



USAID
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Volunteer Name: Matt Baker and David Lawver

Country: Ethiopia

Country project: ET-80 Assessment and experience sharing on curriculum development & review for improving Agricultural Education in Ethiopia

Hosts: Debre Berhan University, Kombolcha ATVET, Haramaya University, Alage ATVET, Wolkite University, & the Ministry of Agriculture and Natural Resources

Venue: On-Campus Visits

Audience: Administrators and Academic Staff

Number of people :35

Date: May 12- June 1, 2017





1. Assignment Objectives as in SOW

1. Assess existing ATVET colleges in relation to providing quality agricultural education.
2. Identify strategic areas that requires future volunteer assistance to improve the quality of the educational system.
3. Experience sharing between ATVET colleges in Ethiopia and National Association of Agricultural Educators (NAAE) in the U.S.

Kombolcha ATVET



2. Achievement of the assignment objectives

- In retrospect, we would have been more informed had we spent more time on the ATVET campuses and visited more FTCs
- This said, we feel comfortable in our recommendations



3. Recommendations to the host with regards to the assignment

1. Build upon Extension-centered content by requiring a course in Level 1 on Technology Change and Extension Programming including technology transfer, assessing program needs, designing client-centered programs, monitoring program performance, and evaluating program impacts (efficacy and efficiency).
2. Require a Level 2 field-plot design and/or randomized animal-oriented designs using MS Excel to analyze data (e.g. independent t-tests/ANOVA) and for research with regional interests, require that results are uploaded into a centralized database for accountability.

3. Recommendations to the host with regards to the assignment (cont'd)

3. Implement Responsibility Centered Management at ATVETs and FTCs.
4. Require a sequential set of courses Level 2 - 4 on entrepreneurship where each year every student has a supervised animal/plant-based or agribusiness project maintaining accurate income/expense records for reporting profit or loss.

Alage ATVET



4. Anticipated Impact

1. ATVET's producing Extension-ready graduates delivering farmer-driven and market-oriented programming.
2. DAs with an entrepreneurship advantage who operate FTC's as profit-centers and Deans operating ATVETs as profit centers.
3. ATVET graduates entering DA positions as entrepreneurs and experts in farming systems, value-added products, agricultural marketing, and professional (e.g. soft skills).

5. Recommended future volunteer Assistance

1. An expert in Extension programming and technology change.
2. An expert in Field Plot Techniques, data analysis (using appropriate and accessible statistical software such as MS Excel), and data interpretation.
3. An expert in Responsibility Centered Management.
4. An expert from NAAE in supervised agricultural experiences (current or former high school agricultural sciences teacher) and an expert in entrepreneurship education.

5. Recommended future volunteer Assistance (cont'd)

5. An expert in higher education pedagogy including authentic assessment of knowledge, skills, & attitudes.
6. Experts in grant writing.
7. Data analysis using R opensource software and interpretation.



6. Recommendations to other non-host stakeholders

- Ideally, other Community Development and Agricultural Extension faculties from universities should be involved in each of the recommended actions.
- Farmer groups should be engaged to express needs that could inform decisions to be made.



Action plan for host: Recommendation #1

Recommendations	Specific Actions	Responsible Person	By When
Level 1 course on Technology Change and Extension Programming	Volunteers to provide professional development at all ATVETs and curriculum writers	National Association of Agricultural Agents in U.S. Extension Administration in Ethiopia Biruk Tesfaye, CRS	Prior to the end of FY'18

Action plan for host: Recommendation #2

Recommendations	Specific Actions	Responsible Person	By When
Level 2 course on field-plot design and/or randomized animal-oriented designs	Volunteers with plant breeding experience and volunteers with simple animal nutrition and health randomized trials experience and curriculum writers	Biruk Tesfaye, CRS	Prior to the end of FY'18

Action plan for host: Recommendation #3

Recommendations	Specific Actions	Responsible Person	By When
Implement Responsibility Centered Management (RCM) at ATVETs and FTCs.	Volunteers with RCM (Curry, Laws, & Strauss, 2013) experience after due diligence and permission is obtained from the Ministry of Finance	Ministry of Finance Ministry of Agriculture & Natural Resources Biruk Tesfaye, CRS	Prior to the end of FY'19

Action plan for host: Recommendation #4

Recommendations	Specific Actions	Responsible Person	By When
Levels 2 - 4 courses on entrepreneurship.	Volunteers who had or have ongoing strong supervised agricultural experience programs in the U.S. and experts in agricultural entrepreneurship in developing countries and curriculum writers (see Baker, 2015)	Jay Jackman, NAAE Biruk Tesfaye, CRS	Prior to the end of FY'18

7. How can CRS improve future volunteer experience

1. When working in higher education, optics are very important and thus it is imperative that the volunteers meet first with the Chief Executive Officer (e.g. President of universities or Deans of ATVETs). This sets the stage for a serious conversation down the chain of command.

7. How can CRS improve future volunteer experience (Cont'd)

2. It is recommended that in the future there be less breadth and more depth in terms of the number of institutions and the time spent at each institution. The functional and operational understanding of complex higher education and Extension systems out of one's culture takes time. Thus, we would have benefitted by seeing fewer institutions and observing and interacting with a greater number of stakeholders (e.g. students, alumni, less experienced instructional staff, experienced instructional staff, community leaders, administrators and student services representatives).

7. How can CRS improve future volunteer experience

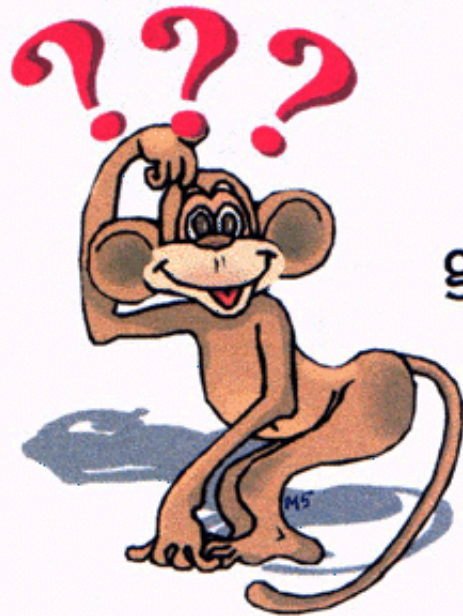
- Recommendations
 - Carefully vet accommodations in certain locations.
 - Provide Internet modem and phone for each volunteer.
 - Provide modest allowance to phone home (at least weekly – for no more than 10 minutes/week)
 - Monitor laptop ban on airlines closely – you may soon be asked to provide laptop computers

8. References

- Baker, M. (2015). *Developing the capacity of middle-level tertiary education in preparing and nurturing young entrepreneurs in Sub-Saharan Africa*. Innovation for Agricultural Training and Education (InnovATE). USAID/BFS/ARP-Funded Project Award Number: AID-OAA-L-12-00002. Available online at <http://www.oired.vt.edu/innovate/wp-content/uploads/2015/09/BakerEntreprenEdFINAL.pdf>
- Curry, J., Laws, A., & Strauss, J. (2013). *Responsibility centered management: A guide to balancing academic entrepreneurship with fiscal responsibility*. Washington, D.C.: National Association of Colleges and University Business Offices.
- Davis, K., Swanson, B., Amudavi, D., Ayalew, D., Flohrs, A., Riese, J., Lamb, C., & Zerfu, E. (2010). *In-depth assessment of the public agricultural extension system of Ethiopia and Recommendations for improvement*. IFPRI Discussion Paper 01041. Available online at <https://core.ac.uk/download/pdf/6237665.pdf>

8. References (Cont'd)

- Hassen, J.Y., Sokora, A., & Taha. (2016). *Identifying pathways linking agricultural education. Innovation for Agricultural Training and Education (InnovATE)*. USAID/BFS/ARP-Funded Project Award Number: AID-OAA-L-12-00002. Available online at <http://www.oired.vt.edu/innovate/resources/publications/contemporary-challenges-in-aet/>
- NEPAD & CAADP (2013). *Review of agricultural technical vocational education and training (ATVET) in Africa: Best practices from Benin, Ethiopia, Namibia and Sierra Leone*. Midrand, South Africa: NEPAD Planning and Coordinating Agency (NPCA). Available online at <http://www.nepad.org/download/file/fid/3451>



Questions
are
guaranteed in
life;
Answers
aren't.