Proceedings

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EAST AFRICA REGIONAL SAFE NETWORKING WORKSHOP

Sokoine University of Agriculture
September 26-27, 2006

Sasakawa Africa Fund for Extension Education

REGIONAL NETWORKING WORKSHOP ON MID-CAREER B.Sc. AGRICULTURAL EXTENSION EDUCATION PROGRAMS

Proceedings of the Workshop held at the Institute of Continuing Education, Sokoine University of Agriculture, Tanzania, 26th – 27th September 2006

Edited by

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E.G. Rwambali

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Foreword

Sasakawa Africa Fund for Extension Education (SAFE) is working with nine universities and one agricultural college spread over nine countries in Africa offering innovative programs in agricultural extension. The programs are demand-driven. They respond to requests from the ministries of agriculture in the respective countries. The curricula are tailor-made to meet needs identified by the ministries of agriculture in the respective countries. The programs are in-service training programs designed to improve competencies at work. They are, therefore, run as partnership between employers and universities.

The changes in the agricultural sector, both nationally and globally have necessitated the agricultural advisory systems to be responsive to such changes in order to bring about development. The demand for responsiveness has implications on the curricula at various training institutions and re-equipping of the current extension staff. Cognisant of this need, several countries in Africa, in partnership with SAFE, have embarked on curricula re-orientation and revitalisation to make them more relevant to the on-going changes.

Representatives of agricultural ministries the Eastern and Southern African region where SAFE operates and the Eastern and Southern African region universities of Sokoine University of Agriculture in Tanzania, Makerere University in Uganda, Haramaya University and Hawasa College of Agriculture of the Debub University in Ethiopia and Bunda College of Agriculture in Malawi met at Sokoine University of Agriculture to assess the progress of the programs so far and how to address the current demands and challenges.

The general objective of the workshop was to share experiences to assess the appropriateness of the curricula and to identify areas that needed improvement. To enrich the process, this participatory networking workshop gave opportunity to participants to provide their valuable inputs, while learning from each others' experiences.

Experiences from the Governments highlighted their current emerging staff development needs; how they have responded to such needs; challenges of coping with staff development needs as well as their expectations from universities regarding their needs. On the other hand, those from the universities highlighted progress and achievements made so far in training mid-career extension staff; challenges in running the programs and their responses to the challenges; emerging needs and responses to those needs and challenges of coping with new needs.

It is our hope that proceedings of this workshop not will only help in fine-tuning the B.Sc. Agricultural Extension Education degree programs, but will also provide experiences in the processes of reviewing curricula.

Editors

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Organizing Committee

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List of Acronyms

AAS	Agricultural Advisory Services
ADLI	Agricultural Development - led Industrialisation
BAEE	Bachelor of Agricultural Extension Education
BCA	Bunda College of Agriculture
B.Sc..	Bachelor of Science Degree
DA	Development Agent
DAEE	Department of Agricultural Education and Extension
DAEE	Department of Agricultural Extension/ Education
DAES	Department of Agricultural Extension Services
DAHALDO	Department of Animal Health and Livestock Development
DARS	Department of Agricultural Research Services
FAO	Food and Agriculture Organization
FF	Farmers Fora
FTC	Farmers Training Centre
GDP	Gross Domestic Product
GER	Gross Enrolment Rate
GOU	Government of Uganda
GPA	Grade Point Average

HU	Haramaya University
ICE	Institute of Continuing Education
ICT	Information Communication Technology
ISU	Iowa State University
KA	Kebele Administrator
LG	Local Government
MAAIF	Ministry of Agriculture, Animal Industry and Fisheries
MASIP	Malawi Agricultural Sector Investment Programs
MOA	Ministry of Agriculture
MOAFS	Ministry of Agriculture and Food Security
MOLG	Ministry of Local Government
MOU	Memorandum of Understanding
MSCE	Malawi School Certificate of Education
NAADS	National Agricultural Advisory Services
NARO	National Agricultural Research Organisation
NGO	Non Governmental Organisation
NRC	Natural Resource College
NRI	Natural Resource Institute
PA	Peasant Association
PADETES	Participatory Demonstration and Training Extension Systems
PASDEP	Plan for Accelerated and Sustainable Development to End Poverty

PCC	Parish Coordinating Committee
PEAP	Poverty Eradication Action Plan
PMA	Plan for Modernisation of Agriculture
PS	Principal Secretary (Permanent Secretary)
SADC	Southern African Development Community
SAFE	Sasakawa Africa Fund for Extension Education
SEP	Supervised Enterprise Project
SP	Service Provider
TA	Technical Audit
TVET	Technical Vocational Educational Training
UMADEP	Uluguru Mountains Agricultural Development Project

Opening Remarks by Z.S.K. Mvena Head of Department

Mr. Chairman

Honorable Guest of Honour

Representative, Sasakawa Africa Fund for Extension Education

Dean, Faculty of Agriculture

Colleagues from Ethiopia, Uganda, and Malawi

Colleagues From the Ministry of Agriculture, Food Security, and Cooperatives

Ladies and Gentlemen

May I, on behalf of the Department and on my own behalf, express my very sincere gratitude to you the Guest of Honour for gladly accepting our invitation to officiate the opening of this two-day workshop. We, as a Department are equally grateful to all of you for willingly setting aside your valuable time to be with us here in Morogoro to share your experiences with us in respect at the mid-career programs. We hope you will have a pleasant and fruitful stay here in Morogoro.

The main objective of this workshop is to share experiences from the four SAFE partner countries in East and Southern Africa, that is Ethiopia, Uganda, Malawi, and the hosts, Tanzania. Experiences will not only involve universities but also the Ministries of Agriculture in the respective countries. Participants will present papers on their experiences with staff development.

Presentations from universities are expected to cover:

Progress and achievements they have made so far in training mid-career extension staff

Challenges of running the programs and their response to the challenges

Emerging needs and their response to those needs, and challenges of coping with the new needs.

Presentations from the respective Ministries of Agriculture, on the other hand will cover:

Their current and emerging staff development needs

How they have/are responding to those needs

Challenges of coping with staff development needs, and

Their expectations from universities regarding their needs.

The shopping list of tasks is long but we are optimistic that we will be able to achieve the set targets within the two days. With those brief remarks, let me welcome the Dean of the Faculty of Agriculture to invite the Guest of Honor.

Thank you for listening.

Welcoming Remarks by F. Rwehumbiza, Acting Dean, Faculty of Agriculture, Morogoro

Mr. Chairman,

Honourable Guest of Honor,

Distinguished Invited Guests

Ladies and gentlemen,

First of all, I would like, on behalf of the Faculty of Agriculture, and my own behalf, to express my very sincere gratitude to you the Guest of Honor for accepting our invitation to officiate the two-day regional networking workshop in respect of the mid-career program. Your acceptance to officiate the opening of this workshop is a clear testimony of your personal commitment to improve degree programs in order to better serve the rural farmers who are our immediate beneficiaries of the services offered by the Faculty of Agriculture.

May I also take this opportunity on behalf of the Faculty of Agriculture, and on my own behalf, to welcome most warmly, our colleagues from the SAFE participating universities in Ethiopia, Uganda, and Malawi, and officials from the Ministry of Agriculture, Food Security, and Co-operatives. We are also very happy to have Dr Jeff Mutimba, Representative of the Sasakawa Africa Fund for Extension Education, colleagues from the Department of Agricultural Education and Extension, all of whom have kindly agreed to set aside part of their valuable time to attend this workshop. It is my hope that your presence

and active participation in this workshop will enhance the mid-career program in the participating universities.

Mr. Guest of Honor, the holding of this workshop would not have been possible without the generous support of Sasakawa Africa Fund for Extension Education. The Department and the Faculty are most grateful to SAFE for both material and financial support.

With these few remarks, it is now my pleasure to invite you to address the workshop participants and declare this workshop open.

Thank you for listening.

Opening Remarks by G.G. Kimbi, Acting Vice Chancellor, Sokoine University of Agriculture, Morogoro

Mr. Chairman,

Representatives of Alemaya and Awassa University, Makerere University, and Bunda College

Officials from the Ministry of Agriculture, Food Security, and Cooperatives

The Representative, Sasakawa Africa Fund for Extension Education

Dean, Faculty of Agriculture

Members of the Department of Agricultural Education and Extension

Ladies and Gentlemen

It is an Honor for me to have been invited to officiate the opening of this two-day networking workshop in respect of the mid-career degree program. The sharing of experiences during the networking workshop will not only add value to the existing degree program but also the outcomes of the workshop will be additional input in the ongoing review of the degree program at SUA. I am, therefore, very happy to be associated with this workshop in the capacity of Guest of Honor and consequently, I would like to express my sincere appreciation to the Department and Faculty for according me this Honor.

Mr. Chairman, I am told this workshop has brought together a total of 31 participants both from within and outside Tanzania. I would like to take this opportunity to welcome particularly those coming from Ethiopia,

Uganda, Malawi, and the Ministry of Agriculture, Food Security and Cooperatives. We also welcome the continued close working relationship with the representative of the Sasakawa Africa Fund for Extension Education, Dr. Jeff Mutimba. Given the vast experiences each one of you has, I strongly believe that the outcome of the workshop will go a long way in enhancing competencies of mid-career extension professionals in the participating universities and colleges.

Mr. Chairman and workshop participants, the mid-career program at SUA is now more than seven years old. A lot has been done during its seven years of existence. It will be recalled that the first workshop of this nature was held on Wednesday 11thth July 2001 at the same venue (ICE). The prime objective of that particular workshop was to sensitize the stakeholders mainly on two issues namely:

- The origin of the program, and
- The rationale, philosophy and the demands of the program including the nature of the stakeholder's participation.

Sensitization was felt necessary so as to clear the doubts that prevailed then, doubting on whether or not most universities, in particular the agricultural universities and colleges were addressing the actual problems faced by the rural communities where more than 80% are subsistence farmers and their livelihoods depend on agriculture. Most African universities had been seen to be preoccupied with the upholding of "academic rigor" rather than offering responsive programs for improving the quality of life of rural communities in which they are situated.

Mr. Chairman, the 2001 workshop was then followed by another workshop held on 13th December 2004 again at

the same venue. This time, the objectives of the workshop were:

To share the findings of the Internal Evaluation of the B.Sc. Agricultural Education and Extension degree curriculum

To seek views from workshop participants for improving the current B.Sc. Agricultural Education and Extension degree program

Mr. Chairman, I am also informed that as recent as last week, a one day meeting was held in this same venue that included some mid-career representatives from different parts of the country and from different years of graduation starting with the first graduates in 2001. This spatial and temporal representation of participants must have contributed a lot in the process of experience sharing. Although the expected output of the congress is the creation of a forum through which the graduates of the program can stay in touch and continue to share their experiences, the deliberations of the Alumni meeting will contribute a lot in improving the mid-career program here at SUA.

Mr. Chairman and workshop participants, I am informed that the objective of the regional experience-sharing workshop is basically an experience-sharing workshop where representatives from four SAFE partner countries in East and Southern Africa (Ethiopia, Uganda, Tanzania, and Malawi) will be sharing their experiences on the in-service degree program that they are running. This is yet another opportunity to fish out useful experiences for the purpose of improving the existing programs. The university will always value any output that, at the end of the day, improve the quality of our programs, and, therefore also improve the delivery of services to the rural

as well as urban communities in SAFE partner countries.

Mr. Chairman and workshop participants, looking at your program, you intend to achieve the objectives of the workshop within one and a half days. Talking for too long will take away a significant portion of your time. At this juncture, therefore, I would like to thank the Sasakawa Africa Fund for Extension Education, for the financial, material and technical support in making this workshop a practical reality, and indeed the support SAFE has provided the Department of Agricultural Education and Extension since the beginning of the cooperation within the mid-career program.

I would also like to thank every one of you, and especially those coming from outside SUA for setting a side your very valued time in order to attend and contribute to this workshop. I particularly wish to acknowledge the presence of delegates from Ethiopia, Uganda, and Malawi, as well as the representatives from the Ministry of Agriculture, Food Security, and Cooperatives. Your presence in this workshop is highly appreciated.

Many thanks are also due to the Dean of the Faculty of Agriculture for setting aside part of your time for the workshop. I wish to also thank the Department and the Organizing Committee for their tireless efforts and enthusiasm towards the preparation of this workshop.

It is my sincere hope that you will find this workshop not only enjoyable but also interesting and fruitful.

I also look forward to receiving concrete ideas on how the Department will handle the deliberations of the workshop.

Mr. Chairman and workshop participants, with these few remarks, it is now my pleasure and honor to declare this

two day regional networking workshop on the mid-career program officially open.

Thank you for your attention.

The Mid-career B.Sc. Agricultural Extension Programs at Haramaya University: Experiences and Future Direction

T. Lemma[1] & J. Yousuf[2]

1 Introduction

Agriculture dominates the national economy of Ethiopia. It is the primary source of livelihood for rural households (85% of the total population), the majority of them live in abject poverty and hunger. Also the sector stands first in terms of its contribution to gross national product (about 50%) and foreign exchange earning (about 90%), and it is the major source of raw materials for the domestic industries. Thus, agricultural development is considered as the engine of broad-based economic growth and overall development.

At present Ethiopia pursues the so-called Agricultural Development-Led Industrialization (ADLI) national development strategy. It was envisaged in the strategy document that, among others, improvement of production and resource use efficiency by smallholder farmers would have an immediate positive impact on the livelihood of the poor and positive growth multiplier effects throughout the national economy. In achieving

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this, public agricultural research and extension organizations have been given a special role. Technological and institutional changes consistent with the national physical resource and cultural resource endowments are considered critical to achieve the required agricultural transformation processes.

The Mid-career B.Sc. Programs, which was initiated almost a decade ago (February 1997), directly serves the purpose of ADLI by producing professionals who are able to facilitate appropriate technological and institutional innovations by employing communicative interventions. This paper presents reflections on our experience with the Mid-career B.Sc. Agricultural Extension Programs at Haramaya University (HU) and the achievements so far, and it indicates future direction being considered by the department. The paper is divided into three main sections. The first section provides an overview of the programs and its uniqueness with special attention to its practical component commonly known as Supervised Extension Projects (SEPs), and a summary of the achievements of the programs at HU. The second section reports on recent developments in the Department of Agricultural Extension at HU and the implications thereof. The department has recently renamed itself as '*Rural Development and Agricultural Extension Department*' and has redesigned its undergraduate and graduate programs accordingly. The rationale for such a change and the implications of the change for the Mid-career programs in general and its SEPs components in particular is presented. The third section exclusively deals with the current experience with the SEPs. It reports on the challenges being faced in the process of implementation of SEPs and suggests the way forward to strengthen this very important component of the

programs.

2 Reflections on the Mid-career Programs at HU: its uniqueness and achievements

The Mid-career Programs was initiated in response to the demand expressed by the Federal Ministry of Agriculture and Rural Development for such a programs. The ministry and its development partners such as the Sasakawa Global-2000 found out the limitation of the national extension systems in terms of both the number and capacity of frontline extension workers - commonly known as Development agents (DAs). Majority of the DAs were certificate holders with six to nine months training in general agriculture. Even those with college diploma in general agriculture were terribly deficient in communication skills and social orientation. This observation was also confirmed through a thorough training needs assessments conducted by the faculty members of Haramaya University with the technical and financial assistance from Winrock International and Sasakawa Africa Fund for Extension Education (SAFE). Indeed, agricultural extension is a profession in its own right, and communicative intervention ought to be grounded in solid scientific principles of adult learning and communication methodology.

As stipulated in the MOU signed between HU and SAFE, the purpose of the programs is 'to contribute towards the agricultural development efforts of the nation through the production of qualified human resources in the field of agricultural extension required to raise agricultural production and productivity.' The Mid-career B.Sc. Programs in Agricultural Extension was designed to produce competent and dynamic communication workers or change agents who upon their graduation would be

able to facilitate technological and institutional innovation processes through network building, social learning and negotiation using effective communicative intervention. The graduates would be able to facilitate innovation processes in agriculture with the clear understanding of the cultural, socio-economic and situational factors.

The Mid-career Programs is unique in its design as well as in its content. First of all, it is a demand-driven programs. As explained earlier, the programs was initiated based on the demand expressed by the Federal Ministry of Agriculture and Rural Development and confirmed by the regional bureaux of agriculture and rural development. The curriculum of the programs was designed after several consultations between the partners. The programs has been jointly financed and jointly run: i) HU provides its faculty members for teaching and SEPs supervision; ii) the regions grant their staff study leave with full salary, finance trainees' SEPs and assign co-supervisors, who provide technical backstopping to the students during SEPs implementation; and iii) Sasakawa Africa Fund for Extension Education (SAFE) provided technical assistance in the process of initiation and has continued to partially fund the programs, the SEPs in particular.

Curricula for training professionals in the disciplines related to agriculture and rural development in Ethiopia, as elsewhere in sub-Saharan Africa, are quite often criticized for lacking relevance, dynamism and enough practical-orientation. The pressure on higher learning institutions is increasing from the stakeholders for providing students with adequate practical exposure in the disciplines, and problem-focused courses and experiential learning. Practical exposure to the real-life settings is of paramount importance, particularly in

training professionals in the field of rural development and agricultural extension. Real problem-based and community-based experiential learning is critical to develop learners' communication and social skills, to promote positive attitude and inculcate self-confidence in the learners in dealing with rural issues.

Indeed, the new generation of extensionists have to be independent thinkers. Learning is a life long process. Unconventional curriculum and teaching methodology are needed to enable the graduates 'learn how to learn'. It is only through enhancement of learners' learning capacity that academic programs can produce dynamic graduates who have relevant and required competence for responding effectively and efficiently to the challenges of the ever increasing, multidimensional, and complex issues in agriculture and rural development.

Also the mid-career student is an adult learner with a concrete experience and years-long mind sets, and thus, the teaching methodology in the programs is grounded on the Model of Experiential Learning- considered highly effective for de-freezing and moving from the existing mind sets.

Perhaps the apparent uniqueness of the Mid-career Programs lies in the SEPs component designed to enhance learning capacity of learners. The learner conceives an idea for her/his SEP on the basis of farmers' participatory needs assessment and also by taking into account her/his woreda (district) strategic direction or plan regarding agricultural and rural development. His/he develops the idea into a SEP proposal in consultation with relevant researchers at HU under the technical guidance of faculty members in the department. SEPs are action-research – involving both action and research. Accordingly, the

proposals have at least an intervention (or production) objective and a research (or learning) objective. The former is stated in the form of concrete benefits to participating farmers (e.g. increased yield, improved product quality, reduced losses, additional income obtained, saved cost, etc), while the latter is stated in the form of concrete experiential learning objective leading to improved communication and/or analytical skills.

The other important components of the proposal are: review of the literature relevant to the intervention and learning objectives; materials and methods for intervention objective, and methods and approaches for intervention/extension as well as for data collection; data analysis method; and carefully worked out plan of activities and budget. In particular, for the learning objective the learners are required to carefully outline data required, sampling techniques, data collection methods and instruments, and how they would analyze and organize their data. This ensures systematic and efficient self-learning. Then the SEPs proposals are defended on an annual 'Mid-career Workshop'.

The presentation of SEPs proposals and SEPs results to colleagues, employers' representatives, instructors and the HU community is in itself a process of learning and confidence building the exercise has been highly appreciated by the audience as well as the students. Junior batch would get combined feedback from the participants on ***relevance, innovativeness, technical soundness and practicality*** of their SEP proposals. Good feedback would, to some extent, compensate for the limited supervision – the number of supervision visits has been reduced from two to one due to busy schedule of the faculty members. Prospective graduates report on their SEPs results on the same forum and discussions are held

on what would be the next step.

The implementation of SEPs takes place over several months (February to September) at the actual place of work of the candidates. The implementation process is supervised by a team of faculty members at least once. During the supervisory visit the team assesses the progress made towards achieving stated objectives, relevance of the project and technical soundness of the implementation process, the extent to which the available learning opportunities are being exploited, sustainability prospect of the project, and, above all, the level of commitment demonstrated by the candidate. The candidate is credited for the progress being made on the ground, and s/he is given recommendations in writing by the supervisory team with regard to issues to be addressed by the candidate in the remaining time (see Annex 1).

It was also observed that the supervision of SEPs provides for participating faculty members a unique and rare opportunity to get out of their 'ivory tower'. The experience enables them to assess the relevance and effectiveness of their teaching, and to identify other opportunities for learning from real-life situations. It brings together learners, employers, farmers and the academia. This, in turn, facilitates joint learning and action.

The programs has made curriculum review once since its establishment. The review was made on the basis of feedback obtained from former graduates of the programs and faculty members, and also informal feedback from employers. Moreover, an external evaluation of the programs was commissioned by SAFE in 2005 (9-28 July) to objectively establish the extent to which the programs

was meeting the original expectations and to generate strategic recommendations geared towards further improvement of the programs. The evaluation team had concluded that; the programs had been successful; the curriculum was excellent in its relevance and in its strong practical-orientation; overall the programs was able to produce competent and all rounded graduates; and employers were highly satisfied with the quality of the programs, and hence the demand for the programs was very high. Moreover, it had been confirmed by the evaluation team that the SEPs had led to sustainable adoption of certain agricultural technologies in different parts of the country. Quality leadership in the department and high level of dedication demonstrated by the staff were critical for the achievement.

3 Reorientation of the programs in the department: implications for the Mid-career Programs and its SEPs component

A credible curriculum is the one that sufficiently develops capacity of graduates to enable them to effectively deal with the current issues and remain relevant in today's dynamic world. In other words, curriculum should be designed and continuously revised in response to, and in anticipation of, changes in the challenges that graduates will face as well as changes in the labour market. Accordingly, the Department of Agricultural Extension has recently renamed itself as ***'Rural Development and Agricultural Extension Department'*** and has re-oriented its curricula, undergraduate as well as postgraduate, in the same line. This has been done on the basis of needs assessment and strong justifications.

First, agricultural and rural development in Ethiopia, as in other developing countries, is a result of complex and dynamic interactions between the socio-economic, cultural, institutional and ecological variables. There is need for holistic approach to sustainable rural livelihoods improvement. Approaches based on the systems thinking and broader perspectives have better chance to succeed, and hence more attention has to be paid to contain them in the academic training for the potential functionaries in the field. Also it could be noticed from the vacancy advertisements of various government projects, national and international NGOs and other stakeholders that candidates who were generalist by training and were skilled in rural development planning, project management, development communication, sustainable development, gender in development etc were required to occupy various middle level management positions. There was a need to reorient the curricula more in that direction with meaningful modifications.

In the second place, it may be noted that the previous undergraduate curriculum already covers much more than the conventional requirements of undergraduate training in Agricultural Extension. The courses such as Rural Organisations, Anthropology, Rural Sociology, Rural Development, Agricultural Knowledge and Information Systems, Gender and Youth, etc are some of them. Though our degree programs covered these study areas the naming of the degree and the designation of the department matters a lot in organizations' choice of candidates in the recruitment process. Consequently, the candidates from our stream were not often preferred quickly, though they were much more competent than many others in the job market. Thus, it was believed that re-orienting the department to develop the capacity in

such areas would enhance the market demand for the graduates.

Thirdly, many universities and institutes of higher learning are diversifying and modifying their academic streams to meet the arising challenges in the field. It was also observed that going in line with those global trends would facilitate more networking, bilateral linkages, scope for students to seek admissions elsewhere for higher studies and seek external research grants.

Moreover, it was seen that most of the potential candidates, including former graduates of the Mid-career Programs, sought their admissions for graduate studies in other national universities, where new graduate programs were initiated in sunrise fields such as regional and local development studies and rural development. This happened despite the fact that HU had the capacity and tradition much more than any other institution in the discipline. We felt that if we also move along with the trends elsewhere and offer training opportunities in diversified and highly demanded fields of studies using the existing potential and capacity, we could retain the leadership and tradition in academic training in those areas.

Lastly and more importantly, we have witnessed recently changes in the national policies which include the renewed focus on poverty alleviation, HIV/AIDS, equity (gender, social, spatial and intergenerational), collective action for sustainable natural resource management, rural governance, etc. In addition, socio-economic factors have led to rural population explosion and resulted in reduced access to and increased competition for natural resources by rural households. Rural livelihoods are changing in response to changing constraints and opportunities.

Today rural households manage complex livelihood systems, not just farming systems.

An attempt has been made to accommodate the aforementioned issues in rural development during curriculum reorientation process. We have added new courses dealing with broader rural development issues such as Rural Social Development covering issues related to education, health, HIV/AIDS, nutrition, rural infrastructure, etc, and Environment and Society covering issues related to population, rural poverty, natural resource degradation, and collective action for sustainable rural development. The merging of extension courses and elimination of redundancies in the courses created a space for adding new rural development courses. Titles, scope and contents of the other courses have been modified to reflect the new direction. For instance, the title of the course 'Extension Programs Planning, Monitoring and Evaluation' has been changed to 'Planning, Monitoring and Evaluation of Rural Development Project'. This course focuses on participatory approaches and aims at improving learners' facilitation, network building, social learning and conflict management skills. Similarly, the course 'Farming Systems Research' has been changed to 'Farming Systems and Pastoral Livelihood Analysis'.

The result obtained as a consequence of curriculum reorientation speaks for itself. We are overwhelmed by numbers of applicants at both undergraduate and graduate levels; and we have managed to attract outstanding candidates to the department including more of self-sponsoring students, most of these are from local and international NGOs.

It is our strong conviction that the aforementioned arguments in favour of reorienting the programs in the

department are equally applicable to the Mid-career Programs as well. The department is currently under immense pressure from the mid-career student to reorient the curriculum in the same line. Harmonizing the undergraduate curricula is equally needed to lessen curricula management burden on the department and to make implementation cost effective. Nonetheless, we have not yet moved in this direction. This is simply because we thought that it would be wrong, if not unethical, to make such an important decision without the involvement of the other partners. On the other hand, the informal discussions we have had so far with partners – SAFE and some regional officials seem to suggest their approval. If implemented, the new direction entails substantial review of the existing Mid-career curriculum including the nature of SEPs. SEPs will have to be broad in nature to include other issues in rural development, implementation of which may not involve input provision and/or technology transfer.

4 Current progress and challenges related to SEPs implementation and the way forward

As indicated above, the programs has been successful and, above all, the candidates have found their experience with SEPs highly exciting, and special first time experience in their professional life. This section of the paper reports on the challenges faced in the implementation of SEPs and makes suggestions to overcome the challenges. The current progress of the programs regarding current enrolment in the programs and the number of graduates is annexed (Annex 2) for reference.

Challenges

We have seen a number of encouraging improvements in the designing and implementation of SEPs during last summer (July- August 2006) supervision. These include: real farmers' problem-based and feasible project identification; provision of innovative alternatives to farmers' problems; enhanced farmers' capacity to solve their problems; a tendency to design new SEPs capitalizing on previous successful SEPs; etc. Nevertheless, there are still a number of challenges to be addressed to sustain SEPs, the crucial practical component of the Mid-career programs.

(a) Sustaining senior staff involvement in SEPs supervision

Field experience and external evaluation of the programs have shown that supervising SEPs implementation is crucial to ensure that this experiential learning would achieve its education objectives. The major challenge in this regard is sustaining senior staff involvement in the supervision. There are a number of reasons for this: i) almost all staff members have teaching assignments in the summer programs and this coincides with appropriate time for SEPs supervision. This means, besides affecting the smooth running of the summer programs, that the participating staff have to forego their research activities that can lead to career development and the substantial financial benefits that could be obtained from teaching in the summer programs; ii) the supervision itself entails a number of risks related to health, accident, the chance of being caught up in a tribal conflict between or being robbed while travelling, etc. Though the vehicles used for supervision have insurance protection, unfortunately

there is no similar arrangement to lessen the risks the staff members may face while travelling for SEPs supervision; and iii) the staff members are not legally bound to participate in supervision during their summer vacation. Thus, SEPs supervision has been conducted only by few staff members who were prepared to forego their benefits and go out for the supervision at their own risk. It is uncertain whether these individuals would continue paying such personal sacrifices with no obvious benefits.

(b) Implications of the intended curriculum reorientation for SEPs

The SEPs will become broader in scope and complexity, and will include projects that will not entail input provision and/or technology transfer such as dealing with female genital mutilation, HIV/AIDS, female education, collective action in increasing farmers bargaining power in the market, etc. Implementation of projects of this nature will need improved facilitation skills and will require forging relationships with line offices at district level other than the office of agriculture and rural development.

(c) Limited ability of candidates to exploit learning opportunities in their context

The supervisory team members have observed limitations among the candidates in exploiting the learning opportunities available in their specific context. The tendency by students to give more focus to production objective than learning objective has continued. Besides, we have observed that having single learning objective for the purpose of focus has been mistakenly understood by the candidates as exclusion of

other learning opportunities. For instance, issues related to sustainable use of introduced/or promoted technologies such as marker prospect and financial profitability, replicability on a large scale, seed supply system effectiveness, disease threat, and issues related to maintenance and spare part in the case of processing technologies. Moreover, only few students made attempt to systematically evaluate and learn from efforts previously made by extension systems in their project areas to disseminate technologies they were interested in.

(d) Other challenges

We have learned from the discussions we have had with the students who are currently implementing their SEPs and their employers that both had the perception that SEPs activities didn't make the students busy throughout the period except during critical stages of their project. This is worrisome for the image of the programs as employers who are paying the student may question such 'inefficiency'.

Recommendations

- compensate the senior staff participating in SEPs supervision financially to cover opportunity costs of their time and make insurance arrangement for them.
- revise the nature of SEPs and their implementation modalities in line with the intended curriculum reorientation
- consider developing a student manual that can give general guidelines regarding the processes of project identification, development, implementation, monitoring and evaluation

capitalizing on similar attempts made by the department for regular students. Such a manual may assist the students to effectively exploit the available learning opportunities and may also facilitate SEPs supervision especially when the supervision has to be delegated to new and junior staff members. The manual can also facilitate 'intuitional memory' as well as 'institutional learning'.

Appendix 1: SEPs implementation evaluation format

Name of Student: _____
Project Title:

_____
Region: _____ Zone: _____
Wereda:_____
Date of Visit: _____ Advisor: _____

No	Criteria	Rating (1-5)	Remark
1	Relevance		
2	Innovativeness		
3	To what extent the implementation is technically sound		
4	Lessons learned		
5	Data handling		
6	Sustainability (arrangement)		
7	Application of theoretical knowledge and skill on the field		
8	Attempt to address intended objectives		
9	Relation with target farmers		
10	Commitment		
Total Mark			

Problem encountered:

Strength:

Weakness:

Recommendation:

Appendix 2: Graduates of the programs and current enrolment

Table 1: Summary of Graduates by Year

No	Year of graduation	Number of graduates		Total Number
		Male	Female	
1	1999	26	2	28
2	2000	17	1	18
3	2001	21	4	25
4	2002	24	8	32
5	2003	17	16	33
6	2004	23	5	28
7	2005	24	4	28
8	2006	22	2	24
	Total	**174**	**42**	**216**

Table 2: Summary of Current Enrolment

No	Year of enrolment	Number of enrolment		Total Number
		Male	Female	
1	2006	30	2	32

Table 3: List of Mid-Career graduates by region (1997-September 2005)

No	Region	Number of graduates		Total Number
		Male	Female	
1	SNNPRS	29	21	50
2	Amhara	32	11	43
3	Orommia	49	2	51
4	Tigray	19	2	21
5	Gambella	6	-	6
6	Benshangul Gumuz	9	2	11
7	Dire-Dawa	5	-	5
8	Harar	7	1	8
9	Somali	12	1	13
10	Afar	5	-	5
11	Federal and others (NGO)	2	3	5
	Total	**175**	**43**	**218**

Makerere University's Experiences with the Mid Career Programs

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1 Introduction

1.1 About the Department of Agricultural Extension/ Education

The Department of Agricultural Extension/Education (DAEE) is one of the seven Departments in the Faculty of Agriculture. It grew out of the former Department of Rural Economy in 1989 to provide expertise in practical communication and teaching skills in agriculture. As a service arm of the faculty, DAEE aims at providing agriculture graduates with skills and knowledge in practical training for rural development. The Department offers a number of courses to all students enrolled in undergraduate programs in the Faculty of Agriculture. It also offers courses to students from other Faculties like Forestry and Nature Conservation, Social Sciences and Veterinary Medicine besides its MSc. and PhD programs in Agricultural Extension Education.

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1.2 Background to the mid career degree programs

DAEE offers a Bachelor of Agricultural Extension Education (BAEE) degree programs which was started in 1997 in partnership with the Ministry of Agriculture, Animal Industry and Fisheries (MAAIF). The programs was initially predominantly privately sponsored, targeting mid career professionals with diplomas and field experience in agriculture, animal husbandry and fisheries.

The distinctive feature of BAEE is the design of the Supervised Extension Projects (SEPs) which provide for a practical field experience to students. The SEPs are based on identified farmers' needs in the students' places of work. Each project has a production and a learning objective which the student pursues in two field attachments. While the production objective aims at meeting farmers' needs by increasing production, the learning objective provides the students with an opportunity to try out and evaluate some of the technologies and techniques learnt at the university. The lecturers provide academic supervision while the technical staffs of the organizations to which students are attached provide the field supervision. To ensure relevance of SEPs as well as to obtain feedback from employers, DAEE organizes annual stakeholders' workshops. The workshops provide an opportunity for the students to receive feedback from both the academic staff and employers' representatives.

2 Progress and achievements so far

Todate, about 120 students have been trained in the BAEE programs. The first cohort of 11 students (four males and seven females) joined Makerere University in October 1997 and graduated in October 2000. Since then, there has

been an annual enrollment of students for the programs (Table 1). While the number of students admitted for the programs has kept on fluctuating, the numbers increased significantly in 2001 and 2002 when various organizations offered scholarship to students of the programs. The Ugandan Government sponsored five women in 2001 and Carnegie Corporation of New York 11 women in 2001.

Table 1: Enrollment for BAEE programs over the years

Academic year	*Male*	*Female*	*Total*
1997/ 1998	04	07	11
1998/ 1999	03	03	06
1999/ 2000	11	04	15
2000/ 2001	12	02	14
2001/ 2002	23	13	36
2002/ 2003	20	20	40
2003/ 2004	04	05	09
2004/ 2005	08	16	24
2005/ 2006	18	06	24
2006/ 2007	04	??	04
Total	-	-	*183*

In 2005, the government withdrew from sponsoring students for the programs. The relatively high number (24) enrolled last year is attributed to support from Carnegie, which is funding about 11 or 14 of those students. It appears this year (2006) will register the fewest number of students (so far four students only) since the programs was began.

Some other notable indicators of progress:

- Formation of partnerships: the programs has led to establishment of partnerships with local governments, NAADS, and other organizations with which the students are attached.
- Formation of an alumni association for the graduates of the programs. So far, two alumni conferences have successfully been held, providing a platform for sharing experiences and learning to the members.

3 Challenges of running the programs

Implementation of BAEE is being complicated by a number of challenges, including but not limited to the following:

- How to attract a critical mass of students for the programs. As stated earlier, the number of students enrolling for the programs is steadily declining.
- How to mobilize resources for running the programs, especially in the face of withdrawal of direct government support.
- How to sustain SEPs which are resource intensive. Mobilizing resources, financial, human and time is a huge challenge. Over the years, the programs has been heavily relying on SAFE support.
- How to maintain the momentum from the first field attachment up to the second field attachment. The 10 weeks of the first field attachment are followed by a period of one year, meaning that students almost begin from zero during the second attachment since some needs

would have changed or some of the participants would have moved on.

- How to get the local governments to sponsor their staff for the programs, given that they have to cope with a shrinking tax base. The recent abolition of graduated tax has exacerbated their financial difficulties.
- How students can leave their work stations for extended periods without losing the job.
- How to increase employer participation in the programs.
- How to cope with the heavy teaching load arising from the new university requirement for all academic staff to have a minimum qualification of a PhD.
- How to cope with the rapidly changing work environment such as the restructuring of the extension services.

4 Response to these Challenges

- Based on the experiences in implementing BAEE and findings from several studies conducted by DAEE staff and students, the Department is currently developing a new programs that is expected to be more responsive to the current situation. The proposed programs will noticeably differ from BAEE and other programs in structure, mode of delivery, the target clientele and partnership arrangements.
- Mainstreaming SEPs so as to tap into resources available from the university for student internships.

5 Threats to the Programs

- The changing policy environment both at the national level and the university. Nationally, changes in policy such as decentralization and privatization of service delivery have undeniably influenced staff recruitment and development. Thus, local governments have had to readjust their priorities, relegating support for staff training. Some of the students of the programs lost their jobs in the process. Potential candidates for the programs lack funding opportunities, since most of the front-line extension staff earn meager salaries, which cannot support them for the programs. At the university, the mandatory condition of obtaining a PhD before appointment to the post of a lecturer has led to a rush for studies, with many academic staff leaving the university to go for further studies. Consequently, the workload for the skeleton staff on the ground is huge.

- For some disciplines, professional growth within the same discipline is impossible. For instance, an Assistant Fisheries Officer who enrols for BAEE, leaves the university as an agriculturalist.

- The nomenclature of the Mid-career degree programs. Some BAEE graduates have decried their limited employment opportunities, blaming it on the nomenclature of the degree programs offered. Uganda's Public Service and District Commissions recognize B.Sc.. Agriculture as the only suitable degree for government agricultural jobs. Some District Service Commissions do not recognize BAEE as

being equivalent to the B.Sc.. degree. "Some employers think we are classroom teachers because of the name of the programs" (DAEE, 2005).

- The inherent flow in the design of the programs, targeting only diploma holders. Attracting a large number of students for the programs was always going to be impossible in the long run, given the nature of the target group. Many of the targeted diploma holders are too old and have too many responsibilities to undertake studies, whereas others are ready but too poor to afford the course. Many of these are not helped by the dwindling government support and other sources of support from their work places.

6 Emerging Needs

- The need to tap into the experiences of organizations involved in rural development, and to seek ways on how they can help us in students' attachment. Building partnerships with these organizations would greatly benefit the programs. The areas where these organizations operate would act as laboratories of sorts. Being aware that Lecturers do not have the time to be out in the field for long to document the process, distill the lessons learnt, monitor, etc, such NGOs at the grass roots would gladly do these with appropriate partnership arrangements.

- The need to provide a forum, similar to a discussion board, for graduates of the programs to continue learning while in the field. There is also need for the university to link with graduates of the programs, say through

newsletters, or establishing regional chapters of the association. The usual practice of transporting people from upcountry districts to Kampala for programs pertaining to the alumni association is unsustainable.

- The need to introduce more systems thinking in the design and implementation of the programs, in order to produce graduates who are innovative in orientation. For now, we teach them in the conventional way and expect them to be innovative.

7 Response to the Emerging Needs

- Formation of an active alumni association. The association has initiated and is managing a newsletter.
- Though not directly related to BAEE, the university (Faculty of Agriculture) partners with Iowa State University (ISU) in USA and VEDCO, a local organization in Uganda to improve livelihoods in Kamuli district, through a sustainable rural livelihoods project funded by ISU. In this partnership, ISU mainly provides and manages funds, VEDCO implements the programs and Makerere University provides technical expertise and sends her students, some of whom are BAEE to work with and learn from VEDCO staff.
- The university is also seeking to establish more partnerships with other universities and institutions. Makerere has another partnership arrangement with ISNA aimed at training and development of training modules for short

courses. The latest initiative by DAEE was to partner with Natural Resources Institute (NRI), UK and United Nations University to write a joint proposal seeking for funding that will facilitate staff retooling and development of training materials.

- There is emphasis on development of regional programs, in order to share resources and experiences.
- On emerging training needs, a team of experts from DAEE synthesized the findings of various studies (by DAEE academic staff and students) and workshops to come up with key competency areas required of an agricultural extension service provider. These include:

  - ✓ Technical knowledge and skills in general agriculture
  - ✓ Facilitation of learning, planning, implementation, monitoring and evaluation of programs using participatory skills
  - ✓ Communication skills across all levels of interaction including negotiation, lobbying, and advocacy
  - ✓ Facilitation and managing innovations in a systems perspective
  - ✓ Designing interactive learning processes for different clientele
  - ✓ Skills for lobbying
  - ✓ Entrepreneurship and agribusiness

- ✓ Enhancing farmer organizational development
- ✓ Management of human resource and interpersonal relations
- ✓ Information and knowledge management to enhance sharing and learning from each other
- ✓ Analysis and understanding of systems and how systems change

Reference

DAEE (2005). Proceedings of BAEE Alumni Conference, 24th-25th October, 2006 at the Senate Building, Makerere University, Kampala, Uganda.

Regional Networking Workshop on In- Service B.Sc Programs for Mid-career Extension Professionals

A. Mugenyi and J. Kalange

1 Introduction

The Government of Uganda (GOU) through the Poverty Eradication Action Plan (PEAP) aims at increasing incomes of poor people, improving livelihoods of the population and promoting good governance. Under PEAP the Plan for Modernisation of Agriculture (PMA) sets out the strategic framework within which the transformation of agriculture from subsistence to commercial farming is planned to take place. The National Agricultural Advisory Services (NAADS) is one of seven core programs under the PMA (The other core programs within the PMA are agricultural research and technology development, agricultural education, agro processing and marketing, micro finance and credit, sustainable natural resource management and infrastructure development).

The National Agricultural Advisory Services (NAADS) translates the principles of PMA into an innovative programs of advisory knowledge and information services (extension) that differs from the previous extension system in that public funds under the control of farmers are used for accessing services from private sector service providers. The tenets of NAADS are embedded in its vision and mission.

The NAADS envisions "*A decentralised, farmer-owned demand driven and private sector serviced extension system contributing to the realisation of the agricultural sector objectives*". The vision

is to be achieved over a 25 year period (starting 2001).

The NAADS mission is to realise "*Increased farmer access to information, knowledge and technology through effective, efficient, sustainable and decentralised extension with increasing private sector involvement along with government policy*".

The program operates within a set of principles and objectives. The principles of NAADS are:-

a) Empowerment of farmers and building their capacity to demand appropriate technologies and agricultural advisory services.

b) Targeting agricultural advisory services to the poor farmers more especially women who constitute the major farming population.

c) Mainstreaming of gender issues into the policy framework and the integration of gender concerns into the implementation plans.

d) Deepening decentralisation to enable farmers to own and control agricultural services.

e) Increased commercialisation- including intensification of specialisation.

f) Use of participatory processes in planning, contracting, monitoring and evaluation.

g) Increased institutional efficiency in providing agricultural advisory services through contracting out services.

h) Ensure sustainable management of natural resources.

i) Creation of better linkages between research, advisors and farmers

j) Harmonization of externally supported projects with PMA principles.

The NAADS is implemented under six components and each component has specific outputs.

1. Promotion of Farmer Institutional Development. This is expected to deliver the following outputs
    (i) Capacity of farmers groups developed
    (ii) Capacity of Parish Coordinating Committees (PCC) and Farmers Fora (FF) developed & their operations supported
    (iii) Sub-County (SC) Community Based Facilitators supported
2. Provision of Advisory and Information Services to Farmers
    (i) Agricultural Advisory Services (AAS) provided to farmers.
    (ii) Technologies promoted (through demonstrations and multiplication).
    (iii) Extension-research interface at all levels strengthened.
    (iv) Market information services provided.
    (v) Technical information provided to farmers by the Secretariat.
3. Promotion of Technology for Agribusiness Development and Linkages with Markets.
    (i) Enterprises developed and linkages with markets established
    (ii) Market studies / surveys undertaken

4. Promotion of Service Provider Institution and Service Providers Capacity Development.
    (i) Capacity of local SPs and NGOs developed
    (ii) Capacity of Input Dealers developed
    (iii) Capacity of organizations and systems for service delivery developed
5. Planning, Monitoring/Quality Assurance and Evaluation
    (i) National programs planning (including reporting) supported
    (ii) Baseline studies undertaken
    (iii) Impact assessments and thematic reviews undertaken
    (iv) NAADS MIS supported
    (v) Rewards / incentive scheme implemented
    (vi) Process monitoring / service provider Technical Audit (TA) undertaken
6. Programs Management and Coordination
    (i) The NAADS programs supervised by national stakeholders.
    (ii) General Media Communication undertaken
    (iii) Financial Quarterly Limited Audits undertaken.
    (iv) External / Statutory Audit undertaken.

2 Promotion of Service Provider Institution and Service Providers Capacity Development Component

As stated above, increasing institutional efficiency by contracting out services to the private sector service providers is an important principle of the NAADS programs. This marks a significant change from the approach to date whereby agricultural extension has been implemented by the public sector. Two categories of service providers are currently recognised i.e. those already in the private sector and those still in government. The latter group will be "delayered" and a private sector institution for service delivery established.

Advisory service provision under NAADS thus, requires the establishment and organisation of skilled private sector service providers. A small cadre of public officers however, will remain to undertake monitoring, evaluation and quality assurance of the programs. Based on the implementation lessons and experiences, the term 'service provider' is being taken in a more broad sense to include all types of entities that will be selected to offer services to NAADS at different levels of implementation, including NGOs.

Attaining a private Agricultural Advisory Services for an efficient service delivery system depends on:

- Continuously up-grading of the skills of all types of Service providers through refresher courses.
- Functional mechanisms at sub-county and district level to audit the work of SPs in order to ensure the quality of services farmers obtain.
- Adequate capacity for those service providers residents within the communities for various enterprises.

- Effective farmer capacity (Parish coordinating committees, Farmer Fora, farmer associations etc) to demand for services as well as monitoring the SPs.
- Effective service provider capacity to network, self-regulate and learn from each other.

3 Emerging Training Needs

The NAADS programs through various fora and use of specific instruments have identified two broad essential skills development areas that service providers must acquire. The two broad categories are the fundamental areas and specific technical areas.

The fundamental areas which are required and or necessary for each service provider include:- Communication and facilitation skills, Business Management Skills in agricultural enterprises; participatory approaches in agricultural advisory services; market extension; value addition and value chain development; farm management and land use planning; financial management services among others.

The technical areas vary according to the professional requirement in line with various enterprises demanded by farmers. e.g. budding and grafting of citrus; mushroom growing; feed compounding; agro-forestry; post harvest storage; poultry management/husbandry; Vanilla husbandry, small scale irrigation technology, animal traction technology etc.

It is also established that the public officers who undertake regulatory and supervisory activities of the NAADS programs also have specific training needs. These include participatory monitoring and evaluation; adaptive research methodologies; farmer led extension methods; quality assurance procedures.

Both groups (private and public officers) require ICT skills, soil fertility management skills, environmental impact assessment skills and other cross-cutting areas including gender mainstreaming skills.

4 NAADS response to the Emerging Staff Capacity Development Needs

The NAADS is a paradigm shift in delivery of agricultural advisory services. Transformation of agricultural services has necessitated a new basic competency requirement and attitude change by agricultural advisers if they are to work effectively in a competitive private environment.

The programs has to-date undertaken a number of interventions aimed at implementing component four of NAADS i.e. Promotion of Service Provider Institution and Service Providers Capacity Development.

a) Training Needs Assessment

Service provider training needs and skill gap areas were identified using various fora and use of specific instruments. The methodology used varied from consultative workshops with service providers, commissioned studies by NAADS, collaborative studies involving Makerere University Department of Agricultural Extension, and through partnership with other extension related projects (e.g. the DANIDA project in Uganda).

The outcome of these studies is the NAADS framework for capacity development. The framework details among others a mechanism for regulating the quality of services demanded and delivered to farmers. It also details various modes and suggests ways of funding service provider capacity development schemes. It is planned that only registered service providers having running contracts are eligible for capacity development. In the initial years,

service provider's benefits from training grants. Subsequently the NAADS districts will be issued with training vouchers that SPs can access. Benefiting SPs can apply for a recommended and or relevant course with a training institution and once admitted applies for a voucher from a district that they then use to meet their tuition.

b) Capacity Development of Service Providers

As the programs awaits the operationalisation of the voucher schemes a number of capacity development trainings have been organized and implemented. Service providers from a number of participating districts were variously trained over the years in selected topics. The topics ranged from communication and facilitation skills, "Farming as a Business", agricultural business management skills, natural resource management, gender mainstreaming, participatory monitoring and evaluation, farmers led extension, dairy management, micro enterprise development and agro-forestry.

c) Development of Resource Materials and Manuals

In order to increase service providers' knowledge base and to update them with latest research and extension developments, the programs developed and published a number of manuals. Technical manuals have been developed for Aquaculture, Pig management, Groundnut, Soya beans and upland rice management and husbandry. These manuals were developed in partnership with personnel from the research (NARO) and the University (Makerere).

The manual on farmers' institutional development and group dynamics was developed with a TCP from FAO.

d) Support to Service Providers to form Service Providers Networks and or Association

The programs organized regional workshops and facilitated service providers to come together and form networks. The Networks are intended to empower SPs so that they have a voice and platform through which they can bargain. Through the Networks the programs hopes to use it as an avenue to reach the SPs.

e) Comprehensive Service Provider Capacity Development Strategy

A comprehensive Service provider capacity development strategy has been developed; this has arisen out of the Framework. The Service Provider Capacity Development strategy has four sub-components:

- **Development of Capacity of Service Providers**

The aim of this sub-component is to develop the capacity of the various professional technical advisors often contracted to render various services to farmers in different districts.

- **Development of Capacity of Technical Staff within LGs Responsible for Technical Audit**

The capacity development efforts focus on two main areas: Orientation of local government staff (especially staff of Production Dept) on their roles and functions in the districts vis-à-vis the central government (MAAIF). Training the local government technical staff on the basic principles of quality assurance and performance

- **Development of Capacity of Community-based Service Providers**

Community based facilitators are volunteer farmers (early adopters) selected by individual farmer groups to render advisory services. Community based facilitators are

normally engaged after the contract has ended. It is a method put in place to sustain the advisory service programs after the contract has ended.

Under these programs, there are several micro-training needs/demands that are addressed.

- **Development of Capacity of Service Provider Institutions and Networks**

The objective of this sub-component is to support the establishment and development of service provider institutions and networks for information acquisition, sharing and professional advancement. This category includes: National, regional /provincial and districts networks.

Challenges

The transformation of service delivery from a hitherto "top-down" approach in which public funds were controlled by government agencies to implement extension programs to one in which it is the farmers who demand services from providers that are not under central/decentralized control presents new challenges. A few of these challenges that relate to the training and capacity development are highlighted below.

- The programs has instituted a mechanism for registering service providers. Both individual service providers and firms are eligible for registration and can render services. Given the difficulty in creating a mechanism for qualitative and quantitative monitoring of the advisory service, human and physical resources pool, it is a challenge identifying candidates for capacity development.

- Service providers normally have to serve a given contract period. They thus, find it difficult to take time off to undertake capacity development courses. In the same vein, most training institutions have courses designed to be undertaken over long periods of time, which most service providers do not have.
- Career development of private service providers. Career development involves long time training periods and is often costly. The challenge here is two-fold, who should meet the cost (certainly the NAADS programs does not have a budget for such long and costly training). The other challenge is that service providers have to make a living out of running contract and hence cannot afford to be away for too long.
- Delayed delayering (now under the Ministry of Local Government (MOLG). It was anticipated that public officers would be delayered to create a pool of service providers who would in the long run need some retooling. Six years down the NAADS road no public officer has been delayered.
- Inadequate capacity within the private sector and tertiary institution to package and implement appropriate training programs for these types of clients. Most universities and colleges are undertaking conventional training programs.
- Developing private sector information, knowledge and technology systems to support the advisory service including the continuous professional development of the service providers.

Expectations from the Universities regarding district needs

Given the challenges highlighted above and given that professional advancement is necessary for private service providers but they are unable to take study leave, the Universities have to develop programs that allow service providers to study in order to attain professional advancement, taking into account their contractual obligations. Further, the universities can support the NAADS service provider capacity development by establishing a commercial arm to undertake consultancies. They can support internship programs as well as support linkages and networks among training institutions, setting standards and accreditation and support for formation of professional associations for internal regulation.

Progress Report on the B.Sc. in Agricultural Extension for Mid-Career Professionals at Bunda College of Agriculture

C. M. Masangano[1] and C. Mthinda[2]

1 Introduction

Poverty still remains a major problem in Malawi. Some of the manifestations of poverty are food and nutritional insecurity and poor health. In terms of food insecurity, the 2005/06 agricultural season was reasonably better than most of the agricultural seasons in the past decade. It can be argued that for once, Malawi has achieved food security at the national level. Poverty levels are also said to have declined a little bit from 65.3% to slightly over 50%. Despite these reductions, the majority of the population is still poor and the overarching objective in Malawi still remains poverty reduction.

As reported last year (Masangano and Mthinda, 2005), the economy of Malawi is heavily dominated by agriculture which accounts for 35 percent of the gross domestic product (GDP) and more than 90 percent of the foreign exchange earnings and provides employment to 92 percent of the population (Tchale et al., 1999). The major strategy for reducing poverty is therefore to improve agricultural

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productivity. The Government of Malawi is therefore, still pursuing policies and strategies that are aimed at enhancing and raising the incomes of smallholder farming communities. These include irrigation development, targeted support for the poor and the disadvantaged and promotion of pluralistic and decentralised extension services. Key among the conditions for success of the government policies and initiatives is the availability of suitably well trained agricultural extension professionals. However, due to a number of challenges, the number of extension staff has declined over time in Malawi. The staff/farmer ratio in the 1980s used to range between 1:750-850 farmers. Today, this ratio has dwindled down to levels such 1 to over 1500 farmers. It is not uncommon to find an extension worker working with more than 2,000 farmers. The major reasons for these staff shortages were reported last year.

The Ministry of Agriculture and Food Security has therefore embarked in major staff training programs. The training programs are targeted towards developing a cadre of well trained staff both at the grassroots level and supervisory level. As reported last year, the Ministry is planning to have all its grassroots level manned by staff with diplomas in agriculture and related fields while having staff with B.Sc degrees at the supervisory level. The B.Sc. in Agricultural Extension for mid-career professionals is one programs which fits very well into the Ministry's training plan. This is in fact very much evidenced by the sudden interest shown by the Ministry in the B.Sc.. Programs.

2 Progress and Achievements

The programs started in Malawi after a visit by the then Principal Secretary of Agriculture Dr. Charles Matabwa and the Principal of Bunda College of Agriculture (BCA)

Professor George Kanyma-Phiri to University of Ghana Cape Coast where they saw how the programs was being implemented. These two gentlemen, were very excited with the programs and this led to a formal request made by the Ministry of Agriculture to Bunda College of Agriculture to introduce a similar programs as a way of upgrading staff in the Ministry. When this formal request was received, Bunda College conducted a needs assessment study between June and August 2003 and a stakeholders' workshop in December of the same year. As reported last year (Masangano and Mthinda, 2005), the results of the needs assessment study as well as the stakeholders' workshop showed that there is a very high demand for the programs and that most employers were looking for graduates who have a lot of practical hands on experience as well as adequate coverage in extension and technical courses. The needs assessment and stakeholder workshop were followed by the preparation, submission of a proposal to offer B.Sc. degree in agricultural extension at Bunda College of Agriculture. Approval for the programs was obtained in December 2004.

The curriculum is crafted in such a way that 57% of the time is on practical work. The curriculum for B.Sc. programs has extension as its major emphasis while also providing adequate coverage in technical courses in agriculture and related subjects. Out of a total of 110.5 credits, 56 credit hours are on extension and the remaining 54.5 credits are on technical courses. The programs are designed in such a way that there are five courses on Supervised Enterprise Projects (SEP). Three of those courses are actual field attachments with one theoretical course meant to introduce the candidates to the concept of SEP and another course called SEP presentation and evaluation where students will be expected to present their SEP results and submit a report.

Introduction to SEP is an introductory course which they take in class while SEPs I, II and III are actual field attachments. In SEP I, students are expected to go back to their duty stations during the long holiday between the end of year 2 and beginning of year 3 which is a period of two and a half to three months. While at their duty stations, they are expected to start working on their SEPs conducting a needs assessment in order to be able to later develop their research and development objectives. In SEP II which is conducted in the period between the end of year 3 and beginning of year 4, another two to three months period, the students are supposed to plan and implement a pilot of their SEPs together with the communities that they intend to work within their final SEP. SEP III is supposed to be done during the whole of semester 2 of their fourth year which is a period of four months where they will actually implement their SEP.

The programs is supposed to be for three years planned in such a way that a candidate with a good diploma should enter in year 2 and graduate at the end of year 4. However, currently, Malawi has two types of diplomas:

- A three year diploma which used to be offered at Bunda College and was later transferred to Natural Resources College (NRC).
- A two year diploma from NRC which basically is the same diploma from BCA less basic courses. This second type of diploma is causing a major problem in terms of entry at Bunda College.

The basic requirement for entry in the University of Malawi is an "O" level certificate or its equivalent and with the understanding that first year is for basic "A" level courses to prepare them into the actual programs. An equivalent certificate for "O" level that more than 95% of the

candidates use is the Malawi School Certificate of Education (MSCE). Candidates must have at least 6 "O" level credit passes and some of those credit passes must be in prescribed areas according to the programs that a candidate wants to join. For a B.Sc. degree in most of the areas, candidates are expected to complete in 4 years which means 1 year of basic courses and 3 years in the actual programs. This means that by cutting off the basic courses at NRC, the diploma cannot be recognized at BCA. Candidates would therefore have to be considered for entry using their MSCE results and that they can only start in year 1. This means that candidates have to either take three to four years in the programs depending on their entry qualifications

The first intake for the programs started in August 2005. A total of 18 candidates were selected from a total of over 200 applicants. Seven candidates started in second year while 11 candidates started in year 1. All the 11 candidates in year 1 passed and have proceeded to year 2 while one of those who started in year 2 failed and had to repeat the year, the rest have proceeded to year 3. The major problems experienced during recruitment of the candidates were several:

(a) Initially we had discussed with the Principal Secretary (PS) for the Ministry of Agriculture who promised to shortlist and recommend candidates to pursue the programs. Unfortunately, the Ministry underwent some staff changes and the PS was replaced with another one and it was difficult to get what was initially agreed upon implemented. Bunda College was therefore left with one option to advertise the programs since time was running out. An advert was put up as appendix II shows.

(b) Secondly, while as the advert clearly said that applicants must be working and that their employers must provide a commitment to provide support in a number of ways (please see appendix II attached), a number of applicants did not follow this criteria. There were a number of applicants who were not working while some of the applicants did not show evidence that their employers were committed to support them.

(c) At college, we were expecting that the majority of the applicants would come from the Ministry of Agriculture and Food Security's Department of Agricultural Extension Services (DAES). This was not the case; instead we received more applicants from the Department of Agricultural Research Services (DARS), a few from the Department of Animal Health and Livestock Development (DAHALDO) and others from the private sector especially from NGOs. There were some also who pledged to support themselves.

(d) Most of the candidates who applied for the programs when it was first advertised were people with the two year diplomas and not the three year diplomas

The programs was again advertised for the 2006/07 academic year where the Registrar received a total of fifteen applicants. Only five candidates were selected from this list, three of which had the required diploma with the required basic courses and two with the two year diploma but having the required credit passes at MSCE. This means the 3 candidates have joined second year while the other two candidates have joined year one.

The college was however approached by the Director of the Department of Agricultural Extension Services some two weeks ago (four weeks into semester 1) with a list of 10 candidates. He revealed that the Department had provided the list to the Ministry of Agriculture and Food Security's Training Department which officially clears names of staff members to be trained. This shortlist was however not submitted to Bunda College. It seems that the person who was manning the Training Department got transferred during the same period that the names were submitted and he forgot to brief his colleague who was taking over the office. The names have since been sent to the University Office for clearance.

3 Challenges and Proposed Responses

As discussed above, there are a number of challenges associated with the programs. Initiatives to come up with responses to some of the challenges have been done while in other cases, such responses have not yet been found. It is hoped that our two day discussions might help to provide some suggestions that may lead to such responses.

- **Frequent staff changes**

The first challenge relates to the frequent staff changes especially in the Ministry of Agriculture. This affected the way the programs started in 2005 as well as the 2006 intake. One way to address these problems is to have an MOU between Bunda College and the Ministry of Agriculture and Food Security. Such a MOU was actually drafted and a taskforce involving three members of staff representing Bunda College and three senior members of staff from the ministry was set up to further develop the articles of the MOU. There were some disagreements on some of the articles of the MOU for example; some members representing the ministry were of the opinion that ministry

staff undergoing training for the B.Sc. in Agricultural Extension should be sponsored by SAFE Project. This slowed the signing of the MOU. We have just re-submitted the MOU to the PS for his comments and we hope that this will move fast this time. It should be mentioned here that as appendix III shows, the MOU is aiming for a wider collaboration between the two institutions and NRC programs is only one aspect of such collaboration.

- **Entry requirements**

The second challenge relates to the issue of two versus three year diploma at NRC. For the continuity of the programs, a solution has to be found either by changing the type of diploma offered at NRC or by changing the entry requirements for the programs at BCA. NRC graduates will continue to be the main source of candidates for these programs. Changing the entry requirements at BCA is quite a problem because that has to go through Senate and the major concern for Senate is to ensure that there still remains an articulation point for those candidates coming out of the SAFE programs wishing to continue for further studies.

Two efforts are currently being made. A proposal to amend the entry requirements has been drafted and discussed at departmental level in the Extension Department at BCA (see appendix IV). This proposal is yet to be submitted by the Head of Extension Department to the Faculty of Development Studies for discussion and onward submission to Senate through various University Committees.

The second initiative being pursued is to have the diploma programs at NRC accredited by the University of Malawi. Actually, NRC changed the diploma programs from three to two years as a result of pressure from stakeholders who felt that a 3 year diploma would be too expensive for their

potential candidates. A taskforce composed of all the academic deans and the Vice Principal at BCA and three members from NRC has therefore been set up to look at what improvements can be made to the programs in order to be accredited to the University. The suggestions coming up are to maintain two year diplomas but having 6 instead of 4 semesters. The two additional semesters are to allow for the basic courses to be covered.

- **Academic performance**

The experience we have had with the first group is that all the students who had to start from first year performed very well, in some cases much better than normal entry students. We have however, noted that those students who were allowed into second year especially those who did not obtain their diplomas from BCA are very weak. One of such candidates is having to repeat in year 2. We may have to be more strict in our selection procedure in future.

- **Candidates with no extension experience**

With the selection problems experienced in 2005, we ended up with a lot of students from the Department of Agricultural Research Services and some who were not employed. We think that these candidates are going to cause problems when it comes to doing SEPs. We have just had one case this year who has had to struggle to identify an employer to work with during his SEP. Fortunately he managed to get one but this is definitely a challenge. We are yet to learn/determine the kind of SEP projects that students coming from research are going to do.

- **Employers' support to student attachments**

Those students who started from year two in the 2005 intake had to go for their SEP I in the period from May to August 2006. When we went to supervise them, we

observed that in most cases, their employers were very keen to assist and support them. There were however, a few cases where the students did not receive adequate support. It is definitely necessary to sensitize employers to understand the programs.

- **Late submission of applications**

The College is yet to decide how to handle candidates whose applications were submitted very late. A number of options exist, either to maintain them in a separate class, or to hold their places so that they can start next academic year or give them a crash programs in this first semester so that they catch up with their colleagues in semester 2. A final decision will be made if and when the University approves the names. There is need for BCA to work more closely with MOAFS and especially DAES.

- **Assessment for SEPs**

Our last departmental meeting observed that there may be a problem related to assessment of SEPs. For SEPs I and II, students are supposed to make a presentation and submit a report. The presentation is worth 40 percent and the report is worth 60 percent. Some members of faculty are of the opinion that supervision reports by Bunda Staff should also feed into the assessment. This is still being debated in the Department.

According to the syllabus, SEP III is supposed to be assessed using the following criteria: 50% based on the employers report and another 50% based on a supervision report by Bunda College staff. Some faculty members are uncomfortable with the mark coming from employers. They feel that since these students are their own members of staff, there is chance that they may tend to be too linient in awarding marks and since this course has a lot of credits,

it may ultimately affect the type of awards. A decision has not yet been arrived at as to how to deal with this problem. In addition, some members of faculty feel that the real appropriate grade for this course should relate to the report submitted during SEP presentation and evaluation but that course has 2.5 credits only. This does not reflect the weight that the report submitted at that time should have.

- **Sequencing of courses taken from other departments**

Some of the courses that the students are supposed to take are offered by other departments and some of them during a time when students are out in the field doing their SEPs. A departmental taskforce has been set up to look at how best to reschedule such courses.

4 Emerging needs and Responses

The major emerging issue related to the challenge relates to the NRC diploma programs and the initiatives being taken to accredit them to BCA.

5 Challenges of Coping to the New Needs

Both initiatives being pursued require the blessing of University Senate and that process takes time.

Appendix I: The Curriculum B.Sc. in Agricultural Extension for Mid-Career Professionals

Table 4: Year 2

Course code	Title	Contact hours			Credit hours
	SEMESTER I	**L**	**P**	**T**	
AEX 211	Agricultural Extension	30	0	30	2.0
AEX 212	Extension Methods	30	30	60	3.0
AEX 213	Participatory Approaches	15	30	45	2.0
AEC 214	Agriculture Economics	45	0	45	3.0
CSS 212	Crop Management	30	30	60	3.0
CSS 223	Soil Science	30	30	60	3.0
LDC 211	Communication and interpersonal skills	15	30	45	2.0
NRM 211	Integrated Natural Resource Management	30	15	45	2.5
	Semester Total	**225**	**165**	**390**	**20.5**
	SEMESTER II				
AEX 221	Introduction to SEP	30	15	45	2.5
ANS 222	Livestock Management	30	30	60	3.0
AGE 221	Principles of Irrigation	30	30	60	3.0
AGE 123	Computer Application	15	45	60	2.5
AQF 221	Integrated Agriculture/Aquaculture Systems	30	15	60	2.5
CSS 224	Statistics	30	30	60	3.0
NFS 221	Human Nutrition and Food 1	15	30	45	2.0
	Semester Total	**180**	**225**	**405**	**18.5**

Table 5: Vacation Period

Course code	Title	Contact hours			Credit hours
AEX 222	SEP 1	0	60	60	2.0

Table 6 Year 3

Course code	Title	Contact hours			Credit hours
	SEMESTER I	**L**	**P**	**T**	
AEX 311	Extension Programs Development	15	45	60	2.5
AEX 312	Rural Sociology	45	0	45	3.0
AGE213	Surveying	30	45	75	3.5
AGE 214	Soil and Water Conservation	30	45	75	3.5
AEC 313	Research Methods for Social Sciences	45	15	75	3.5
AEC 314	Farm Business Management	30	15	45	2.5
LDC 312	Production and Use of Communication Technologies	15	30	45	2.0
	Semester Total	**210**	**195**	**405**	**20.5**
	SEMESTER II				
AEX 321	Psychology	30	0	30	2.0
AEX 322	Principles of Adult Education	30	0	30	2.0
AEX 323	HIV/AIDS and Gender in Agricultural Development	30	30	60	3.0
AEX 324	Training for Transformation and Development	30	30	60	3.0
AEX 325	Evaluation in Agricultural Extension	30	15	30	2.5
AEC 411	Entrepreneurship	30	30	60	3.0
AEC 412	Human Resource Management and Development	30	0	45	2.0
LDC 122	Communication Skills II	30	30	30	1.5
	Semester Total	**240**	**135**	**375**	**20.5**

Table 7: Vacation Period

Course code	Title	Contact hours			Credit hours
AEX 326	SEP 2	0	60	60	2.0

Table 8: Year 4

Course code	Title	Contact hours			Credit hours
	SEMESTER I	**L**	**P**	**T**	
AEX 411	Group Dynamics and Leadership	30	0	30	2.0
AEX 412	Agrarian Change and Rural Development	30	0	30	2.0
AEX 413	Extension Management	30	0	30	2.0
AEC 322	Agricultural Marketing	30	15	45	2.5
AEC 423	Project Planning Monitoring and Evaluation	30	30	60	3.0
AGE 322	Farm Power and Machinery	30	45	75	3.5
AGE 321	Processing and Storage Technologies	30	45	75	3.5
LDC 422	Agricultural Journalism/Publication and Editing	15	15	30	1.5
	Semester Total	**195**	**150**	**375**	**20.0**
	SEMESTER II				
AEX 421	SEP III	0	300	300	10.0
AEX 422	SEP Presentation and Evaluation	0	75	75	2.5
	Semester Total	0	375	375	12.5

Appendix II: Entry Requirements

University of Malawi

Bunda College of Agriculture

Entry into the B.Sc. Degree Programs in Agricultural Extension for Mid-Career Professionals in the 2005-2006 Academic Year

Bunda College of Agriculture is inviting applications from suitably qualified and interested persons for enrolment into the 2005/2006 academic year in the B.Sc. in Agricultural Extension for mid-career professionals. The B.Sc. in Agricultural Extension for mid-career professionals is a three year degree programs that is intended to upgrade the knowledge and skills of people who graduated with Diploma in Agriculture or related subjects. The programs is targeted for people who are already working. One of the curriculum requirements for the programs is that students should be attached to their places of employment for a period of not less than six months. The entry requirements for the programs are therefore as follows:

1. Candidates must have a good Diploma in Agriculture or related subjects
2. Candidates must be working.
3. Their current employers should be willing to give them study leave.
4. Their current employers should be willing to take them back on attachment while still pursuing their studies.
5. Their current employers should be willing to assist in co-supervising their attachment in collaboration with Bunda College Staff.

Fee Requirements

1. Tuition	MK 72,799.00 per annum
2. Board and lodging (optional)	MK 63,960.00 p. a.
3. Medical	MK 3,241.00 p. a.
4. Student Union Membership	MK 100.00 p. a.
Total	**MK 140,100.00 p.a**

More details can be obtained from the Registrar's Office on Telephone 01277222/226

Interested candidates should note that the College has no scholarships, hence successful candidates should be prepared to find their own sponsorship.

Application forms can be obtained from the office of the Registrar at Bunda College but candidates will be required to pay a processing fee of MK350.00.

All applications together with copies of certificates and academic transcripts should be sent to:

The Registrar,

Bunda College of Agriculture,

P. O. Box 219,

Lilongwe.

Closing date for receiving applications is

Appendix III: Proposed Memorandum of Agreement between Bunda College of Agriculture (BCA) and the Ministry of Agriculture (MOA)

1 Preamble

Bunda College of Agriculture (BCA) and the Ministry of Agriculture (MOA) herein propose to establish a formal partnership (collaboration) in agricultural research, training and extension/outreach. The partnership (collaboration) will facilitate synergy and complementarity in the implementation of:

Agricultural research objectives spelt out in the Malawi Agricultural Sector Investment Programs (MASIP), (the Agricultural and Natural Resources Master plan (1998)) and Bunda College Research Policy and Priorities and any other major policies which may be developed from time to time in the two institutions.

Both short and long term training programs that address the needs of the Ministry of Agriculture in particular and the agricultural sector in Malawi in general.

Extension and outreach activities that will disseminate and promote adoption and utilization of technologies that lead to sustainable improvement in agricultural production, food security and farm incomes.

1.2 Purpose

- To enter into a long-term agreement between BCA and MOA in partnership **(collaboration)** in agricultural research, training and outreach. The agreement will be renewable every five years.
- To promote synergy and complementarity in the implementation of BCA and MOA programs in the areas specified in this memorandum of agreement.

(a) Article 1: Title of agreement

Partnership **(Collaboration)** between Bunda College of Agriculture (BCA) and the Ministry of Agriculture (MOA) in agricultural research, training and outreach.

(b) Article 2: Scope of partnership (Collaboration)

The partnership (collaboration) will focus on (both basic and applied) collaborative research, short and long term collaborative training programs as well as extension and outreach programs.

(c) Article 3: Research

In terms of research, BCA and MOA (DARS) research scientists will carry out the agreed research agenda sometimes in collaboration with research scientists from other academic or national research institutions in the SADC region or internationally. The following areas will specifically be addressed:

(i) Carrying approved research projects

(ii) Sharing of research facilities

(iii) Joint training of research staff

(iv) Joint publication of research results

(v) Joint organization of research conferences, workshops, etc.

(vi) Staff information exchange

(vii) Sharing information resources

(d) Article 4: Training

In terms of training, BCA and MOA will collaborate in the design and implementation of innovative and responsive professional development programs starting with the one in Agricultural Extension, particularly at the B.Sc. level, for

mid-career agricultural extension staff in Malawi. Postgraduate training programs with strong research component will also be emphasised to reflect the urgent need for well trained professionals.

(e) Article 5: Responsibilities of MOA in Training

In pursuing the objectives outlined in articles 1, 2 and 4 above, MOA will have the following responsibilities:

(1) Identification of candidates who are to attend the programs.

(2) Grant study leave with pay to its mid-career agricultural extension staff to attend the Bachelor of Science in Agricultural Extension as well as postgraduate programs at Bunda College of Agriculture.

(3) Pay tuition fees to Bunda College of Agriculture.

(4) Re-engage the agricultural extension staff and postgraduates after the completion of their studies at Bunda College of Agriculture.

(5) Support Bunda College of Agriculture in the implementation of the off-campus Supervised Enterprise (Extension) Projects (SEPs) as well as other projects through:

- Provision of transportation and other support to students to facilitate the smooth implementation of their off-campus SEPs.
- Co-supervision of the students by Bunda College of Agriculture staff and
- local resource people during the implementation of their SEPs in their work areas.

- Assign a member of staff to co-ordinate and liaise with Bunda College of Agriculture, and other partners including Sasakawa Africa Association, Winrock International Institute for Agricultural Development and Sasakawa-Global 2000 to exchange ideas on ways and means of sustaining the programs, monitor the implication of the programs, and to review and revise the programs, if necessary, so that it remains responsive to the changing needs of Malawian agriculture.

(f) Article 6: Responsibilities of BCA in Training

In pursuing the objectives outlined in articles 1, 2 and 4 above, BCA will have the following responsibilities:

(i) Select suitable candidates from those identified by the Ministry of Agriculture to attend the programs.

(ii) Provide competent academic staff to facilitate the teaching-learning process for the Bachelor of Science in Agricultural Extension and postgraduate programs.

(iii) Provide facilitation for academic staff for off-campus supervision of students SEPs.

(iv) Provide suitable accommodation for the trainees whilst on campus at the normal fee.

(v) Provide annual progress reports of the trainees to the Ministry of Agriculture.

(vi) Assign a member of staff to co-ordinate and liaise with the Ministry of Agriculture, Irrigation and Food Security and other partners including Sasakawa Africa Association, Winrock International Institute for Agricultural

Development and Sasakawa-Global 2000 to exchange ideas on ways and means of sustaining the programs, monitor the implementation of the programs, and review and revise the programs, if necessary, so that it remains responsive to the changing needs of Malawian Agriculture.

(g) Article 7: Outreach

Outreach shall be one of the major characteristics under this agreement. BCA and MOA shall in partnership engage in active outreach activities. The main objective of the outreach activities shall be to promote increased but sustainable agricultural productivity that will lead to achievement of food security and nutrition as well as increased incomes for the majority of smallholder farmers in Malawi.

Dissemination of results from activities emanating from this agreement to farming communities and other stakeholders will follow MOA and BCA as well as any other procedures. Research results will be published with the consent of all collaborating scientists and with acknowledgement to both MOA and BCA for providing facilities for the work.

(h) Article 8: Effective Date

This agreement shall be effective from the date of the last signature of the parties concerned.

(i) Article 9: Termination

This agreement can be terminated by either party upon giving a six months notice.

Signed _____ Signed _____

Principal Secretary Principal Ministry of Agriculture Bunda College of Agriculture and Food Security

Date _____ Date _____

Appendix IV: Proposal to Revise the Selection Criteria for B.Sc. in Agricultural Extension for Mid-Career Professionals

Given the experience we have had this year in the selection of candidates to pursue B.Sc. in Agricultural Extension for Mid-Career Professionals, I would like to propose an amendment to the selection criteria for the programs. The current criteria specifies that candidates must have the following in order to be selected into the programs:

- A good diploma in agriculture or related field
- Working
- Their current employers must be willing to give them study leave
- Their current employers must be willing to take them on attachment while pursuing their studies
- Their current employers must be willing to assist in co-supervising them together with Bunda College staff.

The problem with this criteria is that two year diplomas like the one at NRC are not considered good enough to allow a student to start in second year. However, since the University is willing to accept such, students to start in first year, we should include this in the criteria. We are therefore proposing that the criteria be revised as follows:

Category 1

Candidates must have the following in order to be admitted and to be allowed to start their studies in year 2 of the programs:

- A diploma in agriculture or related field from an accredited or recognized institution.

- Working
- Their current employers must be willing to give them study leave
- Their current employers must be willing to take them on attachment while pursuing their studies
- Their current employers must be willing to assist in co-supervising them together with Bunda College staff.

Category 2

Candidates fulfilling the above criteria but having a diploma in agriculture or related field without basic sciences may be considered but will be required to start in year 1 of the programs.

Extension Staff Development, Ethiopian Experience

M. Jirata and Y. Menamo

1 Background

Agriculture is the most important sector of Ethiopia's economy and an estimated 80 percent of the population live in rural areas, and they are dependent on agriculture for their livelihood. In Ethiopia, population growth rate is very high compared to the overall economic growth which indicates the need for rapid economic growth to accommodate the rapidly rising population.

Ethiopia's economy is basically rural and it contributes to about 50 percent of the GDP and provides employment for about 80 percent of the population. It generates about 85 percent of export earnings and provides an estimated 70 percent of raw material requirement for agro-processing industries of the country.

Agriculture in Ethiopia is characterized by a low input-low output trap, due in part to low levels of investment, low technology application, and low capacity and a significant proportion of the country's population is subjected to poverty and food insecurity. The solution needs to involve a structural change, for which major capacity development is needed, including a quantum change in human capacity, input supply, technology adoption, and provision of infrastructure. To resolve hunger and poverty on sustainable basis requires a concerted and persistent effort particularly through transformation of subsistence agriculture to market oriented production system. In order for agriculture to a play vital role in transforming the

overall economy of the country, adequate skilled manpower is a requirement at all levels of technology generation, dissemination and utilization.

In Ethiopia agriculture is undoubtedly an important sector for both economic development and poverty reduction. Thus, raising productivity within labor intensive small holders, which generates extra demand for local goods and services, can be expected to have a broader effect on poverty reduction. There is a need to identify specific agricultural and rural development needs and opportunities, and to focus investment in areas where the greatest impact on food security and poverty will be achieved. The prevailing agricultural performance underlines the need to improve agricultural practices and productivity, if the food and nutritional requirements of present and future population of Ethiopia are to be met. Significant emphasis should be given to improved skills in the agriculture sector. Investing in human capital (education) is essential in transforming agriculture from subsistence to market oriented production.

2 Agricultural Support Policies

In 1993 the government formulated Agricultural Development Led Industrialization (ADLI) as a basic economic development policy framework. This policy aims at improving agricultural production and productivity as a basis for improved income and living condition for the smallholder farming population and as a source of improved export earnings to finance investment. In light of the ADLI the government in 1994/95 launched agricultural extension programs named Participatory Demonstration and Training Extension System (PADETES).

The rural development policies and strategies formulated in 2001 acknowledged that agriculture which contributes to

more than 50% of the GDP should undertake rapid development which would ensure the achievement of rapid and sustainable development of the whole economy. It stated that rapid agricultural and rural development ensures rapid and sustainable development of trade and industry as well. The policy gives significant emphasis to agricultural human resource development and based on this policy 25 agricultural Technical Vocational Educational Training (TVET) colleges have been established with the objectives to produce skilled Development Agents (DAs).

The transformation of Ethiopian agriculture from its current subsistence orientation into market oriented production system forms the basis of the agricultural development strategy of the Government. To facilitate this transformation, the agricultural extension service is one of the institutional support services that have a central role to play. Based on this, currently the extension service provisions have been strengthened through various means. The number and education level of development agents is being increased significantly through the operation of Agricultural Technical Vocational Educational Training programs. To transfer improved agricultural technologies and give adequate services at a closer reach of farmers thousands of Farmers Training Centers (FTC's) have been established or under establishment. Agricultural colleges have been upgraded and currently over four universities are involved in agricultural training in various fields.

The main objective during the plan for accelerated and sustainable development to end poverty (PASDEP) from 2006 to 2010 is to accelerate the transformation from subsistence to a more business/market-oriented agriculture. This needs to be done while protecting the essential agricultural base on which the poor depend for their livelihoods. There are, two thrusts to the strategy: the

commercialization of agriculture, and continued support to pro-poor basic agriculture within the framework of the national food security programs, aimed at achieving food security within the next five years.

3 Current and Emerging Staff Development Needs

3.1 Current Needs

Currently, agricultural extension is organized at federal, regional, woreda" and Kebele Administration (KA) levels. At present there are an estimated 471 woredas nationally and 18,000 KAs. The agricultural extension system at KA level is organized in such a way that Farmers Training Centers (FTCs) will be established in each KA making the total number of FTCs 18000. So far an estimated 12000 FTCs have been constructed and the remaining FTCs will be completed in the next one year. Three development agents specialized in the area of crop, livestock and natural resource will be assigned to each FTCs. Besides, one Cooperative Agent and one Veterinary Agent will be assigned each to three FTCs. The major objective of FTCs is to provide short term (5-15 days) and modular farmers training (3 to 6 months), providing extension services, providing development and market information and serve as a center of exhibition. Three FTCs or nine DAs are coordinated by one development coordinator at least with degree level graduate in agricultural extension. Currently, there are an estimated 27,000 DAs while development coordinators are non existent. Woreda level subject matter specialists in the various areas of agriculture are mainly Diploma holders which should be upgraded to Degree level. At zonal, regional and woreda level subject matter specialists should be M.Sc holders and in the medium to long term upgraded to Ph.D.

3.2 Emmerging Needs

The Ethiopian Rural Development Policies and Strategy document emphasizes that the development of Ethiopian agriculture should be based on market oriented production system. In the long run penetrating the international market will be given due attention. In support of the market oriented strategy, the Ministry of Agriculture and Rural Development has embarked on developing a strategic plan for export market oriented crops and livestock commodities. Reflecting the importance attached to agricultural marketing, the government has also embarked upon major institutional restructuring in order to strengthen agricultural production and marketing.

4 Addressing Staff Development Needs

4.1 High-level Professionals

The very idea of establishing a college of education in Ethiopia started in late 1940s and the beginning of 1950s, particularly in March 1950, following the plans put forward by the then Ministry of Education of Ethiopia in December 1949. The first College classes in the country commenced on December 11, 1950 in the then University College of Addis Ababa, which initially intended to offer a two-year programs, but gradually developed into a full-fledged four-year college in July 1954.

Both high school and college of education in agricultural sciences started in Jimma. Then the first college classes began in September 1953 with an intake of fourteen freshmen students from those who had completed high school courses in agriculture from Jimma. After the first batch attended their college classes in Jimma as well as in Addis Ababa premises, they were transferred to Alemaya Campus in 1956, and eleven students completed their studies in the summer of 1957, and were granted B.Sc

degrees.

Currently, there are eight universities in the country four of which better agricultural courses, namely Haramaya University, Jimma University, Hawasa University, and Mekele University.

At present rapid expansion of university education has been undertaken. In the past three years to satisfy Ethiopia's need for higher-level trained manpower the intake capacity of public higher education institutions has increased from 9,067 in 1996/97 to 31,997 in 2004/05. The total enrolment in higher education institutions has increased more than three-fold, from 42,132 to 172,111 in 2003/042. However, Ethiopia's tertiary level gross enrollment rate (GER) is 1.5 %, which remains low even compared to the Sub-Saharan African average of 3%.

In the five years period of PASDEP (2006 to 2010) the existing eight universities will be expanded to have capacity accommodating 8,000 to 10,000 additional students. Thirteen new higher education institutions, which will ultimately grow to universities, will be established. At the end of the planning period of PASDEP in 2010 each of these new institutions will have a capacity to enroll 9,000 to 10,000 students. The total annual intake capacity of institutions under the auspices of the Ministry of Education is expected to reach 110,000 at the end of the plan period. It is expected that thousands of additional students will be enrolled in private higher institutions at degree level annually.

Table 1: Number of B.Sc. graduates in different fields of agriculture from 2001 to 2005

Type of qualification	01/02	02/03	03/04	04/05
Agricultural extension	98	81	83	77
Animal sciences	76	99	90	34
Plant sciences	96	125	139	49
Horticulture	-	-	-	74
Dryland crop management	31	32	38	66
Land resource management	-	-	66	92
Soil and water conservation	43	-	-	-
Veterinary medicine	-	38	-	-
Agricultural engineering	-	47	48	-
Forestry	-	43	-	-
Irrigation engineering	-	56	-	-
Total	344	578	513	390

Source: CSA Bulletins

Table 2: Graduates in M.Sc. (2001 to 2004)

Type of qualification	01/02	02/03	03/04
Agricultural economics	17	20	11
Agricultural engineering	6	-	12
Animal sciences	9	-	13
Plant sciences	18	-	41
Animal breeding	-	2	
Animal production	-	4	
Agronomy	-	15	
Entomology	-	10	
Plant breeding	-	15	
Pathology	-	6	
Soil and water conservation	-	6	
Irrigation science	-	1	
Soil science	-	4	
Horticulture	-	3	
Veterinary epidemology	-	12	
Tropical veterinary medicine		12	5
Total	50	110	82

Source: CSA Bulletins

4.2 Middle Level Professionals (The TVET Programs)

In a situation where many of the farmers are illiterate, acquiring and sustaining competence in production, value adding and marketing will be difficult. Cognizant of this fact, the Government's response to the challenges of agricultural transformation and rural development for poverty reduction among others rests on providing extensive Technical, Vocational Education and Training in agriculture. To this end the Ethiopian government launched Agricultural TVET Programs in 2001. During the last five years the programs established 25 agricultural TVET colleges throughout the country. The colleges were functional starting from academic year 2001/02 with initial enrolment capacity of 12,000 students. The first phase objective of TVET is to train 54 000 DAs in plant production, animal husbandry and natural resource management and 12,000 Veterinary Agents and Co-operative Agents. The first batch of 9,600 trainees graduated in 2004 and so far a total of 23,378 (7543 in plant science, 7242 in animal science, 6958 in natural resources, 1030 in animal health and 605 in co-operatives) students have graduated and assigned to FTCs in all regions. The total current year enrolment is 36805; this will fulfil the 1st phase's target. However, due to the increase in the number of PA's from the previous 15,000 to about 18,000 the number of FTC's will also increase by the same amount requiring additional 9000 Development Agents, 3000 animal health workers and 3000 co-operative workers. Thus, the completion period of the 1st phase programs will be in the year 2008/2009 which by then the total required extension workers number will be 66,000.

5 Expectation from Universities

One of the immediate needs of agricultural extension is producing development co-ordinators graduated in

agricultural extension at degree level. The required number of development co-ordinators could be between 1500 to 2500 that have graduated with degree in Agricultural Extension. Extensive training of agricultural economists is required to address the current severe shortage of agricultural economists at all levels which include "woreda", zonal, regional and federal levels. Universities should also focus on training of technical experts in the area of agronomy, animal husbandry, crop protection, veterinary medicine, natural resource management and similar fields. Staff development should respond to the emerging needs to fill the gap required to transform agriculture from subsistence smallholder to market oriented production system. Specialised professionals are required in the area of improvement of quality, post harvest handling and processing. Staff development should also respond to specialisation in the area of dairy, agro-processing, beekeeping, small ruminant rearing, fodder and forage agronomic, poultry, fisheries, irrigation engineers, irrigation agronomy, agricultural co-operatives, veterinary medicine, horticulture, floriculture, seed technology, training on technology innovations, sociology, plant and animal quarantine, biotechnological practices (tissue culture), forestry, soil and water conservation, soil fertility and the like fields.

Progress Report on the Mid-Career B.Sc Programs in Agricultural Extension, Debub University

B. Nega[1] and K. Ergeno

The mid-career B.Sc. programs in Agricultural Extension at Debub University is the second experience in Ethiopia next to University of Haramaya. Before the establishment of the Department of Agricultural Extension at Debub University a comprehensive needs assessment covering different regions was made. In the needs assessment, bureaus of agriculture and rural development, cooperatives, training and educational institutions and universities, and other governmental and non-governmental organizations working in different thematic areas and farmers were included.

Analysis of the responses of the various stakeholders included in the need assessment survey, showed mainly the importance of emphasizing the human dimension of agricultural development and communication skills in the curriculum to be designed. Accordingly, the draft curriculum was developed.

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2 Conducting Stakeholders' Workshop

On 14th and 15th November 2005, a stakeholders' workshop was conducted with the objective of:

- Enriching the draft curriculum;
- Awareness creation on the establishment of the envisaged department
- Providing an input towards developing commitment among stakeholders

In the workshop, representatives of Ministry of Agriculture and Rural Development, regional bureaus of agriculture and rural development, universities and other sectors had participated. Some expatriate University staff had also been there and shared their respective countries' experience in relation to a mid-career agricultural extension programs.

To get more comments the draft curriculum was submitted to an external evaluator.

The external evaluator, Dr. Tesfaye Lemma, gave very indispensable comments on issues of:

- Naming the department
- Courses to be added
- Courses to be modified
- Courses to be amalgamated
- Courses to be cancelled

After presenting the draft curriculum and some concerns on adult education and action research to the

plenary, group works were organized to enrich the curriculum.

3 Development of the Final Curriculum and its Approval

To develop the final curriculum, the inputs from:

- The needs assessment survey
- The experience of University
- The external evaluator of the draft curriculum
- Participants of the stakeholders' workshop
- Experience-sharing at Malawi Iowa Ethiopia, Makerere (Uganda), Sokoine (Tanzania), Bunda College (Malawi) were very indispensable.

Accordingly, the final curriculum was prepared with the following list of courses and semester arrangements with total credit hours of 88.

Year I: Semester I

Course Code	Course Title	Credit Hours	Prerequisites
AgEx 211	Extension Methods and Approaches	4	--
FLEn 201	Sophomore English	3	--
PlSc 102	Introduction to Soil and Soils Management	3	--
Econ 214	Intermediate Economics	3	--
AgEx 231	Rural Sociology	3	--
Comp 203	Int. to Computer Applications	3	--
Total		19	

Year I: Semester II

Course Code	Course Title	Credit Hours	Prerequisites
PlSc 214	Crop Production and Management	4	PlSc 102
ARSc 272	Animal Production and Management	4	---
AgEx 222	Communication Theory and Practice	3	---
Stat 222	Introduction to Agricultural Statistics	4	--
Coop 232	Cooperatives and Rural Organizations	3	---
Total		18	

Summer Semester

Course Code	Course Title	Credit Hours	Prerequisites
AgEx 242	Introduction to Supervised Enterprise Project	3	Ag Ex 211
CEEd 201	Civics and Ethical Education	3	---
Total		6	

Year II: Semester I

Course Code	Course Title	Credit Hours	Prerequisites
AgEx 343	Research Methods in Extension	3	---
AgEx 333	Rural Development	3	AgEx 231
AgEx 323	Agricultural Journalism and Media	3	AgEx 222
AgEx 313	Programs planning, Monitoring & evaluation in Extension	3	AgEx 211
AgEx 232	Gender & Youth in Extension	2	AgEx 231
AREM 344	Farm Management	3	Econ 101
AgEx 315	Principles and Practices of Human Nutrition	2	PlSc 214, ARSc 272
Total		19	

Year II: Semester II

Course Code	Course Title	Credit Hours	Prereq uisites
AREM 444	Agricultural Marketing	3	---
AgEx 344	Off-Campus Supervised Enterprise Project	5	AgEx 242
Total		8	

Year III: Semester I

Course Code	Course Title	Credit Hours	Prerequisites
AgEx 415	Agricultural Knowledge & Information Systems	3	---
AgEx 445	Agricultural Project Planning & Analysis	3	AgEx 313
AgEx 447	Advanced Supervised Enterprise Project	2	AgEx 344
PlSc 353	Forestry and Environmental Education	2	PlSc 102
AgEx 435	Agribusiness and Entrepreneurship Development	3	---
AgEx 417	Training for Development	3	---
FSPT 419	Principles and Practices of Post Harvest Technology	2	PlSc 214, ARSc 272
Total		18	

The curriculum has been approved by all levels of the University; and the University management has officially declared the establishment of the Department of Agricultural Extension. Mr. Berhanu Nega has also been assigned as a department head.

4 Writing the Proceedings of the Stakeholders' Workshop

The proceedings of the stakeholders' workshop have been written and finalised by Dr. Jeff Mutimba except some editorial matters.

5 Staff Recruitment

Potential candidates have been interviewed and the selection process is going on to select four new staff members (3 M.Sc. and 1 B.Sc.). This will make the total number of staff members in the Department to be five in this academic year.

6 Student Selection

In this regard, discussion was made with the top management of the University. The points of discussion were:

- Determining in which regions to take students;
- Decision on the total number of students to be accepted; and
- Accommodation.

Each of those points were discussed thoroughly. Regarding place of recruitment of students, Debub and Oromia regions were selected for reasons of proximity to the University for supervision with the limited number of staff members. The total number of students to be accepted per batch needs to be 20 - 25 for facilitating experiential learning. This was, however, found to be expensive for the University

management as the tradition is to teach at least 100 students per batch. In this matter, the discussion was rounded up with an agreement to open also a regular fresh batch and evening programs to optimally use the staff employed. Providing accommodation for the mid-career students was not considered as a problem as the number is small.

For this first batch 25 students (3 females and 22 males) have been selected based on their performance in the entrance examination, years of experience, and GPA at diploma level; as a positive affirmation, five points were also given for female candidates. The turn out of female students was however so small though special attention was given both in the invitation letter to the regions and in the final selection criteria.

The criteria for selecting the Mid-Career students and the Academic Commission's decision are provided on the next page.

Criteria for Selecting Mid-Career Students and Academic Commission's Decision

No	Name	Sex	Reg. and Zone /Sp.w/	GPA at Dip.	Years of Service	Ent. Exam Result (45%)	Mark for GPA 40%	Mark for Service 10%	Mark for Female 5%	Total 100%	Decision of the AC	Remarks
1	Mezgebu Mulugeta Desta	M	D-Sidama	3.08	12	21.75	30.8	4.56	0	57	Accepted	
2	Tentana Tega Mammo	M	D-Sidama	3.23	9	31.5	32.3	3.42	0	67	Accepted	
3	Mohammed Ali	M	D-Silti	3.81	13	39	38.1	4.94	0	82	Accepted	
4	Amare Eshetu	M	D-Silti	2.51	21	34.5	25.1	7.98	0	68	Accepted	
5	Zenebe Aferu	M	D-Dawro	2.82	20	31.5	28.2	7.6	0	67	Accepted	
6	Addisu Girma	M	D-Gamogo.	**3.39**	5	33	33.9	1.9	0	69	Accepted	
7	Shewa Sheno	M	D-Gamogo.	**2.75**	12	21	27.5	4.56	0	53	Accepted	
8	Yohannes Bilaka	M	D-Gurage	**2.8**	12	17.25	28	4.56	0	50	Not Accepted	
9	Sisay Biru	M	D-Gurage	**2.75**	18	39	27.5	6.84	0	73	Accepted	
10	Ahmed Mohammed	M	D- Keffa	**2.52**	7	22.5	25.2	2.66	0	50	Not Accepted	
11	Hirpo Wodesso	M	D- Keffa	**2.07**	12	6	20.7	4.56	0	31	Not	

											Accepted
12	Ashebir Kebede	M	D-B/Maji	**2.33**	17	36	23.3	6.46	0	66	Accepted
13	Zeyne Siraj	M	D-B/Maji	**2.42**	12	22.5	24.2	4.56	0	51	Not Accepted
14	Anteneh Mitku	M	D-D/Ommo	**2.87**	20	33	28.7	7.6	0	69	Accepted
15	Mulu Kassa	M	D-D/Ommo	2.1	6	15	21	2.28	0	38	Not Accepted
16	Almaz Araya	F	D-Hadiya	2.26	13	42	22.6	4.94	5	75	Accepted
17	Getachew Haile	M	D-Hadiya	**3.36**	12	17.25	33.6	4.56	0	55	Accepted
18	Berhanu Ayele Bedecha	M	D-Gedeo	2.63	19	16.5	26.3	7.22	0	50	Not Accepted
19	Abebe Gurro	M	D-Gedeo	2.87	10	30	28.7	3.8	0	63	Accepted
20	Atnafua Dilbeto	F	D-Kem.Tem.	2.91	6	22.5	29.1	2.28	5	59	Accepted
21	Solomon Dinku	M	D-Sheka	2.47	12	21	24.7	4.56	0	50	Not Accepted
22	Demssie Gebo	M	D-Sheka	2.66	5	7.5	26.6	1.9	0	36	Not Accepted
23	Mesfin Dacho	M	D-Wolaita	**2.67**	5	34.5	26.7	1.9	0	63	Accepted
24	Bereket Yacob	M	D-Wolaita	2.42	6	28.5	24.2	2.28	0	55	Accepted

25	Garro Gedensho	M	D- Konso	**2.64**	12	21	26.4	4.56	0	52	Accepted	
26	Nega Aberra	M	D- Konta sp	3.78	2	xxx	xxx	xx	xxx	0	Not Accepted	Service year < 5
27	Alemayehu Uko	M	D- Alaba sp	2.5	10	9	25	3.8	0	38	Not Accepted	
28	Gezahegn Rega	M	D- Yem sp	3.45	4	xxx	xxx	xxx	xxx	0	Not Accepted	Service year < 5
29	Kebebush Zewdie	F	D- Burji sp	2.79	1	xxx	xxx	xxx	xxx	0	Not Accepted	Service year < 5
30	Gindola Kitta	M	D- Dera. Sp	**2.55**	22	30	25.5	8.36	0	64	Accepted	
31	Asmerawork H/Mariam	F	D-Bask.sp	**2.11**	5	21	21.1	1.9	5	49	Not Accepted	
32	Medhin Haile	M	D- Amaro sp	**2.35**	9	13.5	23.5	3.42	0	40	Not Accepted	
33	Eshetu Dessalegn	M	O- E Shoa	2.46	18	27	24.6	6.84	0	58	Accepted	
34	Azmeraw Mengistu	M	O- E Shoa	2.36	19	25.5	23.6	7.22	0	56	Accepted	
35	Teshome Tsigie	M	O-Bale	**3.28**	25	34.5	32.8	9.5	0	77	Accepted	
36	Tenaye Desta	F	O- Bale	3.57	26	13.5	35.7	9.88	5	64	Accepted	Equivalent made for Diploma

37	Teshome H/Gebreal	M	O-Bale	**2.61**	18	33	26.1	6.84	0	66	Accepted
38	Dilayehu Manahile	M	O-Bale	**2.74**	12	22.5	27.4	4.56	0	54	Accepted
39	Mussa Idris	M	O - Arsi	**2.56**	20	24	25.6	7.6	0	57	Accepted
40	Wudie Tadesse	F	O- Arsi	2.32	18	9	23.2	6.84	5	44	Not Accepted

7 Purchase Of Equipment And Books

Important equipment and books have been bought and some are in the process of being bought. The List of equipment and books purchased by SAFE include the following.

7.1 Equipment Purchased by SAFE

N0	Items	Quantity
1	Accer Computer	1
2	HP LaserJet 1320 Printer	1
3	Over head projector screen	1
4	Smart UPS 1500	1
5	APC Surge Arrest	1
6	Portable Over head Famulus projector	1
7	Toshiba Laptop Computers	2
8	Management table with side table	1
9	Leather low back chair	1
10	Two door book shelf	1
11	Four draw filing cabinet	1
12	Computer tables (for AREM)	20
13	Geha portable overhead projector	1
14	Sony Television	1
15	Sony DVD	1
16	Printer HP LJ 4250	1
17	Colour printer HP LJ2600N	1
18	ScanJet HP8200	1
19	Kinderman LCD Projector	1
20	Rexel Binder	1
21	Canon Digital Camera	1
22	Canon Digital Photocopier	1
23	Flipchart stand	1
24	Canon Digital video camera	1

7.2 Books purchased by SAFE

No	Title	Quantity
1	Extension Education	9
2	Management of Information Systems	1
3	Teaching Communication	2
4	Educational Innovation	1
5	Entrepreneurship	1
6	Scientific Social Surveys and Research	1
7	Techniques of Writing and Editing	2
8	Scientific Methods of Social Research	2
9	Practical Research Methods	1
10	Adult Education	3
11	Cooperation Principles, Problems and Practices	2
12	How to Write and Publish a Scientific Paper	3
13	Mass Communication in Education	2
14	Giddens Sociology	1
15	Principles of Management	1
16	Training for Development	1
17	Systems Operations Management	1
18	A text of Educational Psychology	1
19	Social Research Methods	1
20 New	Agricultural Extension and Research: Achievements and Problems in National Systems	2
21	Building Self-Esteem with Adult Learner	3
22	Improving Agricultural Extension: A Reference Manual	3
23	Key Concepts in Adult Education and Training	3
24	Liberating the Learner: Lessons for Professional Development in Education	2
25	Participatory Action Research	2
26	Psychology and Adult Learning	3
27	Qualitative Research and Case Study Application in Education	3
28	Research Methods in Education 5th ed	2
29	Agrarian Change, Gender and Land Rights	2
30	Doing Action Research in Your Organization	1
31	Evaluation of Agricultural Extension	4
32	Evaluation Research: An Introduction to Principles, Methods and Practices	1
33	Facilitating Sustainable Agriculture: Participatory Learning and Adaptive Management in Times of Environmental Uncertainty	3
34	Qualitative Research and Evaluation Methods	2
35	You and Your Action Research Project	2

7.3 Purchase of Vehicles by SAFE

To facilitate fieldworks and supervision activities, SAFE is going to purchase two double cabin pick-up vehicles. In this regard, Hawassa University will facilitate the duty free process so as to obtain the vehicles before the end of 2006.

8 Starting the Programs

The selected students will start their study in the first semester of the 2006/2007 academic year. A letter has been written to both regions (Southern Nations, Nationalities and Peoples' Regional Government, and Oromia Regional Government) requesting them to write a letter regarding:

- The regional Governments' willingness to pay the salary of the candidate students during their study leave; and
- Whether the Regional Governments are committed towards the programs and willing to provide any necessary assistance for students during field and research works.

9 Challenges Encountered and Measures Taken or Planned to be taken

Selecting only 25 students: There was a challenge from the University management on the number of students the department selects. Twenty-five students per batch was found to be small for the management body. This was accepted based on the conviction that the Department will also open and run a regular and continuing education programs in the near future.

Getting books: In Ethiopia, required books are not available both in type and quantity as one wants to have. This was somehow rectified with cooperation of a book dealer that manages to bring some books from abroad (India) and

purchasing even one copy of a book from bookshops.

Inadequacy of rooms for office and laboratory (audio-visual and computer centre): The management has promised to provide for the Department adequate rooms for the various purposes as soon as many be come available evacuated when different offices move from the Agricultural College to the main campus.

10 Plan in the Near Future

The Department has planned to establish an audio-visual and computer centre in the near future. For this purpose, appropriate rooms are being sought for and computers will be purchased.

The Mid-Career Programs at Sokoine University of Agriculture

Z.S.K. Mvena, D.L. Mwaseba, M.R.S. Mlozi and E.G. Rwambali

Department of Agricultural Education and Extension

1 Introduction

One of the major criticisms in university training programs has been that our graduates are too theoretical and therefore they do not have the skills to solve the farmers' problems in the field. This shortfall is an outcome of the weak link between training institutions and "consumers" of the products of training institutions, namely, the farming communities and the employers of the graduates. Due to lack of sustained contact with the consumers, the frontline extension staff, for example, are not likely to have adequate technical, social, administrative and extension management skills to solve today's increasingly complex agricultural problems (Rutatora, 1997). This requires a new approach in training, training that will enable students acquire hands-on practical skills that are an essential ingredient for building dialogical participatory techniques to deal with individual farmers and community groups. It was out of this realization that the Sasakawa Africa Fund for Extension Education (SAFE) in collaboration with Winrock International Institute for Agricultural Development launched a training programs in a number of African countries designed to address this shortfall.

2 Salient Features of the Mid-career Extension Programs

Responding to these criticisms, the Department of Agricultural Education and Extension launched the mid-

career extension staff programs as early as 1998. The B.Sc. Agricultural Education and Extension at Sokoine University of Agriculture was launched following a request from the then Ministry of Agriculture and Cooperatives for a tailor-made programs that would improve the extension and communication performance of the front-line extension staff. It was observed that the regular or conventional B.SC. degree programs did not meet the needs of extension staff who respond to the current and emerging needs of farmers, and work in the current socio-economic environment in which the society finds itself in.

In essence, the B.Sc. Agricultural Education and Extension degree programs, needed to focus on the mid-career extension staff who have distinguished themselves in their career as being effective in working with farmers and in establishing fruitful linkages with researchers. The prime motive behind the introduction of the B.Sc. programs was to upgrade technical and human relation skills of the mid-career front-line agricultural extension staff through experiential learning, that is, the combination of theory, experience, critical reflection, and practice. Experiential learning is emphasized because it provides learners with the opportunity to develop lifelong learning skills and builds their confidence and commitment, so that they can work with farmers in participatory ways. As such the programs was designed to provide an effective learning experience through intensive practical skills (Msolla et al., 2003).

For effective running of the programs, an appropriate class size and the nature of students are both critical. Class size must be small enough to allow efficient supervision by the limited staff available in the Department not only for the classroom learning but more so when students leave for the field practical training. The nature of students has had influence on the conduct of training. Ideally, for efficient and

relevant delivery of learning experiences, students must be homogenous, that is having similar professional backgrounds. When you have a group with diverse professional backgrounds, it becomes difficult to have tailor-made practicums, hands-on laboratories, problem-focused courses and field-based enterprises.

An important ingredient of the programs is the Supervised Enterprise/Experience Projects or simply SEPs in short. SEPs consist of all the practical agricultural activities of educational value conducted by a student outside class for which systematic instruction and supervision provided by their lecturers, employers, and other stakeholders. The SEPs are intended to engage students in using what they have learned on campus to solve practical problems of farmers or any other end user of classroom learning. SEPs also provide the opportunity to the student to work closely with the farmers and the employer, as the latter is required to have input in supervision. Details of how these SEPs are done are described elsewhere (Rutatora and Ishengoma, 2002; Msolla, et al., 2003).

3 Implementation of the programs

With the assistance of the Sasakawa Africa Fund for Extension Education, the Department launched a three-year B.Sc. programs in 1998 that was designed to be problem-based and employing experiential learning principles. It was recognized that in order to produce effective agricultural extension staff, it was necessary to marry theory with practical. Hence, emphasis was placed on practicums, hands-on laboratories, problem-focused courses and field-based enterprises, commonly referred to as the Supervised Enterprise/Experience Projects or SEPs.

Since the inception of the programs in 1998, the number of students has continued to swell and the demand is very high.

Table1 below shows trends in student enrollment in the Department since launching the programs in 1998.

Table 1: Student enrollment from 1998/1999 to 2005/2006

Intake	Diploma Holders	Direct students (Form Six)	Total	Remarks
1(1998/1999)	10	2	12	Graduated
2(1999/2000)	25	13	38	Graduated
3(2000/2001)	16	26	42	Graduated
4(2001/2002)	29	18	47	Graduated
5(2002/2003)	21	29	50	Graduated
6(2003/2004)	39	15	54	Graduated
7(2004/2005)	43	14	57	Finalists
8(2005/2006)	48	13	61	On-going
Total	**231**	**130**	**361**	

While much of the classroom learning took place on campus with no special treatment being given to direct or mature age (diploma holders) students, there was differential treatment when it came to field practical training. Diploma holders were required to do their practical training at their places of work and being partially supervised by their employers. On the other hand, direct students were required to do the fieldwork in centrally planned facilities. Most of the latter group did their fieldwork in the UMADEP (Uluguru Mountain Agricultural Development Project) centers in Mgeta, Matombo, Mkuyuni, and Mlali divisions of Morogoro and Mvomero Districts. However, with time, some of these direct students (who are yet to be employed) have been making their own arrangements for the practical training areas where they feel they may enhance their chances of being employed.

Unlike other degree programs on campus, the B.Sc. Agricultural Education and Extension has been given eight weeks of field practical training. With the exception of the B.Sc. Agricultural Engineering, the rest of the degree programs have five weeks for practical training. An additional week is sometimes set aside for excursion when funds are available.

4 Problems encountered

Experience gained from the eight years of running the programs clearly shows that it is possible to develop and offer responsive training programs for agricultural extension staff. The Department has also benefited tremendously in terms of building social capital with a variety of stakeholders through the regular contacts established during supervision of field practical. Employers have shown great enthusiasm in the conduct of practical training, while at the same time farmers also show appreciation of the time spent with students.

However, a number of challenges still remain that must be addressed if this programs is to succeed. Problems exist in the areas of the type of students we have been receiving, staffing position, funding, a loaded curriculum, and integration of the programs in the university system.

(a) Type of students

Ideally, the selection of students, from amongst the mid-career extension staff, was to be initiated by the stakeholders of the programs such as district councils. The Department then selects the best students from this pool. This has not been the practice. The Department has been receiving three types of students, namely, diploma holders in agricultural extension, diploma holders in agricultural education, and form six leavers. Apart from the diversity of professional backgrounds their numbers has been increasing over the

years. This has implications in the running of the innovative mid-career agricultural extension programs. A compromise approach had to be conceived that would accommodate all three types, albeit with some difficulty. It was difficult, for example, to fit in the form six leavers who had dismal experience in extension. But also agricultural teachers had similar problems. For the programs to run smoothly, it is necessary that the number of students must be kept small and with similar professional background. Under the present arrangement, this may be difficult to achieve because the Department has no mandate to deny anyone entry into the degree programs. The only option is for the Department to launch another degree programs that will enroll only the mid-career agricultural extension staff and limit the enrollment to no more than twenty per year.

(b) Staffing position

Currently, the Department has eleven members of academic staff. Four of them are pursuing their PhD studies while two are on study leave. This leaves only five whose availability is somehow on a sustained basis. Of the remaining five academic members of staff, two of them have a relatively heavy administrative load within and outside the Departments and all members of the Department are heavily involved in multidisciplinary research activities.

Academic members of staff in the Department also teach a number of courses that run across departments within the Faculty of Agriculture and across faculties and institutes. This implies that most of them have a relatively heavy teaching load compared to some staff within this university who are reported to have no more than 25 contact hours of teaching in an academic year. Due to the insurmountable load on the part of the members of academic staff in the Department, some courses totalling 350 contact hours had to be taught by

members from within the university namely the Faculty of Science and the Institute of Continuing Education.

The heavy involvement of academic members of staff in teaching, research, administration, and extension, among other activities has adverse impacts on the running of the programs. As pointed out earlier, the programs demands close supervision of students both on campus and in the field. Students require close supervision while developing proposals for their Supervised Enterprise Projects but also when they collect data and in report writing. Students also require supervision when they go for their field practical training. This component has become even more difficult for a number of reasons. One, the fact that students are required to report to their places of work for both SEPs and field practical training, the geographical spread of the students and the large number of students has become one of the huddles in running the programs. Traveling to these destinations has become not only too expensive but sometimes logistically challenging to the extent that close supervision has become impossible.

(c) Funding

Funding adversely affects the programs in two ways. First, funds made available to support students' SEPs is largely inadequate. Currently, students are given a lump sum of one hundred thousand shillings (100,000/=) each without regard to the complexity of the SEP or where it is done. Much of the money is thus used in transport and not in addressing a particular problem. Second, it has been difficult to institutionalize the eight-week field practical training primarily due to financial reasons.

(d) Loaded curriculum

The programs so far is seen to be loaded with courses leaving little room for practical learning. Some courses have been

allocated too many contact hours while some courses are seen to be of little relevance to the programs. In addition, improper sequencing of some of the related courses has been noted. For the programs to have any meaning, significant changes have to be made in relation to the content and number of courses that are offered in the Department.

(e) Integration into the university system

For a programs to run smoothly, it must fit well in the university system with minimal conflicts in timetabling and utilization of the teaching staff. One of the major snags in the running of eight-week field practical training is getting a time slot that will not adversely affect teaching. Of late, to avoid this problem, students go for their field practical training (including SEPs) at the end of the semester examinations. However, this arrangement has resulted in late completion and hence submission of SEP reports by our finalists. This is because they take longer to complete SEP cum field practical training than their colleagues who pursue the conventional degree programs.

5 Feedback from Graduates

At a one-day Alumni Conference held at the Institute of Continuing Education (ICE), Sokoine University of Agriculture on 22 September 2006, among others, the alumni generally assessed the programs as being useful to them especially as it relates to the various responsibilities they are undertaking. However, they noted some weaknesses more or less reinforcing the observations made above on the challenges facing the implementation of this programs. These include the fact that the programs allocates little time to practical training as a whole and SEP in particular. They also observed the irrelevancy of some of the courses such as Introductory Geology and Soil Formation. Similarly, they observed the fact that some of the important courses such as

Extension Communication and Curriculum Development were made elective instead of being made core courses. They thus, suggested that EE courses be made core courses while those from other departments be made electives. In the case of electives, courses of livestock and crops nature should be given priority considerations. They further stressed that the programs should continue focusing on mid-career staff. They however, suggested considering reviewing joining requirements for diploma holders especially by assessing them on the subject merit rather than the overall grade, since in the past, other factors that were not purely academic were also considered, before the Grade Point Average (GPA) system was introduced. Generally, they observed that the curriculum was overloaded and in some cases irrelevant and therefore it needed review.

6 The Way Forward

The philosophy behind the mid-career extension staff training programs aims to address the prevailing non-responsiveness of agricultural training programs. Although the programs offers some promising results, there are a number of fundamental problems that must be addressed first. One of the problems that needs to be immediately addressed and which is long overdue is the review of the curriculum. To this end, the Department has initiated the curriculum review process. This review process will draw heavily on inputs based on our experiences in running the current programs and the opinions of stakeholders including our graduates, the Ministry of Agriculture, and the Ministry of Education and Vocational Training. Other issues that require attention include increasing funding levels, increasing staff, and appropriate institutionalization of the programs into the university training programs.

References

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Closing Speech by Charles M. Masangano Dean, Faculty of Development Studies Bunda College of Agriculture

The Chairperson, Dr. Tesfaye Lemma,

The Representative for SAFE, Dr. Jeff Mutimba

Our Host, Professor Z.S.K. Mvena and all delegates from Sokoine University of Agriculture

In absentia, the Vice Chancellor and the Dean of Agriculture, Sokoine University of Agriculture,

Representatives from Ministries of Agriculture in Ethiopia, Tanzania and Malawi,

Representatives from NAADS, Uganda

My colleagues representing all the five universities; Haramaya University, Hawassa University, Sokoine University of Agriculture, Makerere University and University of Malawi- Bunda College of Agriculture.

I take this as a great honour for you to have requested me to conduct the function of officially closing this workshop. The importance of this workshop cannot be overemphasised. This workshop has resulted in a very useful output. We have had a cross-fertilisation of ideas which has resulted in the isolation and discussion of problems which have very important implications for the success of the mid-career programs. Mr. Chairperson, allow me to mention but a few of the problems that this

meeting has identified:

- We have had opportunity to discuss how to improve SEPs, this is at the heart of the whole programs. If we are not able to conduct the SEPs properly then the whole mid-career programs is a disaster. Giving us the opportunity to discuss this issue, is a very important move towards ensuring that the mid-career programs is a success.
- Mr. Chairperson, we have had opportunity to discuss entry/recruitment procedures. This is another issue which is so crucial to the success of the mid-career programs.
- We have discussed issues regarding how to increase enrolment and how to make the mid-career programs more relevant. These are all very crucial issues to the future of the programs.
- Issues relating to how Universities can respond to short-term continuing education of our stakeholders. All these are issues so important to the implementation of the programs.

Mr. Chairperson, I want to reiterate once again the importance to include our stakeholders in these workshops. The initiative that has been started this year, to include Ministries of Agriculture representatives, representatives from NAADS is such an important innovation. This has given us opportunity to learn what are the needs and concerns of the Ministries. We need such kind of information and feedback to help us guide the mid-career into the right direction. I would like to

encourage the organizers make this a permanent feature of our workshops in future.

Let me take this `opportunity to thank SAFE for funding the workshop. I would also like to thank Sokoine University of Agriculture and especially the Department of Agricultural Education and Extension for such an excellent organisation. You have really taken good care of us, the conference facilities were excellent, meals were very good and even accommodation was wonderful. Thank you very much for such an organisation.

Mr. Chairperson, let me take this opportunity to campaign for our next year's meeting for the 11th regional conference of the Southern and Eastern African Association for Farming Systems Research and Extension which will take place next year in Ethiopia. I want to encourage delegates to prepare papers for presentation and to attend the conference.

With these few remarks, I would like to declare this workshop officially closed.

Thank you very much.

Issues for Discussion – 27/09/2006

Teacher education

Standardizing SEPs implementation across universities

Where are the graduates ending up?

What kind of graduates are we intending to produce?

How do we secure commitment of stakeholders?

How suitable are the direct entrants to SEPs?

How relevant is the mid-career programs to current situation?

How long should the programs continue?

How do we track the programs/measure impact?

How can universities respond to short term continuing education needs?

Can we accredit 2 year Diplomas?

Do we have measurable educational objectives for SEPs?/ How can we monitor?

How should we sponsor the students?

How can SEP produce farmers and farm managers?

How to strengthen collaboration among stakeholders?

Revisit recruitment procedures?

How can we increase enrolment?

How to add value to the regional networking Workshops?

Group 1

Issue No:- 2 Standardizing SEPs implementation across universities

Status of universities

HU 10 months

SUA 4 months

5 months in Mekerere

8 months in Bunda

Why such variation?

To fit into the academic calendar

Constrained by university framework

Finance (tuition fee & project cost) e.g. Government sponsorship can be kept to expected level

Suggestion by group

Adjusting course/pushing course forward can help leaving space for SEPs at the end

Sorting finance specific to universities

Issue No: 12. Do we have measurable educational objectives for SEPs?

The issue here is, do we have measurable educational objectives in terms of:

- Knowledge
- Skill and
- Attitude

Group agreement

We need to have system of ensuring this achievement; So far different universities have different format, some have customized format used by regular programs (Makerere),

HU have some format & thinking to develop a Manual

In case of SUA: Logbook (daily filled by students), Confidential format to be filled by local supervisors, then technical report

Bunda is just starting and trying to revise; what need to be looked into is to evaluate SEPs

In general though it looks different essentials they are serving the purpose, and agreed into ways of strengthening it.

Issue No:- 5. How do we secure commitments of stakeholders?

Suggestion by group

Publicity/creating awareness

Tracer studies of graduates

MOU with stakeholders, e.g HU forgot letter of sponsorship with district

Issue No: 18: How do we add value to the Regional Networking workshops?

In addition to sharing just Mid-Career experience which might be very few, encourage people to present papers. (eg national or global changes and its impact on Mid-Career programs

Study visit for government staffs

Sabbatical /research leave

Group II

Issue No: 11. Can we accredit a two year diploma course? (Bunda College of Agriculture)

The University should accept diploma as an entry qualification to bachelor programs and find ways of incorporating basic courses

Treat basic courses as electives but compulsory for diploma candidates

Alternatively, NRC should offer basic courses in the 2 year diploma course IF NOT NRC candidates be admitted in year 1

Issue No:- 16. Revisiting recruitment procedure

Currently candidates apply and are selected through the normal university procedure

Where applicable: Ministries should be involved in nominating candidates through staff development plan.

Therefore there is a need to set up MOU between universities and Ministries

Issue No:- 13 &17: How do we secure sponsorship for the students and increase enrolment?

Lobbying different sponsors like

Government

Other potential funding agencies [projects]

The lobbying could be done by Deans and Heads of Department

Issue No:- 6. How suitable are direct entrants to SEP?

The group members agreed to rephrase the question to read: How do we mould direct entrants to suit in SEPs?

Develop a standardized programs and diploma candidates could be exempted on courses proved to have done during diploma course OR have the same degree programs and the direct entrants will have to take extra classes as electives to make them as good as the mid-career.

Issue No:- 1. How to handle candidates with background in Teacher education?

Their SEPs should be related to teaching or developing new approaches to improve their teaching and performance of students.

They will have to take educational foundation courses as electives

Issue No:- 18. How do we add value to our Regional Networking Workshops?

Invite other stakeholders to the regional Networking workshops, example: representatives from farmers associations, others who can speak for farmers

OR

Introduce national networking workshops which should invite different stakeholders and the deliberations made be taken as input to Regional Networking Workshops

Introduce a Regional Networking Newsletter as a starting point that could grow into a regional journal of Agricultural Education and extension

Group III

Issue No:- 9. How do we track/measure impact of the programs?

This could be done through midterm reviews initiated by universities

Establish number of graduates, what type of work they do and where they are employed.

Get opinions of employers

Establish number of SEPs completed/adopted

Bond students before enrollment

Issue No:- 7. How relevant is the mid career programs to current situation?

Programs making an effort towards responding to employers needs.

The changes taking place make it difficult to keep on track

It is practical oriented, thus more relevant

Mid-career still relevant because the objective is to up grade staff. We can change after sometime when the need changes

How relevant

If programs were implemented according to plan, they would be relevant, but we have problems in

implementation e.g. SUA with mixed students

Slowness in responding to emerging needs

In some aspects, those programs running are at times obsolete.

Wake up call for employers to respond to training needs. Employers becoming aware of the need to train their staff.

Issue No:- 3. Where are the graduates ending up?

Back to employers in Ethiopia and Tanzania at elevated positions

They have more influence after training

In Uganda, they go back to their districts. A few find their way to NGOs. They compete well in the job market. Some are private service providers.

Therefore, curriculum should be reviewed to reflect their changed roles after their training

Issue No:-4. What kind of graduates do we intend to produce?

We intend to produce good communicators

We intend to produce coordinators/training farmer advisors

It is wasteful to send out graduates who cannot advice farmers practically. We need a practically oriented programs.

However, the mixed admission in Tanzania complicates matters- direct entrants are theoretical.

Issue No:- 8. For how long should the programs continue?

It is a permanent feature of university programs. No end by date

Since the demand will always be there, Universities just need to keep in touch with the changing needs

There is a need to have a target depending on emerging needs

Issue No:- 10. How can universities respond to short term training needs?

In Uganda, there is a need for short term modules, which can also be graded to get a certificate. We must come up with stand alone modules that can be combined to get a degree. There is CAEC where such trainings can be done. NAADS have funds for that.

Egerton University has short term courses, Bunda college offers courses on mushrooms.

Issue No: 14. How can SEP produce good farmers and Farm managers?

We need a different model for training farmers/managers

Issue No: 18. How can we add value to the Regional Networking workshop?

There are issues put up and we are responding to these issues

The workshops should be conducted annually

Bring a student or a farmer to share experiences

Invite papers in addition to the progress reports on other

topical issues

Other issues raised were:

- Sustainability after SAFE?
- How long is SAFE around?
- Would this contradict SEAAFSRE?
- We can explore these with time

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