

Application of the Guide for Farmer Trainers and Facilitators

on the

Revitalisation of Smallholder Rainfed and Irrigated Agriculture

Report to the
Water Research Commission

by

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DISCLAIMER

This report has been reviewed by the Water Research Commission (WRC) and approved for publication. Approval does not signify that the contents necessarily reflect the views and policies of the WRC, nor does mention of trade names or commercial products constitute endorsement or recommendation for use.

Executive Summary

1. Background to the original project and the rationale behind this consultancy

During the execution of WRC Project 1357, *“Implementing and Testing the WRC Guidelines on Developing Sustainable Small Scale Farmer Irrigation in Rural Poor Communities”*, attention was given to the development of a Training Package that can be given to prospective trainers or facilitators to use in the field when presenting training to smallholder farmers (ABET levels 1 & 2). The aim of this project was the development of a Training Material Package for use by trainers/facilitators to try and increase the accessibility of meaningful training and capacity building where small-scale irrigation forms part of integrated sustainable rural development initiatives.

The Training Package includes information such as the actual technical training content in Outcomes Based Education (OBE) format, the expected outcomes of the training as well as notes to trainers regarding important issues to consider throughout the training process itself. Appropriate procedures for introductions to training sessions are also considered. The package includes information on any potential equipment requirements, such as flip charts, paper, pens or other visual aids that may be required for presentation of specific training modules to assist the trainer in preparation for training sessions, as well as the actual technical training content. This “Training Package” consists of four (4) parts namely:

a. Facilitators guide on Farmer Training

The Facilitators guide (actual technical training material).

b. Training Tools

Visual material (transparencies), to be used by trainer/facilitator during the presentation of training, specifically the modules contained in Chapter 3 of the Facilitators guide.

c. Assessment Tools

The “memoranda” to be used for the assessment of training/learners’ progress. (Contained in the Facilitators guide).

d. Audio-visual reference material

The training in the field by several Smallholder Farmer trainers, on DVD-ROM for reference purposes.

One of the initial objectives/aims of WRC Project 1357 were to eventually include this Facilitators guide in the curricula of all the Agricultural Colleges in South Africa.

The aim of this consultancy then, was to introduce the Facilitators guide to the relevant staff at all of the Agricultural Colleges in South Africa and to promote its value to them, in order to catalyse this process of inclusion into their curricula. This was achieved through a series of “road shows” during which each of the various Agricultural Colleges was visited and their staff introduced to the Guide and its value by means of an interactive presentation. This report serves to summarise the outcome of the visits to all of the 11 Agricultural Colleges in South Africa during the period July 2007 to March 2008, as well as the presentation of the Guide to the Principals of the Agricultural Colleges. During the College visits, the presentation of the Guide to the Principals of the Agricultural Colleges, the original WRC Project as well as the Facilitators guide (learning material itself), were introduced. The presentation to the Principals of the Agricultural Colleges was done during their quarterly APAC (“Association of Principals of Agricultural Colleges”)-meeting which was held on 13 May 2008 at

Tompi Seleka College for Agriculture, Marble Hall. This presentation to the College Principals concluded the introduction to, and institutionalisation of the Facilitators guide (learning material) into the curricula, of the Agricultural Colleges of South Africa.

2. Summary of feedback received from Agricultural Colleges during College presentations/visits

In total, 145 trainers who are responsible for Farmer Training at the 11 Colleges attended the presentations conducted over a period of 8 months and in total 176 Facilitators guides were disseminated among the farmer trainers at the Colleges visited.

The overall experience of visiting the 11 Agricultural Colleges in South Africa to promote the Facilitators guide to the farmer trainers at the Colleges was very positive and productive. The College personnel – both trainers and management – were very positive, responsive and grateful for receiving the material as well as being presented the material in such a personal, interactive manner. The support and assistance received from both the Principals of the Colleges as well as the Heads of the relevant Departments at the Colleges who were dealt with during the course of this consultancy, was extremely encouraging and commendable. It is evident that the Agricultural Colleges and especially the FET/Farmer Training units of the Colleges, are not used to this kind of attention and support from “outside”. Apart from being greatly appreciative of the material itself, at all 11 Colleges visited they were also consistently extremely appreciative of the personal, interactive way in which the material was presented/disseminated to them. At one of the Colleges it was mentioned that “the WRC shows its faith in the value and worth of its own products by the way it promotes/presents these products and it proves their commitment to the upliftment and improvement of the quality of life of the citizens of South Africa”.

It also became clear that the WRC is held in high esteem in general for the work the Commission has done and is doing specifically with regards to Agricultural Water Use Research. It regularly awarded me a great sense of pride and privilege to be representative of and associated with the WRC (especially in terms of Agricultural Water Use) during the course of this consultancy, as well as during the course of the original project itself.

It also became evident that there is a dire need among the Farmer Trainers at the Agricultural Colleges for more guidance and similar learning materials on the most basic levels – albeit ABET or whatever label needs to be attached to it. There exists a huge gap within the market regarding the availability of proper, accurate learning material on the lowest, most simple levels of language and communication, which is the general level on which most smallholder farmer training in South Africa needs to be conducted. It remains a rhetorical question why the recognition and acknowledgement of the dire need for proper ABET-level Unit Standards – especially within the Agriculture Sector – remains unaddressed? Even the College Farmer Trainers have accepted their fate of being at the mercy of sympathetic others (such as the WRC) to develop learning materials on ABET-levels which they can use, as the majority of the trainers at the Colleges do not have the capacity both in terms of time and resources to develop such materials themselves.

A suggestion or request which was uttered by most of the Colleges’ trainers was that the learning material itself should also be available in PDF-format in some electronic version, be it on CD-Rom or DVD-Rom, or on the WRC website on the internet. According to the trainers, this would make their task of incorporating the learning material into their existing curricula and materials much easier.

The Colleges’ farmer trainers in general also expressed their sincere gratitude for the Facilitators guide, especially the Development Context and the Water Management modules contained in the Guide. According to them, it is very hard to find learning material developed on this level (ABET) which covers these topics – and these topics are the most difficult to convey within a farmer training environment.

It was the general opinion of the trainers at the Colleges that they would have to use the Guide first and practically apply its content in the field before they will really be able to understand as well as

judge its real value. They will do so and provide feedback to the WRC. Should the need for more in-depth training on the Facilitators guide and its use (in terms of a relatively novel training/learning approach) be evident, this will be communicated to the WRC in writing by the Colleges.

3. Summary of Feedback Received during APAC (College Principals) Meeting presentation

The Principals of the Agricultural Colleges expressed their sincere gratitude towards the WRC for the learning material and also the work the WRC does to enable them and their personnel to do their job. They feel that the topics addressed within all the WRC learning material development projects are extremely relevant and that there is a definite need among the Colleges for materials covering these topics.

The APAC-meeting felt that some form of information sharing system – in the form of an e-mail forum maybe? – should be put in place by which the Colleges can be kept up to date regarding the progress of these WRC projects and also about possible future projects of a similar nature which the WRC might embark on. All those present agreed that a system of information dissemination of this nature regarding the WRC projects will ensure that the Principals of the Colleges will understand what it is all about when their staff might be seconded or invited to attend WRC project meetings or workshops, and that it would then be easier for them to motivate and release such staff members for this purpose. It was also mentioned that a communication system – (referred to as a “WRC News e-Forum”) – would go a long way in ensuring that the relevant staff of the Colleges become and stay involved in these processes in order to enrich the projects’ outcomes.

There was a desperate request for the Rainwater Harvesting and Homestead Food Production learning materials to be made available to the Colleges as soon as possible – even if only in a draft format – which the Colleges could maybe use already and thereby assist the relevant project teams with the actual testing and evaluation of the material.

Furthermore the issue of accreditation and Unit Standard alignment of learning material was raised by the meeting. It was the opinion of the APAC-meeting that even within the proposed new system of the Quality Council on Trades and Occupations (QCTO), which is only expected to become operational by 2010, the Unit Standard guidelines for the development of learning material will still be relevant and required, especially with regards to the Core and Elective competencies of a learning field. Therefore, according to the APAC-meeting members in attendance, it was suggested that the status quo should be maintained with regards to the new learning material developed within the WRC projects – that is in terms of Unit Standard alignment of such learning material.

4. Insights Gained and Lessons learnt: points to consider for similar/future WRC projects

In terms of current and future similar learning material development projects of the WRC, the following points of consideration should be taken into account based on the experiences gained during the course of this consultancy:

1. All finalised learning material packages should be “marketed” and disseminated among the Colleges/end users in a similar hands-on, interactive manner as was done during the course of this consultancy;
2. All learning material must also be made available electronically in PDF-format; (for this purpose, it might be a consideration to introduce a “Learning Material Library” on the WRC website from where all learning material developed by the WRC can be accessed and downloaded);
3. As far as possible, all learning material development project teams must also include as many as possible representatives (ideally farmer trainers) from the Colleges as project team members.
4. The College Principals requested that some kind of information sharing system (e-forum) be formed by which the Colleges can be informed on the progress of these and possible future projects of the WRC;

5. It was suggested by the APAC-meeting that the status quo should be maintained with regards to the new learning material developed within the WRC projects – that is in terms of Unit Standard alignment of such learning material.

Acknowledgements

As I sit here, near the end of 2008, I have before me several pages of manuscript bearing magnificently encouraging and tactful notes from different agricultural and engineering subject matter experts. They are all seasoned researchers or scientists, people who dedicate their lives to the development of our society and our world by striving to bridge the gap between science, nature and humans. They are also authors of learning material covering several diverse subjects, all somehow related to Water Utilisation in Agriculture, and all people whom I have had the opportunity to become acquainted with over the past few years. Their notes are *encouraging* purely because the content matter of the material (which in itself is a story of hope and inspiration) concerns the future of all of us as citizens of this beautiful country and continent, and also as citizens of the world. Their notes are *tactful* since it points out where I am (constantly) losing the plot completely when I become too unscientific in my humanistic approach to “soft” human development and technology transfer within this “hard” scientific field of sustainable water utilisation in agriculture.

For their empirical honesty and constant scientific (re)direction I am forever thankful - no, more than thankful - I am *deeply and variously indebted* to them. Most of all to the Water Research Commission (WRC) and more specifically to Dr. Gerhard Backeberg and Dr. Andrew Sanewe of the WRC’s Key Strategic Area 4: Water Utilisation in Agriculture and their support staff. Thank you for believing in me and trusting me throughout the course of this project even though I am not an Agriculturist or an Engineer. Thank you for all the opportunities, support and creative freedom you have given me and for everything I could experience and learn along the journey.

I would also like to use this opportunity to thank Lufuno Muthaphuli (Madzivhandila College of Agriculture) and Amos Montjane (Tompoti Seleka College of Agriculture) for their assistance with the Limpopo and Mpumalanga Agricultural College visits during the execution of this consultancy.

Furthermore I would like to acknowledge the management and personnel of each of the Department of Agriculture’s Agricultural Colleges in South Africa for their hospitality and keen assistance and interest shown throughout the course of this project and specifically during the technology transfer visits to the Colleges. Your continued support and inputs are invaluable to the success and effectiveness of projects of this nature.

Then, finally, a sincere **thank you** to Marna de Lange and Chris Stimie for their (ongoing) role in mentoring me not only in the basics and realities of Agricultural Research and Agricultural Engineering, but also in Life. Thank you furthermore for introducing me to the last but not least person on my list whom I would like to thank: the late Johann Adendorf. Without him and his sensitive love and understanding of both agriculture and people, all of this might never have started in the first place. I am privileged and grateful beyond measure to have known him and to have had him as my mentor. May the value of this material be a monument to his honour.

Marius E. Botha
Queenstown, December 2008



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Chapter 1

1.1 Introduction

During the execution of the WRC Project 1357, *“Implementing and Testing the WRC Guidelines on Developing Sustainable Small Scale Farmer Irrigation in Rural Poor Communities”*, attention was given to the development of a Training Package that can be given to prospective trainers or facilitators to use in the field when presenting training to smallholder farmers (ABET levels 1 & 2). The aim of this project was the development of a Training Material Package for use by trainers/facilitators to try and increase the accessibility of meaningful training and capacity building where small-scale irrigation forms part of integrated sustainable rural development initiatives.

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concluded the introduction to, and institutionalisation of the Facilitators guide (learning material) into the curricula, of the Agricultural Colleges of South Africa.

1.2 Background to the Original Project/Rationale behind this Consultancy

The WRC Guidelines: *“Developing Sustainable Small-Scale Farmer Irrigation in Poor Rural Communities: Guidelines and Checklists for Trainers and Development Facilitators”* (WRC Report No. 774/1/00) formed the basis of this WRC research project.

Through this research project, the WRC Guidelines were tested and expanded as a means to increase the accessibility of meaningful training and capacity building where small-scale irrigation forms part of integrated sustainable rural development initiatives. The research included the development of training material and training of Farmer Trainers. Further, it was tested how training can be provided through the Agricultural Colleges in the Province. This process was viewed as a pilot exercise for national expansion and aligns to the development of the National Strategy for Education and Training for Agriculture and Rural Development.

This was an action research project, aimed at transferring practical skills to previously disadvantaged individuals, institutions and communities. Resource poor farmers, youth and women groups are the primary target groups for enhanced skills in agricultural production, water use and management, basic business and entrepreneurial skills.

Smallholder farmers currently have limited access to training. Furthermore, formally available training is focused almost exclusively on scaled-down versions of high-cost, high-risk commercial production practices, which are especially inappropriate to food insecure households. Much of the current training also requires trainees to be away from their homes for periods ranging between three weeks and several months. This is impossible for many – especially so for the women responsible for food insecure households.

What makes this training material/approach different or new? The training approach (and therefore the developed training material) is different or new in the sense that it doesn't merely teach farmers basic technical or practical agricultural concepts. The point of departure of this training approach is that the beneficiaries – both the poverty stricken rural farmers and the extension personnel within the agriculture environment, are “broken bottles”. They are “broken” human beings who have been neglected and deprived of opportunities and knowledge for decades and now need to acquire knowledge and self respect in ways which differ from the accepted, usual “top-down” or instructive ways of learning which used to be the norm.

The fact that the majority of the rural farmers, who receive this training, are elderly, illiterate women also necessitates a different approach to training than that which is the norm in primary and even secondary education contexts. Stories, allegories and parables are used to convey the agricultural principles and concepts, which make it easy to understand and also to remember – as the learners are unable to take notes of what they are taught during training sessions. The stories are also easy to remember in order to transfer the knowledge to others – even the youth are becoming more and more interested in agriculture again, because they learn from the stories they hear from the elderly and they see and experience the success of their elders' agricultural endeavours. This also contributes to the sustainability of the training – or rather, the *learning* – as this approach is *learning* orientated and not learner or teacher orientated.

1.3 Agricultural College Information

Prospective farmers, extension officers, animal health and engineering technicians are trained at the colleges of agriculture of the provincial departments of Agriculture and the National Department of Agriculture. Practical training takes up about half the student's time. The balance is devoted to lectures and demonstrations.

Apart from agricultural and related scientific subjects, attention is also paid to training in farm economics and management. In addition to the diploma course, special and short courses are available.

All training at colleges of agriculture in South Africa was evaluated by the Certification Council for Technikon Education (SERTEC) during 1996 with a view to accreditation. This meant that training at all colleges of agriculture attained the same status and formal recognition as training at technikons.

Agricultural training in the Eastern Cape Province is offered at the **Fort Cox** and **Tsolo colleges of Agriculture**. The National Department of Agriculture manages the Grootfontein College of Agriculture.

The basic task of the **Grootfontein College of Agriculture** is to provide technically-trained manpower for the small-stock farming sector and related industries. The College is especially renowned for its training in sheep and wool, as well as Angora goat and mohair production.

The general aim of the College's training programmes is to provide broadly-based training in the principles, techniques and practical skills of animal production and farm management, with special emphasis on the small-stock farming sector.

The formal training programme offered at the College is a three-year full-time one, leading to a Diploma in Agriculture which is accredited by the Certification Council for Technikon Education (SERTEC). Provision is made for an exit-level after successful completion of two years of training after which a Higher Certificate in Agriculture is awarded. Diplomates of the College are well equipped to pursue a career in small-stock farming, related industries, and advisory services.

The College further offers various non-formal courses, often with the help of cooperating partners, in wool classing, sheep judging, welding, performance testing, etc. The range of short courses is flexible and is adapted to the needs of stakeholders.

Tsolo College of Agriculture offers four diplomas, viz. Animal Health and Production, Agriculture, Home Economics, Crop Production and Agricultural Education. The duration of the first three diplomas is three years; that of the last diploma is one year and this diploma is available to students who have already completed diplomas in agriculture.

Two courses are currently presented at the **Cedara College of Agriculture** (KwaZulu-Natal Province):

- 1) A Higher Certificate in Agriculture. This is a two-year course, in which students get a solid grounding in general agricultural principles and may select to specialise in Animal Production or Crop Production. A Senior Certificate or equivalent is the minimum requirement for admission.
- 2) A Diploma in Agriculture. This is a three-year course with the Higher Certificate constituting the first two years of study. The Higher Certificate or equivalent qualification is consequently required to enter the diploma year of study. Both qualifications are accredited by the Certification Council for Technikon Education (SERTEC) and are recognised nationally.

Extra-curricular courses: Two-day Dohne Merino and SA Mutton Merino sheep courses offered by the respective breeders societies, and a four-day wool classing course offered by BKB in conjunction

with departmental staff, are presented during the College's vacations. A four-day AI course is given at the College by a private company specialising in AI and breeding. Additional courses included in the College calendar are the Brahman, Jersey, Santa Gertrudis and Simmentaler Judging courses, run by the respective breeders societies. All proved to be most successful and will continue to be presented in future years.

The **Owen Sitole College of Agriculture**, (KwaZulu-Natal Province) re-opened its doors in February 1996 for the training of agriculturists. As the College is situated in a subtropical area, crops and animals associated with these conditions receive special attention in the courses presented at the College. The vegetation on the largest part of the College's farm (672 ha) is natural veld grazing, with some cultivated pastures. Fruit and vegetables are produced under irrigation, and agronomic crops under irrigation as well as dryland conditions.

The College offers two programmes: *a two-year Higher Certificate or a three-year Diploma in Agriculture; and *a two-year Higher Certificate or three-year Diploma in Home Economics and Agriculture. Both programmes have been accredited by the Certification Council for Technikon Education (SERTEC) and are recognised nationally. In the agriculture programme students have the option to specialise in at least one of three production fields, namely Crop Production, Ruminant Production and Non-ruminant Production. Courses are offered in a modular format.

Diplomates of the College are suitably qualified and equipped to pursue a career in a wide variety of fields in agriculture.

The **Elsenburg College of Agriculture** resorts under the Western Cape Department of Economic Affairs, Agriculture and Tourism. The College offers advanced agricultural training in the form of a Certificate, Higher Certificate and Diploma in Agriculture programmes in various disciplines. Sixteen specialised field combinations, selected to represent the main production systems of the province, are also provided. The best known diploma course in agriculture is Cellar Technology (wine-making).

Basic training in the form of several skill-training courses is presented on the Elsenburg campus. Training is aimed at the needs of a broad spectrum of target groups, namely prospective and practising new and commercial farmers, and agriculturists such as extension officers and farm workers. All the college programmes are accredited. A two-year Higher Certificate has been accredited by the Certification Council for Technikon Education (SERTEC).

According to an agreement in 1994 with the Cape Technikon, students are permitted to undergo training in agriculture-related subjects at Elsenburg for three semesters (18 months).

Glen College of Agriculture (Free State Province) offers formal agricultural training. Students can follow the two-year certificate course or the three-year agricultural diploma course. The latter was established in 1994 and is a prestige course which can be completed after one additional year of study. The course focuses on the management of a farming enterprise, the integration of various fields of study and the practical application of acquired knowledge under the leadership of a panel of lecturers. The purpose of the course is to train highly qualified and finished agricultural managers who can cope with the challenges of a changing environment.

The **Lowveld College of Agriculture** (Mpumalanga Province) near Nelspruit offers a two-year higher certificate and/or three-year diploma course in Plant Production. The first two years are full time, with the third year a practical experience through experiential training on a farm. Since January 1996 a third-year course in Extension has been offered. After the successful completion of the studies, an Agricultural Diploma, accredited by Technikon Pretoria, is awarded. This opens prospects of up to a D.Tech degree.

The Agricultural Library of Mpumalanga is at the College, and small satellite libraries were opened in the regions. Because of the nature of farming in the Lowveld, the College specialises in two areas, viz. Agronomy and Horticulture. Agronomy comprises studies in tobacco, cotton, sugar cane and dry-bean production, while Horticulture includes vegetable, subtropical fruit and citrus production under

irrigation. The main supporting subjects are: Soil Science, Irrigation, Plant Propagation, Computer Practices, Plant Protection, Botany, Agricultural Engineering and Farm Management.

The College also offers informal training. It comprises short courses in various subjects according to the needs of the farming community and can last from a few hours to two weeks.

The **Potchefstroom College of Agriculture** (North West Province) offers:

- A Higher Certificate in Agriculture (two years full-time residential study course)
- A Diploma in Agriculture (one year additional experiential training on a farm)
- A B.Tech (Agricultural Management) degree is offered in conjunction with Pretoria Technikon.

The curriculum is developed to provide academic and practical training to meet the needs of prospective commercial farmers in the mixed farming areas of the Highveld area of South Africa. The course comprises four main divisions:

- Animal production (dairying, beef cattle, small stock, pigs and poultry)
- Plant production (crop production and horticulture)
- Agricultural management
- Agricultural engineering.

The College also offers non-formal training through the provision of short courses. A college farm offers valuable practical training opportunities.

Admission requirements: A Senior Certificate or an equivalent certificate is a prerequisite for admission to the Diploma of Agriculture course. A diploma or a degree in agriculture is required for admission to the B.Tech (Agricultural Management) course.

The college farm of **Tompi Seleka College of Agriculture** (Northern Province) is 1 470 ha in extent. About 100 ha are under irrigation. Seventy ha are for field crop production and 30 ha are under artificial pastures for the dairy herd. The rest is shared between residential areas, natural pasture camps and wildlife camps.

The Tompi Seleka School of Agricultural Sciences offers three national diplomas, viz. Agriculture: Plant Production; Agriculture: Resource Utilisation and Agriculture: Animal Production. Its School of Food and Textile Sciences offers a National Diploma in Agriculture: Community Extension. The duration of the courses is three years with four semesters formal training and two semesters practical training, except the National Diploma in Community Extension which extends over three years college bound. All diplomas are offered in cooperation with Technikon Pretoria.

At present this College is restructuring courses to comply with communities as well as provincial and national needs.

The **Madzivhandila College of Agriculture** is the project of the Northern Province. It is situated at Thohoyandou in the northern region. The College occupies approximately 680 ha of land. An area of 27,8 ha is under irrigation, 4,7 ha for cash crops and vegetables, 13 ha for orchards, 3,5 ha for maize and lastly 6,6 ha for artificial pasture and fodder trees. The College buildings and the natural veld for grazing camps comprise the remaining area.

The College offers two National Diplomas recognised by the Certification Council of Technikon Education (SERTEC), viz.

- Diploma in Agriculture: Animal Production
- Diploma in Agriculture: Plant Production.

The duration of the Diploma is three years divided into six semesters, four semesters of formal training and two semesters of experiential training.

1.4 College Visits: Schedule followed during Consultancy

College:	Date of College visit/presentation:
Madzivhandila	Thursday 19 July 2007
Tompi Seleka	Tuesday 31 July 2007
Lowveld	Tuesday 21 August 2007
Owen Sitole	Wednesday 10 October 2007
Glen	Wednesday 17 October 2007
Elsenburg	Friday 2 November 2007
Grootfontein	Tuesday 6 November 2007
Cedara	Tuesday 27, Thursday 29 November 2007
Tsolo	Tuesday 12 February 2008
Fort Cox	Wednesday 13 February 2008
Potchefstroom	Friday 29 February 2008

Chapter 2

College Visits

2.1 Background to the College Visits

In total, 145 trainers who are responsible for Farmer Training at the 11 Colleges attended the presentations conducted over the past 8 months and in total 176 Facilitators guides were disseminated among the Trainers at the Colleges visited.

The overall experience of visiting the 11 Agricultural Colleges in South Africa to promote the Facilitators guide to the farmer trainers at the Colleges was very positive and productive. The College personnel – both trainers and management – were very positive, responsive and grateful for receiving the material as well as being presented the material in such a personal, interactive manner. The support and assistance received from both the Managers of the Colleges as well as the Heads of the relevant Departments at the Colleges who were liaised with during the course of this consultancy, was extremely encouraging and commendable. It is evident that the Agricultural Colleges and especially the FET/Farmer Training units of the Colleges, are not used to this kind of attention and support from “outside”. Apart from being greatly appreciative of the material itself, they were also consistently (at all 11 Colleges visited) extremely appreciative of the personal, interactive way in which the material was presented/disseminated to them. At one of the Colleges it was even mentioned that “the WRC shows its faith in the value and worth of its own products by the way it promotes/presents these products and it proves their commitment to the upliftment and improvement of the quality of life of the citizens of South Africa”.

It also became clear that the WRC – despite of this material – is held in high esteem in general for the work the Commission has done and is doing specifically with regards to Agricultural Water Use Research. It regularly awarded me a great sense of pride and privilege to be representative of and associated with the WRC (especially in terms of Agricultural Water Use) during the course of this consultancy, as well as during the course of the original project itself.

It also became evident that there is a dire need among the Farmer Trainers at the Agricultural Colleges for more guidance and similar learning materials on the most basic levels – albeit ABET or whatever label needs to be attached to it. There exists a huge gap within the market regarding the availability of proper, accurate learning material on the lowest, most simple levels of language and communication, which is the general level on which most smallholder farmer training in South Africa needs to be conducted. It remains a rhetorical question why the recognition and acknowledgement of the dire need for proper ABET-level Unit Standards – especially within the Agriculture Sector – remains unaddressed? Even the College Farmer Trainers have accepted their fate of being at the mercy of sympathetic others (such as the WRC) to develop learning materials on ABET levels which they can use, as the majority of the trainers at the Colleges do not have the capacity both in terms of time and resources to develop such materials themselves.

A suggestion or request which was uttered by most of the Colleges’ trainers was that the learning material itself should also be available in PDF-format in some electronic version, be it on CD-Rom or DVD-Rom, or on the WRC website on the internet. According to the trainers, this would make their task of incorporating the learning material into their existing curricula and materials, much easier.

2.2 Example of Programme followed during College Presentations

The following program is an example of the program typically followed during each College visit/presentation. Minor adjustments to this program was made in the case of some Colleges, if and how necessitated by circumstances and the schedules of the College personnel who attended.

WRC Facilitators guide Presentation

Date of presentation: _____ - _____ College of Agriculture, _____

P R O G R A M

08:30	Opening	-	College representative
08:35	Welcoming and introduction	-	College representative
09:00	Introduction to the Facilitators guide	-	Marius Botha
10:15	Tea		
10:30	Navigation through the Facilitators guide (Part 1)-		Marius Botha
11:00	Navigation through the Facilitators guide (Part 2)-		Marius Botha
11:30	The Learning Approach: Actual Presentation of Learning Unit - “Fertiliser Application in Maize Production”-		Marius Botha
12:15	Q&A Session	-	Marius Botha
12:30	The Learning Approach: Actual Presentation of Learning Unit - “Water Management”	-	Marius Botha
13:15	Lunch		
14:00	Q&A Session	-	Marius Botha
14:30	Evaluation	-	Marius Botha
15:00	Closure	-	College representative

2.3 Proceedings of College Visits

During the introduction to the Facilitators guide, the participants at all the Colleges visited, were given a brief background to the project and the process which was followed during the development of the Facilitators guide.

Following this introduction, participants were presented with their own copies of the Facilitators guide. (In total, 145 trainers who are responsible for Farmer Training at the 11 Colleges attended the presentations over the period of 8 months and in total 176 Facilitators guides were disseminated among the trainers at the Colleges).

This was followed by a short session on “housekeeping” – basic pointers on how to open, close, carry and store the Facilitators guide in order to ensure that the file will last and the contents of the file will remain protected and in tact. Participants were now taken on a “guided tour” through the Facilitators guide, introducing them to the different parts of the training package, from the symbolism of the image on the outside cover of the file, through the table of contents, the training modules/learning units, the training tools to the CD and DVD inside the back cover of the file.

It was then explained how the vertical indexing headings on the right-hand edge of each page of Part 1 of the Guide (the training content) should be used to locate a specific chapter, module or learning unit by “fanning” the pages as one would do with a magazine. The page numbering was explained and participants were shown how the learning units within each module and within each chapter are numbered anew, in other words each learning unit’s page numbering starts from page 1 through to the last page of the learning unit. Participants were also made aware of the flow chart (directly following the table of contents), which is merely a suggested sequence for the presentation of the material in the Guide which would make logical sense and which would build on each other. It remains the choice (and responsibility!) of the trainer/facilitator to present the material in the sequence best suited to the target group and/or situation.

Following this explanation on the basic navigation through the file, the use of the Training Tools (transparencies, Part 2 of the Guide) was explained. It was explained and demonstrated how this part of the Guide is to be used in conjunction with especially Chapters 1 and 2 of Part 1, and how the content of Part 2 is also presented in PDF (Portable Document Format) on the CD which is included on the inside of the back-cover of each file. This CD can be used to produce copies on transparencies to be used during training sessions if and when applicable, or to produce copies on paper to be used as hand-outs during training sessions if and when applicable. This also remains the choice of the trainer/facilitator, according to the needs of the target group/situation.

The actual presentation of a learning unit was done by means of the presentation of the second learning unit of Maize Production as well as the first learning unit of Water Management.

This was followed by a Q&A (question and answer) session, during which participants were given the opportunity to voice their uncertainties, suggestions and comments on the material and the Facilitators guide in general. A summary of the issues raised, follows in the next section of this report.

Note: *Each of the College visits was documented and compiled into a report. Summarised versions of these reports for each of the Colleges visited during the course of this WRC Consultancy are included at the end of this document as Annexure 1-11.*

Chapter 3

Summary of Feedback Received during College Visits

3.1 Evaluation Questionnaire Data collected during College visits

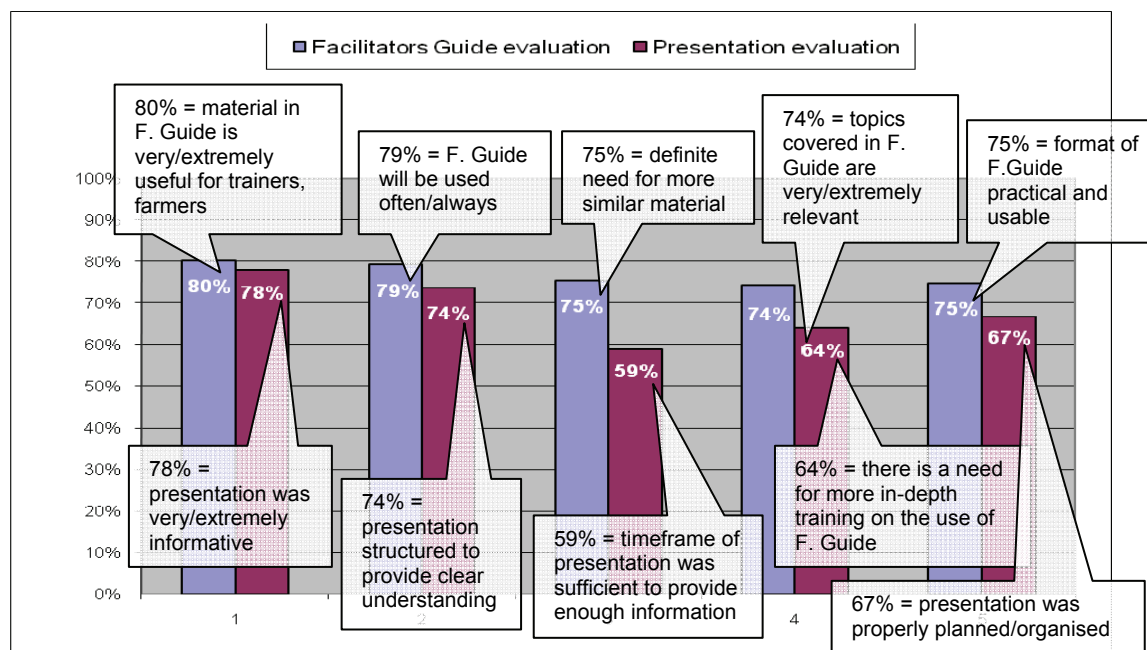
In order to try to assess the general perception of College Personnel regarding the Facilitators guide itself as well as the presentation/workshop at each College, a questionnaire was developed which all participants were requested to complete. (See example of questionnaire on page 11).

Overall, the comments received from 145 participants at the Colleges were positive and constructive. The following graph of the data collected with the questionnaires serves to summarise the general attitude with which the Facilitators guide have been received, and the Presentation perceived, by the College Trainers:

Summary: (Results for each College shown as % of positive responses to questionnaire questions)

Question:	Facilitators guide Content					Presentation				
	a1	a2	a3	a4	a5	b1	b2	b3	b4	b5
College:										
Lowveld	71	71	62	71	71	62	52	52	38	52
Elsenburg	83	83	79	75	58	83	75	75	58	75
Glen	79	79	92	69	67	79	77	56	69	62
Grootfontein	92	75	71	67	67	75	83	58	42	75
Tsolo	78	80	73	76	76	80	80	62	73	78
Fort Cox	100	73	71	87	93	93	87	67	80	73
Potchefstroom	83	83	81	71	83	83	75	54	79	83
Cedara	74	78	70	83	81	78	70	65	74	78
Owen Sitole	83	89	67	85	78	85	74	59	63	70
Madzivhandila	67	67	92	67	71	62	71	57	57	48
Tompi Seleka	72	94	72	67	78	78	67	44	72	39
	80%	79%	75%	74%	75%	78%	74%	59%	64%	67%

Interpretation of data received from 145 respondents at 11 Colleges visited:



WRC Facilitators guide Presentation – Evaluation Form (Example)

Section A: Facilitators guide Content Evaluation

1. How useful do you think the training material contained in the Facilitators guide will be for trainers/facilitators/farmers?

None	Some	Very	Extremely
1	2	3	4
2. How often do you think will you be able to use the examples/stories/allegories in the training material during your training sessions?

Never	Seldom	Often	Always
1	2	3	4
3. Do you as a trainer/facilitator feel that there is a need for more similar training material within your training context?

None	Some	Very	Extremely
1	2	3	4
4. Do you think the topics covered within the training material are relevant and applicable?

None	Some	Very	Extremely
1	2	3	4
5. Is the format of the Facilitators guide (file/package) practical and usable?

None	Some	Very	Extremely
1	2	3	4
6. How are you as trainer/facilitator going to apply this training material within your training?

.....

.....

Section B: Presentation (college visit)

1. How informative and valuable was the presentation?

None	Some	Very	Extremely
1	2	3	4
2. Was the presentation structured to provide you with a thorough understanding of the Facilitators guide?

None	Some	Very	Extremely
1	2	3	4
3. Was the timeframe of the presentation sufficient to provide you with enough information?

None	Some	Very	Extremely
1	2	3	4
4. Do you feel that there is a need for further, more in-depth training of the trainers/facilitators regarding the proper use of the Facilitators guide and the application of the training approach?

None	Some	Very	Extremely
1	2	3	4
5. Was the presentation properly planned and organised?

None	Some	Very	Extremely
1	2	3	4
6. If you had to do a similar presentation, what would you have done differently?

.....

.....

.....

Any other Comments and/or Suggestions:

.....

.....

Chapter 4

Feedback Received during APAC-Meeting

4.1 Feedback Received during APAC-Meeting

The Principals of the Agricultural Colleges expressed their sincere gratitude towards the WRC for the learning material and also the work the WRC does to enable them and their personnel to do their job. After they were presented with the Facilitators guide and introduced to the concepts and approach followed within the material contained in the Guide, they were also introduced to and given the background of the current learning material development projects of the WRC of a similar nature:

1. **Development of a comprehensive learning package for education on the application of *Water Harvesting and Conservation (WH&C)*, consisting of:**
 - a. Technical Learning Material on the topic of Water Harvesting and Conservation
 - b. Facilitation/Extension Learning Material supporting the technical material.
2. **Participatory Development of Training Material for Agricultural Water Use in *Homestead Farming Systems for Improved Livelihoods*.**
3. **Development of training material for *Extension in Irrigation Water Management*, consisting of:**
 - a. Technical Learning Material on the topic of Irrigation Water Management
 - b. Facilitation/Extension Learning Material supporting the technical material.

They then also expressed their appreciation for these, as they feel that the topics addressed within all the WRC learning material development projects are extremely relevant and that there is a definite need among the Colleges for materials covering these topics.

The APAC-meeting felt that some form of information sharing system – in the form of an e-mail forum maybe? – should be put in place by which the Colleges can be kept up to date regarding the progress of these WRC projects and also about possible future projects of a similar nature which the WRC might embark on. It was suggested that a “distribution list” be established, initially including all of the APAC-meeting members, which could then be complemented over time. All those present agreed that a system of information dissemination of this nature regarding the WRC projects, will ensure that the Principals of the Colleges will understand what it is all about when their staff might be seconded or invited to attend WRC project meetings or workshops, and that it would then be easier for them to motivate and release such staff members for this purpose. It was also mentioned that a communication system – (referred to as a “WRC News e-Forum”) – would go a long way in ensuring that the relevant staff of the Colleges become and stay involved in these processes in order to enrich the projects’ outcomes.

There was a desperate request for especially the *Water Harvesting and Conservation* and the *Homestead Food Production* learning materials to be made available to the Colleges as soon as possible – even if only in a draft format – which the Colleges could maybe use already and thereby assist the relevant project teams with the actual testing and evaluation of the material. According to the College Principals present, there seems to be a dire need for learning material on these topics and their personnel do not have the capacity both in terms of time or experience to develop material on these topics themselves. In this regard it was then also agreed that the Colleges should endeavour to test and evaluate all the learning material developed within these WRC projects. This would also be easier facilitated through the information sharing system proposed earlier.

Furthermore the issue of accreditation and Unit Standard alignment of learning material was raised by the meeting. Although the current SAQA system of learning material development seems to be in some confusion at the moment and might change to the proposed QCTO system within the next two to three years, the APAC-meeting members suggested that all learning material currently being developed should still be developed according to the current Unit Standard aligned system of SAQA. The Colleges are required to use learning material which has been developed in this format in terms

of accreditation and recognition and no formal substitute process or format has been announced or implemented as yet, not even as an interim measure. It was also the opinion of the APAC-meeting that even within the proposed new system of QCTOs which is expected to only become operational by 2010, the Unit Standard guidelines for the development of learning material will still be relevant and required, especially with regards to the Core and Elective competencies of a learning field. Therefore, according to the APAC-meeting members in attendance, it was suggested that the status quo should be maintained with regards to the new learning material developed within the WRC projects – that is in terms of Unit Standard alignment of such learning material.

4.2 Excerpt from APAC-meeting minutes regarding the WRC presentation:

MINUTES OF APAC-MEETING HELD AT TOMPI SELEKA COLLEGE OF AGRICULTURE ON 13 MAY 2008

1. Welcome	Mr Paulse welcomes all the representatives from colleges present. He also welcomes Mr Marius Botha (WRC), who will do a presentation. Then Mr Mhinga, acting Senior Manager, welcomes all at Tompi Seleka College of Agriculture. He is now the acting principal at the institute and shares that Mr Silas Sitholimela is now with Head Office. Tompi Seleka currently offers Farmer Training at the Institute to various municipalities and other training institutes. This College works closely with the other Agricultural Colleges in the Province, like Madzivhandila College of Agriculture.	
2. Attendance and apologies	<u>Apologies</u> Ms Levendal (Elsenburg) Mr Chitepo (Elsenburg) Mr Xaba (Lowveld) Mr Snyman (Glen) Mr Foli (OSCA)	
3. Speaker	Mr Marius Botha (Consultant for Water Research Commission) delivers his presentation. He hands out Facilitators guides on Farmer Training and delivers a presentation on the training material which the WRC developed. Within the past 9 months all the Colleges were visited and the Farmer Trainers at the Colleges were presented with their own copies of this Facilitators guide on Farmer Training including a copy for each College with	

	colour transparencies. Should you use some of this training material, please give recognition to the WRC because the material was compiled by them. Material is available only in English, and should more copies be needed it can be ordered from the WRC either by phoning them or via the WRC website: http://www.wrc.org.za He also gave an overview of the current WRC Projects on the development of Learning Material on Rainwater Harvesting, Extension in Irrigation Water Management and Homestead Food Production. These projects are ongoing and the Colleges will be kept informed on their progress. The Colleges were also invited and urged by Mr Botha to make an effort to participate in these processes as far as possible, as the inputs from the Colleges are essential to ensure that the needs of the end users/target groups will be addressed during the development of these learning material packages. The Colleges responded very positively and voiced their sincere appreciation for the work the WRC does to enable their staff to provide high standard training. The Colleges requested that some kind of information sharing system be formed by which the Colleges can be informed on the progress of these and possible future projects of the WRC.	
4. Approval of minutes of previous meeting	Adoption: Mr Lutge Seconded: Mr Schoonraad	

Remainder of the minutes: not applicable to the WRC Project.

Chapter 5

Conclusion

Although very positive and grateful for the WRC Facilitators guide, the trainers who participated in the presentation at the 11 Colleges of Agriculture all expressed their uncertainty and reservation regarding their ability to correctly apply this new training approach within their farmer training context.

The trainers in general also expressed their sincere gratitude for the Facilitators guide, especially the Development Context and the Water Management modules contained in the Guide. According to them, it is very hard to find learning material developed on this level (ABET) which covers these topics – and these topics are the most difficult to convey within a farmer training environment. There also seems to be a dire need at the Colleges for more similar learning material which covers other topics, such as vegetable production and animal husbandry.

It was the general opinion of the trainers at the Colleges that they would have to use the Guide first and practically apply its content in the field, before they will really be able to understand as well as judge its real value. They will do so and provide feedback to the WRC.

Should the need for more in-depth training on the Facilitators guide and its use (in terms of a relatively novel training/learning approach) be evident, this will be communicated to the WRC in writing by the Colleges.

In terms of current and future similar learning material development projects of the WRC, the following points of consideration should be taken into account based on the experiences gained during the course of this consultancy:

1. All finalised learning material packages should be “marketed” and disseminated among the Colleges/end users in a similar hands-on, interactive manner as it had been done during this consultancy;
2. All learning material must also be made available electronically in PDF-format; (for this purpose, it might be a consideration to introduce a “Learning Material Library” on the WRC website where all learning material developed by the WRC can be accessed and downloaded);
3. As far as possible, all learning material development project teams must also include as many as possible representatives (ideally farmer trainers) from the Colleges as project team members;
4. The College Principals requested that some kind of information sharing system (e-forum) be formed by which the Colleges can be informed on the progress of these and possible future projects of the WRC;
5. It was suggested by the APAC-meeting that the status quo should be maintained with regards to the new learning material developed within the WRC projects – that is in terms of Unit Standard alignment of such learning material.

ANNEXURE 1

This is an example of a record of the field visit to Madzhivandila College of Agriculture, Limpopo Province, on 19 July 2007.

Similar visits took place to:

- Tompi Seleka College of Agriculture, Limpopo Province, on 31 July 2007
- Lowveld College of Agriculture, Mpumalanga Province, on 21 August 2007
- Potchefstroom College of Agriculture, North West Province, on 29 February 2008
- Glen College of Agriculture, Free State Province on 17 October 2007
- Grootfontein College of Agriculture, Eastern Cape Province on 6 November 2007
- Tsolo College of Agriculture, Eastern Cape Province, on 12 February 2008
- Fort Cox College of Agriculture, Eastern Cape Province, on 13 February 2008
- Elsenburg College of Agriculture, Western Cape Province, on 2 November 2007
- Cedara College of Agriculture, KwaZulu-Natal Province, on 29 November 2007
- Owen Sitole College of Agriculture (OSCA), KwaZulu-Natal Province, on 10 October 2007.

Complete records of these visits appear on the enclosed CD.

Madzhivandila College of Agriculture, Limpopo Province

Date of college visit: 19 July 2007

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Appendix A: College Visit Attendance Register

Appendix B: Evaluation Questionnaires received from Participants

Background

This report serves to summarise the visit to Madzhivandila College of Agriculture, Limpopo, on 19 July 2007 by Lufuno Muthaphuli, Amos Montjane and Marius Botha for the purpose of introducing the WRC Facilitators guide on Farmer Training to the Farmer Trainers at the College.

College Information

Prospective farmers, extension officers, animal health and engineering technicians are trained at the colleges of agriculture of the provincial departments of Agriculture and the National Department of Agriculture. Practical training takes up about half the student's time. The balance is devoted to lectures and demonstrations.

Apart from agricultural and related scientific subjects, attention is also paid to training in farm economics and management. In addition to the diploma course, special and short courses are available.

All training at colleges of agriculture in South Africa was evaluated by the Certification Council for Technikon Education (SERTEC) during 1996 with a view to accreditation. This meant that training at all colleges of agriculture attained the same status and formal recognition as training at technikons.

The **Madzivhandila College of Agriculture** is situated in the far North of the Limpopo Province, near to Thohoyandou. The College occupies approximately 680 ha of land. An area of 27,8 ha is under irrigation, 4,7 ha for cash crops and vegetables, 13 ha for orchards, 3,5 ha for maize and lastly 6,6 ha for artificial pasture and fodder trees. The College buildings and the natural veld for grazing camps comprise the remaining area.

The College offers two National Diplomas recognised by the Certification Council of Technikon Education (SERTEC), viz.

- Diploma in Agriculture: Animal Production
- Diploma in Agriculture: Plant Production.

The duration of the Diploma is three years divided into six semesters, four semesters of formal training and two semesters of experiential training.

On-farm training of smallholder farmers implies a lot of proper planning and co-ordination on the trainers' part, as well as lots of dedication and self discipline. Most of the trainers at the College have their own training courses which they have developed themselves over time, but these courses are mainly structured around the training facilities and environment at the College itself and often don't lend itself to the on-farm training situation. The on-farm training environment is also quite new to some of the trainers, especially the younger less experienced trainers, and they sometimes find the prospect of facilitating on-farm farmer training quite daunting.

College Visit

Program followed on the day

WRC Facilitators guide Presentation

19 July 2007 - Madzhivandila College of Agriculture, Limpopo

P R O G R A M

08:30	Opening		
08:35	Welcoming and introduction	-	College Rector
09:00	Introduction to the Facilitators guide	-	Marius Botha
10:30	Navigation through the Facilitators guide (Part 1)-		Lufuno Muthaphuli
11:00	Navigation through the Facilitators guide (Part 2)-		Marius Botha
11:30	The Learning Approach: Actual Presentation of Learning Unit - “Fertiliser Application in Maize Production”-		Lufuno Muthaphuli / Amos Montjane
12:30	Q&A Session	-	Presenters
13:00	Evaluation	-	Presenters
13:30	Closure	-	Marius Botha

Proceedings

The aforementioned program was followed during the Madzhivandila College visit on 19 July 2007, with some minor adjustments. The changes made to the program, was made in consultation with the participants to accommodate their busy time schedules.

During the introduction to the Facilitators guide, the participants were given a brief background to the project and the process which was followed during the development of the Facilitators guide.

Following this introduction, participants were presented with their own copies of the Facilitators guide. In total, 14 trainers who are responsible for Farmer Training at the College attended the presentation. Fifteen (15) Facilitators guides were presented to the College.

This was followed by a short session on “housekeeping” – basic pointers on how to open, close, carry and store the Facilitators guide in order to ensure that the file will last and the contents of the file will remain protected and in tact. Participants were now taken on a “guided tour” through the Facilitators guide, introducing them to the different parts of the training package, from the

symbolism of the image on the outside cover of the file, through the table of contents, the training modules/learning units, the training tools to the CD and DVD inside the back cover of the file.

Ms Muthaphuli then explained how the vertical indexing headings on the right-hand edge of each page of Part 1 of the Guide (the training content) should be used to locate a specific chapter, module or learning unit by “fanning” the pages as one would do with a magazine. The page numbering was explained and participants were shown how the learning units within each module and within each chapter are numbered anew, in other words each learning unit’s page numbering starts from page 1 through to the last page of the learning unit. Participants were also made aware of the flow chart (directly following the table of contents), which is merely a suggested sequence for the presentation of the material in the Guide which would make logical sense and which would build on each other. It remains the choice (and responsibility!) of the trainer/facilitator to present the material in the sequence best suited to the target group and/or situation.

Following this explanation on the basic navigation through the file, Mrs Muthaphuli explained the use of the Training Tools (transparencies, Part 2 of the Guide). It was explained and demonstrated how this part of the Guide is to be used in conjunction with especially Chapters 1 and 2 of Part1, and how the content of Part 2 is also presented in PDF (Portable Document Format) on the CD which is included on the inside of the back cover of the file. This CD can be used to produce copies on transparencies to be used during training sessions if and when applicable, or to produce copies on paper to be used as hand-outs during training sessions if and when applicable. This also remains the choice of the trainer/facilitator, according to the needs of the target group/situation.

The actual presentation of a learning unit was done by means of the presentation of the “Fertiliser Application in Maize Production” Learning Unit of the Maize Production Module.

This was followed by a Q&A (question and answer) session, during which participants were given the opportunity to voice their uncertainties, suggestions and comments on the material and the Facilitators guide in general. A summary of the issues raised follows in the next section of this report.

Summary of feedback received from participants

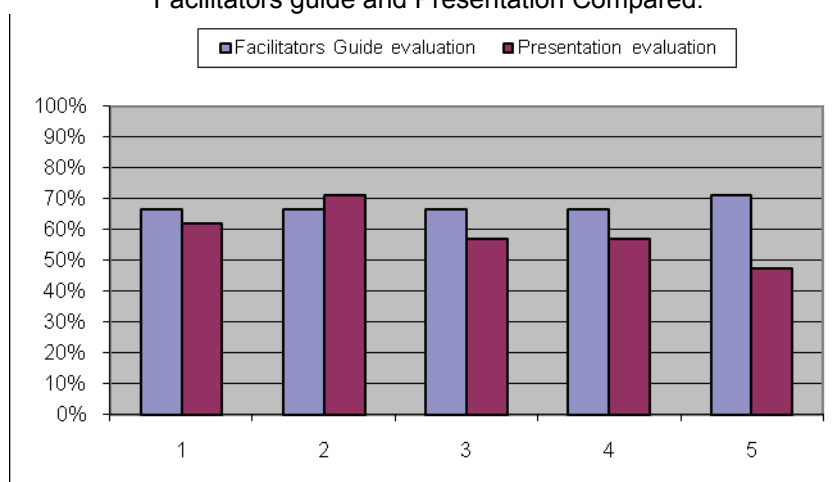
In order to try to assess the general perception of College Personnel regarding the Facilitators guide itself as well as the presentation/workshop at the College, a questionnaire was developed which all participants were requested to complete. *(See completed questionnaires received from participants – Annexure B)*

Overall, the comments received from 6 participants at the College were positive and constructive. The following graph and accompanying interpretation of the data collected with the questionnaires serves to summarise the feedback received.

Presentation: Madzhivandila

	Facilitators guide Content					Presentation				
Question:	a1	a2	a3	a4	a5	b1	b2	b3	b4	b5
Respondent 1	3	2	3	3	3	3	2	3	3	3
Respondent 2	2	2	2	2	2	2	2	1	1	2
Respondent 3	2	2	2	1	2	2	3	2	3	1
Respondent 4	1	2	2	3	2	1	2	1	2	1
Respondent 5	2	2	2	2	2	2	2	2	2	1
Respondent 6	2	2	2	1	2	1	2	2	0	1
Respondent 7	2	2	1	2	2	2	2	1	1	1
	67%	67%	67%	67%	71%	62%	71%	57%	57%	48%

Overall Evaluation of Respondents' Perception of Facilitators guide and Presentation Compared:



Interpretation of Evaluation Response Data

Question a1: *("How useful do you think the training material contained in the Facilitators guide will be for trainers/facilitators/farmers?")*
5 of 7 respondents felt that the training material in the Facilitators guide would be 'very useful' for facilitators, while 1 felt it would be 'extremely useful'. One felt that it would be useful to some degree.

Question a2: *("How often do you think will you be able to use the examples/stories/allegories in the training material during your training sessions?")*
7 of 7 respondents indicated they would 'often' use the stories, etc. contained in the guidelines.

Question a3: *("Do you as a trainer/facilitator feel that there is a need for more similar training material within your training context?")*

1 respondent felt that there is 'some' need for more similar training material within the College training context, while 5 respondents were very much of the opinion that there is a need for more similar training material and 1 respondent felt that the need for similar material is 'extreme'.

- Question a4: (*"Do you think the topics covered within the training material are relevant and applicable?"*)
Of 7 respondents, 2 felt 'some' of the topics covered in the training material was relevant and applicable, while 3 felt it was 'very' relevant and 2 indicated it was 'extremely' relevant. No respondents indicated that 'none' of the material was relevant.
- Question a5: (*"Is the format of the Facilitators guide (file/package) practical and usable?"*)
Six of the 7 respondents were of the opinion that the format of the Facilitators guide is very practical and usable, while 1 respondent felt that the format is extremely practical and usable.
- Question b1: (*"How informative and valuable was the presentation?"*)
4 of the 7 respondents were of the opinion that the presentation was very informative and valuable, while 1 respondent felt that the presentation was extremely informative and valuable, and 2 respondents were of the notion that it was informative and valuable to some extent.
- Question b2: (*"Was the presentation structured to provide you with a thorough understanding of the Facilitators guide?"*)
6 of the 7 respondents were of the opinion that the presentation was structured to provide a thorough understanding of the Facilitators guide, while 1 respondent felt that the presentation was extremely well structured in order to provide a thorough understanding of the facilitators guide.
- Question b3: (*"Was the timeframe of the presentation sufficient to provide you with enough information?"*)
Of 7 respondents, 3 felt that the timeframe of the presentation somewhat sufficient to provide them with enough information, while 3 felt the timeframe was 'very' sufficient and 1 indicated that the timeframe was 'extremely' sufficient.
- Question b4: (*"Do you feel that there is a need for further, more in-depth training of the trainers/facilitators regarding the proper use of the Facilitators guide and the application of the training approach?"*)
Of 7 respondents, 2 felt that there is 'some' need for further, more in-depth training of the trainers/facilitators regarding the proper use of the Facilitators guide and the application of the training approach, while 2 felt that there is a very definite need and 2 indicated that there is an extreme need for more in-depth training. 1 respondent indicated that there is no more need for further training.
- Question b5: (*"Was the presentation properly planned and organised?"*)
Of 7 respondents, 5 felt that the presentation was 'somewhat' properly planned and organized, while 1 felt it was 'very' well planned and organised and 1 indicated it was 'extremely' well planned and organised.

Way Forward and Conclusion

Although very positive and grateful for the WRC Facilitators guide, the trainers who participated in the presentation at Madzhivandila College for Agriculture also expressed their uncertainty and reservation regarding their ability to correctly apply this new training approach within their farmer training context.

It was the general opinion of the trainers at the College that they would have to use the Guide first and practically apply its content in the field, before they will really be able to understand as well as judge its real value. They will do so and provide feedback to the WRC.

Should the need for more in-depth training on the Facilitators guide and its use (in terms of a relatively new training/learning approach) be evident, this will be communicated to the WRC in writing by the College.

Appendix A

Attendance Register: Madzhivandila College visit, Limpopo

WRC Facilitators Guide Presentation

Attendance Register for Presentation held at: MADZIMBAWA College of Agriculture on: 19th JULY 2007

Name and surname	Designation	Gender (M/F)	Contact Numbers	E-mail address
1. APRIS MONTANGE	Senior Agric Tech	M	083 350 8515	ma.montange@yahoo.com
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13. Mudau T.M.	SAS	M	083 537 9776	tmudau16@hotmail.com
14. MUTHARHWA L	C.A.T	F	072 213 0940	mutharhwal@yahoo.com
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Attendance Register for Presentation held at: MADZINKHUNDILA College of Agriculture on: 15th July 2007

[illegible]

Appendix B

**Evaluation Questionnaires received from Participants:
Madzhivandila College visit, Limpopo**

Madz.

WRC Facilitators Guide Presentation - Evaluation

Section A: Facilitators Guide Content Evaluation

1. How useful do you think the training material contained in the Facilitators Guide will be for trainers/facilitators/farmers?
2. How often do you think will you be able to use the examples/stories/allegories in the training material during your training sessions?
3. Do you as a trainer/facilitator feel that there is a need for more similar training material within your training context?
4. Do you think the topics covered within the training material are relevant and applicable?
5. Is the format of the Facilitators Guide (file/package) practical and usable?
6. How are you as trainer/facilitator going to apply this training material within your training?

0	1	2	3
None	Some	Very	Extremely
1	2	3	4

a1

0	1	2	3
Never	Seldom	Often	Always
1	2	3	4

a2

0	1	2	3
None	Some	Very	Extremely
1	2	3	4

a3

0	1	2	3
None	Some	Very	Extremely
1	2	3	4

a4

0	1	2	3
None	Some	Very	Extremely
1	2	3	4

a5

The guide will help us to transfer knowledge to farmers and how to use pictures which will be related to the topic.

Section B: Presentation (college visit)

1. How informative and valuable was the presentation?
2. Was the presentation structured to provide you with a thorough understanding of the Facilitators Guide?
3. Was the timeframe of the presentation sufficient to provide you with enough information?
4. Do you feel that there is a need for further, more in-depth training of the trainers/facilitators regarding the proper use of the Facilitators Guide and the application of the training approach?
5. Was the presentation properly planned and organised?
6. If you had to do a similar presentation, what would you have done differently?

0	1	2	3
None	Some	Very	Extremely
1	2	3	4

b1

0	1	2	3
None	Some	Very	Extremely
1	2	3	4

b2

0	1	2	3
None	Some	Very	Extremely
1	2	3	4

b3

0	1	2	3
None	Some	Very	Extremely
1	2	3	4

b4

0	1	2	3
None	Some	Very	Extremely
1	2	3	4

b5

The way it was presented, it is easy to make some one to catch quickly.

Any other Comments and/or Suggestions:

College should have the same Manual in order to train our farmer for poverty Alleviation.

Madz

WRC Facilitators Guide Presentation - Evaluation

Section A: Facilitators Guide Content Evaluation

1. How useful do you think the training material contained in the Facilitators Guide will be for trainers/facilitators/farmers?

0	1	2	3
None	Some	Very	Extremely
1	2	3	4

a1

2. How often do you think will you be able to use the examples/stories/allegories in the training material during your training sessions?

0	1	2	3
Never	Seldom	Often	Always
1	2	3	4

a2

3. Do you as a trainer/facilitator feel that there is a need for more similar training material within your training context?

0	1	2	3
None	Some	Very	Extremely
1	2	3	4

a3

4. Do you think the topics covered within the training material are relevant and applicable?

0	1	2	3
None	Some	Very	Extremely
1	2	3	4

a4

5. Is the format of the Facilitators Guide (file/package) practical and usable?

0	1	2	3
None	Some	Very	Extremely
1	2	3	4

a5

6. How are you as trainer/facilitator going to apply this training material within your training?

I will use this as reference and supplement to what is available.

Section B: Presentation (college visit)

1. How informative and valuable was the presentation?

0	1	2	3
None	Some	Very	Extremely
1	2	3	4

b1

2. Was the presentation structured to provide you with a thorough understanding of the Facilitators Guide?

0	1	2	3
None	Some	Very	Extremely
1	2	3	4

b2

3. Was the timeframe of the presentation sufficient to provide you with enough information?

0	1	2	3
None	Some	Very	Extremely
1	2	3	4

b3

4. Do you feel that there is a need for further, more in-depth training of the trainers/facilitators regarding the proper use of the Facilitators Guide and the application of the training approach?

0	1	2	3
None	Some	Very	Extremely
1	2	3	4

b4

5. Was the presentation properly planned and organised?

0	1	2	3
None	Some	Very	Extremely
1	2	3	4

b5

6. If you had to do a similar presentation, what would you have done differently?

Timing and Venue to be checked - a Central or Venue outside College will do better.

Any other Comments and/or Suggestions:

None.

Made

WRC Facilitators Guide Presentation - Evaluation

Section A: Facilitators Guide Content Evaluation

1. How useful do you think the training material contained in the Facilitators Guide will be for trainers/facilitators/farmers?

0	1	2	3
None	Some	Very	Extremely
1	2	(3)	4

a1

2. How often do you think will you be able to use the examples/stories/allegories in the training material during your training sessions?

0	1	2	3
Never	Seldom	Often	Always
1	2	(3)	4

a2

3. Do you as a trainer/facilitator feel that there is a need for more similar training material within your training context?

0	1	2	3
None	Some	Very	Extremely
1	2	(3)	4

a3

4. Do you think the topics covered within the training material are relevant and applicable?

0	1	2	3
None	Some	Very	Extremely
1	(2)	3	4

a4

5. Is the format of the Facilitators Guide (file/package) practical and usable?

0	1	2	3
None	Some	Very	Extremely
1	2	(3)	4

a5

6. How are you as trainer/facilitator going to apply this training material within your training?

I think it would be better for me to hook this material with more practicals so that the farmers would be able to understand what they are trained about.

Section B: Presentation (college visit)

1. How informative and valuable was the presentation?

0	1	2	3
None	Some	Very	Extremely
1	2	(3)	4

b1

2. Was the presentation structured to provide you with a thorough understanding of the Facilitators Guide?

0	1	2	3
None	Some	Very	Extremely
1	2	3	(4)

b2

3. Was the timeframe of the presentation sufficient to provide you with enough information?

0	1	2	3
None	Some	Very	Extremely
1	2	(3)	4

b3

4. Do you feel that there is a need for further, more in-depth training of the trainers/facilitators regarding the proper use of the Facilitators Guide and the application of the training approach?

0	1	2	3
None	Some	Very	Extremely
1	2	3	(4)

b4

5. Was the presentation properly planned and organised?

0	1	2	3
None	Some	Very	Extremely
1	(2)	3	4

b5

6. If you had to do a similar presentation, what would you have done differently?

.....

.....

.....

Any other Comments and/or Suggestions:

.....

.....

Madz

WRC Facilitators Guide Presentation - Evaluation

Section A: Facilitators Guide Content Evaluation

1. How useful do you think the training material contained in the Facilitators Guide will be for trainers/facilitators/farmers?
2. How often do you think will you be able to use the examples/stories/allegories in the training material during your training sessions?
3. Do you as a trainer/facilitator feel that there is a need for more similar training material within your training context?
4. Do you think the topics covered within the training material are relevant and applicable?
5. Is the format of the Facilitators Guide (file/package) practical and usable?
6. How are you as trainer/facilitator going to apply this training material within your training?

0	1	2	3
None	Some	Very	Extremely
1	2	3	4

a1

0	1	2	3
Never	Seldom	Often	Always
1	2	3	4

a2

0	1	2	3
None	Some	Very	Extremely
1	2	3	4

a3

0	1	2	3
None	Some	Very	Extremely
1	2	3	4

a4

0	1	2	3
None	Some	Very	Extremely
1	2	3	4

a5

To refer in it especially on the practical things like telling stories training about what farmers needs.

Section B: Presentation (college visit)

1. How informative and valuable was the presentation?
2. Was the presentation structured to provide you with a thorough understanding of the Facilitators Guide?
3. Was the timeframe of the presentation sufficient to provide you with enough information?
4. Do you feel that there is a need for further, more in-depth training of the trainers/facilitators regarding the proper use of the Facilitators Guide and the application of the training approach?
5. Was the presentation properly planned and organised?
6. If you had to do a similar presentation, what would you have done differently?

0	1	2	3
None	Some	Very	Extremely
1	2	3	4

b1

0	1	2	3
None	Some	Very	Extremely
1	2	3	4

b2

0	1	2	3
None	Some	Very	Extremely
1	2	3	4

b3

0	1	2	3
None	Some	Very	Extremely
1	2	3	4

b4

0	1	2	3
None	Some	Very	Extremely
1	2	3	4

b5

The presenter should also practice what is in the guide when presenting to us. we should also feel like those farmers.

Any other Comments and/or Suggestions:

Madz

WRC Facilitators Guide Presentation - Evaluation

Section A: Facilitators Guide Content Evaluation

1. How useful do you think the training material contained in the Facilitators Guide will be for trainers/facilitators/farmers?
2. How often do you think will you be able to use the examples/stories/allegories in the training material during your training sessions?
3. Do you as a trainer/facilitator feel that there is a need for more similar training material within your training context?
4. Do you think the topics covered within the training material are relevant and applicable?
5. Is the format of the Facilitators Guide (file/package) practical and usable?
6. How are you as trainer/facilitator going to apply this training material within your training?

0	1	2	3
None	Some	Very	Extremely
1	2	☒	4

a1

0	1	2	3
Never	Seldom	Often	Always
1	2	☒	4

a2

0	1	2	3
None	Some	Very	Extremely
1	2	☒	4

a3

0	1	2	3
None	Some	Very	Extremely
1	2	☒	4

a4

0	1	2	3
None	Some	Very	Extremely
1	2	☒	4

a5

6. How are you as trainer/facilitator going to apply this training material within your training?

Applying training techniques mentioned when training or presenting.

Section B: Presentation (college visit)

1. How informative and valuable was the presentation?
2. Was the presentation structured to provide you with a thorough understanding of the Facilitators Guide?
3. Was the timeframe of the presentation sufficient to provide you with enough information?
4. Do you feel that there is a need for further, more in-depth training of the trainers/facilitators regarding the proper use of the Facilitators Guide and the application of the training approach?
5. Was the presentation properly planned and organised?
6. If you had to do a similar presentation, what would you have done differently?

0	1	2	3
None	Some	Very	Extremely
1	2	☒	4

b1

0	1	2	3
None	Some	Very	Extremely
1	2	☒	4

b2

0	1	2	3
None	Some	Very	Extremely
1	2	☒	4

b3

0	1	2	3
None	Some	Very	Extremely
1	2	☒	4

b4

0	1	2	3
None	Some	Very	Extremely
1	☒	3	4

b5

6. If you had to do a similar presentation, what would you have done differently?

Using powerpoint presenting to the trainees/facilitators workshop to make it more interesting

Any other Comments and/or Suggestions:

Next time prepare yourself intime and present your or workshoped colleagues

Madz

WRC Facilitators Guide Presentation - Evaluation

Section A: Facilitators Guide Content Evaluation

1. How useful do you think the training material contained in the Facilitators Guide will be for trainers/facilitators/farmers?

0	1	2	3
None	Some	Very	Extremely
1	2	3	4

a1

2. How often do you think will you be able to use the examples/stories/allegories in the training material during your training sessions?

0	1	2	3
Never	Seldom	Often	Always
1	2	3	4

a2

3. Do you as a trainer/facilitator feel that there is a need for more similar training material within your training context?

0	1	2	3
None	Some	Very	Extremely
1	2	3	4

a3

4. Do you think the topics covered within the training material are relevant and applicable?

0	1	2	3
None	Some	Very	Extremely
1	2	3	4

a4

5. Is the format of the Facilitators Guide (file/package) practical and usable?

0	1	2	3
None	Some	Very	Extremely
1	2	3	4

a5

6. How are you as trainer/facilitator going to apply this training material within your training?

Will try to apply the approach (many of using stories)

Will pick what is relevant to different trainings and apply it

.....

.....

Section B: Presentation (college visit)

1. How informative and valuable was the presentation?

0	1	2	3
None	Some	Very	Extremely
1	2	3	4

b1

2. Was the presentation structured to provide you with a thorough understanding of the Facilitators Guide?

0	1	2	3
None	Some	Very	Extremely
1	2	3	4

b2

3. Was the timeframe of the presentation sufficient to provide you with enough information?

0	1	2	3
None	Some	Very	Extremely
1	2	3	4

b3

4. Do you feel that there is a need for further, more in-depth training of the trainers/facilitators regarding the proper use of the Facilitators Guide and the application of the training approach?

0	1	2	3
None	Some	Very	Extremely
1	2	3	4

b4

5. Was the presentation properly planned and organised?

0	1	2	3
None	Some	Very	Extremely
1	2	3	4

b5

6. If you had to do a similar presentation, what would you have done differently?

.....

.....

.....

Any other Comments and/or Suggestions:

It would be good if materials included were crops from just maize and cotton, maybe at least one vegetable crop.

Madz

WRC Facilitators Guide Presentation - Evaluation

Section A: Facilitators Guide Content Evaluation

1. How useful do you think the training material contained in the Facilitators Guide will be for trainers/facilitators/farmers?
2. How often do you think will you be able to use the examples/stories/allegories in the training material during your training sessions?
3. Do you as a trainer/facilitator feel that there is a need for more similar training material within your training context?
4. Do you think the topics covered within the training material are relevant and applicable?
5. Is the format of the Facilitators Guide (file/package) practical and usable?
6. How are you as trainer/facilitator going to apply this training material within your training?

0	1	2	3
None	Some	Very	Extremely
1	2	(3)	4

a1

0	1	2	3
Never	Seldom	Often	Always
1	2	(3)	4

a2

0	1	2	3
None	Some	Very	Extremely
1	(2)	3	4

a3

0	1	2	3
None	Some	Very	Extremely
1	2	(3)	4

a4

0	1	2	3
None	Some	Very	Extremely
1	2	(3)	4

a5

I'm going to use it for demonstration purposes cause I'm responsible for practical training of farmers.

Section B: Presentation (college visit)

1. How informative and valuable was the presentation?
2. Was the presentation structured to provide you with a thorough understanding of the Facilitators Guide?
3. Was the timeframe of the presentation sufficient to provide you with enough information?
4. Do you feel that there is a need for further, more in-depth training of the trainers/facilitators regarding the proper use of the Facilitators Guide and the application of the training approach?
5. Was the presentation properly planned and organised?
6. If you had to do a similar presentation, what would you have done differently?

0	1	2	3
None	Some	Very	Extremely
1	2	(3)	4

b1

0	1	2	3
None	Some	Very	Extremely
1	2	(3)	4

b2

0	1	2	3
None	Some	Very	Extremely
1	(2)	3	4

b3

0	1	2	3
None	Some	Very	Extremely
1	(2)	3	4

b4

0	1	2	3
None	Some	Very	Extremely
1	(2)	3	4

b5

This training for me should have included both farmers (Scientists) and technicians of both Plant and Animal production.

Any other Comments and/or Suggestions:

I would suggest that workshop work-shops be held outside to avoid disturbance.

WRC Facilitators Guide Presentation - Evaluation

Section A: Facilitators Guide Content Evaluation

1. How useful do you think the training material contained in the Facilitators Guide will be for trainers/facilitators/farmers?

None	Some	Very	Extremely
1	2	3	4 ←

2. How often do you think will you be able to use the examples/stories/allegories in the training material during your training sessions?

Never	Seldom	Often	Always
1	2	3	4

3. Do you as a trainer/facilitator feel that there is a need for more similar training material within your training context?

None	Some	Very	Extremely
1	2	3	4

4. Do you think the topics covered within the training material are relevant and applicable?

None	Some	Very	Extremely
1	2	3	4

5. Is the format of the Facilitators Guide (file/package) practical and usable?

None	Some	Very	Extremely
1	2	3	4

6. How are you as trainer/facilitator going to apply this training material within your training?

I will use information and material I got from training and my previous experience.

Section B: Presentation (college visit)

1. How informative and valuable was the presentation?

None	Some	Very	Extremely
1	2	3	4

2. Was the presentation structured to provide you with a thorough understanding of the Facilitators Guide?

None	Some	Very	Extremely
1	2	3	4

3. Was the timeframe of the presentation sufficient to provide you with enough information?

None	Some	Very	Extremely
1	2	3	4

4. Do you feel that there is a need for further, more in-depth training of the trainers/facilitators regarding the proper use of the Facilitators Guide and the application of the training approach?

None	Some	Very	Extremely
1	2	3	4

5. Was the presentation properly planned and organised?

None	Some	Very	Extremely
1	2	3	4

6. If you had to do a similar presentation, what would you have done differently?

I would use similar approach.

Any other Comments and/or Suggestions:

My comment I suggest to train this training at grass root level FARMERS ASSOCIATION.

WRC Facilitators Guide Presentation - Evaluation

Section A: Facilitators Guide Content Evaluation

1. How useful do you think the training material contained in the Facilitators Guide will be for trainers/facilitators/farmers?

None	Some	Very	Extremely
1	2	3	(4)

2. How often do you think will you be able to use the examples/stories/allegories in the training material during your training sessions?

Never	Seldom	Often	Always
1	2	(3)	4

3. Do you as a trainer/facilitator feel that there is a need for more similar training material within your training context?

None	Some	Very	Extremely
1	2	3	(4)

4. Do you think the topics covered within the training material are relevant and applicable?

None	Some	Very	Extremely
1	2	(3)	4

5. Is the format of the Facilitators Guide (file/package) practical and usable?

None	Some	Very	Extremely
1	2	3	(4)

6. How are you as trainer/facilitator going to apply this training material within your training?

.....

.....

.....

.....

Section B: Presentation (college visit)

1. How informative and valuable was the presentation?

None	Some	Very	Extremely
1	2	3	(4)

2. Was the presentation structured to provide you with a thorough understanding of the Facilitators Guide?

None	Some	Very	Extremely
1	2	3	(4)

3. Was the timeframe of the presentation sufficient to provide you with enough information?

None	Some	Very	Extremely
1	2	(3)	4

4. Do you feel that there is a need for further, more in-depth training of the trainers/facilitators regarding the proper use of the Facilitators Guide and the application of the training approach?

None	Some	Very	Extremely
1	2	(3)	4

5. Was the presentation properly planned and organised?

None	Some	Very	Extremely
1	2	(3)	4

6. If you had to do a similar presentation, what would you have done differently?

Involved more trainers/lecturers from the college;
rather than just mentors

Any other Comments and/or Suggestions:

Well done! Lots of work involved - but what
an achievement

ANNEXURE 2: APAC-Meeting Attendance Register

WRC - Learning Material Presentation to APAC Meeting
13 May 2008, Tompi Seleka Agricultural College, Marble Hall

Name and title	Institution	Designation / Capacity	E-mail	Contact number	Fax Number
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B cube	CEADAP Louvel	PRINCIPAL	lwotoe@DAE RANTL-LOUVEL-ZA	033-3959306	033-3559303
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Victor Sparman	Tang Agric College	Registration	vssilwane@nwpg.gov.za	0539949806	0539941180
MHINBA MS	Tompi Seleka	Acting Senior Manager		013 268 9300	013 268 9305
NISABO HM	TSOLO INSTITUTE	MANAGER	nkeabohm@hotmail.com	047-5426221	047-5420285
MS N. J. MALOGA	POTCHEFSTROOM	REGISTRAR	jmaloga@nwpg.gov.za	018-2996636	018-2970023
Auan Harnden	Tang Agric College	Principal (Acting)	auanharnden@nwpg.gov.za	0539949840	0539941130
D Seirage	NW DA CE	Director (Acting) Structure	Seirage@nwpg.gov.za	0182970023	0182970023

O. JACOBS
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P.A.
021-8085018
oliviaj@elsenburg.com
021 808 7703

WRC - Learning Material Presentation to

APAC Meeting

13 May 2008, Tompi Seleka Agricultural College, Marble Hall

Name and title	Institution	Designation / Capacity	E-mail	Contact number	Fax Number
SIVELILE MR. NOMPOZENO	CEADA COLLEGE	PRINCIPAL	NOMPOZENO2010@ DAR-K2@TZA-GOU.GOV.ZA	0826427689 033-3559304	033-3559303
TCHISIKULE MC	Madibela College	Principal	tchisikule.mc @gmail.com	0159627200 0828834753	015-962-7239
MR. MUSTAQ HOSEN	OSCA	HEAD OF FET	hoosenmecca1. kzntl.gov.za	035-7951345 0828262114	035-7951379
MHLONGO GG	OSCA	HEAD OF FET (ACTING)	mhlongo.gg@ osca.f.kzntl.gov.za	035-7951345 0729248186	035-7951379
BELLO MOKHACHANE	POKENGERSBOOM	ASSISTANT DIRECTOR FET	smokhachane@ nw.gov.gov.za	082-9336888 053-949809	018-2440023
Petionella Chabeli	Taung	HEAD	Pchabeli@mp.gov.za	082-3178640	053-9441130