

# Promoting Agriculture-Climate-Trade linkages in the East African Community

PACT- EAC Trainer's Guide

## National

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Prepared by



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## **Acknowledgements**

This Trainer’s Guide, is part of the training programme on “Promoting Agriculture-Climate-Trade linkages in the East African Community (PACT EAC)” at both the EAC Regional and at the national level, for each of the EAC Partner state countries of Burundi, Kenya, Rwanda, Tanzania, and Uganda.

This Trainer’s Guide, for use during the national level training was developed with the financial assistance of the CUTS International. CUTS also supported development of the training manual at the national level for each of the EAC Partner State countries, from which the Trainer’s Guide draws insights.

We are also indebted to Dr. Mary Mbithi who prepared this trainer’s guide. Our greatest gratitude also goes to CUTS for the financial support and continuous guidance during the development of both the training manuals and this trainer’s guide.

## **Acronyms and abbreviations**

PACT	Promoting Agriculture-Climate-Trade
EAC	East African Community
CC-FS-T	Climate Change-Food Security-Trade
CSOs	Civil Society Organizations
WTO	World Trade Organization
FAO	Food and Agriculture Organization
UNEP	United Nations Environmental Programme
IPCC	Intergovernmental Panel on Climate Change
UNFCCC	United Nations Framework Convention on Climate Change
EACCCP	East African Community Climate Change Policy
ARDP	Agriculture and Rural Development Policy
CET	Common External Tariffs
CDM	Clean Development Mechanism

## **1. Introduction**

Promoting Agriculture-Climate-Trade linkages in the East African Community (PACT EAC) National Training Programme is a project of CUTS International Geneva. The purpose of the training programme is to facilitate development of adequate and holistic policies addressing climate change-food security-trade (CC-FS-T) linkages in the East African Community through active involvement of representatives of all relevant stakeholders. The program and the modules have been developed based on training needs assessment and on outputs of the EAC Partner State country studies on CC-FS-T linkages under the PACT EAC Project conducted in individual EAC Partner countries of Burundi, Kenya, Rwanda, Tanzania, and Uganda in 2012.

This Trainer's Guide aims to provide standard procedures and protocols to be followed by resource persons that the programme on PACT EAC, through its appointed implementing agencies may engage to train participants at the national level at each of the EAC Partner State countries of Burundi, Kenya, Rwanda, Tanzania and Uganda. Resource persons appointed to train participants in each of the EAC Partner State countries are therefore expected to familiarize with the contents of this National Trainer's Guide.

## **2. Training session opening**

The resource persons should ensure that the opening session for the training gathers information regarding prior learning and experience on the CC-FS-T interface and the relevant policies at both EAC and national level. Participants should be allowed to briefly share their experiences as well as expectations from the training. The resource persons **MUST** pay particular attention to this information in order to adjust their training to suit their clients.

## **3. Qualification of participants**

The PACT EAC National training programme is designed for an interdisciplinary group of stakeholders cutting across expert areas including climate change, agriculture, food security, trade, planning and other disciplines. Such a group of participants are expected to work collectively to find solutions to harmonize aspects pertaining to the CC-FS-T interface. The entry qualification is a diploma and/or acquired knowledge through extensive experience. The PACT EAC Regional training programme assumes that participants enrolled will have a level of literacy that allows them to grasp key concepts and initiate policy transition that aims to address the CC-FS-T interface and improve livelihoods in the EAC region.

## **4. Qualifications and orientation of resource persons**

### **4.1 Qualifications**

The PACT EAC National training programme will utilize a minimum of two (2) resource persons to co-facilitate the training. Such resource persons should be knowledgeable in at least two of the key thematic areas of training namely: climate change, food security and/or trade.

### **4.2 Pre-training orientation**

Each resource person to be involved in PACT EAC National training programme is expected to go through a trainer's pack that includes the following material:

- a. Training schedule/ time table (that includes break and lunch times)
- b. This PACT EAC National Trainer's Guide
- c. The respective PACT EAC National Training Manual (for Burundi, Kenya, Rwanda, Tanzania and Uganda respectively)
- d. Selected case studies and policy documents as indicated under Sections 9.1-4 dealing with the modules
- e. Pre-session assignment and related requirements (see Section 10).

Resource persons will try by all means to gather as much information as possible from the PACT EAC National training programme with regards to prior learning and or engagement with the thematic areas from participants. If this is not done prior to the training, the resource persons must do it on first contact with the participants during introductions. Such engagements will assist the resource persons in terms of the depth with which the training manual information will be covered.

## **5. Preparation of training materials**

### **5.1 General**

The resource persons, together with the respective country PACT EAC National programme coordinators MUST ensure that, all the necessary training materials are ready a week before the training starts. The following materials are critical for a smooth training programme:

- i. Training schedule/time table (that includes break and lunch times)
- ii. Respective country PACT EAC National training Manual
- iii. Selected case studies and policy documents as indicated under Sections 9.1- 9.4 dealing with the modules

Participants should be encouraged throughout the training sessions to be familiar with the materials as presented above and should constantly consult such material when in training session. Online resources may also be utilized if training facilities permit, especially where there is internet connections.

Handouts of selected papers may be provided depending on the logistics. Participants should be encouraged to *bring along their laptops* (where applicable) so that electronic recourses may be uploaded on such equipment for ease access and future use.

### **5.2 Specialized material preparation**

The trainer/resource person will prepare high quality and up to date course materials in line with the training manual contents. The training manual will be provided in good time by respective country PACT EAC National training programme coordinators to allow the provisions outlined herein. Wherever applicable, the resource materials will be CUTS and **trapca** branded and where necessary all acknowledgements of source remain responsibility of the Faculty member. The trainer/resource person should select and use case studies that are relevant to the respective EAC Partner country.

### **5.3 PowerPoint preparation**

The trainer/resource person **MUST** prepare a PowerPoint presentation prior to the training session. The PowerPoint may be distributed as a handout to the participants if resources permit.

#### **5.4 Burning materials on CD-Rom or copying to a memory flask disks /pendrive**

The PACT EAC training programme, through trapca will organize a CD-Rom or memory Flash/Stick containing key training material in clearly labeled folders. The same will be given to the participants as a part of the course material.

### **6. Duration of training and venues**

The trainers must take note that the training programme takes between two and a half to three days. Training venues will be communicated to resource person at least three (3) weeks before the commencement of the training. The times appearing on the training schedule are estimates and these can be shortened or lengthened depending on the flow of training, especially the ease at which the participants grasp the concepts and their prior learning. Resource persons should be on the lookout in terms of making sure that generally, most of the material in the training manual is covered.

The instruction time is normally from 9:00am to 5:00pm; Monday to Wednesday with tea break from 10:30am -11am and lunch break from 1.00-2.00 pm (unless any divergence from this generic scheduling is communicated to the trainer/resource person). The PACT EAC programme organisers through CUTS/**trapca** shall provide photocopying and IT support services to enable the trainer/resource person to produce the required course materials and effectively deliver the assignment.

Sitting arrangements during training have an impact in terms of concentration and power gradients. To this end, participants should be encouraged to sit in half circle or horseshoe formats, preferable with tables facing each another.

### **7. Rationale of the national training programme**

The broad objective of the national training program is to improve understanding, capacity, and create a critical mass of relevant stakeholders at the EAC regional level on CC-FS-T linkages. The specific objectives are to:

- Train a critical mass of relevant stakeholders in order that they are able to contribute to the design and implementation of programmes and policies that use trade to improve food security in the face of climate change;
- Enhance technical understanding on the inter-linkages (both good and bad) between CC-FS-T;
- Increase capacity of the stakeholders to take advantage of the positive linkages and develop adequate policies and strategies to deal with the negative linkages; and
- Contribute to the similar initiatives by the other regional and international organizations/institutions to strengthen synergies, create and share knowledge, and increase the impact.

### **8. Training manual/course structure**

The training manual/course is organized into four inter-linked modules, each with practical examples/exercise, namely:

- Module 1: Issue analysis: understanding of climate change-food security-trade linkages in the respective EAC Partner State country
- Module 2: Regional and international context: understanding relevant EAC regional policies and international organizations
- Module 3: Agreements and instruments: understanding and taking advantage of relevant international agreements and instruments dealing with CC-FS-T
- Module 4: Simulation exercise: development of a programme/policy to deal with a concrete issue at the interface of CC-FS-T in each respective EAC Partner State country.

The key issues and activities to focus on in preparing for training are further considered under sections 9.1-4 dealing with each of the modules.

## **9. Key issues and activities for resource persons**

As indicated earlier, this section and following sub-sections draw the attention of the trainer/resource person to some of the critical aspects that participants need to take home. The implication is that, the trainer/resource person should familiarize with them for the benefit of the participants. These issues are presented in the following sub-sections under each of the modules.

### **9.1 Module 1: Issue Analysis, and National Context**

This module aims at enhancing the understanding of Climate Change-Food Security Trade linkages, in the context of specific EAC Partner State Country's national policies.

The specific objective of the module is to contextualize relevant climate change, trade and food security issues at the respective EAC Partner State country level and thereby inculcate in the participants/trainees, an understanding of climate change-food security-trade linkages in the context of relevant national policy.

At the end of training of this module, it is expected that the participants will be able to:

- i. Contribute to devising practicable adaptation strategies to manage and cope with the existing negative challenges of CC-FS-T conditions in their countries
- ii. Practically demonstrate their firm grasp of the concepts of CC, FS and T vis-à-vis their interrelationships and links
- iii. Contribute to the revision of relevant national policy documents.

*Specific areas* to be covered in this module include:

- Key concepts in climate change adaptation, agricultural policy, food security and trade
- Positive and negative impacts trade can have on climate change adaptation and on food security
- Linkages between climate change and food security
- Linkages between trade and food security
- Existing international climate change policies and National Adaptation Programmes of Action (NAPA)

- National trade and food security policies of the specific EAC Partner State countries
- Existing national policy making processes in the areas of trade, food security and climate change
- Possible case studies of mitigation, adaptation and coping measures from specific countries to deal with climate change impact on food security e.g. drought resistant seed varieties, targeted credit programmes, formation of cooperative groups, horizontal and vertical enterprise integrations etc

**Key readings:** Resource persons are to pick a maximum of three (3) key readings of not more than 15 pages each from the respective country national training manual or any other latest references of choice.

## 9.2 Regional and international context

The objective of this training module is to increase understanding of the respective EAC Partner State stakeholders in agriculture, trade and related activities; of the regional policies and international organisations relevant to food security, trade, environment and climate change.

The purpose is to enable the stakeholders to have better technical knowledge of these policies and the functioning of the relevant institutions including the World Trade Organization (WTO), Food and Agriculture Organization (FAO), United Nations Environmental Programme (UNEP), Intergovernmental Panel on Climate Change (IPCC) and United Nations Framework Convention on Climate Change (UNFCCC) and to understand the nexuses of the work of these institutions with national institutions. A special focus is put on UNFCCC because there is generally less information on this institution. Gender and youth are considered as a cross cutting issue in this module.

At the end of the training, it is expected that participants will have a better understanding of the current EAC regional policies on climate change, agriculture, and trade and food security. They will also have an understanding of the functioning, policies and programmes of international institutions which impact on the above regional policies, and how these global institutions policies and programmes link with national institutions.

**Specific areas** to be covered in this module include the functions, recent work in the country and the linkages with country institutions of the following international institutions:

- The EAC Climate Change Policy
- EAC Agriculture Policy and food security policy
- EAC Trade policy
- International institutions involved in work related to food security, trade and climate change including the FAO, UNEP, IPCC, UNFCCC and the WTO.

**Key readings:** Resource persons are to pick a maximum of three (3) key readings of not more than 15 pages each from the training manual or any other latest references of choice.

## 9.3 Module 3: Agreements and instruments

The objective of module 3 is to increase the knowledge of trainees on some key relevant international agreements and instruments (at the WTO, UNFCCC and FAO) so that they are better able to understand their positive and negative effects on their respective countries, and how their countries can better take advantage of opportunities provided by these agreements and instruments.

The expected learning outcomes from participants include to:

- i. Gain a broad and specific knowledge on key relevant international agreements and instruments for which the respective country is signatory
- ii. Understand the positive and negative effects of the agreements and instruments on the respective country
- iii. Increase awareness of the strategies of taking advantage of the major international agreements and instruments.

*Specific areas* to be covered in this module include:

- Review of WTO Agreements on Agriculture and the broad implications of multilateral trade Policies on food security in specific EAC Partner State country
- Multilateral Trading System, Climate Change and impact of trade opening on climate change
- WTO Goals on Sustainable development and environmental protection
- EAC country's quest for trade-related measures aimed at protecting the environment
- FAO resolutions on food security and other international factors influencing food security
- Specific EAC country's role in Long Term Cooperation Action (LTCA), Joint Implementation and Clean Development Mechanism, Carbon emission markets, and Kyoto Protocol
- UNFCCC COP negotiations, outcomes and implications for specific EAC country's food security and trade
- International public financing initiatives for climate change and types of funds available
- Taking advantage of the major international agreements and instruments.

**Key readings:** Resource persons are to pick a maximum of three (3) key readings of not more than 15 pages each from the training manual or any other latest references of choice.

#### **9.4 Module 4: Simulation exercises**

The objective of this module is to allow stakeholders attending PACT EAC National Trainings in respective EAC Partner State countries to use the knowledge acquired during the training as well as to improve their policy/programme formulation skills in an interactive setting thus leading to greater multi-stakeholder understanding. The emphasis of this module is to encourage holistic, substantive, collective and pragmatic thinking by the participants that enables them to sharpen skills to interact with institutions and contribute to policy-making at the national level.

After going through this module, it is expected that the participants at respective EAC Partner State countries will be able to apply the knowledge gained from modules 1-3 and be in a position to specifically draw up either a sector-specific programme of action or an agriculture wide sector policy for their country that takes into account the climate change, food security

and trade interface. In coming up with such a programme of action or an agriculture wide sector policy, participants are also expected to pay particular attention to issues relating to climate change adaptation and mitigation as well as trade in relation to technology, financing, capacity development, awareness raising and other necessary enabling conditions.

**Specific tasks** to be covered in this module include development of a new or refinement of an existing agriculture Sub-Sector programme of action. This will entail identifying a list of all major agricultural sub-sector activities in Kenya and prioritize them in relation to the CC-FS-T nexus and an audit of the existing agriculture policies and identifying gaps in relation to the need to plan for seasonal food insecurity bearing in mind the identified potential subsectors.

**Key readings:** Resource persons are to pick two key policy documents dealing with CC and agriculture in the respective EAC Partner State country. One article summarizing either the generic or country specific public policy making process may also be used to enhance participants’ understanding of procedures in public policy making processes.

## 10. Training delivery

The module delivery will be highly interactive and will use methods including lectures, group work, case studies, participants’ own presentations and plenary discussions. Participants are expected to collectively address issues associated with the CC-FS-T interface of interest at the national level. The ability of participants to work in groups and draw from experiences and or understanding surrounding the prioritised and/or pressing issue identified for the development of new and/or the refinement of a national programme and/or policy is fundamental.

The training incorporates both pre-session and in-session assignments. Details regarding the pre-session and in-session assessments are presented in Table 1.

The trainer/resource person shall prepare pre-session assignment questions, which shall be submitted to **trapca** for administration **ONE** month before the course commences. The pre-session assignment shall be forwarded to all participants by **trapca** at least two (2) weeks before the start of training.

In addition to the pre-session assignment, the trainer/resource person shall administer a short in-session assignment. The trainer/resource person will mark both the pre-session and in-session assignments and submit grades to **trapca** on the last day of the training.

**Table 1: Assignments and assessments**

Component	Assignment(s)
<p><b>Pre-session assignment</b></p> <p><b>NB:</b> This is sent out to the participants by <b>trapca</b> at least two (2) weeks prior to the training and will be graded out of <b>20 marks</b>.</p>	<p>During this training you will be going through modules that address issues pertaining to agriculture, climate change and trade in <i>the EAC Region</i>. As part of preparations for the training, the course requires that you familiarize with some key topics and issues to be discussed. Given the foregoing, the following tasks must be completed before attending the course:</p>

Component	Assignment(s)
	<ol style="list-style-type: none"> <li>1. How important are trade, climate and agriculture issues to you in your line of work and the EAC region in general? (maximum 2 pages)</li> <li>2. Get hold of key EAC Regional policy documents on agriculture, climate change and trade (please bring such policy documents to the course as hard and/or electronic copies). <ol style="list-style-type: none"> <li>a. From the policy documents, select <b>ONE</b> and go through it to understand the key issues addressed in the document.</li> <li>b. Write a summary of maximum five (5) pages addressing the following: <ol style="list-style-type: none"> <li>i. Key issues addressed in the policy document (maximum 2 pages),</li> <li>ii. How agriculture, climate change and trade issues are being addressed in the document (maximum 3 pages).</li> </ol> </li> <li>c. Given that climate change is a reality, how best will you revise the policy you selected so that it addresses the three pillars of agriculture (especially food security), climate change and trade? (Maximum 2 pages).</li> </ol> </li> </ol>
<p><b>Module 1</b>  <b>NB:</b> Question and answer session set-up with trainer/resource person leading.</p>	<p>Drawing from own country experiences, highlight the existing cases of drought, reduced precipitation, and high temperatures etc that lead to reduced output of staple foods and reduced participation in trade.</p>
<p><b>Module 2</b>  <b>NB:</b> Trainer/resource person to use Task 1 to open up discussions in class and the remaining tasks to be used as group work leading to plenary presentations and discussions. Trainer/resource person to allocate tasks per each group and grade the group presentations out of <b>10 marks</b> as part of in-session assessment.</p>	<ol style="list-style-type: none"> <li>1. Identify and suggest any other areas of cooperation which you consider important for inclusion in the EAC Climate Change Master Plan for the period 2011-2030.</li> <li>2. Discuss the implications of the priority areas of action towards food security identified in the EAC food security action plan for the period.</li> <li>3. Discuss the likely impact of the EAC higher CET (on specific products) on your country's trade and food security.</li> <li>4. Using the FAO TCP criteria provided in this module, identify and discuss a programme for your country which could develop for consideration by the FAO support.</li> </ol>
<p><b>Module 3</b></p>	<ol style="list-style-type: none"> <li>1. Have you noticed fluctuating trends for imported food volumes into your country in the last five years? What reasons would you attribute to this fluctuation?</li> </ol>

Component	Assignment(s)
<p><b>NB:</b> Trainer/resource person to use Task 1 to open up discussions in class and the remaining tasks to be used as group work leading to plenary presentations and discussions. Trainer/resource person to allocate tasks per group and grade the group presentations out of <b>10 marks</b> as part of in-session assessment.</p>	<p>Do you think trade has anything to do with fluctuating food imports and food availability? In your view, would a WTO Agreement on Agriculture influence increased or decreased availability of nutritious staple food in your country?</p> <ol style="list-style-type: none"> <li>2. Identify some commodity exports from your country and discuss the implications of their increased exports on the environment. Do the production and trade of these goods affect our climate? Will your country's recent claims or cooperation on either combating environmental degradation or mitigating climate change impact on the production and export of these goods?</li> <li>3. Has your country demonstrated awareness of the FAO Resolutions on food security? Which policy measures or programmes have been undertaken to improve food security? Do these measures have any effect on the environment and climate?</li> <li>4. Are you aware of any projects or programmes in your country which are aimed at the carbon market? Can these be classified as projects under Joint Implementation and/or Clean Development Mechanism? What can be done to improve your country's effective participation in Carbon emission markets?</li> <li>5. Are you aware if your country has ever participated in any of the UNFCCC COP negotiations? If yes, which one(s)? What were the key resolutions in that COP meeting? Do these resolutions have any implication on food trade in your country?</li> <li>6. Do you think your country has the capacity to finance its environmental protection and climate change projects? If no, are you aware of other sources of finance? Discuss any experiences you have in formulating a proposal and approaching national and international agencies for financing? What would you do different if given another chance? Do you have any suggestions to improve the process in which countries seek for finance for their climate change projects?</li> </ol>
<p><b>Module 4</b> <b>(In session assignment)</b></p>	<p><i>Option A</i></p> <ol style="list-style-type: none"> <li>1. In groups, participants are required to draw up a list of all major agricultural sub-sector activities of their</li> </ol>

Component	Assignment(s)
<p>Module 4</p> <p><b>NB:</b> Trainer/resource person to go through one of the options with the participants and give participants time to address the other option in preparation for the last in-session assignment that will be drawn from this module and graded out of 10 marks.</p>	<p>countries and prioritize them in relation to the CC-FS-T nexus. This activity is undertaken as preparatory work for the development of either a sub-sector specific programme of action or a holistic agriculture sector policy addressing the CC-FS-T interface in a specific EAC Partner State country.</p> <p>2. In groups, participants are required to draw up a list of all major agricultural sub-sector activities in their countries and prioritize them in relation to the CC-FS-T nexus. This activity is undertaken as preparatory work for the development of either a sub-sector specific programme of action or a holistic agriculture sector policy addressing the CC-FS-T interface in the country.</p> <p><b>Option B</b></p> <p>1. Given the brief from Section 4.4.3 in the national training manual, participants are required to audit existing national climate change policies and indentify gaps in relation to the need to plan for food security in the contest of CC-FS-T interface. After the audit, the participants need to:</p> <ul style="list-style-type: none"> <li>i. Draw up a brief, coherent and compelling programme proposal concept note (maximum 5 pages) justifying the need to come up with alternative plausible options either to improve existing climate change policies and/or come up with new policies that will result in food security in the context of the changing climate and trade patterns in their country</li> <li>ii. Come up with an alternative plausible option either to improve existing climate change policies and/or come up with new policies that will result in food security in the context of the changing climate and trade patterns in their country. Other policy insights to be investigated may include the need to incorporate CC-FS-T issues in bilateral and multilateral agreements. Border adjustment measures (BAM) that include carbon taxes and other environmental cost of products should be fully investigated including their impacts on the country’s economy.</li> </ul> <p><b>NB:</b> Trainer/resource person to familiarize with additional pointers for Option ‘B’ as outlined in the training manual after the above task.</p>
<p><b>In- session assignments</b></p>	<p>This will comprise of graded group and individual work presentations from modules 2 to 4 marked out of 30 marks (10 marks each).</p>

## 11. Summary on evaluation/assessment

The grading for mark allocation from the training will be initially out of 50 marks, converted to 100% as follows:

- a. Pre-session assignment accounting for 20 marks out of 50 marks.
- b. Group assignments from Modules 2 accounting for 10 marks out of 50 marks.
- c. Group assignments from Modules 3 accounting for 10 marks out of 50 marks.
- d. Group assignments from Modules 4 accounting for 10 marks out of 50 marks.
- e. The final mark allocated will be converted from 50 marks to 100%.
- f. The participant must attend at least 90 per cent of the scheduled on-site training activities of this module.

## 12. Award of certificate of Merit

A **Certificate of Merit** will be awarded by **trapca** to the participants of the PACT EAC course. To pass and be awarded the Certificate of Merit, the participant must get 50 per cent or more of total marks.

The grading system of Lund University, in accordance with the European Credit Transfer System (ECTS) presented in Table 2 will be applicable in the awarding of the certificate:

**Table 2: Training Course grading system**

Marks	Grade
85-100	A
75-84	B
65-74	C
55-64	D
50-54	E
0-49	F

*NB: An F represents Fail.*

## 13. Reporting arrangements/protocol

The Resource Person shall report to the Executive Director of **trapca** and work in close collaboration with the Academic Director and the Trade Policy Expert of **trapca**. The immediate supervisor for the purpose of training course arrangements and payment is the Trade Policy Expert.