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GEAVET TRAINING PROGRAMME FOR CSA CLIMATE-SMART AND SUSTAINABLE AGRICULTURE
MOZAMBIQUE

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ASEJANA

GEAVET Training Programme for CSA

- Climate-smart and sustainable agriculture,
- post-harvest management and renewable energy

MOZAMBIQUE

PRESENTATION STRUCTURE

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CONTEXTUALIZATION

Policy Framework for Smart-climate Agriculture in Mozambique

- Mozambique has made remarkable progress in incorporating green and digital skills into its technical and vocational education and training (TVET) system. The importance of sustainable practices and the adoption of digital technologies is emphasised by important policies such as CSA Guideline in Mozambique 2017. In addition, the implementation of the competency-based education and training framework further strengthens the cultivation of industry oriented skills in the Ministry of Higher and Technical Education law of 2021, particularly in the green and digital agriculture. However, despite these improvements, the existing policy framework does not adequately address the specific green and digital skills needed in agriculture due to limited financing.

Overview of the Programme

This program provides a comprehensive foundation in climate-smart and sustainable agriculture, post-harvest management, and renewable energy, with a strong focus on building resilient food systems in the face of climate change. It equips participants with the knowledge and practical skills needed to design, implement, and manage sustainable agricultural systems while integrating renewable energy solutions. Through interdisciplinary modules, participants explore climate change impacts on food systems, principles of sustainable and climate-smart agriculture, soil and post harvest management, and the role of renewable energy in agriculture. Emphasis is placed on informed decision-making, problem-solving, and evidence-based planning. The program also strengthens communication, collaboration, and project management skills, enabling participants to engage effectively with farmers, policymakers, and other stakeholders. In addition to technical competencies, it fosters values of sustainability, innovation, collaboration, and resilience. Participants are prepared for diverse roles in agricultural management, contributing to environmentally responsible, socially inclusive, and climate-resilient food systems.

MODULE 1:
Intercropping, Planting /Zai Pits, Silage and Hay Production

Unit 1: Intercropping

Defining the Concept of Intercropping

Intercropping means planting two or more different crops on the same piece of land at the same time or in sequence, in a way that they support each other's growth. It is a key component of Climate-Smart Agriculture (CSA) because it enhances biodiversity, improves resource use, and reduces vulnerability to climate shocks (FAO, 2021). In Mozambique, intercropping is common among smallholder farmers, particularly in Zambezia, Nampula, and Sofala provinces, where combinations like maize + beans or cassava + groundnuts are traditional systems for food and income diversification (IIAM, 2020).

Role in Conservation Agriculture

Conservation Agriculture (CA) is a set of good farming practices designed to protect and improve the soil while maintaining stable crop yields over time. It focuses on working with nature instead of against it. Intercropping fits perfectly into CA because it supports its three main principles:

1. Minimum Soil Disturbance
2. Permanent Soil Cover
3. Crop Diversification

Benefits of Intercropping

Agronomic Benefits

● Improved soil fertility: Legumes like beans or cowpea fix nitrogen (N_2) via Rhizobium bacteria.

● Better yield per area: Combined productivity per hectare often exceeds monocropping

● Reduced weeds: Crop canopy shades suppress weeds.

Environmental Benefits

● Erosion control: Continuous soil cover minimizes run-off.

● Biodiversity enhancement: Supports pollinators and soil fauna.

● Efficient water use: Root systems explore different soil layers.

Socio-Economic Benefits

● Multiple harvests per year: Improve income stability.

● Risk reduction: Ensures food even during partial crop failure.

● Gender & youth inclusion: Simpler, low-cost systems suitable for family farming and youth start-ups.

LEARNING OBJECTIVES

KNOWLEDGE
Student is able to:
- The basic concepts and principles of intercropping, including how different crop species complement each other in nutrient use, pest control, and soil protection.
- The role of intercropping in Conservation Agriculture, and how it supports minimum soil disturbance, permanent soil cover, and crop diversification in Mozambican contexts.
- The main intercropping systems used in Mozambique (e.g., maize + cowpea, cassava + groundnuts, sorghum + pigeon pea) and their environmental and economic benefits for smallholder farmers.

LEARNING OBJECTIVES

Skills

Student is able to:

● Design and plan an intercropping layout suitable for their local area, selecting crops based on soil type, rainfall, and available resources.

● Apply sustainable land-management techniques such as mulching, minimal tillage, and residue retention to maintain soil health.

● Use digital tools (e.g., mobile apps, sensors, or online weather platforms) to collect field data, monitor crop growth, and make evidence-based decisions about planting and pest management.

LEARNING OBJECTIVES

ATTITUDES

Student is able to:

- Environmental responsibility – a willingness to protect soil and biodiversity through sustainable cropping choices.
- Collaborative and innovative thinking – valuing teamwork, farmer-to-farmer knowledge exchange, and openness to adopting new agricultural technologies.
- Adaptability and resilience – confidence to face climate variability and experiment with improved farming practices to ensure food security and income stability.

TRANSVERSAL SKILLS INTEGRATED: (most relevant for agricultural teamwork and innovation)

- Critical Thinking: Interpreting field data, assessing soil and rainfall conditions, and making logical decisions about crop combinations.
- Problem Solving: Identifying on-farm challenges (pests, drought, nutrient loss) and designing context-appropriate solutions.
- Collaboration: Working effectively in groups and with local communities to share experiences and manage intercrop plots.

DIGITAL SKILLS INTEGRATED: (for digital & smart agriculture use)

- ICT for Agriculture (ICT4Ag): Using mobile and web-based tools to access advisory information, pest alerts, and market data.
- Mobile-Based Advisory Tools: Using apps such as PlantVillage Nuru or AgriPredict, for real-time decision support.
- Data Management: Recording and analyzing field data (soil moisture, rainfall, yield) to evaluate intercrop performance.

GREEN SKILLS INTEGRATED: (aligned with EU Green Deal & FAO CSA principles)

- Sustainable Land Management: Maintaining soil fertility, reducing erosion, and managing water efficiently through continuous soil cover and mixed cropping.
- Climate Resilience: Planning and practicing adaptive farming methods that withstand drought, erratic rainfall, and other climate stresses.

UNIT 1.2 PLANTING /ZAI PITS

Introduction

In environments where water and vegetation are scarce, the goal of farmers is to avoid losing rainwater to runoff and evaporation as much as possible. It is not enough to slow down runoff by placing earth or stone or vegetation barriers, slowing, spreading, retaining water runoff and facilitating water infiltration. It is also necessary to capture the water and concentrate it in small spaces where the cultivated vegetation can flourish.

Advantages

They increase the cultivable areas by rehabilitating uncultivated land;

- They significantly increase yields
- It’s an endogenous technique well mastered in the Sahel;
- Zaï can be combined with other techniques such as stone barriers or "embocagement"
- I t can be used for reforestation
- It requires only a small investment.

Disadvantages

There is a risk of wilting of young plants in case of drought or asphyxiation in case of heavy rainfall (particularly for millet and cowpea);

- The short "life" of the zaï makes it necessary regularly;
- The good functioning of the system requires the contribution of important quantities of organic matter and manure.

LEARNING OBJECTIVES

KNOWLEDGE

Student is able to:

- Functions and agronomic rationale of pits in semi-arid Mozambican contexts.
- Locally adapted pit dimensions, spacing, and across-slope layout for milho, mexoeira, feijão-nhemba, amendoim.
- Seasonal timing (pre-rains excavation, sow after first effective rain), mulching, and early maintenance.
- Integration with conservation agriculture, risk management, and post-harvest considerations

LEARNING OBJECTIVES

SKILLS

Student is able to:

- Select/mark sites; lay out rows across slope with A-frame/line level; measure spacing for local rainfall.
- Dig pits to target size; blend topsoil+compost/m anure; sow and mulch; design intercrops (e.g., maize+cowpea, sorghum+groundnut).
- Document the plot (photos, GPS points) and maintain a field log (rainfall events, seed rate, inputs, observations).

LEARNING OBJECTIVES

ATTITUDES

Student is able to:

- Stewardship of soil/water
- Efficient use of local residues
- Safety
- Teamwork
- Reflection for continuous improvement.

TRANSVERSAL SKILLS INTEGRATED:

- Critical thinking & problem solving: Diagnose runoff, choose spacing, and adapt pit size to rainfall.
- Collaboration & communication: Team rotations, peer checks, shared decision logs.
- Time & project management: Back-schedule excavation before rains; organise materials and labour.
- Leadership & facilitation: Assign roles, supervise quality checks, ensure safety.
- Numeracy & basic data skills: Count pits, measure spacing, track inputs and rainfall.
- Entrepreneurship mindset: Cost small inputs, explore community residue banks and service provision.

DIGITAL SKILLS INTEGRATED:

- Digital literacy & ICT4Ag: Use phones for photos, notes, and advisory apps (offline capable where possible).
- Data management: Maintain simple digital logs (date, rainfall, pit counts, inputs) and back-up to shared drives when available.
- Digital communication & safety: Share results with class/extension; practise cybersecurity basics for shared devices.
- Geospatial awareness: Record GPS waypoints/photo points to monitor plot change over time.

GREEN SKILLS INTEGRATED:

- Sustainable land & water management: Across-slope layout, micro-catchment function, and mulch for evaporation control.
- Agroecology & soil health: Organic amendments, residue cover, termite/soil fauna interactions.
- Integrated pest/ecosystem management: Habitat for beneficials through cover and diversity.

UNIT 1.3 SILAGE AND HAY PRODUCTION

Introduction:

Silage and hay are both methods for preserving forage for animal feed, but differ in moisture content and preservation process. Hay involves cutting and drying forage until it is very dry (10-15% moisture) and then baling it, while silage preserves forage at a higher moisture level (65-70%) by chopping it and storing it anaerobically (without oxygen) to undergo fermentation. Hay requires more sun-drying time, while silage production is often faster and can result in higher nutritional value because the crop is harvested at a less mature stage.

Role in Sustainable and Climate-Smart Agriculture (CSA)

Hay and silage production play a vital role in Climate-Smart Agriculture (CSA) and Conservation Agriculture for Livestock Systems, contributing to the three pillars of sustainability.

1. Environmental sustainability is enhanced because stored forage prevents overgrazing, enabling livestock to rely less on natural pastures during dry seasons and reducing land degradation. Properly prepared silage also lowers greenhouse gas emissions by preventing waste and limiting methane release from decaying plant material. Additionally, using crop residues such as maize stalks or sugarcane tops for silage instead of burning them reduces carbon emissions.
2. Economic sustainability is strengthened through a stable feed supply that reduces dependence on commercial feeds. Farmers can add value by selling surplus hay or silage to neighbors or cooperatives, while the processes of hay baling and silage packing generate small-scale agribusiness opportunities, particularly for youth.
3. Social sustainability improves as well: reliable feed leads to healthier livestock, which enhances food security through increased milk and meat production. Women, who often take the lead in fodder collection and processing, gain stronger roles in livestock value chains. Community collaboration also grows through cooperative haymaking groups that promote knowledge sharing.

Differences Between Silage and Hay

Feature	**Silage**	**hay**
Moisture	60 70%	10 – 15%
Storage	Airtight	Dry and ventilated
Season use	Wet or dry	Mostly dry
Nutrient retention	High energy, sugars preserved	Slight nutient loss possible
Main risk	Spoilage if air enters	Mould if not fully dry
Common crops	Maize, napier, sorghum	Rhodes grass, lucerne

Which Animals can eat Hay and which Silage

Animal	Silage	Hay
cattle	excellent	excellent
sheep	Good	excellent
goats	moderate	excellent
horses	Not recommended	Best
Donkeys	Not recommended	Best
Rabbits	Very limited	Best
Poultry	Not useful	Not useful
Pigs	limited	Not useful

LEARNING OBJECTIVES

KNOWLEDGE
Student is able to:
- Define and differentiate between hay and silage.
- Identify suitable crops and conditions for hay/silage production.
- Explain the benefits of forage conservation in sustainable livestock systems.

SKILLS
Student is able to:
- Prepare silage using local materials (e.g., plastic drum).
- Prepare and dry hay correctly to prevent spoilage.
- Use mobile apps for harvest and feeding decisions.

ATTITUDES
Student is able to:
- Be responsible for reducing feed waste and protecting natural resources.
- Cooperate and be open to innovation in livestock feeding.
- Show Resilience and adaptability to climate variability.

TRANSVERSAL SKILLS INTEGRATED:
● Critical Thinking: Evaluation of crop moisture levels and decision on preservation methods.
● Problem Solving: Identification of causes of spoilage and proposing corrective actions.
● Collaboration: Work in teams during forage harvesting and preservation.

DIGITAL SKILLS INTEGRATED:
● ICT4Ag: Use of digital tools for weather and feed planning.
● Mobile-Based Advisory: Use of mobile phones/tablets and available apps for agriculture/weather conditions
● Data Management: Recording moisture content, feed volumes, and storage conditions.

GREEN SKILLS INTEGRATED:
● Sustainable Resource Management: Reduction of waste of crop residues.
● Circular Economy Thinking: Turning by-products (maize stalks) into valuable feed and reducing livestock feed imports
● Climate Adaptation: Building drought resilience through stored feed reserves.

MODULE 2

1. USE OF CLIMATE DATA FOR FARM DECISION-MAKING;
2. EARLY WARNING SEASONAL FORECASTS FOR FOOD PROCESSING;
3. ENEWABLE ENERGY - SOLAR DRYERS IN POST HARVEST PROCESSING

UNIT 2.1 USE OF CLIMATE DATA FOR FARM DECISION-MAKING

Introduction Weather describes day-to-day conditions, whereas climate is the long-term pattern. Climate data combines historical records and forecasts (rainfall, temperature, wind, humidity) and underpins risk-aware planning. Reliable sources include national meteorological services, mobile apps, radio/extension bulletins, community stations, and complementary indigenous indicators.

Agro-climatic calendar

Agro-climatic calendar (what happens when during the year): Make a simple “year map” that shows when the rainy season usually starts and ends, and when the dry season starts and ends in your area. Use many years of rain data (multi-year median) and then look carefully at the last 3–5 years to see if things are shifting.

Mark:

- The start of rains,
- The peak rain period,
- Common dry spells inside the rainy season (often 2–3 weeks without rain),
- the end of rains.

➢ Field operations
➢ Irrigation decisions (when to water)
➢ Heat stress (protecting people and crops)
➢ Stocking:
➢ Storms & floods:

LEARNING OBJECTIVES

KNOWLEDGE

Students will know:

- Definitions of weather, climate, climate data; key variables (rain, temperature, wind, humidity).
- Main climate information sources and how to judge basic reliability.
- Typical farm impacts of rainfall amount/timing, temperature trends, drought/flood risk, and wind patterns.

LEARNING OBJECTIVES

SKILLS

Student will be able to:

● Access forecasts (app, met service, radio) and interpret rainfall totals/probabilities and temperature ranges.

● Translate data into weekly actions (plant/delay, irrigate/withhold, harvest/dry/store) and seasonal plans (variety choice, stocking, drainage).

● Build a decision table and risk calendar; present a short advisory briefing.

● Log data/decisions digitally (photos/screenshot s, shared sheets) and reflect on outcomes.

LEARNING OBJECTIVES

Student will develop the following mindset:

- Evidence-based decision-making;
- Openness to new tools
- Respect for local knowledge
- Teamwork and safety.

LEARNING OBJECTIVES

TRANSVERSAL SKILLS INTEGRATED:

- Critical Thinking
- Problem Solving
- Collaboration
- Communication
- Adaptability
- Time & Project Management
- Leadership
- Negotiation & Conflict Resolution
- Entrepreneurship orientation

LEARNING OBJECTIVES

. DIGITAL SKILLS INTEGRATED:

- Digital Literacy
- ICT for Agriculture
- Data Management
- Geospatial awareness
- Digital Communication
- Mobile-based advisory tools
- Cybersecurity awareness
- Digital financial tools: For budgeting/contingency planning

LEARNING OBJECTIVES

GREEN SKILLS INTEGRATED:

- Climate Resilience
- Water Resource Management
- Sustainable Land Management
- Agroecology
- Climate Risk Assessment
- Environmental Stewardship
- Energy Efficiency awareness
- Nature-based Solutions
- Sustainable Pest Management.

UNIT 2.2 EARLY WARNING SEASONAL FORECASTS FOR FOOD PROCESSING

Introduction

Early warning seasonal systems are crucial in agriculture and fishing because they allow for timely preparation to mitigate losses from climate-related risks like extreme weather and pests. They help farmers and fishers optimize timing for planting, harvesting, and fishing, improve resource management, and protect livelihoods by providing advanced information to make informed decisions.

Importance for agriculture

Pest and disease management:
Seasonal forecasts can predict the likelihood of pest or disease outbreaks, allowing farmers to implement timely control measures.
Optimized operations:
By anticipating weather patterns, farmers can determine the best times for planting, fertilizing, irrigating, and harvesting to maximize crop quality and yield.
Reduced risk:
Systems can warn of impending droughts, floods, or heatwaves, giving farmers time to store crops and animals safely and prepare for potential damage.
Improved resource efficiency:
Knowing weather patterns helps optimize the use of water, fertilizers, and pesticides, reducing waste and environmental impact.

Importance for fishing:

Hazard avoidance:
Systems can warn fishing communities about upcoming extreme weather events like storms, allowing them to avoid dangerous conditions at sea and reduce loss of life.
Operational planning:
Seasonal forecasts can help in planning fishing seasons, as weather patterns can affect fish migration and availability.
Vulnerability reduction:
By providing timely and reliable climate information, these systems help reduce the vulnerability of the fishing sector to unpredictable weather.

Role of Early Warning Systems

Early warning systems link forecast data with response actions. They operate in four stages:

1. **Monitoring and data collection** – Satellite and ground stations record rainfall, temperature, and soil moisture.
2. **Forecast analysis** – Meteorologists and agricultural experts translate data into actionable risk maps.
3. **Communication and dissemination** – Forecast bulletins and SMS alerts are shared with producers and processors.
4. **Response planning** – Processors adapt drying, storage, or procurement plans accordingly.

LEARNING OBJECTIVES

KNOWLEDGE

Students will be able to:

- The meaning and structure of seasonal forecasts and Early Warning Systems in Mozambique (INAM, MEWS), including key terms such as probability, above normal rainfall, and humidity outlooks.
- The main post harvest vulnerabilities caused by rainfall, humidity and temperature, and how these affect cassava, fish, and grain processing.
- The main sources of climate information in Mozambique (INAM, FEWS NET, ICPAC, SMS alerts) and how they support food processing

LEARNING OBJECTIVES

SKILLS

Students will be able to:

- Interpret forecast bulletins and translate them into operational decisions for drying, storage, smoking, packaging, or harvesting schedules.
- Identify risks (rain, cyclones, humidity spikes) and apply appropriate mitigation actions such as shifting processing timelines, using hermetic storage, or protecting stock.
- Use basic digital tools (mobile apps, SMS alerts, WhatsApp groups) to monitor seasonal forecasts and coordinate responses with peers/cooperatives.

LEARNING OBJECTIVES

ATTITUDES

Students will develop the following mindset:

● A proactive mindset toward climate risks—anticipating problems instead of reacting after losses occur.

● Greater trust in combining scientific forecasts with local knowledge to support safe and efficient food processing.

● A collaborative attitude toward sharing climate information within cooperatives and community groups to reduce collective post-harvest losses.

LEARNING OBJECTIVES

TRANSVERSAL SKILLS INTEGRATED:
Most relevant for agricultural teamwork and innovation needed to interpret information, make decisions, and work in groups.

- Critical Thinking: Reading forecasts, understanding probabilities, linking them to processing choices.
- Problem Solving: Adjusting drying, storage, and harvesting in response to forecast conditions.
- Collaboration: Necessary for group decision-making in cooperatives and sharing community alerts.

LEARNING OBJECTIVES

DIGITAL SKILLS INTEGRATED:

- Digital Literacy: Learners need the basics: using phones, reading SMS alerts, navigating simple apps.
- ICT for Agriculture (ICT4Ag): Core to the unit: using ICT tools (mobile forecasts, digital bulletins).
- Mobile-Based Advisory Tools: Essential: most EWS in Mozambique is via SMS, WhatsApp groups, and mobile apps.
- Digital Communication: Needed for sharing alerts within cooperatives and coordinating processing decisions. (Advanced tools like GIS, drones, precision agriculture are excluded here as they are not relevant for this unit and are unsuitable for the target group.)

LEARNING OBJECTIVES

GREEN SKILLS INTEGRATED: (aligned with EU Green Deal & FAO CSA principles linked to climate risk, post-harvest management, and resilience.)

- Climate Resilience: Directly tied to anticipating rainfall, cyclones, humidity impacts on processing.
- Climate Risk Assessment: Matches the core of the chapter: interpreting seasonal forecasts and EWS for decisions.
- Circular Economy: Relevant for reducing post-harvest losses, efficient drying/storage, and waste reduction.
- Environmental Stewardship: Fits the mindset goal: protecting resources through low-loss, climate-smart processing.

UNIT 2.3 RENEWABLE ENERGY - SOLAR DRYERS IN POST HARVEST PROCESSING

Introduction: Solar Energy and Post-Harvest Processing

Renewable energy, particularly solar energy, is a key driver of sustainable agriculture and climate-smart food systems, as it provides clean, low-cost power for on-farm and post-harvest operations while reducing reliance on fossil fuels and lowering greenhouse gas emissions (Garcia-Munoz et al., 2025; Udumkun et al., 2020). In post harvest processing, solar dryers are innovative, low-cost technologies that use sunlight to remove moisture from produce, thereby extending shelf life and improving food quality. Drying is one of the oldest preservation techniques, but traditional open air drying exposes food to dust, rain, insects, and contamination, leading to lower product quality and safety (Matavel et al., 2021; Matavel et al., 2022). Solar dryers improve hygiene, efficiency, and product value while reducing energy costs and greenhouse gas emissions (FAO, 2020; Udumkun et al., 2020).

Benefits of Solar Dryers

Solar dryers offer multiple advantages across environmental, economic, and social dimensions.

Environmentally, they utilize renewable solar energy, significantly reducing greenhouse gas emissions and minimizing dependence on firewood, thereby helping to prevent deforestation.

Economically, solar dryers have low operational and maintenance costs and enable value addition to agricultural produce, creating opportunities for entrepreneurship and increased income.

Socially, they improve food safety and quality, reduce post-harvest losses, and contribute to employment generation, particularly for youth and women. In addition to these benefits, solar dryers provide faster and cleaner drying compared to traditional open-air methods. The drying products are protected from contamination by dust, insects, animals, and unexpected rainfall. Solar dryers are adaptable to different crops and climatic conditions and can be used in various locations. They can also be constructed using locally available materials such as wood, bamboo, and plastic sheets, making them affordable and accessible for rural and small-scale users.

LEARNING OBJECTIVES

KNOWLEDGE
Students will know to:
● Explain principles of solar drying and renewable energy.
● Identify types and components of solar dryers.
● Recognize the role of solar energy in post-harvest sustainability.
SKILLS
Student will be able to:
● Construct and operate a simple solar dryer.
● Apply solar drying techniques to crops or fish.
● Measure and record drying time, temperature, and quality.
ATTITUDES
Student will develop the following mindset:
● Responsibility toward clean energy and environmental protection.
● Appreciation for innovation and circular economy thinking.
● Willingness to share knowledge and promote renewable technologies.

LEARNING OBJECTIVES

TRANSVERSAL SKILLS INTEGRATED:
● Critical Thinking: Select appropriate dryer type for different products and weather.
● Collaboration: Work in groups to design and construct solar dryers.
● Problem Solving: Troubleshoot uneven drying or airflow challenges.
DIGITAL SKILLS INTEGRATED:
● ICT for Renewable Energy: Use solar radiation apps to plan drying sessions.
● Data Collection: Record and analyze drying data with mobile tools or spreadsheets. ● Online Learning: Access video tutorials or design plans via mobile internet. GREEN SKILLS INTEGRATED:
● Sustainable Energy Use: Reduce firewood and fossil fuel dependence.
● Circular Economy: Use waste heat or integrate solar drying into value chains.
● Climate Adaptation: Enhance food preservation under changing weather conditions.

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END OF THE PRESENTATION

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Q & A