



School for Smallholder Livestock Farmers



SDG focus

- ☐ Goal 2 - Zero hunger
- ☐ Goal 4 - Quality education
- ☐ Goal 8 - Decent work and economic growth

What did you do?

IPB University started the **Sekolah Peternakan Rakyat (SPR)** or **School for Smallholder Livestock Farmers** to support rural communities in Indonesia. This program helps small-scale farmers improve their skills in raising livestock, running agribusinesses, and becoming community leaders. SPR uses hands-on and practical learning methods so farmers can apply what they learn in real life. It also teaches farmers how to turn animal waste into fertilizer and biogas, helping protect the environment and prepare for climate challenges. By blending traditional knowledge with modern techniques, SPR creates a strong learning environment that encourages lasting change. The program supports global goals like ending hunger (SDG 2), improving education (SDG 4), and creating decent jobs (SDG 8), showing how education and farming can work together to build a better future.



Image: A total of 75 farmers, livestock breeders, and community members from Fakfak Regency (West Papua), Sigi Regency (Central Sulawesi), and Kediri City (East Java) graduated from the Sekolah Peternakan Rakyat (SPR) or School for Smallholder Livestock Farmers program of IPB University in 2024. The graduation ceremony was held on Thursday, June 6, 2024, at the Startup Center Building, IPB Taman Kencana Campus, Bogor City

What were the benefits and outcomes?

SPR has achieved significant outcomes in empowering smallholder farmers and strengthening rural economies across Indonesia. To date, it has facilitated the establishment of **330 new collective livestock businesses (*bisnis kolektif berjamaah*)**, promoting economic collaboration and self-reliance among rural communities. The program has **created employment opportunities** in areas with limited access to formal job markets, directly contributing to improved rural livelihoods.

A remarkable **90–100% of SPR graduates now own and manage their own livestock**, reflecting a major shift toward independence and sustainable income generation. By introducing **circular economy practices**, SPR has trained farmers to convert livestock waste into **biogas, organic fertilizer, and feed concentrate**. As one farmer noted, "We no longer see waste as a burden—it's now part of our income stream."

The program has also played a role in **reducing greenhouse gas emissions** through better livestock feeding practices, which lower methane production. In addition, SPR has **built strong partnerships** with local universities, governments, and the private sector, positioning itself as a **catalyst for sustainable rural development and collaborative innovation**.

What barriers or challenges did you encounter in embedding sustainability into your learning and teaching practice and how did you overcome them?

Coordination and synergy with stakeholders were critical to the success of the SPR program. However, achieving this required facilitators with **strong communication and negotiation skills** to align diverse interests and build **mutual trust** among farmers, community leaders, government bodies, and academic partners.

A major early challenge was **gaining the trust of farmers**, many of whom were hesitant to join due to uncertainty and a lack of visible short-term results. To address this, the SPR team invested in **consistent, face-to-face engagement**, highlighted **success stories from other regions**, and enlisted **respected local leaders as champions**. These efforts helped to build credibility, encourage participation, and foster a sense of community ownership—laying a strong foundation for sustained program growth.

What are your conclusions and recommendations for others?

SPR shows that the best way to make learning truly sustainable is by involving the community, using practical approaches, and making education fit local needs. Teaching should connect with people's daily lives, build on traditional knowledge, and introduce useful new ideas. Trust and good communication with all involved—farmers, leaders, and partners—are key for long-term success. SPR helps to enhance Indonesia's smallholder livestock farmers' welfare.

We suggest using hands-on and peer-to-peer learning, promoting sustainability practices like recycling waste (circular economy), and working with respected local figures to boost community support. It's also important to build partnerships early on with the government, universities, and businesses to help the program grow and last. In the end, sustainable education works best when it's relevant, built together, and shared by everyone.

Web link to further information

[SPR - IPB Report](#)

[News about SPR - IPB](#)

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