

GFRAS Consortium on Extension Education & Training

Information Meeting Summary

6 August 2013, Grand Palm Hotel, Gaborone, Botswana

Adolphus Johnson, the focal point for the GFRAS consortium on extension education and training, invited participants of the AFAAS Extension Week to an information meeting on the consortium. The goal was to inform people about the GFRAS "New Extensionist" and the Consortium, and to call for people to join the consortium and share curricula. 18 people attended the meeting (list attached).

Discussion then ensued. Issues and topics discussed included:

- Mentorship is needed for young extensionists, especially females
- We should have a small fund to sponsor field extension people to meetings to increase the number of non-academic, practical inputs shared
- This should give us a chance to partner with universities to apply their curricula in farmers' fields
- We need to institutionalise the teaching concepts, build linkages and support at ETC RUAF in the Netherlands is doing
- We need professional associations/institutions at the national level to promote and assist the profession and science of extension (e.g. Nigeria has one that is 20-30 years old; SASAE in South Africa; INSEE in India, [AIAEE](#) in the USA).
- We need to be clear what level we are talking about for the consortium curricula; Adolphus said that it is mostly pre-training.
- It is a major and long process to have curricula approved; in Nigeria it must go through the senate and in South Sudan it has to go through the ministry of higher education and technology.
- Nigeria is trying to harmonise curricula across universities
- We need a framework to harmonise curricula and standardise competencies globally so that African students can go on to other institutions and vice versa [probably we should partner with [ANAFE](#) and [RUFORUM](#) on this]
- In many institutions extension is only a small component of training, e.g. taken in the 3rd or 4th year.
- South Sudan is working with Uganda and Kenya to jointly design curricula. The ministry of higher education and public surveys are involved (to decide on pay grade for government employees).
- Nigeria is in the process of curricula review but with a new paradigm such as the new extensionist this can be justified.
- CTA has an interesting modular approach on training people on web 2.2 where they send someone to teach and then provide funds to train all in the catchment area.
- This is the opportune time to engage with francophone countries in West Africa, as they are unifying their curricula under the LMD system and have a very rigid setting.

Participants

1. Kristin Davis, GFRAS
2. Loro Leju, MAFCRO South Sudan
3. J. O. Ayinde, Obafemi Awolowo University Nigeria
4. Agwu E. Agwu, University of Nigeria
5. Galiwango Samuel, Bukalasa Agricultural College Uganda
6. Tunji Arokoyo NAERLS Abu Zaria Nigeria
7. Samson Apantaku, Federal University of Agriculture, Nigeria
8. Grace Abolali, Kwera State University
9. Charles Masangano, Lilongwe University of Agriculture & Natural Resources, Malawi
10. Sinah Modirwa, Northwest University, South Africa
11. Jeff Mutimba, Winrock International, Ethiopia
12. Mercy Akeredolu, Winrock International, Nigeria
13. O. I. Oladele, Northwest University, South Africa
14. Samson Eshetu, Haramaya University, Ethiopia
15. Oluwantoyen Dare Kolawole, University of Botswana
16. D. O. Torimiro, Botswana College of Agriculture
17. Adolphus Johnson, Sierra Leone
18. Martin Sekeleti, WE Effect, Zambia