examined by bodies outside Swaziland, e.g., the City and Guilds of London Institute, Pitmans, the Royal Society of Arts, the Association of Accounting Finance, and the London Chamber of Commerce. The college offers some courses that are examined internally.

4. Gwamile Vocational and Commercial Training Institute Matsapha (VOCTIM)

a. Background and Programs

The second vocational training college in Swaziland, VOCTIM, is located at Kwaluseni. It has a permanent staff of seven and caters to 220 full-time students (with a maximum capacity of 280) and 100 students presently attending evening classes in word processing, costing, and bookkeeping.

It is organized into the following departments, each with a capacity for 24 students (except Building and Construction and Woodwork which have a capacity for 12 students each):

- o Building and Construction
- o Woodwork
- o Electrical Engineering - Craft
- o Mechanical Engineering - Craft
- o Automotive Engineering - Craft
- o Bookkeeping and Accounting, stage 1
- o Bookkeeping and Accounting, stage 2
- o Secretarial Studies, stage 1
- o Secretarial Studies, stage 2

The courses are organized on a work and study basis. Seventy-five percent of the technical and craft courses are workshop and on-the-job training and the other 25 percent are theory.

The concept at the institute is to give students in-depth, practical training in a craft and to assist their employer in systematic instruction. The institute and the employer join

hands to produce a fully qualified and skilled worker. For this training system, it is preferable that students enter into a contract of apprenticeship/traineeship prior to beginning training.

b. Objectives

- o To provide skilled craftsmen and clerical workers for the local labor market.
- o To provide secondary school leavers and other young unemployed with systematic training at the craft level.

c. Minimum Entry Qualifications

Students must hold a junior certificate (form III) and pass an entrance test. Preferably, they should have an apprenticeship/traineeship contract.

d. Examinations/Awards

Examinations for secretarial studies are under the London Chamber of Commerce, which issues certificates. However, arrangements are being made to offer Pitman qualifications. Other courses are examined and awarded internally.

e. Comments

Presently all course lecturers (13) are enrolled part-time in a vocational training program being taught in-house by SCOT. This course leads to a diploma in vocational training. The institute has an active staff development program to upgrade its staff. It includes computer training and technical courses (in South Africa).

5. Swaziland Institute of Management and Public Administration (SIMPA)

a. Background and Programs

SIMPA was established in 1965 as the Swaziland Staff Training Institute. Its new name was acquired in 1975. It was established as a training institution for government servants, still its primary function. Initially, the institute catered to junior government officers, offering courses in clerical skills and basic accounting. Since 1975, expanded activities include a variety of training programs for middle and senior management from both the public and private sectors. Programs range from courses for new entrants into the public sector to some for senior management in the public service, parastatals, and the private sector. Courses may range from a



few days' duration, to two to three weeks on average. There are a few courses, e.g., Accounting, that last several months. The courses are organized under these major headings:

- o Accountancy and Financial Management
- o General Management and Personnel Management
- o Management Information Systems

Currently, SIMPA has 11 full-time professional staff. About 1,200 students are served per year.

b. Objectives

SIMPA's objectives include:

- o Identification of training needs at all levels of the public service, and thereafter, the design and implementation of appropriate training programs.
- o Development of supervisory and management training programs for public service officers, and where possible, for suitable employees from the private sector.

These objectives are met through formal in-service courses (part-time or full-time), and through consultancy services and special programs designed to meet specific client needs.

c. Minimum Entry Qualifications

Minimum entry qualifications are specified for each course. They vary considerably.

d. Examinations and Awards

The institute provides training for external examinations, e.g., by the Association of Accounting Technicians (AAT/UK) and the Swaziland Institute of Accountants. Certificates are awarded to participants who successfully complete a course segment, and a comprehensive certificate is awarded upon completion of the program. Joint certificates with the Eastern and Southern African Management Institute (ESAMI) are also issued to participants who successfully complete a joint course.

6. Cooperative Development Center (CODEC)

a. Background and Programs

CODEC is the main training institution for the Ministry of Agriculture and Cooperatives, the Department of Cooperative Development and Marketing. It provides training for

the ministry's cooperative extension officers and members of the 158 cooperatives in the country (approximately 6,320 people). Its program of studies is run by a principal and five other full-time staff. Other presenters are drawn from cooperative extension services and other institutions, including some from supporting donor agencies, e.g., the Konrad Adenauer Foundation (KAF) and the Africa Confederation for Cooperative Savings and Credit Association (ACCOSCA).

A training program for the year 1990 includes mainly short courses of a few days' duration in aspects of cooperative development and operation, and two longer modules of three months each for secretaries and secretary managers of cooperatives. These modules are part of a nine-month-long course in cooperative management that is offered in three stages. The courses are directed mainly at cooperative extension members and cooperative committee members and staff.

b. Objectives

Objectives of the CODEC training program are:

- o To upgrade the cooperative movement and government cooperative staff.
- o To ensure full participation by members.
- o To provide management skills to committees.

c. Minimum Entry Qualifications

There are no minimum entry qualifications. Cooperative staff and committee members are selected according to their positions.

d. Examinations/Awards

Certificates are awarded upon completion of the courses. A certificate of cooperative management is awarded upon completion of three three-month modules, taken at different times.

e. Comments

There is a perceived need for further training for existing staff, particularly to upgrade their ability to supervise, audit, and inspect cooperatives.

7. Mananga Agricultural Management Center (MAMC)

a. Background and Programs

The Mananga Agricultural Management Center, originally established in 1972 as a project of the Commonwealth Development Corporation (CDC), is now an independent, incorporated, non-profit association. The center is an international management development institution, with an agricultural bias, catering to middle and senior managers from the public and private sectors in developing countries.

Nine residential management courses are planned per year (three of nine-weeks' duration and six of four-weeks' duration). All relate to a central management development program. The courses for 1990 are:

- o Management Development Program
- o Computers in Management
- o Management of Irrigation Projects
- o Agricultural Marketing
- o Management Development Program
- o Senior Manager's Course
- o Rural Credit Management
- o Agricultural Project Analysis and Management
- o Management of Rural Development

MAMC is also rapidly developing outreach activities whereby it carries out management training and consultancy services for client organizations in Swaziland and other countries, reflecting a growing demand for these services.

b. Objective

The main objective of MAMC is to meet the market demand for effective and well-motivated managers in both the public and private sectors.

c. Minimum Entry Qualifications

Apart from a good knowledge of English, there are no formal entry requirements. To gain most benefit, however, participants should be graduates or holders of diplomas or certificates in agriculture or related subjects, and also have at least three years' managerial experience.

d. Examinations/Awards

There are no formal examinations or awards as such. Course and self-evaluations are conducted but no grades are given.

8. Institute of Development Management (IDM)

a. Background and Programs

The Institute of Development Management, established in 1974, is an autonomous institution operating under a governing board with regional representation. It provides training to middle and senior managers and administrators in all sectors of the civil service, parastatals, and the private sector in Botswana, Swaziland, and Lesotho. It provides consultancy services and will design special courses to meet client demands. In addition, the institute offers senior management courses to SADCC member states. Approximately 1,500 students are served per year in the three countries. There is a full-time faculty of 28, with different fields of expertise.

Courses fall under these main areas: accounting and finance, business management, small enterprise development and management, educational administration, information management, human resources management, office management, training and development, health care management, administration of legal services, public administration, and special programs.

b. Objectives

The objectives of IDM are:

- o To provide education and training for middle and senior managers and administrators in the public and private sectors in Botswana, Swaziland, and Lesotho.
- o To provide courses for senior management for the public and private sectors in SADCC countries.
- o To establish a resource center to promote exchange of information in the region.

c. Minimum Entry Qualifications

The entry requirements depend on the course level. Some require a junior certificate, while others are for graduates.

d. Examinations/Awards

The institute awards certificates of completion and also offers courses preparing students to sit for external examinations.

9. Lwati Training Institute

a. Background and Program

Lwati operates as an autonomous institution, but within the overall framework of Khalipha Investments (Pty) Ltd., which provides technical and logistic support. The institute does not have a campus or a large full-time staff. It relies on a team of senior and junior consultants for a range of services encompassing training, consultancy, finance, and project management.

The institute will assess training needs and develop appropriate programs and courses for clients. In addition, it has its own program, largely consisting of three-day, modular (in-house) training. The modules fall under these general areas:

- o Human Resources Development
- o Operations Planning and Control
- o Financial Management
- o Training
- o Project Management
- o Strategic Management
- o Computer Services

b. Objectives

Lwati's objectives are:

- o To provide all kinds of training to Swazi nationals and others from the subcontinent.
- o To provide consulting services in the subcontinent.

c. Minimum Entry Qualifications

There are no minimum entry qualifications as such. Participants are usually drawn from middle and senior management of client organizations.

d. Examinations/Awards

Certificates of participation are awarded upon completion of courses.

10. Manzini Industrial Training Center (MITC)

a. Background and Program

Manzini Industrial Training Center began in 1980 as an effort to train unemployed young people. Since 1984, the center is run as a non-profit organization supported by the

Catholic and Anglican churches, with considerable donor assistance from agencies such as Peace Corps, International Voluntary Service (U.K.), USAID, and AGEH (West Germany). It has a teaching staff of 22 (14 paid by the government) and caters to 182 trainees in the following skill areas:

- o Building and Construction
- o Carpentry
- o Motor Mechanics
- o Metalwork
- o Panel Beating and Spray Painting
- o Electrical Repairs
- o Plumbing
- o Printing
- o Upholstery
- o Sewing
- o Agriculture

All courses are of two-years' duration, except Sewing and Agriculture, which are 15 months long. The students pay a nominal E70 per year fee, but the institution also offers 30 bursaries.

b. Objectives

The objectives of MITC are stated as follows:

- o In the short term, to provide training in a business-like workplace for young people (school leavers and school drop-outs) to equip them with skills that will improve their chances of employment.
- o In the long run, to provide these and other trained people with premises, equipment, credit facilities, and technical and business advice, to encourage them to form cooperatives and small businesses, with the aim of becoming self-supporting.

c. Minimum Entry Qualifications

There are none as such. A working knowledge of English is useful, however.

d. Examinations/Awards

Students take government trade test III. After they have been working for a while, they are able to return to take trade test II, if desired.

C. Training Programs

There are a number of training programs, implemented and supported in various ways, that also serve the farming and

agribusiness sector. Some were developed under donor-assisted projects, e.g., Swaziland Farmers Development Foundation, and some are private ventures, e.g., Thomas International. A few are mentioned here.

1. Business Management Extension Services (BMEP)

BMEP began in 1986 under a USAID grant (Small Enterprise Support Project 645-0222) as a response to the need to create employment opportunities for young people who were trained at MITC and other vocational institutions, and still could not find work. Thus, its main goal is to increase employment opportunities in the informal entrepreneurial sector in Swaziland. It is attempting to do so through six subgoals:

- o To expand the number and improve the quality of indigenous private enterprise.
- o To impart basic business management training to rural community groups.
- o To increase the skills of existing business persons.
- o To provide material, technical, and financial assistance to the small business population.
- o To manage a demonstration retail outlet.
- o To provide to policy makers information on policies affecting small-scale businesses.

2. Swaziland Farmers Development Foundation (SFDF)

This program focuses on helping groups of SNL small farmers. For each group who meets the selection criteria, SFDF provides capital inputs for the first crop. The group must then save money from sales to purchase inputs for the next crop. SFDF sells and delivers to the site but does not provide credit. For a period of 24 months, SFDF will provide technical assistance through extension. For the first six-month period, two visits per week are made to the group. For the second and third six-month periods, one visit is made per month. During the fourth six-month period, the group is visited once every two months. Up to now, the extension service has been primarily of a technical nature. The idea of providing some basic business management training is acceptable, but first SFDF's own extension workers have to receive such training.

3. Thomas International Management Systems

This program originated in the United States but has expanded internationally into many countries, including Swaziland. Its primary objective is to provide a professional

system for business organizations to select, evaluate, train, and manage their personnel. It also offers both specialized training and management consultancy programs. Two main instruments are used: the Human Job Analysis and the Personal Profile Analysis. Combined, they are applied to bring people and jobs together in a compatible, productive match.

The program is run as an independent enterprise. Several companies in Swaziland are using it. A unique feature is that the client organization remains under the guidance and assistance of the program for a long time.

#### D. Other Training Sources

##### 1. Agribusinesses

A great disparity was found in the amount of training that is available through agribusinesses. In general, large agribusinesses, e.g., Usuthu Pulp and Simunye Estates, have very well-developed training programs. They have established training departments with budgets, training managers, staff, and even special facilities where they carry on their training activities. The main objectives of these programs are to ensure a stable labor force and upgrade the quality of the manpower. They focus largely on industrial orientation, technical skills development, and supervisory/management competence.

A large proportion of the training is in-house, 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 operations. Another reason frequently cited is that the quality of training locally is not as high as companies would like.

Mid-sized agribusinesses are aware of the value of training, but because of economic constraints are not generally in a strong enough position to organize training departments. Some, however, 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 what they can organize and pay for themselves. The training programs offered by private institutions (e.g., Mananga and IDM) are used, but not extensively. The main reasons given are: lack



of financial resources, and the fact that employees cannot be spared for more than a few days at a time. Nevertheless, quite a bit of nonformal 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 the financial constraints.

Small-size enterprises, usually owner-operated with minimum staff, are characterized by a relatively low educational base and limited training. Nevertheless, they are the target population of several training endeavors, such as SEDCO, Amadoda, and BMEP. This sector is also the target of most extension services.

## 2. Government Extension Services

Several ministries have departments of extension, which offer various services, mainly to the rural areas. They are described below.

TABLE 2. EXTENSION SERVICES FOR SMALL FARMS AND BUSINESSES

Extension Service	Target Population
MOAC Extension	
Agriculture (139)	300,000 rural people
Home Economics (37)	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

### a. Ministry of Agriculture

The extension services provided by the Ministry of Agriculture are the main ones focusing solely on the farming and agribusiness sector, e.g., Agriculture, Home Economics, Cooperatives, Veterinary and Livestock Services, and Research, Forestry, and Fisheries, to a much lesser extent.

#### (1) Agriculture Extension

In general, most training is provided to small farmers through the services of about 150 extension field workers. For the most part, they are generalists, allocated to

specific zones throughout the country, and supported by a core of subject-matter specialists and senior extension officers. The major objectives of this extension service are:

- o To ensure maximum food production.
- o To give farmers technical advice on production.
- o To improve the standard of living for rural farmers.

The task is great and there are formidable constraints, among which are: the size of the target population and its widespread distribution; very limited transportation for extension services personnel; limited incentives; and relatively low educational qualifications for field workers in relation to an increasing demand for more specialized expertise and services.

The constraints have resulted in limiting the amount of contact field workers have with small farmers. The last published Agriculture Census included the following statistics:

TABLE 3. USE OF EXTENSION BY FARMERS

Frequency of Contacts	No. Homesteads	Percent of Total
6 Times Plus/Year	3,020	5.20
3 To 5 Times/Year	2,617	4.51
1 to 2 Times/Year	6,452	11.11
Not Using Extension	45,972	79.18

Source: 1983-1984 Swaziland Census of Agriculture

Since that time, efforts have been made to improve the situation, and it is very likely that there is now better coverage. A study carried out in 1988 in 136 homesteads (Dlamini, 1990) indicated that nearly 40 percent of these homesteads had had, on average, 2.4 contacts with extension workers during the 1987/1988 crop season. However, it must be pointed out that these homesteads were located in rural development areas (RDAs) that had been the focus of special assistance and development. Thus, it is to be expected that they would receive more extension services than the average.

An important step taken by MOAC, assisted by the CSRET Project, has been to mount a comprehensive training program for agricultural extension that is already having an impact. A new topic being added to the training of extension officers is farm management.

There is also a perceived need for training to increase the teaching skills of national subject matter specialists (NSMS) and study tours for training officers.

## (2) Home Economics

A total of 37 home economics officers are providing extension services to roughly 3,000 rural women. Field workers work with women's organizations such as Zenzele. The major objectives of their extension service are:

- o To reduce stunting rates among children under five years from 30 to 20 percent in the next two years.
- o To improve household food security.
- o To conduct workshops and seminars in leadership training and business management skills for women's groups.

In the past year, Home Economics Extension has provided training for nearly 450 women in subjects ranging from beekeeping, cooking, household production, and infant feeding to business management. On average the courses last three weeks. However, one home economics vocational training course for 60 women was of eight-months' duration.

Other courses for which this extension service sees a need are food processing for farmers, and business management training to help rural women succeed in small agribusinesses.

Constraints to training experienced by this group of extension workers include: lack of transport to follow up training, lack of demonstration equipment, and lack of coordination among agencies working at the grassroots level.

## (3) Veterinary and Liv stock Services

There are 150 workers in this service. Its objectives are:

- o To control livestock diseases through the enforcement of the law and diagnostic techniques.
- o To treat and vaccinate animals.
- o To diagnose major outbreaks of disease.
- o To control illegal movement of stock.

Since 1985, when a seminar for chiefs was held, this unit has not conducted training for the private sector. Its training center at Mpisi offers a 12-month course specifically designed to train veterinary assistants.

This service identified the need for training for livestock owners, with veterinary assistants doing more of the training.

Constraints to training include: limited accommodations at the Mpisi Training Center; a limited budget; and limited training materials and equipment.

b. Ministry of Commerce

This extension service consists of 10 commercial officers, two located in the ministry and eight in the regions. They provide extension services to about 460 small businessmen (all members of Amadoda). The objectives of the extension service were stated as follows:

- o To promote and develop small traders through appropriate training and extension assistance to local entrepreneurs.
- o To provide commerce education to small enterprises.
- o To provide advice and guidance on business management through the local media.
- o To develop appropriate curricula and course materials in the local language.

In the past year, the extension service organized one five-day seminar on small business management for 50 entrepreneurs in each region. They see the need to provide follow-up training in business management to entrepreneurs who have already been introduced to the topic.

One of their main training constraints is the lack of training for commercial officers themselves. The last training they received was in 1988 when one of them was sent to Pakistan for a training-of-trainers course. They see the need for additional training in credit, marketing, and bookkeeping to enable them to help small entrepreneurs in the private sector.

c. Ministry of Education

The Ministry of Education, with support from the Kellogg Foundation, employs four coordinators to run regional education centers, one in each region. With the assistance of four Peace Corps volunteers, they train people in skills for self-reliance. The objectives of this extension service are:

- o To run "upgrading" courses on income generation skills.
- o To train for self-development.
- o To liaise and coordinate with other extension services.

In the past year, one- to three-week courses have been held for coordinators and adults in the surrounding community on sewing, knitting, agriculture, and handicrafts, reaching an average of 200 people per center. Some of the coordinators

attended a two-week course sponsored by the International Labor Organization (ILO) in Kenya. All coordinators participated in a one-week course on management, financial planning, and adult education facilitated through the Business Management Extension Program (BMEP).

Additional training is required for coordinators in business management and project planning.

Constraints to training were identified as follows: limited transport; lack of training facilities and equipment; limited finances; and lack of training for coordinators and other resource persons in management-related skills.

d. Tinkhundla

This ministry has a Community Development Section with about 90 field workers, including Women in Development and People's Participation Project workers. The main objectives of this extension service are stated as follows:

- o To bring about awareness that improvement of the environment lies with the communities themselves.
- o To encourage communities concerning the importance of self-reliance and self-sufficiency.
- o To encourage group and community participation especially in income-generating projects.
- o To develop leadership as well as self-confidence in rural communities, especially in local leaders.

The University of Swaziland (UNISWA) provides a one-year certificate course (three months in residence and the rest in the field) to train community development workers.

In the past year, this extension service, assisted by the Swaziland Manpower Development Project (SWAMDP), concentrated on holding five-day workshops in each region for rural leaders. They would like to have additional training in the form of a course on business management for Peoples Participation groups and Women in Development graduates. Their own senior staff require training in personnel management and project appraisal.

Training constraints identified were: a shortage of funds and facilities, especially for seminars; lack of transport in some regions; and lack of scholarships for staff to go to other countries for community development studies.

### 3. Associations

#### a. Business Associations

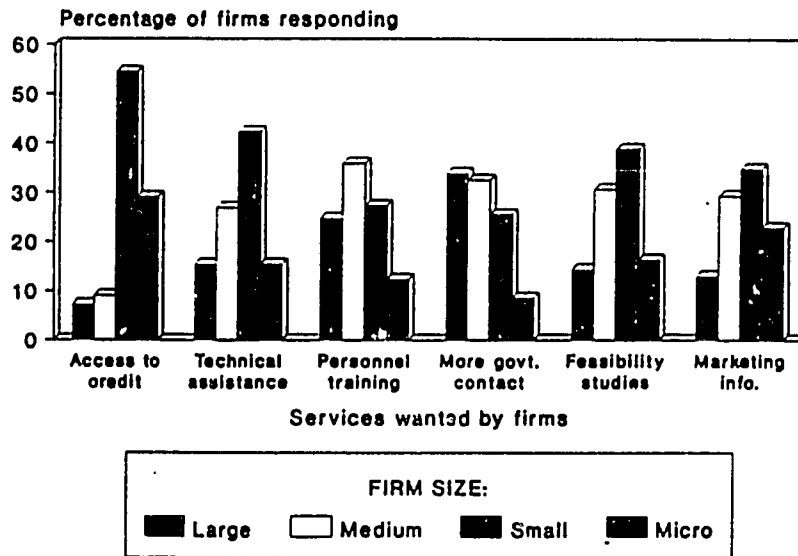
There are four main associations in Swaziland that represent employers and firms in commerce and industry. These are:

- o Federation of Swaziland Employers
- o Swaziland Chamber of Commerce and Industry
- o Commercial Amadoda
- o Sibakho

These associations serve mainly large and middle-size firms. According to a 1989 private sector survey, 90 percent of large enterprises belong to some association, while only 30 percent of small enterprises and 17 percent of micro-enterprises do.

Apparently small and microenterprises require different services than larger firms, and they express dissatisfaction with the services presently provided to them. During the needs assessment, members often stated that they want more information, credit, and training from associations. This conclusion is confirmed in figure 1.

**Figure 1**  
**Services Firms Want Organizations to Offer (Proportion of firms interested, by size)**



SOURCE: Private Sector Diagnosis, 1989

If means could be found to help associations provide more of the services their members want, e.g., business management training, these associations could become stronger and more effective.

b. Technical Associations

Several industries have their own technical associations, of which the majority of large agribusinesses are members. These associations, e.g., the Citrus Association, play a major role in carrying out research, disseminating valuable technical information, and facilitating and even implementing specialized training. They often provide their own specialized extension services.

In the case of the Swaziland Sugar Association (SSA), the direct costs of managing and developing extension services are borne by the Swaziland sugar industry, while the cost of services supplied to growers is paid for by individuals and companies.

The main activities of the SSA extension service as stated in its annual report (May 1988-April 1990) are to:

- o Confirm the nutritional requirements of sugarcane over the wide range of soils in the country.
- o Test and evaluate the use of chemical ripeners.
- o Assess the productivity of newly released varieties to determine their suitability to varied seasonal and soil conditions.
- o Investigate other important crop husbandry problems and establish corrective measures.
- o Monitor the pest and disease situation in the industry and recommend effective control measures.
- o Advise all growers in the industry on the use of chemicals, fertilizers, irrigation, and associated aspects of crop production including planning and management.
- o Publish and distribute relevant information in the form of newsletters, bulletins, and reports.
- o Liaise with the South Africa Sugar Association (SASA) Experiment Station in the provision of services, training, and educational courses for growers in the Swaziland sugar industry.
- o Manage and control the industry's seedcane scheme to ensure the maintenance of a high quality seedcane program.

This extension service is facilitating a broad range of training, ranging from boomsprayer calibration and tractor driving to disease identification and field supervision.

TABLE 4. ATTENDANCE AT SOUTH AFRICA SUGAR ASSOCIATION EXPERIMENT STATION TRAINING COURSES

TYPE OF COURSE	May-April 1983/84	May-April 1984/85	May-April 1985/86	May-April 1986/87	May-April 1987/88	May-April 1988/89
Tractor Care	64	16	67	-	40	19
Tractor Learner Driver	-	-	-	-	6	-
Implement Setter	6	-	10	20	-	17
Boomsprayer Operator	20	10	4	10	8	28
Boomsprayer Calibration	4	-	3	9	-	10
Mech Fertilizing	18	4	-	2	6	28
Supervisors	59	6	11	5	37	27
Induna Cane Cutting	8	-	-	10	1	18
Cane Cutting Worker	32	-	-	74	221	-
Induna Knapsack	8	3	4	7	2	5
Knapsack Operator	71	47	15	7	21	28
Induna Hand Planting	10	8	3	6	10	2
Induna Hand Fertilizing	7	1	2	-	8	7
Irrigation (Sprinkler)	-	-	5	11	4	22
Basic Workshop Skills	8	-	-	4	-	-
Disease Identification	138	30	18	52	8	56
Variety Identification	78	13	16	24	11	18
Eldana Identification	43	-	17	12	9	19
<b>TOTALS</b>	<b>574</b>	<b>138</b>	<b>180</b>	<b>253</b>	<b>392</b>	<b>304</b>

During the study, it became clear that the technical associations can play an increasingly major role in the farming and agribusiness sector if their services can become more widely available to medium-size and smaller enterprises.

#### 4. Donor-sponsored Projects

Donor support for training is considerable. Such support is understandable in light of Swaziland's Fourth National Development Plan, which clearly outlined as one of three national development priorities the "creation of more jobs through vocational training programs, 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, which constituted about 10 percent of the country's GDP, or roughly US\$74 per person.



Seventy percent of the total funding for technical assistance (roughly US\$23 million) went to 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 educational system to meet growing needs and introduce greater self-reliance on local skills; ensuring a healthy population and labor force; and promoting domestic production with a view to achieving food security.

Apart from providing support for the National Development Plan, it appears that donors are committed to human resource development. There is much evidence to show that investment in this area has the greatest potential returns.

Some of the donor-funded activities that presently support training for the farming and agribusiness sector include USAID projects SWAMP and CSRET; EEC micro-projects and training for pre-vocational agriculture; the Republic of China's agricultural schemes and short-term training; the FAO People's Participation Project; the CARE Swaziland Training for Entrepreneurs Project; EDF 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.

Annex F contains a table showing the amount and type of technical assistance to agriculture since 1988. Note that the majority of these are training projects, or have a training component.

Two USAID-funded projects soon to be implemented are the Swaziland Training and Institutional Development Project (STRIDE), which will help strengthen training institutions, and the Swazi Business Development Project, which will help to strengthen associations. If the training activities of these new endeavors can be coordinated with those of ongoing projects, it will be possible to provide considerable depth in training for the sector through a variety of channels--training institutions, and technical and business associations. This approach is essentially what the CAPM training model proposes (see section V). If donor assistance is directed at strengthening existing institutions, associations, extension services, and other infrastructure, then better training and more appropriate programs can be supplied right in Swaziland for the farming and agribusiness sector.

#### E. Constraints to Training

Each of the organizations mentioned previously was asked to name constraints to training. A summary of findings appears in table 5.

TABLE 5. CONSTRAINTS TO TRAINING

CONSTRAINT	TRNG INST 10	EXTEN- SION 8	AGRIBUSINESS			SCHEMES/ ASSOC/ COOPS 11	PROJS/ PROGS 5
			S 4	M 4	L 3		
Limited education/ basic skills	60%	38%	50%	75%	100%		80%
Limited motivation	40%	25%	25%	25%		54.5%	60%
Limited time	20%	13%	25%	100%		36.4%	80%
Limited appropriate training available			100%			45.5%	40%
Limited funds	40%	75%	100%			36.4%	60%
Limited quality instruction	50%	50%	25%	25%		27.3%	40%
Limited facilities	30%	38%					20%
Limited transport	10%	88%				13.2%	40%
Limited or inadequate teaching resources	30%	50%					
Resistance to new ideas	10%	25%					
Pilfering	30%						
Alcoholism	10%						
Lack of coordination	20%	25%			25%		40%

Indeed, there are many constraints to training, one of the major ones being the lack of time available to potential trainees when they are engaged in earning a living. Another significant finding is that there seems to be less interest in or motivation for training on the part of those who need it most (illiterate or unqualified small farmers and agribusinessmen). This finding is consistent with the researcher's past experience that people who have had no schooling or very little are less apt to see a need for it. Those with greater exposure to education seem to value it more and are more likely to respond to training in their adult lives. On the other hand, the challenge exists to develop relevant courses and appropriate teaching methods and resources to gain the interest of all potential participants.

Training institutions also mentioned limited facilities as a constraint to improving or expanding their programs.

It was interesting to note that during the interviews, training institutions mentioned the problem of losing staff to industry because of the great salary disparity. Keeping qualified staff was a challenge. In the questionnaires, however, this constraint did not emerge. It may be that there is a passive acceptance of this constraint.

Another major constraint identified was the limited transport available to extension service personnel. In this context, the idea of selecting and training farmers from the community to help their own colleagues has merit.

A major constraint to training senior management is that their training is often interrupted by work-related duties. In addition, training management staff in short modules sometimes leads to their not completing all the modules and thus not receiving maximum benefit from the training program.

#### F. Additional Training Needed

Training is often regarded as a panacea. Throughout the survey, people at all levels of the farming and agribusiness sector voiced their desire for more training. Training institutions, too, identified areas where they see a need for special training. These needs are summarized in table 6 on the following page.

TABLE 6. ADDITIONAL TRAINING NEEDED  
AS PERCEIVED BY TRAINING INSTITUTIONS

INSTITUTION	TYPE OF NEW COURSES TO BE OFFERED	% BUSINESS/MGMT/ COMMERCIAL	% TECHNICAL
UNISWA (LUYENGO)	outreach to farmers, & staff development	100%	
UNISWA (DEMS)	part-time degree in adult education		100%
MANANGA	mgmt of enterprise development, and environmental mgmt	100%	
SIMPA	management courses	100%	
IDM	training in legal aspects, entrepre- neurship for women, computers	75%	25%
SCOT	part-time entrepre- neurship course for private sector, and staff development	50%	50%
CODEC	cooperative mgmt and development, consumer management	100%	
VOCTIM	diesel mechanics, workshop mgmt and economics	50%	50%
MITC	expansion of piggery program		100%
LWATI	skill-development courses in mgmt and business development	100%	

In general, training institutions identified the need for more courses in business and management skills, especially for the private sector.

VOCTIM is beginning to give private companies the opportunity to use its facilities, and at the same time to help train students in workshop management and the commercial application of technical training.

Table 7 shows training needs as perceived by farmers and agribusinessmen.

TABLE 7. ADDITIONAL TRAINING NEEDED AS PERCEIVED BY FARMERS AND AGRIBUSINESSMEN

ENTERPRISE	TYPE OF TRAINING NEEDED	% BUSINESS/ MGMT/COMMERCIAL	% TECHNICAL
Large agribusiness (N = 4)	personnel mgmt, technical skills, computers	55%	45%
Middle-size agribusiness (N = 4)	accounting, credit, finance, technical skills, computers	63%	37%
Small agribusiness (N = 4)	recordkeeping, costing, credit, vehicle maintenance	75%	25%
Commercial farmers, including schemes (N = 8)	basic mechanics, recordkeeping, business mgmt, accounts, crop production	50%	50%

It is interesting to note that larger agribusinesses, with large staffs, give more importance to technical skills. The trend toward training to run a business increases as the size of the business decreases and is most emphasized by the very small agribusinesses. Commercial farmers on title-deed land, who presently are receiving and providing little training, want both technical and business management skills training.

#### G. Selected Issues on Training for Farming and Agribusiness

Part of the needs assessment consisted of a seminar, with 55 participants from farming and agribusiness including representatives of training institutions and donor agencies. The

purpose of the seminar was to present the findings of the needs assessment, elicit reactions and additional insights, exchange ideas on training, and request collective input on several important issues that emerged during the assessment.

The issues were posed as questions and given to small groups of participants. Following are the questions and responses obtained.

1. Are Local Training Institutions Meeting the Needs of Farming and Agribusiness? How Can They Better Meet These Needs?

Group 1 found some limitations with existing training programs; in general, they are broad and not designed specifically for farming and agribusiness. For example, SCOT and VOCTIM have general courses on motor mechanics and general commercial/business courses, but none tailored for farming. The group made these recommendations:

- o Farm mechanic maintenance should be strengthened at SCOT, VOCTIM, and MITC for different entry levels.
- o All institutions should design short programs (regardless of entry levels) to cater to farmers' needs in farm maintenance.
- o Radio and/or TV programs on how to grow crops should be designed and broadcast.
- o Business management courses should be offered at institutions like BMEP and SCOT.
- o Farmer training centers should be revived and strengthened.
- o Specific training is needed in marketing produce in South Africa.

2. Who Needs Training?

Group 2 listed potential trainees under five headings:

- o Farming sector - SNL farmers, and farming groups (e.g., cooperatives, associations, committees).
- o Agribusiness - suppliers (CCU), vendors, retailers.
- o Support personnel - extension workers, advisors (technical credit, business), and media people.
- o Educational institutions - primary students (for whom training should be free), secondary, and university

- o Community leaders - chiefs and indunas.

3. What Criteria Can Donor Agencies Use for Supporting Farming and Agribusiness Training for the Private Sector? What are the Priorities?

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

- o Donors should support ongoing training institutions and use a "training-of-trainers" approach.
  - o Training should be demand driven--based on needs assessments.
  - o Assistance should be given to training institutions so that more attention can be given to business management.
  - o More assistance is needed for the poor by supporting grassroots groups, and using hands-on demonstrations/training prior to the granting of credit.
  - o Studies should be carried out to determine which farmers require agribusiness management training.
  - o Donors could help farmers identify viable farming activities.
  - o Tours should be sponsored for people in the farming and agribusiness sector so they can learn from observation.
4. How Can the Effectiveness and Efficiency of Existing Training Programs be Increased?

This group noted that there appears to be a lack of training available to small and medium-size enterprises. Also, there is no facility for training in basic farming skills, e.g., dairy farming. The following recommendations were made:

- o Government, donors and the private sector should assist in the development of training programs through organizations such as farmers associations, farmer training centers, CCU depots, and ongoing programs, like the Farmers Development Foundation.
- o Training activities should take advantage of the training materials of companies already involved in training.
- o Participants endorsed the idea of a farming and agribusiness resources center, accessible to all training efforts.

- o Practical, activity-based training materials should be developed.
- o Training-of-trainer courses should be initiated in the use of practical materials.
- o A directory of existing training programs should be compiled for use by all participants in the sector.
- o The directory should list available expertise (manpower) in various training areas.

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

The group felt that training should be tailored to specific groups and for specific products because of significant differences in their needs. For example, small SNL producers may need education rather than training. A new type of agribusiness may need vertically integrated training that is roughly the same for all participants. A group of small producers may require a novel approach to credit training. The following methods/approaches were recommended:

- o Make use of existing knowledge.
- o Encourage large companies to share some of the training programs and materials they have already developed.
- o Use a farmer-to-farmer transfer approach (a preferred approach that has credibility).
- o Use mass media to disseminate information (radio, printed media).
- o Encourage farmers to organize according to production categories (e.g., bananas).
- o Organize national/regional field days by industry to exchange and disseminate information.
- o Adopt the "SEDCO" approach (working closely with an entrepreneur from the planning stages of an enterprise, through all stages and problems, until the enterprise is running successfully).

6. Would an Annual Farming and Agribusiness Conference with a Theme and Wide Participation from Government and the Private Sector be Useful?

It proved unnecessary to convene a group to discuss this issue, given widespread agreement among all seminar participants that such a conference would indeed be valuable.



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SECTION IV  
CONCLUSIONS AND RECOMMENDATIONS

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The conclusions and recommendations of this study were presented at the training needs assessment seminar for reactions and additional input. As a result, the statements below have generally met with the approval of the participants. Additional recommendations arising from seminar discussions were listed at the end of section III.

A. Conclusions and Recommendations With Implications for Extension Services

- o There is growing evidence that extension training efforts to commercialize average homesteads (1.7 ha for crops) are spread too thin and are not realizing the desired results.

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

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

Recommendation - that specialized training programs be mounted systematically through these cooperatives, associations, and schemes.

- o The middle-size farmer and the middle-size agribusinessman is presently receiving little, if any, training.

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

- o Existing extension services cannot cover effectively the large populations most of them have to serve.

Recommendation - that support be given to the development of private sector extension service. This effort could be carried out through various industries and associations. For

example, Swazi Meat Industries could have an extension service for its livestock producers. Similarly, NAMBOARD, the Dairy Board, the Cotton Association, etc, could offer specialized extension services. This approach would upgrade both production and quality. Training efforts would be directed to those already engaged in the enterprise.

- o Transportation and time constraints limit the follow-up activities of extension workers.

Recommendation - that the efforts of extension be supplemented by selecting local farmers or opinion leaders residing within communities, and giving them special training that they in turn pass on to other farmers in these communities (creating a multiplier effect). These farmers could be given a title, e.g., "farmer leaders."

- o Government extension officers appear to be the major beneficiaries of donor assistance. This is understandable because of the multiplier effect. However, there have been some constraints in achieving the best delivery in grassroots efforts.

Recommendation - whereas most donor agencies have generally supported only government training programs, they now should commit some resources to support training for the private sector. They need to work out priorities and channels for that support.

- o Livestock producers in general are not receiving any systematic training in cattle production through Veterinary and Livestock Services.

Recommendation - that veterinary assistants be given appropriate training so they will expand their livestock extension services.

B. Conclusions and Recommendations With Implications for Training Institutions and Programs

- o There appears to be no communications channel between the farming and agribusiness sector and training institutions.

Recommendation - that the UNISWA Faculty of Agriculture consider establishing that link.

- o Although it does occasionally carry out training activities, UNISWA does not presently have an outreach program for the farming community.

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

- o Members of the farming and agribusiness sector appear to want a greater sharing of ideas and expertise.

Recommendation - that UNISWA organize an annual conference for farming and agribusiness, with a theme, in which there would be wide participation, including presentations and/or exhibits from service and equipment companies and the public and private sectors, to introduce new trends, etc.

- o Training in the agribusiness sector relies heavily on South Africa and other external programs.

Recommendation - that local training institutions and programs work closely with the private sector to meet more of their training needs.

- o Some agribusinesses feel that the quality of some of the programs offered by local institutions is not high enough.

Recommendation - that training institutions regularly assess their programs in relation to agreed-upon standards.

- o Agribusinesses prefer in-house training in short modules to avoid disrupting company operations too much.

Recommendation - that training institutions and programs investigate the feasibility of supplying outreach, short, modular courses to meet some of the training needs of this sector.

- o An entrepreneurial skills course would be of value.

Recommendation - that SCOT, which has just begun to implement an entrepreneurial skills course for its own students, schedule the course on a part-time basis (evenings or in short modules) and offer it to private sector entrepreneurs.

- o Cooperative members are interested in more specific skills training.

Recommendation - that CODEC diversify its program to provide more skills training directly to cooperative members as well as cooperative education to committee officers.

C. Other Conclusions and Recommendations

- o There appears to be a lot of duplication of training materials (modules on common topics, e.g., simple recordkeeping, project planning).

Recommendation - that a resource center for training materials be developed, and that materials be collected and made available. Training departments of large agribusinesses could share some of their training materials with the center.

- o Training programs need to be coordinated for certain target populations, especially in rural areas. (For example, there are various programs now providing workshops in business management.) It is important that training programs complement or supplement one another to be cost-effective.

Recommendation - that a mechanism be established for closer coordination of training programs in the sector.

Recommendation - that CAPM coordinate its training activities closely with ongoing and future training programs, e.g., STRIDE, the Public Sector Project, and programs of other donor agencies.

- o There have been relatively few evaluations of the techniques used to deliver training for the farming and agribusiness sector. Most training has been in the form of workshops.

Recommendation - that in the implementation of future training programs (i.e., CAPM's), various methods be used and evaluated. Evaluation will provide valuable input for other programs.

- o The most common training approach is on-the-job training, followed by workshops and short courses.

Recommendation - that other approaches also be used, such as mass media, especially radio, printed circulars, and a "farmer-to-farmer" approach.

- o There is a lack of information regarding the cost-effectiveness of training programs.

Recommendation - that the cost-effectiveness of various training programs be studied to make the best use of resources and ensure the sustainability of the programs.

- o Organized groups with a common purpose, e.g., irrigation schemes, cooperatives, and associations, form well-motivated, defined groups who are more receptive to training.

Recommendation - that CAPM and others plan and implement training programs for such groups.

- o Women are playing an increasingly important role in farming and agribusiness, as evidenced by efforts to establish a women's bank and a women's business organization.

Recommendation - that CAPM and other projects facilitate training for women entrepreneurs. (IDM offers such a course.)

- o There appears to be very little training on the sustainability of the natural resource base upon which farming and agribusiness depend.

Recommendation - that emphasis be placed on training that stresses better resource use and the protection and enhancement of the environment.

- o The educational base for training in this sector is relatively low. (This fact was often cited as a constraint to training.)

Recommendation - that support for basic literacy programs and completion of O-levels be made a part of broader education and training assistance to the sector.

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SECTION V  
THE CAPM TRAINING PLAN

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A. Assumptions Based on the Needs Assessment

Based on the training needs assessment, the following assumptions are made regarding training for farming and agribusiness:

- o There is a growing unemployment problem in Swaziland; thus people have to be encouraged and trained to become more self-sufficient.
- o Swaziland has an agriculturally-based economy; thus jobs are more likely to be found and created in agribusiness.
- o Formal school curricula have to become more practical and relevant to prepare young people for work and lay a better foundation for farming and agribusiness (in terms of concepts, skills, and positive attitudes).
- o Technical institutions must be strengthened to produce qualified technicians and artisans.
- o Extension services must be increased and strengthened to enable them to better serve farmers and rural entrepreneurs.
- o A large number of donor-assisted projects with training components have been designed to meet specially perceived training needs. Donors are generally interested in assisting human resource development.
- o Large agribusiness firms are providing adequate training for their own employees.
- o Extension services are focusing primarily on training for small farmers and women in rural areas.
- o There are some populations in agribusiness that are not being adequately trained, either through extension services or their own efforts, i.e., small and middle-sized agribusinesses, and Swazi entrepreneurs.
- o There are no clearly defined criteria that donor-assisted projects can use to prioritize training.

- o It appears that training in this sector has been very much "single-pronged," e.g., CODEC trains cooperatives only, and MOAC extension trains farmers only.

#### B. Objectives of CAPM's Training Plan

The ultimate goals of CAPM's training program are to help increase commercialization of farming and develop agribusiness. Based on perceived circumstances and assessed training needs, the objectives of the training program are:

- o To improve the business management skills of extension workers.
- o To improve the technical skills of extension workers in specialized areas, e.g., irrigation.
- o To improve the training skills of extension workers.
- o To increase business management skills of entrepreneurs in agribusiness.
- o To strengthen local training institutions that serve the farming and agribusiness sector.
- o To provide specialized training in response to perceived needs in agribusiness.
- o To improve agribusiness skills of commercial farmers and staff of small and medium-size agribusinesses.
- o To assist associations, cooperatives, and others in providing training and outreach activities for their members.
- o To increase the involvement of large agribusinesses in skills training for the sector.
- o To assist UNISWA to add a commercial and business dimension to its agriculture programs.
- o To assist UNISWA in designing and mounting outreach activities for farming and agribusiness.
- o To improve the overall capacity of GOS extension services to plan and implement extension programs for farmers and businessmen in agribusiness.

#### C. CAPM Training Model

The objectives of the CAPM training plan led to the development of a farming and agribusiness training paradigm or

model, which is designed to allocate resources to achieve objectives through various approaches:

- o Improve the quality of training by strengthening existing training institutions.
- o Increase the amount of training available by assisting large agribusinesses to offer specialized technical outreach services to their producers.
- o Improve the quality of extension by providing specialized training for extension workers, where needed, and more training in other skills, e.g., farm and business management.
- o Lend assistance to existing associations to help make training for their members one of their main activities.
- o Diversify training by helping UNISWA provide outreach services to commercial farmers and agribusinesses.
- o Stimulate greater interest in training by promoting more in-house training, with immediate benefits for both enterprises and workers, on farms and in agribusinesses.
- o Improve the efficiency of training to the sector by assisting in the collection and compilation of available training materials (e.g., modules for specific skills development by large agribusinesses) and establishing a farming and agribusiness resource center.

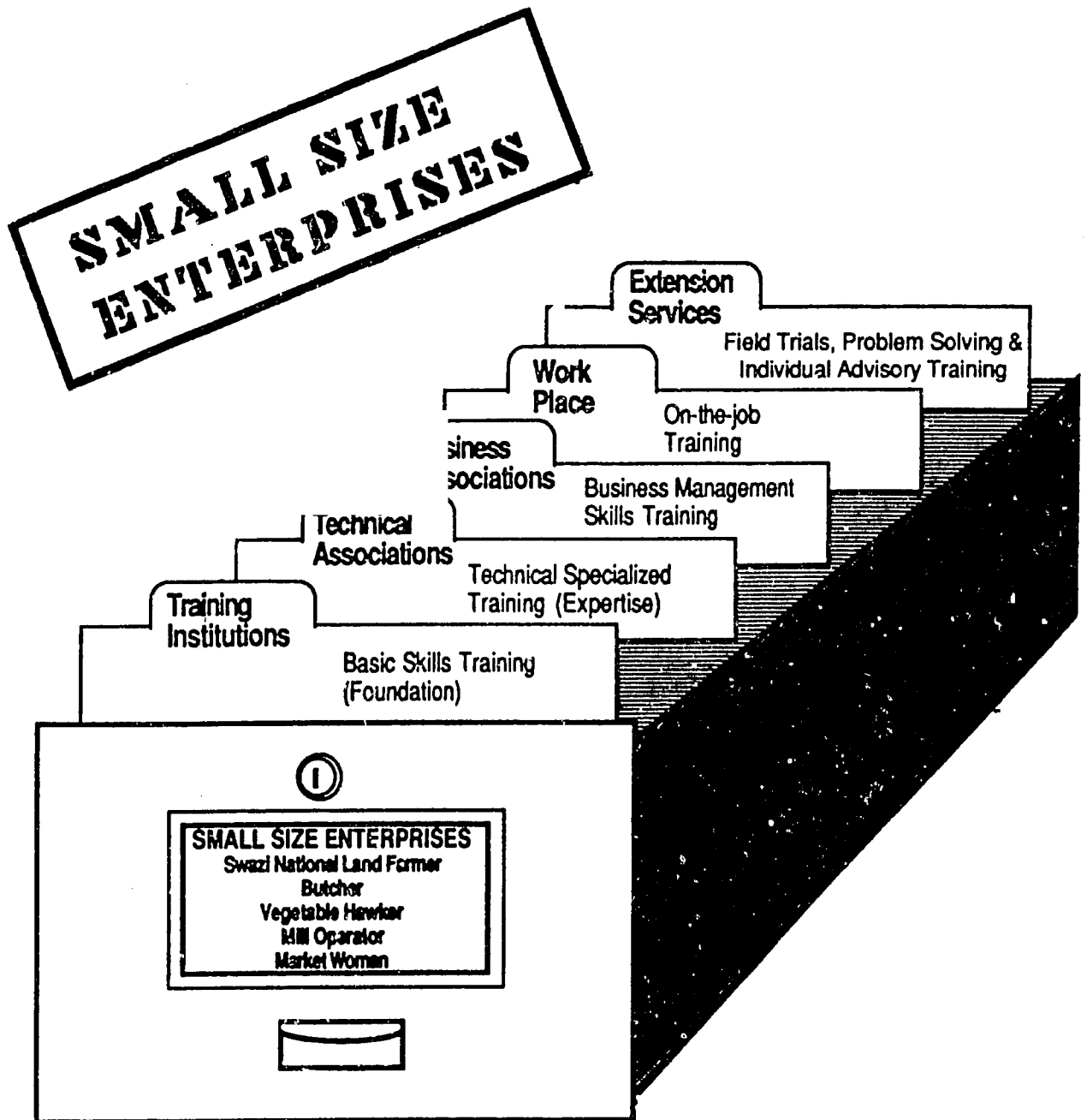
Figures 2, 3, and 4 depict the model as it would support small, medium, and large farming and agribusiness enterprises, respectively. Training institutions, extension services, associations, and related organizations would provide different kinds of training and services. Donor agencies would be encouraged to help strengthen the infrastructure so it would indeed function effectively in providing better training.

The proposed training program provides a total of 212 person-months of training. This is well over the 200 person-months of training the project has undertaken to carry out.

The target populations are those who have shown an interest and need for the type of training in the program. In addition, the training institutions or programs that have been chosen are those that are already scheduled or can be arranged in-country, and in some cases, in-house.

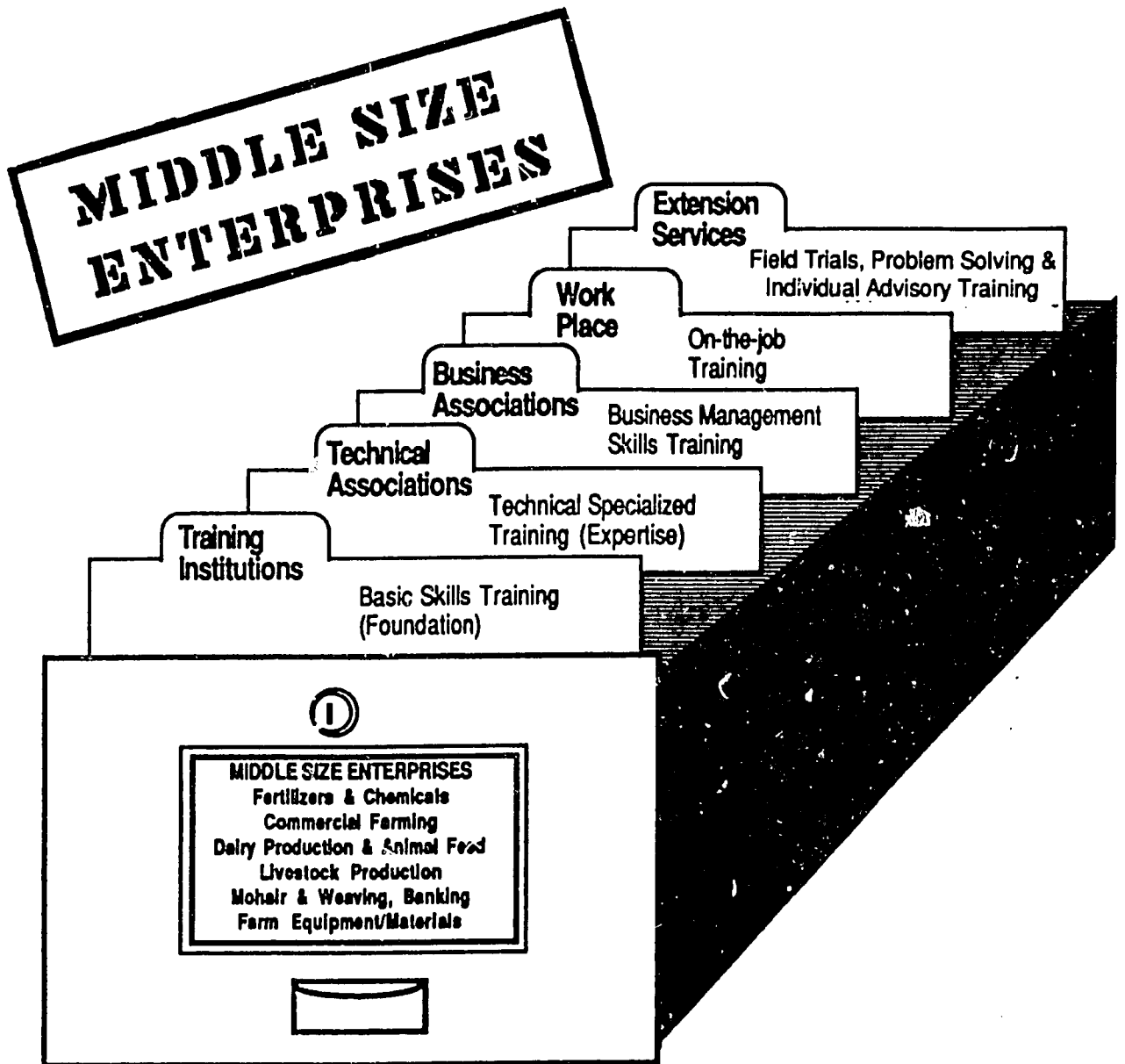
One feature of this training program is that it will attempt to make greater use of private enterprise resources, i.e., presenters and training materials, than is now the case. Another feature is that in some instances, the students will be "mixed."





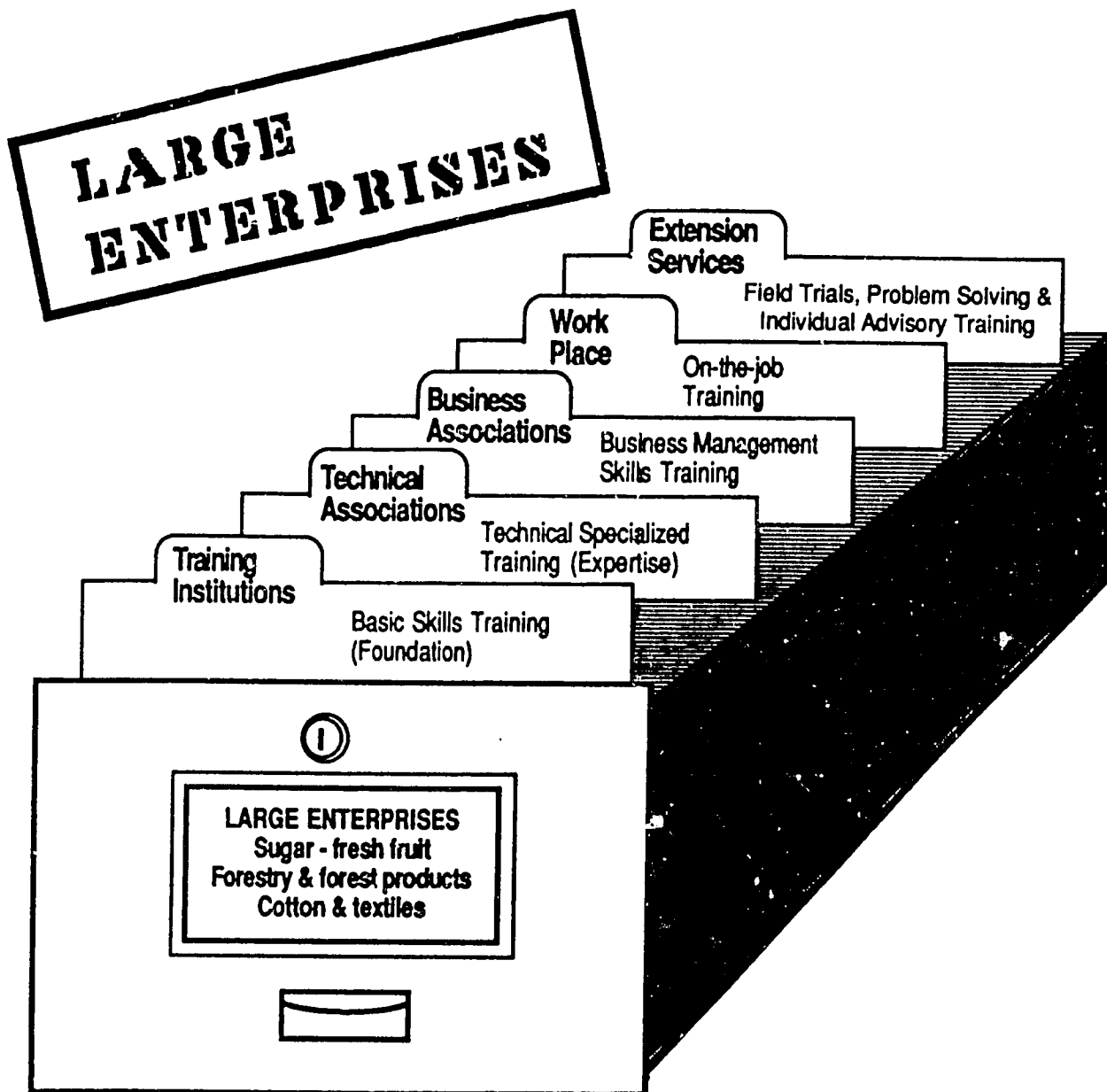
**Fig. 2: CAPM TRAINING MODEL**

(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)



**Fig. 4: CAPM TRAINING MODEL**

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

For example, some business management courses will be offered to extension officers from various ministries, i.e., Agriculture, Commerce, and Education. Mixing should encourage more interaction, better understanding, and possible coordination in extension activities.

It is recommended that a full-time training officer be employed by CAPM to implement the training program, as several workshops or short courses will have to take place very close together. In addition, quite a bit of time and effort will be necessary to ensure that all arrangements are taken care of, so the program will achieve its objectives, and help motivate people toward a greater appreciation of training.

TABLE 8. PROPOSED CAPM TRAINING PROGRAM

SECTOR	NUMBER	TYPE OF TRAINING	DURATION	TRAINER	MONTH	CREDIT HOURS	PERSON MONTHS
<b>Farming:</b>							
Commercial Farmers	200	Agribusiness Conference	3 days	UNISWA/CAPM	Oct. 90	4800	30
		Skills Training Workshops	1 week	UNISWA/CAPM & Resource Persons from Private Sector & Extension	--	--	--
	30	Agro-Forestry	1 week	Usuthu Pulp	Nov 90	1200	7.5
	30	Livestock Mgmt.	1 week	Meat Industries	Jan 91	1200	7.5
	30	Piggery Husbandry	1 week	Simunye	Feb 91	1200	7.5
	30	Farm Management	1 week	Commercial Farmers	Mar 91	1200	7.5
	30	Tractor Maintenance	1 week	VOCTIM or MITC & Tractor Co.	Apr 91	1200	7.5
	30	Vehicle Maintenance	1 week	VOCTIM	May 91	1200	7.5
	30	Fresh Veg. for Export	1 week	Swazi Fresh Co. NAMBOARD	May 91	1200	7.5
	30	Irrigation	1 week	UNISWA	Jun 91	1200	7.5
30	Employment Terms/Conditions	3 days	LWATI	May 91	720	4.5	

TABLE 8. PROPOSED CAPM TRAINING PROGRAM  
(continued)

SECTOR	NUMBER	TYPE OF TRAINING	DURATION	TRAINER	MONTH	CREDIT HOURS	PERSON MONTHS
Extension Services:		Skills Training Workshops:	1 week	CAPM/training institutions	-	-	-
MOAC, MCIT, MOE, Tinkhundla, Extension Officers	20	Project Planning & Implementation	1 week	BMEP/CAPM (CARE Resource)	Oct 90	800	5
	20	Business Mgmt	1 week	LWATI/CAPM (Businessman Resource)	Nov 90	800	5
	20	Recordkeeping & Taxes	1 week	IDM/CAPM (Tax Dept. Resource)	Nov 90	800	5
	20	Leadership & Commercial Skills	1 week	LWATI/CAPM	Jan 91	800	5
	20	Credit Management	1 week	Mananga/CAPM (Barclays Bank-Resource)	Feb 91	800	5
MOAC NSMP & SEOs	21	Farm Management	1 week	(CSRET/CAPM)	Sep 90	840	5.2
MCIT Commercial Officers	8	Business Mgmt	1 week	BMEP	Feb 91	320	2
CCU Depot Mgrs	20	Business Mgmt	1 week	IDM	Mar 91	800	5

TABLE 8. PROPOSED CAPM TRAINING PROGRAM  
(continued)

SECTOR	NUMBER	TYPE OF TRAINING	DURATION	TRAINER	MONTH	CREDIT HOURS	PERSON MONTHS
<u>Associa-</u>							
<u>tions:</u>							
Assoc. Officers	25	Association Training Services	1 day	Sugar Assoc.	Dec 90	200	1.2
Assoc. Officers	25	Mgmt & Organization	3 days	SIMPA/CAPM	Oct 90	600	3.7
Chamber of Commerce and Industry	60	The Expatriate & Skills Program	3 days	Lwati	Nov 90	480	3
Entrepreneurs	30	Entrepreneurial Skills Program	80 hrs (pt.time)	SCOT	Jan-Jun 91	3600	22.5
Amadoda	30	Drivers Training	1 week	Contracted Company	Apr 91	1200	7.5
<u>Agri-</u>							
<u>Business:</u>							
Swazi Bank Credit Mgrs	4	Rural Credit Management	4 weeks	MAMC	Sep-Oct 90	640	4
Banks Credit Officers	20	Rural Credit	1 week	MAMC	Nov 90	800	5
Women in Agribusiness	20	Entrepreneurship	1 week	IDM	Feb 91	800	5

TABLE 8. PROPOSED CAPM TRAINING PROGRAM  
(continued)

SECTOR	NUMBER	TYPE OF TRAINING	DURATION	TRAINER	MONTH	CREDIT HOURS	PERSON MONTHS
Swazican Ext. Worker	1	Pineapple Extension	3 months	out-of-country	Feb- Apr 91	528	3.3
Meat Industries Ext. Worker	1	Livestock Prod.	3 months	out-of-country	Feb- Apr 91	528	3.3
Mid-size Agribusiness Mgrs.	20	Business Mgmt	1 week	Lwati	Dec 90	800	5
<u>Parastatals:</u>							
Dairy Board personnel	4	Business Mgmt	1 month	Thomas Int.	Oct 90	640	4
NAMBOARD personnel	4	Management	1 month	Thomas Int.	Oct 90	640	4
UNISWA/ Luyengo Dpt. Heads	8	Computer			-	-	-
All Sectors		Short-term Training			-	-	-
MOAC Economic Officer	1	Fertilizer Marketing	2 weeks	Redit (Mauritius)	May 90	80	0.5
CCU Marketing Specialist	1	Fertilizer/ Irrigation Technology	3 weeks	Muscle Shoals, (Alabama, USA)	Jun 90	120	0.7



TABLE 8. PROPOSED CAPM TRAINING PROGRAM  
(continued)

SECTOR	NUMBER	TYPE OF TRAINING	DURATION	TRAINER	MONTH	CREDIT HOURS	PERSON MONTHS
MOAC Coops Commissioner	1	Agribusiness Management	6 weeks	Santa Clara U (USA)	Jul/ Aug 90	240	1.5
MOAC Marketing Officer	1	Agribusiness Management	6 weeks	Santa Clara U (USA)	Jul/ Aug 90	240	1.5
NAMBOARD Gen. Mgr.	1	Mgmt. Skills for Economic Develop- ment	4 weeks	Colorado State U (Ft. Collins, USA)	Jul 90	160	1
UNISWA Tech- nician	1	On-farm Irrigation Scheduling	6 weeks	Utah State U (Logan, USA)	Jul/ Aug 90	240	1.5
MOAC Extension	1	On-farm Irrigation Scheduling	6 weeks	Utah State U (Logan, USA)	Jul/ Aug 90	240	1.5
ADAS Depot Mgr.	1	Fertilizer Marketing Training Program	2 weeks	Redit (Mauritius)	May 90	80	0.5
Lecturers Training Inst.	20	Mgmt. Development Program	1 week	NAMC	Jan 91	800	5
<u>Training Institutions:</u>							
UNISWA/ Luyengo Heads of Dept.	8	Computer Training	1 week	CAPM (G. Wallace)	Nov 90	96	0.6

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ANNEX A  
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ANNEX B  
INDIVIDUALS AND ORGANIZATIONS PARTICIPATING IN THE STUDY

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Following is a list of people who were contacted, 55 of whom were interviewed. The 45 people whose names have asterisks (\*) also completed questionnaires.

<u>Individual</u>	<u>Organization</u>
1. Mr. Dale Allen	Agribusiness Entrepreneur
2. Mr. Michael Boast*	General Manager, Simunye Estate
3. Mr. Donald J. Brosz	Extension Irrigation Specialist, Research Division, MOAC
4. Mr. Frank M. Buckham	Principal Secretary, MOAC
5. Mr. James E. Bunnell	Agribusiness Specialist, CAPM Project
6. Mr. J. Cavalli	Head of Mission, UNDP
7. Mr. Don Colins*	Manager, Swaziland Meat Industries
8. Mr. M. Colson	Director, Thomas International Management Systems
9. Mr. A. Crammond	European Economic Commission
10. Dr. Judith E. Dean*	Adm. Manzini Industrial Training Center
11. Dr. James Diamond	CSRET Project
12. Mr. Absalom Dlamini	Assistant Commissioner, Cooperative Development Department, MOAC
13. Dr. Barnabas Dlamini*	Dean, Faculty of Agriculture, UNISWA
14. Mr. Bheki Dlamini*	Director, IDM
15. Mr. Dan Dlamini*	Mkhovu Rice and Vegetable
16. Mr. Elijah Dlamini*	Chairman, Mphetseni Pineapple Scheme

17. Mr. Jabulani Dlamini Personnel Manager, Swaziland  
Canners
18. Mr. Guy Dlamini\* Secretary, Mswati Rice Scheme
19. Mrs. J.G. Dlamini\* Principal Community Development  
Officer, Tinkhundla
20. Mr. James Dlamini Deputy General Manager, Swazi Bank
21. Mr. Milton Dlamini President, Swaziland Commercial  
Amadoda
22. Ms. Phumzile Dlamini Lecturer, IDM
23. Ms. Grace Dlodlu Chief Education/Publicity Officer,  
Central Cooperative Union
24. Mrs. A. Dube\* Rural Education Centre Coordinator,  
Adult Education
25. Mr. H. Dupuis\* Executive Director, Lwati Training  
Institute
26. Mr. Adrian Fossard United Nations Development  
Programme
27. Dr. Conrad Fritsch Policy Advisor, Chemonics
28. Ms. Nokukhanya Gamedze\* Program Manager, Business  
Management Extension Program
29. Mr. A. Ginindza\* Chairman, Sibakho Business  
Association
30. Mr. E. Ginindza Senior Inspector, Adult Education,  
Ministry of Education
31. Mr. Mboziswa Gule\* Chairman, Mavulandlela Vegetable  
Scheme
32. Ms. Phumzile Gumbi\* Market Trader
33. Dr. Nicholas Gumede\* Director, Department of Veterinary  
and Livestock Services, MOAC
34. Mr. Sam Gumede\* Member of Sibonelo Savings and  
Credit Cooperative
35. Dr. S. Harmon\* Director of Studies, MAMC
36. Mr. Musa Hlope\* President, Swaziland Institute of  
Personnel and Training Management

- 37. Mr. John Hunter                      Coordinator, IFAD Small Farmer  
Credit and Marketing Project
- 38. Mr. Richard Hulley\*                 Manager, Swaziland Cannery
- 39. Mr. Charles Jenkins                 Private Sector Development Officer,  
USAID
- 40. Dr. A. Khoza                         M.D., Swaziland Dairy Board
- 41. Mr. S. Khumalo\*                     Fruit/Vegetable Hawker
- 42. Mr. Kimball Kennedy III            Chief of Party, CAPM Project
- 43. Mr. A. King                         Sugar Extension Services, SSA
- 44. Mr. Sam Kuhlase                     General Manager, Swazi Bank
- 45. Mr. Joe Lattuada                     Technical Consultant, CARE
- 46. Mr. T. Liebrandt                    Project Coordinator, Rural  
Education Project
- 47. Mr. Leonard Lukhele\*               Principal, SCOT
- 48. Mrs. Stella Lukhele\*               SNL Farmer
- 49. Mr. Patrick Lukhele                 Director, Department of Agriculture  
and Extension, MOAC
- 50. Mr. John Mabuza\*                    Chairman, Mgubudla Rice Scheme
- 51. Mr. O. Mamba\*                       Training Manager, Swazi Bank
- 52. Mr. S. Maseko\*                     Fruit/Vegetable Hawker
- 53. Mr. G. Masina\*                      Personnel Officer, Swaziland Dairy  
Board
- 54. Mr. Rogers Matsebula\*             Agriculture Training Officer, MOAC
- 55. Mr. Gavin Mattig\*                   Training Manager, Usuthu Pulp Co.
- 56. Mr. Jack Mbingo                     Director, Cooperative Department,  
MOAC
- 57. Mr. Jacob Mdluli\*                   Member, Mphetseni Pineapple Scheme,  
Malkerns
- 58. Ms. Thembi Mdluli\*                 Depot Manager, CCU, Motshane
- 59. Mr. A. Mkwanazi\*                    Head of DEMS, UNISWA

60.	Mr. Mike Mmemu	Farmer, Member SEDCO and Sibakho
51.	Mr. Absalom Mntshali	Principal, CODEC
62.	Ms. Christabel Motsa*	Principal Home Economics Officer, MOAC
63.	Mr. Lon Muffett*	Training Officer, SWANDP
64.	Mr. S. Ngomezulu*	Management Consultancy and Training Manager, SEDCO
65.	Ms. Amy Nxumalo*	Commercial Officer, MCIT
66.	Mr. Willard Nxumalo	Senior Agricultural Officer (Extension), MOAC
67.	Ms. T. Nzalo*	Rural Education Centre Coordinator, Adult Education
68.	Mr. Robert E. Olson	Marketing Specialist, CAPM Project
69.	Mr. John Pape	Program Manager, SFDF
70.	Mr. S. Pato*	Chief Commercial Officer, MCIT
71.	Dr. Charles Pitts	Chief of Party, CSRET Project
72.	Mr. Scott Reid	Managing Partner, Khalipha
73.	Mr. G. Roques	Manager, Pre-Vocational Agriculture Project
74.	Mr. Dennis Sharma	Agricultural Development Officer, USAID
75.	Mr. Maqhawe Shongwe	Extension Officer, Northern Rural Development Area
76.	Mr. A. Sibiya	Personnel Manager, Usuthu Pulp Co.
77.	Mr. Noah Simelane*	CEO, Central Cooperative Union
78.	Ms. Olive Simelane*	Pilane Poultry Scheme
79.	Ms. Dumile Sithole	Manager, NAMBOARD
80.	Dr. Joe Siyane*	Principal, SIMPA
81.	Mr. J. Swann*	Training Manager, Simunye Estate
82.	Mrs. C. Twala*	Rural Education Centre Coordinator, Adult Education



83. Dr. P.J. van Blokland Visiting Professor of Agribusiness Management, CAPM Project
84. Mr. Harry van der Burg Marketing Analysis Unit, MOAC
85. Mr. John Weatherson\* Managing Director, ADAS, Manzini
86. Mr. Uwe Weissenborn Lecturer, Gwamile-VOCTIM
87. Mr. M. Winnefeld\* Project Manager, Gwamile-VOCTIM
88. Mr. Richard Zwane\* Director, Education and Training, CODEC

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ANNEX C  
TRAINING QUESTIONNAIRE FOR COOPERATIVES

NAME OF COOPERATIVE \_\_\_\_\_  
 CONTACT PERSON (Name) \_\_\_\_\_ (Position) \_\_\_\_\_  
 ADDRESS \_\_\_\_\_  
 \_\_\_\_\_ TELEPHONE \_\_\_\_\_

NUMBER OF MEMBERS IN YOUR COOPERATIVE: \_\_\_\_\_

DOES YOUR COOPERATIVE PROVIDE OR ORGANIZE TRAINING FOR ITS MEMBERS? Yes \_\_\_ No \_\_\_

IS TRAINING DONE ON A REGULAR BASIS OR OCCASIONALLY?  
 REGULAR BASIS \_\_\_\_\_ OCCASIONALLY \_\_\_\_\_

LIST THE MAJOR OBJECTIVES OF YOUR TRAINING PROGRAM:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

LIST THE TYPE OF COURSES/WORKSHOPS YOUR MEMBERS HAVE ATTENDED DURING THE LAST YEAR (IN-COUNTRY):

Name or Type of Course/Wshop Study Tour/ Apprenticeship	Duration (Length)	Who are the Students?	Who Carries it out? (Own Instructors or Others?)	Who Finances it?

*Wd*

(IN-COUNTRY TRAINING, CONT'D)

Name or Type Course/Wshop Study Tour/ Apprenticeship	Duration (Length)	Who are the Students?	Who Carries it out? (Own Instructors or Others?)	Who Finances it?

DOES YOUR COOPERATIVE SEND ANYONE FOR TRAINING OUT OF COUNTRY?  
YES \_\_\_\_\_ NO \_\_\_\_\_

IF YES, PLEASE COMPLETE THE FOLLOWING:

Position of Trainee	Type of Training (Degree, Diploma, or Certificate?)	Duration	Name of Institution & Country	Who Finances it?

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NAME ANY TRAINING (OR ADDITIONAL TRAINING) YOU THINK SHOULD BE PROVIDED TO MEMBERS OF YOUR COOPERATIVE:

Name or Type of Course or W/Shop	Duration of Course or W/Shop	Who Should Carry it Out? (Teach)	Who Should Pay for it?

DOES YOUR COOPERATIVE HAVE STAFF MEMBERS? YES \_\_\_\_\_ NO \_\_\_\_\_  
 PAID \_\_\_\_\_ VOLUNTARY \_\_\_\_\_

ARE YOUR STAFF MEMBERS PROVIDED WITH TRAINING? YES \_\_\_\_\_ NO \_\_\_\_\_

IF YES, BRIEFLY DESCRIBE THE TRAINING, WHERE IT TAKES PLACE, AND WHO IS THE TRAINER OR TRAINING INSTITUTION:

Position of Trainee	Name/Type Course/Wshop or Other	Duration	Trainer or Training Institution	Who Finances it?

WHAT PROBLEMS (IF ANY) HAS YOUR COOPERATIVE ENCOUNTERED WITH TRAINING?

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(Continue on back, if needed)

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ANNEX D  
NEEDS ASSESSMENT SEMINAR PROGRAM  
COMMERCIAL AGRICULTURE PRODUCTION AND MARKETING (CAPM) PROJECT

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July 19, 1990

1. Welcome - F. Buckham, Principal Secretary, MOAC, and K. Kennedy, COP, 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 Donor Agencies Use for Supporting Farming and Agribusiness Training for the Private Sector? What are the Priorities?
    - (Some examples of criteria are:
      - o Training where there will be a large multiplier effect.

- o Training for a sector of the population that is presently not receiving any
- o Training for the poorest sector of the population in agribusiness
- o 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 the Private Sector be Useful? (Give suggestions of themes, activities, participants, etc.)

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

ANNEX E  
LIST OF PARTICIPANTS  
FARMING AND AGRIBUSINESS TRAINING NEEDS SEMINAR

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	SAB	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. Mmemba	Sibakhe 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	SFDF	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	



## Annex E (continued)

Name	Organization	P.O. Box	Tel
Olive Simelane W.D. Sukumani	Philani Poultry Swazi Commercial Amadoda	32, Mbabane 63, Manzini	23014 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	42931
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 F  
**TABLE F-1. EXTERNALLY FINANCED TECHNICAL ASSISTANCE PROJECTS AND ACTIVITIES, 1988**  
(In Thousands of U.S. Dollars)

Country Receiving Assistance: Swaziland

ACC SECTOR: Agriculture, Forestry,  
and Fisheries

Project/Activity (Title and Number)	Source of Assistance	Project Duration	Donor Commitment		Nature of Assistance
			Total	1988 Disbursement	
Assistance to the Swazi Dev. and Savings Bank 5604.02.49.034	EDF	1986-88	256.00	65.00	The provision of one agricultural and rural specialist to establish an Agricultural Loans Department within the bank.
Assistance to Swazi Dev. and Savings Bank 5604.02.49.039	EDF	1988-89	151.00	70.00	The provision of one advisor to the general manager.
Assistance to the Central Coops. Union 5100.34.49.024	EDF	1983-91	256.00	94.00	The provision of one financial controller for the CCU under the Lome II NIP/EDF Smallholder Support Project.
Assistance to the Ministry of Agric. and Coops.	EDF	1987-90	512.00	66.00	The provision of one senior agricultural planning advisor to the principal secretary.
Assistance to the Swazi Dev. and Savings Bank 5605.52.49.038	EDF	1988	222.00	148.00	To review the human resource capacity of the SDSB and to prepare a proposal for manpower development and training.

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TABLE F-1 (continued)

EXTERNALLY FINANCED TECHNICAL ASSISTANCE PROJECTS AND ACTIVITIES, 1988  
(In Thousands of U.S. Dollars)

Project/Activity (Title and Number)	Source of Assistance	Project Duration	Donor Commitment		Nature of Assistance
			Total	1988 Disbursement	
Small Dams Study 6605.33.49.021	EDF	1988	116.00	106.00	Field investigation and preparation of proposals for a program of earth dam rehabilitation and construction.
Agriculture	U.K.	---	---	27.90	Provision of a cotton breeder.
Veterinary Services	U.K.	---	---	22.90	Provision of a veterinary officer.
Cropping Systems, Research and Extension Training (645-0212)	USA	1981-91	11,574.00	1,278.00	The project assists the Ministry of Agriculture and Cooperatives to develop and extend to SNL farmers appropriate cropping system research recommendations. The project has provided up to 8 technical advisors including policy planning advisors, a cropping systems specialist, a socioeconomist, a production economist, an information specialist and an extension training specialist. It also provides consultancies, short- and long-term training, commodities, equipment and construction. The project also funded a land-use study to help the government identify land-use options.

TABLE F-1 (continued)

EXTERNALLY FINANCED TECHNICAL ASSISTANCE PROJECTS AND ACTIVITIES, 1988  
(In Thousands of U.S. Dollars)

Project/Activity (Title and Number)	Source of Assistance	Project Duration	Donor Commitment		Nature of Assistance
			Total	1988 Disbursement	
Rural Reconstruction (645-0224)	USA	1984-1988	1,250.00	98.00	The project assisted the government to rehabilitate and reconstruct roads and related infrastructure, and re-equip and replace river gauging stations destroyed by Cyclone Demoina. It funded the provision of two long-term engineers to manage road works and on-the-job training, technical consultancies, and equipment. It provided contract time and materials for repair and maintenance of plant and equipment. It also funded two short-term vehicle maintenance engineers.
Agricultural Training Project No. 1	Taiwan	1969- ongoing	no monetary value given	no monetary value given	Workshops and field days on agricultural machinery and crop production involving 2636 participants in 1988.
Assistance to the Smallholder Marketing Project (IFAD)	Taiwan	1986-90	no monetary value given	no monetary value given	The provision of 7 technicians per annum.
Nsalithshe Nguni Farm	RSA	1985-95	600.00	153.00	Assistance for the development of the farm and the breeding of Nguni cattle.

TABLE F-1 (continued)

EXTERNALLY FINANCED TECHNICAL ASSISTANCE PROJECTS AND ACTIVITIES, 1988  
(In Thousands of U.S. Dollars)

Project/Activity (Title and Number)	Source of Assistance	Project Duration	Donor Commitment		Nature of Assistance
			Total	1988 Disbursement	
Manyonyaneni	RSA	1985-1990	250.00	15.00	Handling kraal and planning of the farm in grazing camps.
Tobacco Trials	RSA	1985-90	50.00	7.00	Tobacco cultivar trials at Nhlangane and Malkerns.
Agricultural Training Project No. 2	Taiwan	1969- ongoing	no monetary value given	no monetary value given	Provision of short-term training and an observation tour in Taiwan involving 9 participants in 1988.
Irrigation Scheme	Taiwan	1969- ongoing	no monetary value given	no monetary value given	Provision of technical and material assistance in crop production covering 96 ha. in 1988.
Ngwenisi Irrigation Project	Taiwan	1988-93	no monetary value given	no monetary value given	Provision of technical, financial, and material assistance in land development and crop producing covering 165 ha.
Small-scale Maize Production	Taiwan	1981- ongoing	no monetary value given	no monetary value given	Provision of technical and financial assistance.

TABLE F-1 (continued)

EXTERNALLY FINANCED TECHNICAL ASSISTANCE PROJECTS AND ACTIVITIES, 1988  
(In Thousands of U.S. Dollars)

Project/Activity (Title and Number)	Source of Assistance	Project Duration	Donor Commitment		Nature of Assistance
			Total	1988 Disbursement	
Maize Block Project	Taiwan	1981-91	no monetary value given	no monetary value given	Provision of technical and financial assistance covering 1545 ha. in 1988.
Foot and Mouth Disease Control	RSA	1985-90	350.00	27.00	Maintenance of feeder roads, supply of tents to cordon guards and electrification of lukhula foot and mouth road block.
Agricultural Farm Manager	RSA	1987-90	250.00	40.00	Seconded to the Ministry of Agriculture and Cooperatives.
General Manager for Tobacco Cooperative	RSA	1988-92	120.00	40.00	Seconded to the Ministry of Agriculture and Cooperatives.
Tractors, Trailers, and Ploughs	RSA	1985-?	25.00	25.00	Grant to local farmers at Nhlangano.
Border Working Group	RSA	1987-?	2.00	1.00	Expenses incurred by the border working group.
Cotton Trials	RSA	1986-90	---		Continuous cotton cultivar trials.

TABLE F-1 (continued)

EXTERNALLY FINANCED TECHNICAL ASSISTANCE PROJECTS AND ACTIVITIES, 1988  
(In Thousands of U.S. Dollars)

Project/Activity (Title and Number)	Source of Assistance	Project Duration	Donor Commitment		Nature of Assistance
			Total	1988 Disbursement	
Asikhule (Women's) Association	Canada/CIDA	1988-89	5.08	5.08	To assist in the construction of 2 poultry houses and the provision of houses and initial supplies of stock and feed.
Ngwenya Produce Scheme	Canada/CIDA	1988-89	2.67	2.67	The construction of a poultry house and provision of initial stock, feed, vaccines, and equipment.
Swazi Harvest Education Aid	Canada/CIDA	1988-89	3.28	3.28	Printing costs of a board game to encourage students to learn about agriculture in Swaziland.
Olangeni Hammer Mill	Canada/CIDA	1988-89	6.30	6.30	Purchase of a hammer mill and related construction materials for a community group in Dlangeni.
Emanti Esive Community Gardens	Canada/CIDA	1988-89	4.21	4.21	Contribution toward establishing community gardens at St. Benedict's Primary School and at Etibondzeni.
Pasture and Forage Crops	Canada	1985-90	127.54		Identification and development of less environmentally damaging management techniques for livestock production.

TABLE F-1 (continued)

EXTERNALLY FINANCED TECHNICAL ASSISTANCE PROJECTS AND ACTIVITIES, 1988  
(In Thousands of U.S. Dollars)

Project/Activity (Title and Number)	Source of Assistance	Project Duration	Donor Commitment		Nature of Assistance
			Total	1988 Disbursement	
Hydrology of Dongas	Canada/IDRC	1986-89	117.79	---	Study of the development of Dongas in the Middleveld of Swaziland.
Ensuka Community Garden	Canada/CIDA	1988-89	2.50	2.50	Construction of a gravity-fed irrigation system to service 26 plots at the Ensuka Community Garden.
Swazi Farmer Development Fund	Canada/CIDA	1987-89	4.92	4.92	Purchase of equipment and materials required to establish 3 community gardens.
Silwanendlala Poultry Project	Canada/CIDA/ USCC	1988-89	1.99	1.99	Purchase of fencing and initial breeding stocks for the Silwanendlala Poultry Project.
Domintaba Dam and Garden	Canada/CIDA/ USCC	1988-89	4.96	4.96	-----
Guguka Village	Canada/CIDA/ USCC	1987-89	3.16	---	Provide a revolving fund to an existing project to enable women to have start-up capital to purchase materials.
Inqaba Women's Garden Fencing	Canada/CIDA	1988-89	0.97	0.97	To purchase fencing for a garden project operated by the Inqaba Women's Association



TABLE F-1 (continued)

EXTERNALLY FINANCED TECHNICAL ASSISTANCE PROJECTS AND ACTIVITIES, 1988  
(In Thousands of U.S. Dollars)

Project/Activity (Title and Number)	Source of Assistance	Project Duration	Donor Commitment		Nature of Assistance
			Total	1988 Disbursement	
Enjabulweni Wabomake Piggery	Canada/CIDA	1988-89	2.99	2.99	Start-up costs for a piggery to be operated by a women's group.
GOP/SWA/019/NET FAO People's Participation Program	Netherlands/ FAO	1987-89	121.59	48.82	To help project groups develop increased self-reliance through the promotion of group income-generating opportunities that they identify. To establish an effective system for monitoring and evaluation and to increase group beneficiary income and the capital base through new production technology and appropriate credit and savings services. Project beneficiaries are grassroots women in 4 action areas of Swaziland.
SWA/87/005 Assistance to the Establishment of the Swazi Seed Board	UNDP/FAO	1988-90	296.60	21.04	Provision to the Ministry of Agriculture and Cooperatives of a seed technology specialist/advisor, of administrative support and training (fellowships and study tours). The project's primary aim is to assist MOAC to establish an economically viable national seed board to cater to seed production, processing, and marketing of maize and beans.

TABLE F-1 (continued)

EXTERNALLY FINANCED TECHNICAL ASSISTANCE PROJECTS AND ACTIVITIES, 1988  
(In Thousands of U.S. Dollars)

Project/Activity (Title and Number)	Source of Assistance	Project Duration	Donor Commitment		Nature of Assistance
			Total	1988 Disbursement	
SWA/86/006 Assistance in Agricultural Marketing	UNDP/FAO	1988-89	402.24	146.10	Provision to the Ministry of Agriculture and Cooperatives of a marketing advisor, consultants, training (fellowships), 2 vehicles, a personal computer and software. The project aims at improving agricultural marketing in Swaziland.
GOP/SWA/018/DEN National SADCC Early Warning System for Food Security	Denmark/FAO	1987-90	187.12	67.49	Provision to the Ministry of Agriculture and Cooperatives of 8 m/m for an agro-meteorologist, 1 m/m of consultancies, study tours for 4 local staff, in-service workshops, one 4-wheel-drive vehicle, other equipment including a PC and software, to establish a national Early Warning Unit within the Ministry of Agriculture and Cooperatives.
GOP/SWA/8851 Rangeland Development and Training	FAO	1988-89 (6 months)	92.00	92.00	Technical assistance to the Ministry of Agriculture and Cooperatives of 1 range management specialist and 2.5 m/m of consultancies in tick-borne diseases and socioeconomic aspects of range management. The project was also to lay ground for a long-term UNDP-funded project in the same field (by preparing a project document).