**TOT for Course Material Development and Finalization of Curricula at LASH GARDEN Hotel, Arusha from 21th August to 25th August 2023**

**Department of Agricultural Extension and Community Development**

**Sokoine University of Agriculture (SUA)**

**Prepared by Rasel Madaha**

## 1.0. Categories of Degree Programs

### 2.1. Category 1 Program

Category 1 focuses on programs that are offered by the Department of Agricultural Extension and Community Development. These are programs solely offered to preserve the profession of Agricultural Extension and Community Development through research, development, consultancy, and training. The programs are listed below:

- Postgraduate Programs to be developed
  - PhD Community Resources and Development
  - Postgraduate Diploma in Agricultural Extension
- Program to be Reviewed
  - PhD in Agricultural Rural Innovation
  - Msc. in Agricultural Education and Extension

### 2.2. Category 2 Program

Category 2 programs are jointly offered by the Department of Agricultural Extension and other Departments at SUA. These are listed below:

- BSc. Agriculture (Extension and Education) [offered in collaboration with the Dept. of Soil and Geological Sciences and Dept. of Crop Sciences and Horticulture]
- BSc. Animal Science and Production (Extension) [offered in collaboration with the Department of Animal Science]
- Bachelor of Rural and Community Development [offered in collaboration with the College of Social Sciences and Humanities)

### 2.3. Category 3 Programs

Category 3 programs are degree programs at SUA that shop some courses from the Department of Agricultural Extension and Community Development. The programs include:

- BSc. Agriculture (Crop Science and Production)
- BSc. Agriculture (Soil Sciences)
- BSc. Agriculture with Education
- BSc. Agricultural Engineering
- BSc. Agricultural Engineering with Education
- BSc. Animal Science and Production (Livestock and Production)
- BSc. Animal Science and Production (Range Management)
- BSc. Animal Science and Production (Diary)
- BSc. Horticulture
- BSc. Aquaculture
- BSc. Irrigation and Water Resources Engineering
- BSc. Animal Science with Education

## 2.0. Crosscutting Courses

### Semester 1

**i. Course Title:** AAE 104- Agricultural Extension

**ii. Course aim:** the aim of the course is to introduce students to basic concepts and roles of extension as well as develop some analytical skills in addressing extension problems.

**iii. Expected Learning Outcomes:**

At the end of the course students should be able to:

- Describe basic concepts in agricultural extension
- Identify roles of extension in agricultural development process
- Analyse linkages and enhance positive attitude towards collaboration with various stakeholders involved in the process especially researchers and farmers
- Identify problems related to agricultural and rural extension
- practice integrated, gender-transformative and market-based learning-by-doing approaches

iv. Course status: Core

v. Credit rating: 9 Credits

vi. Total hours spent 90 hours

| | |
|---|---|
| Lecture | 36 hours |
| Seminars/Tutorials | 18 hours |
| Practical | 9 hours |
| Assignment | 9 hours |
| Independent Research | 18 hours |

**Pre-requisite:** None

**vii. Course Content:**

- Meaning of extension. Foundations and evolution of extension.
- Objectives and philosophy of agricultural extension. Role of agricultural extension in agricultural development.
- Extension programme development, implementation, and evaluation.
- Importance and methods of extension linkage and interaction with researchers. Models of extension organization: government-, education institution-, cooperative-, parastatal, co-operative extension service - based extension.
- **Approaches to extension:** commodity, farming systems, training and visit, farmer to farmer, farmer field schools, **farmer field and business school** and integrated.
- General problems with extension in the field: experiments from Africa, Asia and South America. Extension ethics.

**viii. Teaching and Learning Activities**

Teaching will involve lectures, practical, group assignments and seminar presentations, individual assignments to capture self- reading. Use of case studies in teaching for some practical aspects will be employed.

**Practical:** Case studies will be used to develop practical skills. These will be complimented, where necessary and where financial resources allow, with field trips to relevant sites. Alternatively, candidates will be involved in analysing selected case studies of selected problems/issues and demonstrate level of articulation and proficiency through their participation in seminar presentations.

**ix. Assessment Methods**

The assessments will be through continuous assessments were written timed tests (theory and practical), quizzes, seminar presentation, practical reports, and submission of individual/group assignment papers will be used. The assessment will also include final University written examination.

**x. Reading list**


- Adams**,** M.E. (1982) *Agricultural Extension in Developing Countries*. Essex, Longman
- Swanson, B.E., R.P. Bentz and A.J. Sofranko (Eds) (1997) *Improving Agricultural Extension: A Reference Manual*, Rome FAO.
- Van Den Ban and H.S. Hawkins (1996) *Agricultural Extension* (2nd Ed.) Harlow, Longman.
- Leeuwis, C. (2004). *Communication for Rural Innovation: Rethinking Agricultural Extension*, 3rd edition. London: Blackwell Science.
- Rollinson, E. (2005). *Organizational Behaviour and Analysis: An Integrated Approach.* 3rd edition. London: Pearson Education Limited
- Scarborough, V., S. Killough, D.A. Johnson and J. Farrington (Eds) (1997) *Farmer-led Extension: Concepts and Practices:* ODI.
- Windahil, S.B.S. and Olson, T.J. (1992). *Using Communication Theory: An Introduction to Planned Communication.* London: Sage Publications
- CARE USA (2015). Farmer Field and Business School Toolkit. Atlanta: CARE USA
- Selected FFBS case studies from CARE International and other INGOs


## Semester 2

**i. Course Title:** AAE 107 Gender Transformative Approaches for Sustainable Agricultural Development

**ii. Course aim:** the aim of the course is to equip students with an understanding of concepts and roles of gender transformative approaches in addressing gender-related challenges in rural and urban agriculture.

**iii. Expected Learning Outcomes:**

At the end of the course students should be able to:

- Describe basic concepts of gender transformative approaches.
- Identify roles of gender transformative approaches in the agricultural development process
- Analyse linkages and enhance positive attitude towards collaboration with various stakeholders involved in the process, especially researchers and farmers
- Identify problems related to gender issues in rural and urban agriculture

iv. Course status: OBJ Core

v. Credit rating: 9 Credits

vi. Total hours spent 90 hours

| | |
|---|---|
| Lecture | 40 hours |
| Seminars/Tutorials | 8 hours |
| Practical | 23 hours |
| Assignment | 9 hours |
| Independent Research | 10 hours |

**Pre-requisite: AAE 104- Agricultural Extension**

**vii. Course Content:**

- Foundations, evolution and theories of gender.
- Gender inequalities in the agriculture sector: cases from Africa, Asia, and South America.
- Meaning of Transformative Gender Approaches (GTA)
- Objectives and philosophy of Transformative Gender Approaches.
- The Transformative Gender Equality Framework
- Gender Integration Approaches (gender and social analysis)
- Advocacy on GTA
- Gender Transformative Approaches:
    - Farmer Field and Business School (FFBS),
    - Men and Boys Engagement for Gender Equality
    - Social Analysis and Action (SAA)
    - Gender Action Learning System (GALS),
    - Any emerging GTAs
- Gender Dialogue Tools

    - Daily Clock
    - Household Decision Making Pile Sort
    - Agricultural Group Case Study#3: Workload Sharing
    - Agriculture Group Case Study #4: Income Control
    - Agricultural Group Case Study #1: Land and Input Access
- Roles of transformative gender approaches in agricultural development process (transforming power relations)
- Integrating GTA in the project cycle i.e., planning, implementation, monitoring, an evaluation.

**viii. Teaching and Learning Activities**

Teaching will involve lectures, practical, group assignments and seminar presentations, individual assignments to capture self- reading. Use of case studies in teaching for some practical aspects will be employed.

**Practical:** Case studies will be used to develop practical skills. These will be complimented, where necessary and where financial resources allow, with field trips to relevant sites. Alternatively, candidates will be involved in analysing selected case studies of selected problems/issues and demonstrate level of articulation and proficiency through their participation in seminar presentations.

**ix. Assessment Methods**

The assessments will be through continuous assessments were written timed tests (theory and practical), quizzes, seminar presentation, practical reports, and submission of individual/group assignment papers will be used. The assessment will also include final University written examination.

**x. Reading list**


- Adams**,** M.E. (1982) *Agricultural Extension in Developing Countries*. Essex, Longman
- CARE USA (2015). *Farmer Field and Business School Toolkit*. Atlanta: CARE USA

- Casey E., Carlson J., Bulls T., and Yager, A. (2018). Gender Transformative Approaches to Engaging Men in Gender-Based Violence Prevention: A Review and Conceptual Model, *Rauma, Violence, & Abuse*, 19(2): 231-246
- Cole SM, Kantor P, Sarapura S and Rajaratnam S. (2014). Gender-transformative approaches to address inequalities in food, nutrition and economic outcomes in aquatic agricultural systems. Penang, Malaysia: CGIAR Research Program on Aquatic Agricultural Systems. Working Paper: AAS-2014-42.
- Dworkin SL, Barker G. 2019. Gender-transformative approaches to engaging men in reducing gender-based violence: a response to Brush & Miller's "Trouble in Paradigm." Violence Against Women 25:1657–71
- Dworkin, S. L., Treves-Kagan, S., & Lippman, S. A. (2013). Gender transformative interventions to reduce HIV risks and violence with heterosexually-active men: A review of the global evidence. AIDS and Behavior, 17, 2845–2863
- FAO, IFAD and WFP. (2020). Gender transformative approaches for food security, improved nutrition and sustainable agriculture – A compendium of fifteen good practices. Rome. https://doi.org/10.4060/cb1331en
- Promundo-US and the CGIAR Research Program on Aquatic Agricultural Systems. (2016). Promoting Gender-Transformative Change with Men and Boys: A Manual to Spark Critical Reflection on Harmful Gender Norms with Men and Boys in Aquatic Agricultural Systems. Washington DC: Promundo-US and Penang: CGIAR Research Program on Aquatic Agricultural Systems.
- Pyburn, Rhiannon, and Anouka Van Eerdewijk (eds). (2021). Advancing Gender Equality through Agricultural and Environmental Research: Past, Present, and Future. Washington, DC: International Food Policy Research Institute. DOI: https://doi.org/10.2499/9780896293915
- Scarborough, V., S. Killough, D.A. Johnson and J. Farrington (Eds) (1997) *Farmer-led Extension: Concepts and Practices:* ODI.
- Van Den Ban and H.S. Hawkins (1996) *Agricultural Extension* (2nd Ed.) Harlow, Longman.
- Windahil, S.B.S. and Olson, T.J. (1992). *Using Communication Theory: An Introduction to Planned Communication.* London: Sage Publications

## Semester 3

**Course Title: AAE 211 Farmer Field and Business School (FFBS)**

**ii. Course aim:** the aim of the course is to equip students with knowledge, skills, and attitudes on participatory, integrated gender-focused transformative agriculture extension and market-based learning-by-doing approach that helps farmers build skills necessary to increase production; access markets and sell at competitive prices; collaborate with each other; and engage in beneficial and efficient decision making.

**iii. Expected Learning Outcomes:**

At the end of the course, students should be able to:

- Acquire knowledge, skills, and attitudes from FFBS for empowering women and men to more fully engage in equitable agriculture and food systems.
- Acquire knowledge, skills, and attitudes necessary to transform the status and recognition of marginalized women and men to become successful farmers, businesspeople, leaders, and agents of change toward a wide range of agricultural value chains.
- Acquire knowledge, skills, and attitudes necessary to build women's and men's self-confidence and expand their autonomy; reduce gender-based violence; and engenders respect from their families and communities towards them.
- Analyse linkages and enhance positive attitude towards collaboration with various stakeholders involved in the process, especially researchers and farmers

iv. Course status: Core

v. Credit rating: 9 Credits

vi. Total hours spent 90 hours

| | |
|---|---|
| Lecture | 20 hours |
| Seminars/Tutorials | 8 hours |
| Practical | 43 hours |

Assignment 9 hours

Independent Research 10 hours

**Pre-requisite:** AAE 104- Introduction to Agricultural Extension, AAE 107 Gender Transformative Approaches for Sustainable Agricultural Development

**vii. Course Content:**

- Group empowerment in FFBS
    - Participatory approaches
    - Adult learning principles
- Harnessing the Power of Collective Learning, Feedback, Accountability and Constituent Voice e.g. Community Based Groups, VSLA, VICCOBA, SILC etc
- Preparatory Phase
    - Community diagnosis and planning for FFBS from preexisting groups.
    - Mobilization or sensitization of the community on FFBS.
    - Forming and formalizing a FFBS
    - Identification of lead farmers/paraprofessionals
    - Building FFBS capacity
    - Developing the FFBS group action plan/ integrated seasonal calendar
    - Creating a participatory monitoring, learning, and evaluation plan
- FFBS learning phase
    - Facilitation techniques and skills for participatory and adult learning
    - Qualities of a successful FFBS
    - Running FFBS meetings
    - Incremental levels of achievements of FFBS
    - Strengthening entrepreneurship, marketing and value addition skills
    - Access to inputs, linkages with private sectors, contractual agreement, warehouse receipt system, and collective marketing
    - Undertaking awareness-raising activities on FFBS
    - Certification
    - Nutrition and food security in FFBS
    - Resource allocation or funding for FFBS activities
    - Planning for pre midline and post-FFBS learning, evaluation and action plan

- Post FFBS learning phase
- Selection of best agricultural innovations/skills/techniques/value chains for learning through FFBS
    - Glossary of technical terms
    - Sustainable Agriculture Practices on crop or livestock selected i.e. climate-smart agriculture
    - Socio-economic aspects of the selected crops or livestocks
    - Information on inputs i.e. fertilizers for crops and diets for animals
    - Marketing and value chains
- Selected FFBS Tools
    - Facilitation techniques Tools
    - Sustainable Agricultural Tools
    - Gender Tools
    - Nutrition Tools
    - Marketing Tools
    - Monitoring, Evaluation and Learning Tools
    - Certification tools
    - Livestock tools
    - Advocacy tool for FFBS
- Successful FFBS cases from Africa, Asia and South America.
- Roles of FFBS in agricultural development process

**viii. Teaching and Learning Activities**

Teaching will involve lectures, practical, group assignments and seminar presentations, individual assignments to capture self- reading. Use of case studies in teaching for some practical aspects will be employed.

**Practical:** Case studies will be used to develop practical skills. These will be complimented, where necessary and where financial resources allow, with participating in creating and running actual running FFBS or field trips to actual FFBS sites. Alternatively, candidates will

be involved in analysing selected case studies of selected problems/issues and demonstrate level of articulation and proficiency through their participation in seminar presentations.

**ix. Assessment Methods**

The assessments will be through continuous assessments were written timed tests (theory and practical), quizzes, seminar presentation, practical reports, and submission of individual/group assignment papers will be used. The assessment will also include final University written examination.

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- Adams**,** M.E. (1982) *Agricultural Extension in Developing Countries*. Essex, Longman
- CARE USA (2015). Farmer Field and Business School Tool Kit. Atlanta: CARE USA
- FAO (2019). Farmer Field Curriculum on Climate Smart Agriculture in Central Dry Zone, Myanmar. Naypyidaw.56pp
- Cole SM, Kantor P, Sarapura S and Rajaratnam S. (2014). Gender-transformative approaches to address inequalities in food, nutrition and economic outcomes in aquatic agricultural systems. Penang, Malaysia: CGIAR Research Program on Aquatic Agricultural Systems. Working Paper: AAS-2014-42.
- FAO, IFAD and WFP. (2020). Gender transformative approaches for food security, improved nutrition and sustainable agriculture – A compendium of fifteen good practices. Rome. https://doi.org/10.4060/cb1331en
- Promundo-US and the CGIAR Research Program on Aquatic Agricultural Systems. (2016). Promoting Gender-Transformative Change with Men and Boys: A Manual to Spark Critical Reflection on Harmful Gender Norms with Men and Boys in Aquatic Agricultural Systems. Washington DC: Promundo-US and Penang: CGIAR Research Program on Aquatic Agricultural Systems.
- Pyburn, Rhiannon, and Anouka Van Eerdewijk (eds). (2021). Advancing Gender Equality through Agricultural and Environmental Research: Past, Present, and Future. Washington, DC: International Food Policy Research Institute. DOI: https://doi.org/10.2499/9780896293915

- Scarborough, V., S. Killough, D.A. Johnson and J. Farrington (Eds) (1997) *Farmer-led Extension: Concepts and Practices:* ODI.
- Steiner, R., and Hanks, D. (2016). Harnessing the Power of Collective Learning Feedback, Accountability and Constituent Voice in Rural Development. London: Taylor & Francis
- FAO (2016). Farmer Field School Guidance Document: Planning for Quality Programmes. Rome: FAO
- FAO and IFAD (2022). Farmer Field Schools for Family Poultry Producers- A Practical Manual for Facilitators. Rome, FAO and IFAD. doi: https://doi.org/10.4060/cc0254en
- FAO (2015). Farmers taking the lead – Thirty Years of Farmers Field Schools. Rome: FAO
- FAO and CARE (2019). Good Practices for Integrating Gender Equality and Women's Empowerment in Climate-Smart Agriculture Programmes. Atlanta:


## 3.0. Major Outputs

The following are the major outputs

a. Complete cross-cutting Course Materials (compendium) for a) AAE 104- Agricultural Extension; b) AAE 107 Gender Transformative Approaches for Sustainable Agricultural Development; and c) AAE 211 Farmer Field and Business School (FFBS) for undergraduate and postgraduate students.
b. Complete curricula for (add advanced cross-cutting course for TOT mainly Advanced GTA and Advanced FFBS)
    - PhD Community Resources and Development
    - PhD in Agricultural Rural Innovation
    - Msc. in Agricultural Education and Extension
    - Postgraduate Diploma in Agricultural Extension
c. Develop general agricultural extension courses and crosscutting extension courses (serve as core courses) programs majoring in agricultural extension
    - BSc. Agriculture (Extension and Education) [offered in collaboration with the Dept. of Soil and Geological Sciences and Dept. of Crop Sciences and Horticulture]
    - BSc. Animal Science and Production (Extension) [offered in collaboration with the Department of Animal Science]
    - Bachelor of Rural and Community Development [offered in collaboration with the College of Social Sciences and Humanities)

d. Develop additional crosscutting extension courses for the following programs (serving as electives and core courses):
    - :BSc. Agriculture (Crop Science and Production)
    - BSc. Agriculture (Soil Sciences)
    - BSc. Agriculture with Education
    - BSc. Agricultural Engineering
    - BSc. Agricultural Engineering with Education
    - BSc. Animal Science and Production (Livestock and Production)
    - BSc. Animal Science and Production (Range Management)
    - BSc. Animal Science and Production (Diary)
    - BSc. Horticulture
    - BSc. Aquaculture
    - BSc. Irrigation and Water Resources Engineering
    - BSc. Animal Science with Education