



A Training of Trainers (TOT) Curriculum on Conservation Agriculture/Animal Traction

Sudan Productive Capacity Recovery Programme (SPCRP)- South

**Capacity Building Component
OSRO/SUD/623/MUL**

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1 Preamble

The Sudan Productive Capacity Recovery Programme (SPCRP) financed by the European Commission, is conceived as a four-year programme contributing to the recovery of both human and physical productive capacities in some of the most vulnerable areas in Northern and Southern Sudan as a result of the long-lasting civil conflict and droughts. It is a National programme composed of two separate sub-programmes, one for Northern Sudan and another for Southern Sudan. Both sub-programmes have similar objectives and activities.

The SPCRP comprise of two major components:

1. A Capacity Building Component designed to build human, organisational and physical capacity of public and private institutions.
2. Support to Rural Livelihoods through financing and implementing investment projects in the selected States and counties / localities. This will include two sub-components:
 - (a) Eight model investment projects, 4 in Northern Sudan and 4 in Southern Sudan;
 - (b) A Micro-project programme.

The two programme components are tightly interwoven, with close support provided by the **Capacity Building** component to support the **Rural Livelihoods** component through the provision of key services, like the setting up of Farmer Field Schools and the establishment and training of Community Animal Health Workers, etc. The capacity building of State and rural institutions is partly built around this aspect, in the form of on-the-job training while providing these services to the **Support to Rural Livelihoods** component. Therefore, the implementation of the **Support to Rural Livelihoods** component requires the inputs of the **Capacity Building** component.

a. Capacity Building Component

Purpose: *Human, organizational and physical capacities of key emerging public and private institutions built in the selected states and localities/counties to provide administrative, advisory and capacitating services to rural areas.*

Result 1: Capacities built in basic public administration and policies and strategies of public institutions concerned with agriculture and rural development in selected States and Localities / Counties.

Result 2: Key agricultural support services supported and strengthened, including advisory services, market access, NSA empowerment and rural businesses in the selected States.

Result 3: The means developed to build these capacities and implement the programme through establishing the Southern Sudan Programme Coordination Unit (PCU) and five State Technical Support Units (TSUs)

The Capacity Building component is made of three main elements/components:

- (i) Support to the state and locality administrations involved in agriculture and rural development, in particular the State Ministries of Agriculture, Animal Resources and Irrigation (SMoAARIs), to re-establish themselves, work out their roles and visions, build their capacities, develop their strategies and set up their working procedures and methods, and draw policy implications from interventions under the model investment projects and advises the state administrations consequently.
- (ii) Support to the selected States in the development of key productive services such as the establishment, training, coordination and supervision of Farmer Field Schools (FFSs), strengthening and training of Community Animal Health Workers (CAHW), creation of a mechanism to support the development of rural businesses, assistance to feasibility studies and reviewing of their proposals, and assistance to them in their operations during early stages. Support to the States in developing their own capacities to coordinate, monitor, evaluate and implement development projects, including the RRP and the SPCR Model Projects, if and when relevant.
- (iii) Progressively build MoAARIs capacities to coordinate, supervise and implement the future Micro-Project Programme (MPP) (after the Mid-Term Review). This may include the establishment of procedures, selection criteria and control mechanisms, strengthening the capacities to develop, implement and supervise interventions to be financed by the MPP, and screening and approval of proposals to be financed by the programme.

b. Strengthening Human and Institutional Capacities

The human and institutional capacity aims at strengthening the capacity in basic public administration, policies and strategies of public institutions concerned with agriculture and rural development in selected States and Counties; with a priority in making the state and county administrations of MOARRIs operational and enable them to define strategies, handle development funds, implement and supervise SPCRP and other programmes.

Beginning 2008, the SPCRP has implemented activities geared towards enabling the states to have the required human and institutional capacity to deliver administrative and advisory services as well as having in place clear policies, plans and strategies, procedures and coordination mechanisms that guide the operations of the state ministries of Agriculture, Animal Resources and Irrigation (SMoAARI) and County Agriculture departments. The first step was to establish the human and institutional situation at the state level through a comprehensive capacity needs assessment undertaken in June 2008.

The assessment was carried out in all five states under SPCRP namely Lakes, Western Bhar el Ghazal, Northern Bhar el Ghazal, Warrap and Western Equatorial. The purpose of the assessment was to determine the human and institutional capacity of the SMoAARIs and County Agriculture Departments (CADs) in delivering Agricultural Services with special consideration to the Model investment Programme (MIP), as well as similar needs of Non State Actors (NSAs).

2.1. Technical Capacity gaps

Findings of the Human and Institutional Capacity Needs Assessment (June 2008) revealed huge capacity gaps that require urgent attention in all the areas assessed. The most urgent need is for human resources capacity, with over 60 percent of the total workforce lacking formal education or training at best holding only elementary school certificates with no specialized skills. This assessment brought to light the fact that despite the large number of staff available in each state ministry, there is huge capacity gap in technical skills in agriculture, forestry, animal resources and fisheries. The assessment recommended both short-term (urgent and immediate) as well as long-term systematic and planned interventions.

In both cases, there is need for a comprehensive training/coaching program, which may include formal certificate, diploma, degree courses as well as short-term on-the-job trainings in non-technical or soft skills.

A Training of Trainers (TOT) is one of approaches to be used whereby trainers with the desired professional qualification and motivation will be trained as TOTs in various technical fields. These will be short-term trainings covering a period of 1-3 weeks. The TOTs will be expected to impart knowledge and skills to others using

learner centered methodologies through trainings, coaching mentoring and peer reviews. Clear monitoring indicators will be developed and close follow up made to ensure that knowledge and skills are translated to action.

Based on the identified gaps, a training and other capacity development activities plan proposing a three-year period was developed during a three day key stake holders workshop held in August 2008. Further prioritization was undertaken during a three day State level operational workshops and activities developed for a period of one year 2009. **During the planning exercise three States, namely Lakes, Northern Bhar el Ghazal (NBS) and Western Bhar el Ghazal (WBS) States prioritized animal traction/conservation agriculture (CA) as one of the activities to be carried out in 2009.** In these two States, there is substantial use of animal traction supported mainly by FAO and NGOs. In order to address this need, a Training of Trainers on **conservation agriculture** including animal traction has been planned to take place 16-27 March 2009. The participants will be staff from the mechanization units/sections of the two State Ministry of Agriculture, Animal Resources and Irrigation (SMoAARIs) as well as from the 9 counties under SPCRP (4 in lakes, 2 in WBS and 3 in NBS). The trainers will be expected to train other staff as well as farmers after the training. Additionally, the trainers will be supported to establish three CA demonstration plots one per State. SPCRP is seeking for a resource person from ACT - Kenya to provide technical support in the design, delivery of the training and establishment of the demonstration plots. The resource person will work with the FAO ox plough consultant based in Juba and with the other 4 staff who participated in a TOT on conservation agriculture conducted by ACT in November 2008 in Kenya.

It is based on the above background that ACT in consultation with FAO expert on Ox plough have developed this tailor made training curriculum which is aimed at not only imparting knowledge to the trainees but also capturing their experience as well.

2 Course Objective

The training ultimately aims to give the participating staff:

- enhanced understanding of the principles of conservation agriculture and the new way to farm,
- Support the agricultural front line extension staff/ farmers in establishing on-farm CA demo plots
- Training of front line extension/farmers in animal traction for enhanced food security.

- Provide the ToT trainees with reference information materials on CA/animal traction

The training is also expected to provide the participants the "will" and "technical stamina" to enable them respond competently to farmers needs in the application of both conservation agriculture and animal traction technologies.

Specifically the training will enable participants to:

- i. To establish and operate CA demo plots based in farmer's field
- ii. Offer training to others front line agricultural extension staff/farmers on CA/Animal traction technologies

After the course and back into their own environment, the participants should be able to apply CA/Animal Traction technologies and guide farmers on the same, with confidence. They should also be able to well serve as trainers for fellow staff.

Target group:

The training is targeting staff from the mechanization unit within the department of Agriculture and extension staff from 9 County Agriculture Departments under SPCRP.

3 Expected outcome

1. the participants will demonstrate adequate knowledge and skills on animal traction/CA;
2. the participants will have the ability to effectively train farmers and other staff after the training and initiate CA demonstration; and
3. a design and methodology developed for establishment of CA demonstration plot.

4 Course Content

The CA/Animal traction course is packaged into 8 broad modules which are meant to create stronger understanding on the technologies.

Module 1: Issues/ challenges - highlighting the learning points

This module will mainly focus on the challenges affecting sustainable agricultural production in Africa and in S. Sudan. Participants from various states will be given an opportunity to share the challenges affecting agricultural production in their areas and the existing opportunities which could be exploited. The mode of delivery for this module would be through plenary lecture, plenary discussion and group work. Issues to be covered under this module to include: Sustainable agriculture,

Africa's agricultural performance, agriculture and poverty eradication, agriculture and environmental services

Module 3: Soil health and fertility

This module will focus on the factors influencing soil fertility and soil bio diversity. Topics to be covered under this will include; land degradation, categories of soil degradation, soils and sustainable agricultural productivity, soil organic matter, soil organisms, functions of soil organisms and soil organic matter and factors influencing soil organic matter. The mode of delivery for this module would be through plenary lecture, plenary discussion group work and practical demonstration.

Module 2: CA Concept, principles and application

This module will focus on the introduction to conservation agriculture, principles of conservation agriculture, effects of the various aspects of conservation agriculture, main practices involved, advantages and limitations of conservation agriculture. The mode of delivery for this module would be through plenary lecture, plenary discussion group work, practical demonstration and field visit.

Module 4: Animal Traction

This module focused on the following; Benefits of using animal drawn power in agricultural production. Selection criteria of draft animals Draft animal harness, Training steps and methodology including commands, Care and maintenance of draft animals, Ox-plough cultivation techniques, Planting and spacing of various field crops, Ox-plough weeding and maintenance. The mode of delivery for this module would be through plenary lecture, plenary discussion, group work and practical field demonstration.

Module 5: Soil cover and the cover crop option

This module will focus on the importance of soil cover in CA, benefits of soil cover, effects on soil erosion, effects on soil fertility and structure, soil cover options, types of soil cover, legume cover crops, establishment and management of cover crops. The mode of delivery for this module would be through plenary lecture, plenary discussion group work, and practical demonstration.

Module 6: CA Tools and equipment

This module will focus on the various categories of conservation agriculture equipment, types of equipment, utilization and maintenance, seed and fertilizer/manure placement and distribution, calibration. The mode of delivery for this module would be through plenary lecture, plenary discussion, and practical demonstration.

Module 7: The FFS and On-farm experimentation

This module will focus on the on-farm experimentation and the extension approach for dissemination. Topics to be covered includes introduction to FFS, features of FFS, the process of FFS, farmer experimentation, establishment of CA demo plot, monitoring of the demo plots and record keeping, adaptation and adoption of CA, factors affecting adoption of CA. The mode of delivery for this module would be through plenary lecture, plenary discussion, group work, and practical field demonstration.

Module 8: General Crop management considerations in the application of CA -

This module will aim to equip the participants with agronomic and technical skills to handle the challenges affecting farmers. Topics to be covered in this module includes the following; general agronomic principles in crop husbandry, crop pest and diseases and mitigation options, soil fertility, soil mineral deficiency and means of correction, calculation of gross margin and gross margin analysis. The mode of delivery for this module would be through plenary lecture, plenary discussion group work, practical demonstration and field visits.

Module 9: Drip Irrigation in the context of Conservation

This module will focus on the following; introduction to drip irrigation, importance of drip irrigation, principles of drip irrigation, design of simple drip irrigation, advantages and disadvantages of drip irrigation and system management. The mode of delivery for this module would be through plenary lecture, plenary discussion group work, and practical demonstration.

4.1 Training content outline

DAY 1: Module 1: Issues/ challenges - highlighting the learning points			
Learning Benchmarks	Content	facilitator	Time and materials required
<ul style="list-style-type: none"> ▪ Getting to know one another ▪ Learning expectations and refinement of training content ▪ Learning programmes ▪ Working groups formation 	<p>Welcoming remarks and introduction to the training</p> <p>Official opening by Hon Minister for Agriculture, forestry, animal resource and Fisheries; Lakes State S. Sudan Government</p> <p style="text-align: center;">BREAK</p> <ul style="list-style-type: none"> ▪ Self introduction by participants ▪ Introduction of the course ▪ Levelling of expectations ▪ Sharing by participants (group) the farming status in their areas of mandate, challenges, opportunities (Lakes, Northern Bhar el Ghazal (NBS) and Western Bhar el Ghazal (WBS) States) <p style="text-align: center;">LUNCH</p> <ul style="list-style-type: none"> ▪ Group discussion on identification of key challenges arising from presentations <p style="text-align: center;">BREAK</p> <ul style="list-style-type: none"> ▪ Group discussion on identification of key challenges arising from presentations 	<p>Project manager - Lakes State</p> <ul style="list-style-type: none"> ▪ Mary ▪ Tom A ▪ Joseph M ▪ Mary, Tom A, Joseph M ▪ Tom A 	<p>21/03/09</p> <p>Material</p> <ul style="list-style-type: none"> ▪ LCD projector ▪ Cards ▪ Flip board and chart
DAY 2 Sunday (22 nd March 2009) (Half day)			
Introducing sustainable agriculture and the importance in the African context.	<p>Recap</p> <p>Introduction to agriculture and its role to Sustainable development in Africa</p> <p>Group discussion</p>	Tom A	

DAY 3: Module 2: CA Concept, principles and application			
Learning Benchmarks	Content	Facilitators	Time and materials required
Explaining the CA Concept and Principles to the trainees	<p>Recap</p> <p>1. Agriculture and its role to sustainable development in Africa Group discussion (Emerging issues/learning points)</p> <p>BREAK</p> <p>2. Land degradation</p> <p>3. Water use and water degradation in agricultural production Group discussion (Emerging issues/learning points)</p> <p>LUNCH</p> <p>4. Land management and effects of "traditional" farming practices.</p> <p>5. Soil and water conservation methods Group discussion (Emerging issues/learning points)</p> <p>BREAK</p> <p>Introduction to Conservation Agriculture</p> <ul style="list-style-type: none"> ▪ Principles of CA ▪ Advantages of CA ▪ Limitation of CA ▪ Adoption of CA <p>Group discussion (Emerging issues/learning points)</p>	<p>Lead group Tom A</p> <p>Participants group leading the discussion</p> <p>Tom A</p> <p>Participants Group leading the discussion</p> <p>Participants group leading the discussion</p>	<p>23/03/09</p> <p>Materials - in class: (flip charts; markers; power point presentation system)</p>
	How (Methodology)		
	<ol style="list-style-type: none"> 1. <u>Presentation/Discussion</u> followed by group exercises and then synthesis of the session by lead group 2. <u>Group discussion</u>: Each group picks up one factors from the human interventions (tillage, seed, etc...) and develops a chart of effects-effects (distinguished between short and long term effects) 3. Presentation/Discussion: illustrated presented, i.e. with many real life pictures. The principles provides basis for presentation/discussion and analysis of SA/CA options 		

DAY 4: **Module 3: Adaptation and adoption of Conservation Agriculture, Module 7: Soil cover and the cover crop option**

Learning Benchmarks	Content		Time and materials required
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<p>Approaches to facilitate the adoption of CA</p>	<p>Recap</p> <ul style="list-style-type: none"> - Rural agricultural extension - How to facilitate adaptation of CA? <p>Group discussion (Emerging issues/learning points)</p> <p style="text-align: center;">BREAK</p> <ul style="list-style-type: none"> - Review of global trend in adoption of conservation agriculture. Where are we? - Application of CA in Humid and Tropical areas of Africa - How best can farmers experiment and test new ideas? <p>Group discussion (Emerging issues/learning points)</p> <p style="text-align: center;">LUNCH</p>	<p>group Tom, Apina</p> <p>Group leading the discussion</p> <p>Tom A</p> <p>group leading discussion</p>	<p>Day 3: 24/03/09</p>
<p>Why cover crops?</p> <p>Which cover is suitable?</p>	<p>1. The concept of soil cover; options/advantages for soil cover)</p> <p>Group discussion (Emerging issues/learning points)</p> <p style="text-align: center;">BREAK</p>	<p>Tom A</p> <p>Group leading Discussion</p>	<p>Material Flip chart/board Cards</p>
<p>How do we manage soil cover?</p>	<p>2. Cover crop management and effects/implication on:</p> <ul style="list-style-type: none"> - Weed and weed control in CA systems - Biomass production and SOM replenishment - Surface cover (soil protection) <p>Group discussion (Emerging issues/learning points)</p>	<p>Tom A</p>	

	<p>How (Methodology)</p> <ul style="list-style-type: none"> • Animated Presentation and discussion • Exercises • Demonstration on soil life: small soil blocks and water jars 				
<p>DAY 5: Module 4: Animal Traction</p>					
<p>Learning Benchmarks</p>	<table border="1"> <thead> <tr> <th data-bbox="491 313 1749 354">Content</th> <th data-bbox="1749 313 2049 354">Time and materials required</th> </tr> </thead> <tbody> <tr> <td data-bbox="491 354 1749 992"> <p>Introduction to Animal Draft Cultivation Technology.</p> <ul style="list-style-type: none"> ✚ Benefits of using animal drawn power in agricultural production. ✚ Selection criteria of draft animals <p>Tea Break</p> <ul style="list-style-type: none"> ✚ Draft animal harness. ✚ Training steps and methodology including commands <p>Lunch Break</p> <ul style="list-style-type: none"> ✚ Care and maintenance of draft animals. <p>Tea Break</p> <ul style="list-style-type: none"> ✚ Ox-plough cultivation techniques <p>Facilitators: J Mbindyo Justin Bazia</p> </td> <td data-bbox="1749 354 2049 992"> <p>25/03/09</p> </td> </tr> </tbody> </table>	Content	Time and materials required	<p>Introduction to Animal Draft Cultivation Technology.</p> <ul style="list-style-type: none"> ✚ Benefits of using animal drawn power in agricultural production. ✚ Selection criteria of draft animals <p>Tea Break</p> <ul style="list-style-type: none"> ✚ Draft animal harness. ✚ Training steps and methodology including commands <p>Lunch Break</p> <ul style="list-style-type: none"> ✚ Care and maintenance of draft animals. <p>Tea Break</p> <ul style="list-style-type: none"> ✚ Ox-plough cultivation techniques <p>Facilitators: J Mbindyo Justin Bazia</p>	<p>25/03/09</p>
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<p>DAY 6 Module 4: Animal traction - Field experimentation</p>					

	<p>Morning session Planting and spacing of various field crops.</p> <p>Tea Break</p> <p>Ox-plough weeding and maintenance.</p> <p>Afternoon session</p> <p>Field practicals</p>	26 th March 2009
	<p>How (Methodology)</p> <ul style="list-style-type: none"> • Plenary presentations/discussions • Field Practicals. <p>Facilitators: Joseph Mbindyo. Justin Bazia</p>	

DAY 7: Module 5: CA Tools and equipment			
Learning Benchmarks	Content		Time and materials required
CA equipment: The various options in hand, animal and tractor powered systems	<p>Recap</p> <p>Machinery in hand, animal and tractor power systems:</p> <ul style="list-style-type: none"> - Ripping/sub-soiling machinery 	Leading group	<p>27 /03/09</p> <p>Hand jab planter Sample Seeds</p>

<p>CA equipment: Adjustments, calibration and maintenance</p>	<ul style="list-style-type: none"> - planting/direct planting machinery <p style="text-align: center;">BREAK</p> <ul style="list-style-type: none"> - weed management machinery - residue and cover crop management machinery <p style="text-align: center;">LUNCH</p> <ul style="list-style-type: none"> - Key components and parts - Preparing equipment for use - Adjustments for depth/width - Planter calibration - Preparing equipment for off-season storage <p style="text-align: center;">BREAK</p> <p>Practical demonstration (How to operate/use job planter - Field practice)</p>		<p>Demo plot</p>
	<p>How (Methodology)</p> <ul style="list-style-type: none"> • Field practical / demonstrations on the various aspects in equipment maintenance and adjustment • Equipment dismantle and assemble • Calibrate planter 		

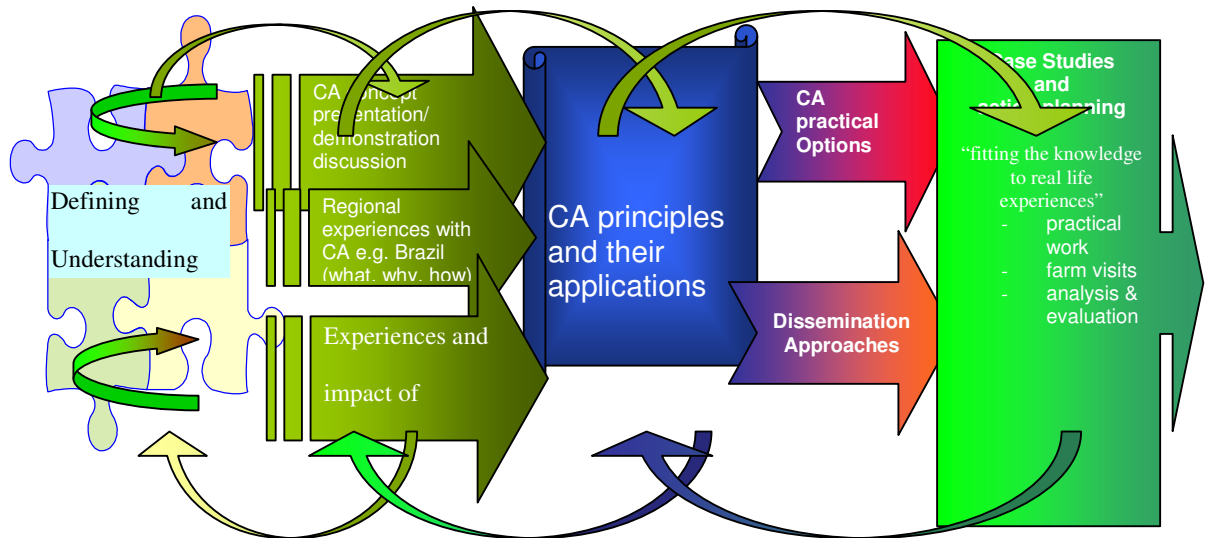
DAY 8: Module 6: The FFS and On-farm experimentation			
Learning Benchmarks	Content	Facilitator	Time and materials required

<p>Dissecting on-farm experimentation and The CA - FFS curriculum</p>	<p>Recap</p> <ul style="list-style-type: none"> - Why farmer experimentation - what is farmer experimentation - supporting farmers to undertake adapt CA <p style="text-align: center;">Break</p> <ul style="list-style-type: none"> - Setting up on-farm experiments/trials - Monitoring and learning from on-farm experiments/trials - roles and responsibilities for farmers and for support staff in on-farm experimentation - guidelines and considerations in undertaking on-farm experimentation in CA - On-farm experimentation and the FFS: <ul style="list-style-type: none"> * learning from on-farm experimentation * tracking/capturing lessons in on-farm experimentation * the CA-FFS curriculum <p style="text-align: center;">Group discussion (Emerging issues/learning points)</p> <p style="text-align: center;">Lunch</p> <p>Field practical demonstration (Demo plot layout)</p>	<p>Lead Group Tom A</p>	<p>28/03/09</p> <p>Material Nearby farm set for the demo</p> <p>Tape measure Marking pins Rope Planning seeds (Maize)</p>
	<p>How (Methodology)</p> <ul style="list-style-type: none"> • Animated presentation and discussion • Field practical / demonstrations on a nearby farm • Setting up of a sample CA demo plot • Participants designing CA demo plots suitable for their areas on the basis of their presentation/sharing 1st day 		
<p>Sunday 29th March 09 (Free space)</p> <p>DAY 9: Module 9: Drip Irrigation in the context of Conservation Agriculture</p>			

Why Drip Irrigation? How to design simple drip irrigation	Recap Theory of drip irrigation Group discussion (Emerging issues/learning points) BREAK Drip irrigation in the context of CA Group discussion (Emerging issues/learning points) LUNCH Practical demonstration (Setting up simple drip irrigation design)	30 th March 2009
	Methodology Animated presentation Practical demonstration	
DAY 10: Module 8: General Crop management considerations in the application of CA		
Learning Benchmarks	Content	Time and materials required
Agronomy and management in CA applications	Recap - Crop-livestock integration (synergistic relations under CA) - Pest and disease control under CA (IPM) - Planting (depth, timeliness and density) Break	Lead group 31/03/09
Way forward	- What next after the training? - What have we achieved? - How will we access the progress? - What support would you still require? - Has your objectives been met? - Development of Action Plans by State Lunch	J. Mbindyo, T. Apina
Training evaluation	<ul style="list-style-type: none"> ▪ Participants evaluation ▪ Closing remarks by Susan Kiloba (Capacity Building specialist FAO) ▪ Official closing of the training by the Hon Minister for Agriculture, forestry, animal resource and Fisheries; S. Sudan Lakes State and issuance of certificates 	

5 Learning Approaches and methodologies

The training course conceptually focuses on "learning" than "training"; on the Participants than Resource Persons, takes a practical problem-solving approach.



- i. Plenary lecture presentations/discussions will be used to stimulate discussion and provide to the participants new information and experiences including research findings/explanations.
- ii. Small group working sessions: Participants will for a lot of practical work, assignments and discussions be divided into smaller groups.
- iii. Demonstrations and practical: Most CF principles and practical options will be demonstrated, unless or otherwise using real life aids. In feasible cases, participants will also be expected to each try out in practical sessions.
- iv. Field Visit: Participants will undertake practical in farmers field plots.
- v. The participants will be provided with hand outs and other publications as reference materials

6 Venue and Organization

The training venue is planned for Rumbek in S. Sudan under the overall coordination and organization of FAO (Sudan Productive Capacity Recovery Programme)

7 Facilitation

The resource persons for this training include the following;

1. **Tom Apina: CA specialist from ACT Nairobi**
 Email: tom.apina@act-africa.org
 Web : www.act-africa.org
 Tel : +254 722940789
2. **Joseph Mbindyo: Ox plough specialist from FAO Juba**

8 Training evaluation

The evaluation will be at two levels;

- ✚ The facilitators evaluation of the trainees through a written test at the end of the course. This will be aimed at gauging the understanding of the trainees on the subject matter covered in the curriculum.
- ✚ The trainees evaluation of the performance of the facilitators, the course content and the organization of the training. This will be done using the following form;

EVALUATION FORM

Instructions: For each item below, Please place an X in the column 0, 1, 2, 3, 4, or 5 to represent your evaluation of each item. Consider 0 the lowest possible rating and 5 the highest possible rating.

Learning Objectives and Agenda	Negative → Positive					
	0	1	2	3	4	5
1. Objectives were appropriate, learnable and suited to my needs						
2. Training Programme necessitated greater learning						
3. The Programme encouraged participant involvement						
4. Sessions and exercises helped accomplish overall objectives						

Additional comments about learning objectives and agenda:

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Content	Negative ▶ Positive					
	0	1	2	3	4	5
1. Accurate						
2. Current						
3. Adequate in Scope						
4. Sequenced Properly						

Additional comments about content:

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Facilitator A's (Tom Apina)	Negative ▶ Positive					
	0	1	2	3	4	5
1. Preparation and Expertise						
2. Presentation in Large Group Sessions						
3. Facilitation During Exercises						
4. Respect of Participant Needs and Contributions						

Additional comments on Ms. Apina's Delivery:

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Trainer B's (Joseph Mbindyo)	Negative ▶ Positive					
	0	1	2	3	4	5
1. Preparation and Expertise						
2. Presentation in Large Group Sessions						
3. facilitation During Exercises						
4. Respect of Participant Needs and Contributions						

Additional comments on Mr. Mbindyo's Delivery:

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Relevance of the Workshop to your Work

	Negative ▶ Positive					
	0	1	2	3	4	5
1. Relevance of Course Content						
2. Relevance of farming techniques						
3. New farming concept to be incorporated in the extension approach						
4. New Skills will Increase your Efficiency and Effectiveness at Work						

Additional Comments on Workshop Relevance:

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Workshop Setting

	Negative ▶ Positive					
	0	1	2	3	4	5
1. Adequacy of Workshop Rooms						
2. Quality of Materials, Visual Aids and Equipment						
3. Logistic and Administrative Support						
4. Time Allocated for the Workshop						
5. ACT to continue supporting capacity building on CA, training, information support and technical backstopping						

Additional comments regarding workshop setting:

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Additional comments and suggestions for improvement:

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Would you recommend similar workshops to you and others in future? Who? Why?

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