

# In-field Trainings

## Methods of Implementation

Type the name of your organization here.

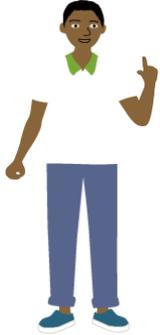


# WHERE ARE WE?: In-field Trainings in SHEP's 4 Steps

4 Steps	Activities
<b>1. Share goal with farmers.</b>	Sensitization Workshop
<b>2. Farmers' awareness is raised.</b>	Participatory Baseline Survey (optional) Stakeholder Forum Market Survey
<b>3. Farmers make decisions.</b>	Target Crop Selection Crop Calendar Making
<b>4. Farmers acquire skills.</b>	<p><b>In-field trainings</b></p> <div data-bbox="1429 986 2405 1126" style="border: 1px solid black; border-radius: 15px; padding: 10px; background-color: #f4b084; margin-left: 20px;"> <p>In-field Trainings are where the farmers acquire new skills and knowledge.</p> </div>
Follow-up and monitoring (including Participatory Endline Survey)	

# PART 1: CONCEPT

# WHY?: Objectives of In-field Training



- In-field Trainings are designed to teach practical skills and knowledge for producing the target crops the farmers have chosen.
- It is a **demand-driven training**.



# WHAT?: Outline of In-field Training

- The extension staff organizes training sessions where the target farmers learn skills, techniques and knowledge necessary for the production of the target crops.
- The training should be **practical** and conducted at the farmers' fields or in their vicinity with ample **demonstrations and exercises.**

# HOW?: Key Implementation Tips

- The training should **address the needs of the farmers**. Spend more time where farmers need more training and spend less time if the farmers are already familiar with the topics.



## Raising Motivation

We feel we are able to fill the gap in knowledge and skills by attending the technical training.

Support for Competence

# HOW?: Key Implementation Tips

- The training should be conducted using easy-to-understand training materials.



## Raising Motivation

I am illiterate but I have no difficulty understanding the training material because it has plenty of pictures.

Support for Competence

- The training should be conducted truly by a demand-driven approach.

## Raising Motivation

We are the ones who have requested trainings on cabbages. We are determined to use the new skills we learn in the training.

Support for Autonomy



# Advantage of Demand-driven Training

- The farmers' adoption rate of the new techniques would be significantly higher than supply-driven trainings.

## 【Supply-driven training】

Tomato already chosen for the farmers

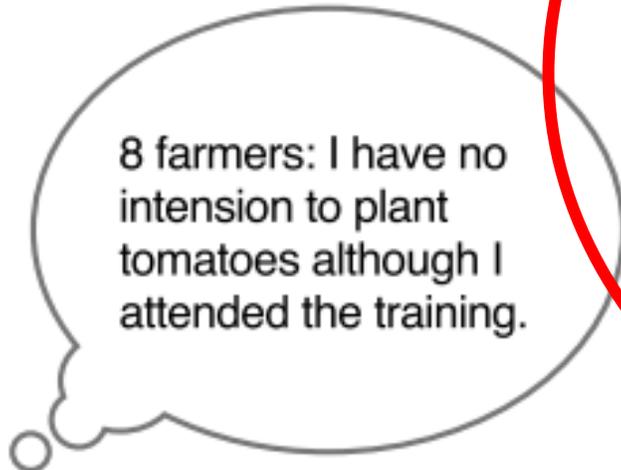


Training on tomato production

2 farmers:  
Maybe I will  
plant tomatoes.



8 farmers: I have no  
intention to plant  
tomatoes although I  
attended the training.



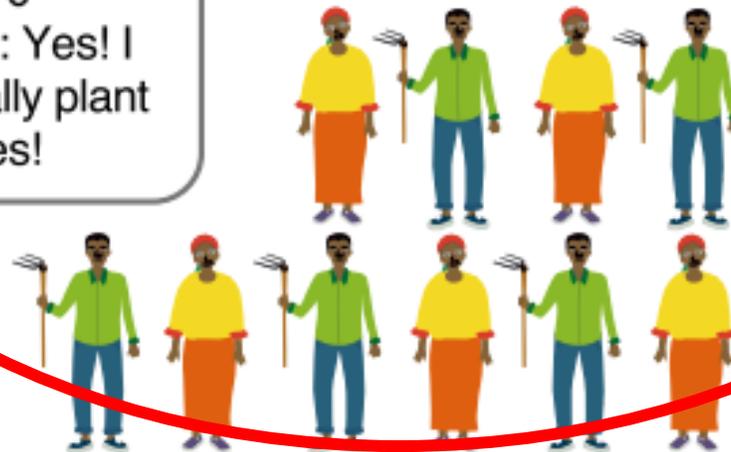
## 【SHEP: Demand-driven training】

Tomato chosen by farmers after market survey



Training on tomato production

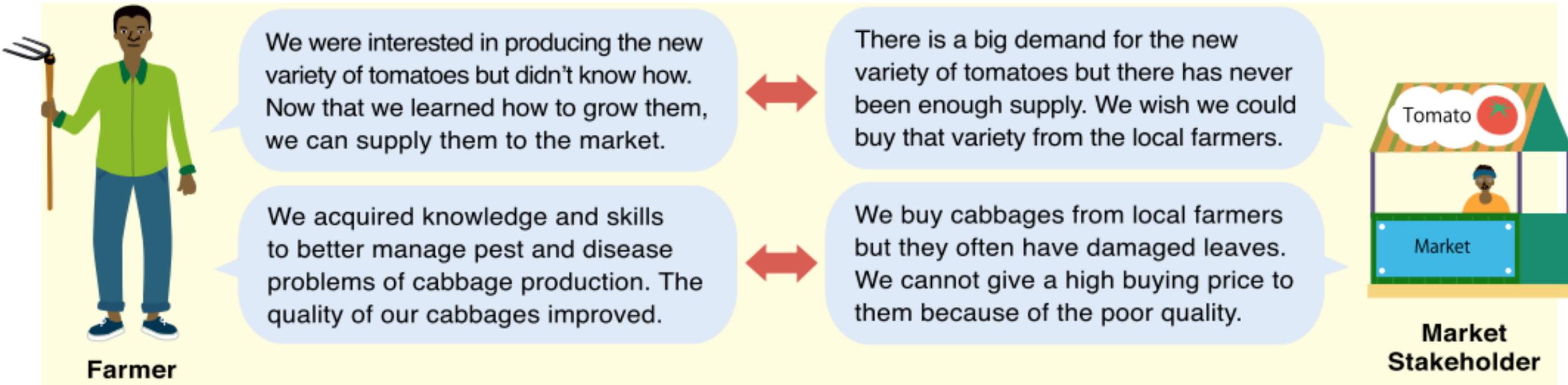
All the 10  
farmers: Yes! I  
can finally plant  
tomatoes!



Efficiency

# Mitigating Asymmetric Information

Providing In-field Training, which is a demand-driven training, mitigates information gaps between farmers and market stakeholders.



# PART 2: PRACTICE

# STEP: Implementation Procedures

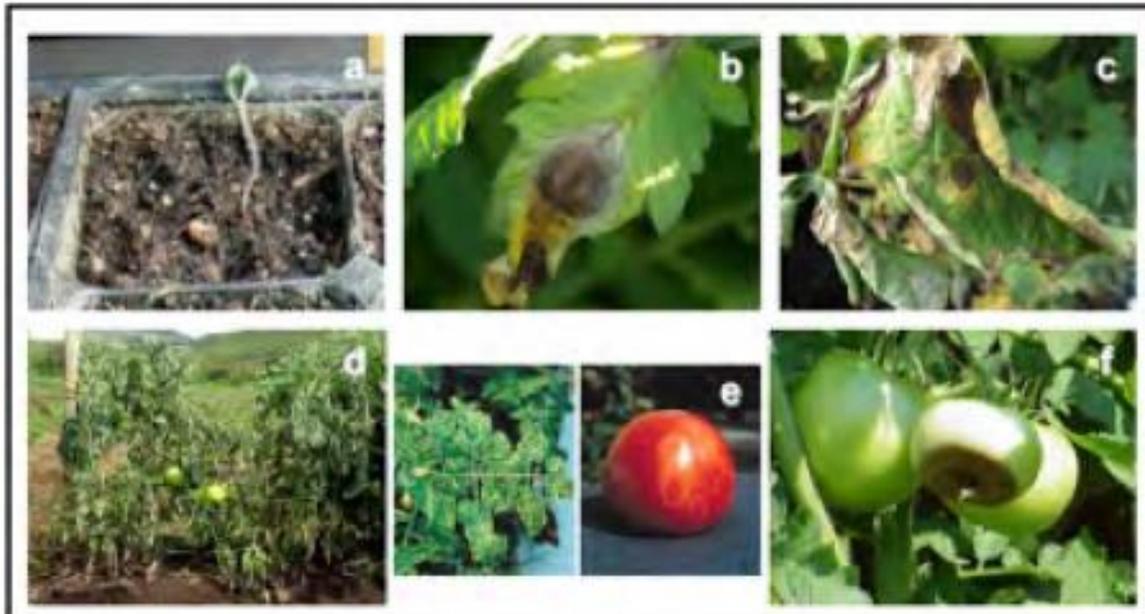
1. (Preparation) The extension staff should learn knowledge and skills necessary for teaching farmers. If they need more training, Training of Trainers (TOT) for extension staff before training for farmers should be conducted.
2. The extension staff organizes training sessions composed of lectures, exercises and demonstrations for each topic using effective teaching materials. [Tip!] Invite the members' spouses to the training if they are engaged in horticulture production.
3. The topics of the training should exactly match the needs of the target crop production and farmers' capacity development needs. The training topics can be categorized into three areas:
  - (1) general horticultural crops production and post-harvest handling techniques
  - (2) crop-specific production techniques
  - (3) managerial skills such as bookkeeping, crop budgeting, and farm record keeping.

# In-field Training Module (Example)

Session 1	<b>1<sup>st</sup> Target Crop Production:</b> specific techniques on the 1 <sup>st</sup> crop	} <b>Specific to the target crops</b>
Session 2	<b>2<sup>nd</sup> Target Crop Production:</b> specific techniques on the 2 <sup>nd</sup> crop	
Session 3	<b>Pre-Cultivation Preparation:</b> soil testing, composting & quality planting materials	} <b>General horticultural skills</b>
Session 4	<b>Land Preparation:</b> land preparation practices (solarization), incorporating crop residue & basal application	
Session 5	<b>Crop Establishment:</b> raising seedlings, planting/transplanting spacing, fertilizer application rates	
Session 6	<b>Crop Management:</b> managing weeds, top-dressing, integrated pest management practices, safe & effective use of pesticides	
Session 7	<b>Harvest and Post-harvest Handling:</b> harvesting indices, containers/packaging materials & value addition techniques	
Session 8	<b>Managerial Skills:</b> Bookkeeping, crop budgeting, farm record keeping	} <b>Managerial skills</b>

# In-field Training Material (Example)

## 3.10.4 Major Diseases & Physiological Disorders



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Front page

Farmers look at the front page

## 3.10.4 Major Diseases & Physiological Disorders



### 3.10.4 Major Diseases & Physiological Disorders

- Disease infestation leads to reduction in quality and quantity of produce
- The following are the major diseases and physiological disorders of Tomato in Kenya:

- a. Damping-off
- b. Late Blight
- c. Early Blight
- d. Bacterial Wilt
- e. Tomato Mosaic
- f. Blossom-end Rot

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Back page

Extension staff read the information on the back page.

# CHECKLIST: Points to be Confirmed after In-field Training

- ✓ The target farmers understand and acquire technical knowledge and skills taught in the trainings.
- ✓ The target farmers do not face any technical, financial or social difficulties applying techniques taught in the trainings. (If they do, identify the problems, consult them and give appropriate guidance to them.)
- ✓ **Male-female ratio** of the participants is balanced.
- ✓ Participation of the **members' spouses** is encouraged.
- ✓ Gender stereotype and gender-insensitive training methods and materials are **avoided**.
- ✓ Sufficient **consideration is given to illiterate farmers** in designing training methods.
- ✓ Labor-saving techniques or tools/ equipment, especially for women's benefit, are introduced.

# In-field Training in Action

I am very much motivated to learn and apply new techniques because I know the market is there.



Even though I am illiterate, I can easily understand the training because it is practical and includes a lot of demonstration.

I brought my wife to attend the training with me because we share our roles of vegetable production.

# TROUBLESHOOTING



- ✓ What if the farmers have difficulties in understanding? → Try to make the training **as practical as possible**. For example, use a language easy for them to understand, choose user-friendly training materials, show techniques by conducting plenty of demonstrations.
- ✓ What if the farmers are too busy to attend the trainings? → Ideally, the In-field Trainings should be conducted before the farmers become busy planting crops. However, when such an arrangement is not possible, try organizing trainings when farmers' availability is high.

**Way Forward:** Implementation Schedule,  
Reporting, add any other necessary info. here