Global Discussion
The “New Extensionist”: Enhancing Capacities of Extension and Advisory Services

Planning the Global and Regional GFRAS Activities 2013 – 2014
14-15 March 2013, Hotel Roodevallei, Pretoria, South Africa

www.g-fras.org/new-extensionist

Workshop Report
March 2013
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Background

The GFRAS working group on capacity produced a document for GCARD-II in 2012. This was an advocacy piece to clarify the roles, actors, and modes of working of extension at the individual, organisational, and system level, focusing on the capacities needed to play an effective role in agricultural innovation systems.

A full position paper and summary were produced, and an electronic discussion and survey took place. A face-to-face discussion was then held at the GCARD-II meeting in October 2012. All presentations, programme, and report are found here.

In 2013 GFRAS made a plan to define a plan of priority activities for the next two years that best contributes to enhancing the capacity of extension and advisory services (EAS) to effectively play their part in agricultural innovation systems and in line with the GCARD agenda.

Selected people from different regions and sectors participated in the discussion. The prioritisation process will build on regional electronic discussions that took in February.

Objectives

The objective was to define a plan of priority activities for the next two years that – given available resources and windows of opportunity – best contributes to enhancing the capacity of EAS to effectively play their part in agricultural innovation systems and in line with the GCARD agenda. Steps include:

- Reviewing the priorities stated by the regional e-consultations for regional and national level
- Prioritising the global recommendations made in the “New Extensionist” document
- Defining concrete activities to implement the global priority recommendations and their contribution to regional and national priorities
- Determining ways of measuring progress and results of this action

The proposed agenda can be found in Annex Five.

Day One Thursday 14th March

The day started with Kristin welcoming everyone followed by detailed introductions of each other during which the pairs also created proverbs for improving the livelihoods of smallholder farmers [ANNEX TWO].

After introducing the purpose of the workshop and some thoughts on process, Rasheed Sulaiman briefly introduced the “New Extensionist” based on the assumption that everyone was familiar with and had read the full document. Other issues raised included:

- Evidence costs money
- Senior government people are not yet engaging and the role of the existing ministries is not always clear
- How to make extension research attractive? We work with intangibles
• AESA blog - extension research collapsed; lack of new tools; disciplines that contributed to extension have progressed but extension has not (e.g. sociology). Doing usual adoption studies. Wageningen has made progress in communication, innovation but with very few links with extension professionals in the southern hemisphere
• GFRAS needs to articulate new areas, tools, contemporary challenges in extension
• ‘Projectization’ is a problem – the time and scale becomes limited
• Extension is talking about extension – and not enough about farmers in the document. If farmers are convinced of need for extension they will pressure politicians. Farmers needs to be supported to form groups to have a strong enough political voice. Everyone I can then be lobbying for pluralistic RAS.
• Knowledge management is missing (especially at national level)
• ICTs, we need to increase farmers’ involvement in evaluation of extension work and monitoring and evaluation (M&E), such as through short message service (SMS) questions
• Recommended action ‘N8’ should not be under technical backstopping

The facilitator then asked each of the four round tables to think first individually and then to come up with 2-4 key workshop outcomes they wanted to see achieved by Friday 5pm.

Cards with the workshop outcomes put up on the board were:

**Group 1.**
- How to put the “New Extensionist” (NE) into action at the national level?
- Identification of gaps on regional and national level based on a common methodology

**Group 2.**
- Rethink and add to the principles of the “New Extensionist”
- Translating principles into action
- Through
  i. Curriculum(covering competence, networking universities, newsletter)
  ii. Farmers’ organisations
  iii. Gender, youth and vulnerable groups
  iv. The idea of the “New Extensionist” as organisational not an individual - diversity

**Group 3.**
- ‘Regionalize/contextualise the “New Extensionist”’ at national, regional level for advocacy / making it attractive
- Using the “New Extensionist” to improve competencies of extension (inventory, review, reform pilot test)

**Group 4**
- Need clarity on “New Extensionist” – who is he/she
- How to introduce the concept of the “New Extensionist” at national level?
- What are the capacity needs of the “New Extensionist” to serve clients in the ever changing environment?
- Suggestions of how to get there: spend time on articulating definition, roles and responsibilities, discuss and agree on national actors – as spring boards for articulation of the “New Extensionist” discuss and agree capacity needs, tools and methods for the “New Extensionist”

Issues raised in the plenary discussions after posting and reading the cards included:

- We need clarity on who (and what) the NE is and what are capacities for individual?
- What are the trigger mechanisms for instituting the “New Extensionist” in NE in curricula?
- How can we translate the “New Extensionist” (NE) into action and competency-based learning materials?
We need to use SMART indicators
- Embarking on piloting of NE curriculum/course in some regions
- Need an inventory of what exists (e.g.: IFOAM example – organic production manual – Pacific using)
- SE Asia – meeting of 11 countries through SEARCA – develop primer
- Need to review paper and have discussion on it to bring out what is sexy and new in extension – roles not adequate in various aspects. Find a solution to the problem of not including all regional people in the discussions.
- We need to know how to introduce at national level – need common methodology for countries/regions for gaps

Understanding what the “New Extensionist” is
It transpired that the first introduction Rasheed gave on the “New Extensionist” was insufficient and that many had not read the full paper or even the summary. It was also felt strongly that by focusing almost exclusively on the recommended actions, the summary paper did not explain the principles of what the “New Extensionist” is or how they are new or different. Rasheed presented a second presentation from Manila which re-emphasised the conceptual basis of the “New Extensionist” as part of the current understanding of Agricultural Innovations Systems (AIS). The different diagrams in this presentation led to a discussion to try and tease out exactly what the principles of the “New Extensionist” are:-

Two of these diagrams are:
Figure 1. A diagram expressing the complexity within the innovation system and within which the “New Extensionist” needs to have impact. From a presentation titled: ‘The Role of RAS in the Agricultural Innovation System’ by Rasheed Sulaiman V in the GFRAS meeting in Manila September 2012.

![Diagram of an Agricultural Innovation System](image)


Figure 2. Diagram from ‘The “New Extensionist”’: Roles, Strategies, and Capacities to Strengthen Extension and Advisory Services’ Global Forum for Rural advisory Services” November 2012.

It was agreed that the title “the “New Extensionist”” has caught on and created some excitement and traction to restart the discussion on revitalising extension: - capturing a milestone in the evolution of extension in the skills, value system, and practice of extension. The limitation is that the title makes it appear like we are talking about individuals while the text of the full paper goes well beyond the individual. It highlights a new functioning of the system to enable new extensions and advisory systems and services. The reality is a broader conceptualisation of extension and advisory systems enabling agricultural innovation throughout all levels of agricultural and food production and supply systems. As such it implies changes in organisations, systems, and enabling environments as well as reskilling all types of individuals to increase the productivity and effectiveness of the agricultural systems in particular to improve the livelihoods of smallholder farmers. So in looking at the diagrams, especially the first one, it was highlighted that it is not just farmers at centre – other actors such as supermarkets, markets, and even value chain processes also drive innovation and change in response to market demands.

Other points raised and discussed included:

- Innovations comes from many and multiple ‘forces’ and influences within the agricultural and food production and supply systems
The “New Extensionist” is working within a decision-making system. They need the skill of facilitation of working with complex systems. The “New Extensionist” is about enabling the enablers.

A “New Extensionist” can be one of many types of people (farmer, input supplier, extension professor, NGO volunteer...) ...any individual as part of a function that is extension – broader innovation system

Extension is not so new, however new roles, challenges, capacities needed

The extension profession was dying and this is the re-awakening due to food price crisis etc. This is our chance to show extension as a core missing link.

The French – say conseiller demain – advisor for tomorrow

The new framework of innovation system is so important and the interaction as well as capacity needs to be strengthened in all dimensions

We are thinking from supply side; we are not looking enough at how farmers are thinking

The diagrams needs to be reworked to show something dynamic – 3D and animated (interactive)

Is this document a work in progress – or finished Rasheed responded that the document is a beginning that will evolve. The bigger challenge is to contextualise to different regions and see their buy-in. As we get involved in monitoring and evaluation we need to align the measuring to the objective of what we are trying to achieve.

At the beginning of day two when reviewing day one another small discussion happened around the paper. It was also agreed to list all resources on flip chart to add to report (see Annex One).

What is the paper?

Is it a resource to adapt and use? Is it more fixed? Process of paper – what are GFRAS needs? Does paper adequately address cross-cutting issues? The paper should not be revised to death. After 2 years we may discard. It should be a discussion piece or guideline; regionalize and localise it. We need to build a tracking system. Verify actions in publications that come out. Can act as a framework and populate with publications around world.

# of downloads – is that a good indicator? And from which region?

Can we come up with regional priorities? Is it possible?

Cross-cutting issue to add: commoditization of knowledge – IPR

Knowledge management

Despite taking place at the end of Day two in the actual workshop, it is worth listing here in the topic of the “New Extensionist” that the group was asked to try to capture the essence of the “New Extensionist” in one sentence. The sentences were then voted on and a prize awarded (Table 1).

Table 1: Capturing the essence of ‘The “New Extensionist”’ in one sentence

<table>
<thead>
<tr>
<th>No of votes</th>
<th>Saying</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>From transmission to transformation: Extensionist in the 21st century</td>
</tr>
<tr>
<td>11</td>
<td>The engine that drives the agricultural wheel</td>
</tr>
<tr>
<td>10</td>
<td>New innovative frontier for EAS</td>
</tr>
<tr>
<td>4</td>
<td>Transforming communities the extensionist way</td>
</tr>
<tr>
<td>4</td>
<td>Facilitating the move from innovation to sector wide change</td>
</tr>
<tr>
<td>3</td>
<td>The “New Extensionist”: Making food security work</td>
</tr>
<tr>
<td>3</td>
<td>A real agricultural solution provider</td>
</tr>
<tr>
<td>3</td>
<td>The “New Extensionist”: Your key to successful sustainable agricultural development</td>
</tr>
<tr>
<td>2</td>
<td>The “New Extensionist”: Strengthening global capacities</td>
</tr>
</tbody>
</table>
2 Relevant, innovative, leading
2 AEAS a NEst of hope for small holders
2 The missing link
2 Making sense of extension; improving farmers livelihoods into the future
1 The Beautiful Bride
1 Making your future in agriculture more relevant
1 Yes we can
1 The new direction for rural transformation
Filling the gap- linking users and source of knowledge for rural development
Agriculture- adapt, adopt, or die

**Key Action Points remaining:**

- The current two-page summary does not capture how the “New Extensionist” sits as the guiding principle of an enabled agricultural innovation system. A better diagram than created so far could assist and be added up front and what is really new be highlighted before the recommended activities. These can be then used as a source for a presentation template to be used by the network to advocate the “New Extensionist” at relevant events globally.

- In meetings like this, people be strongly guided to read the full and summary document before coming and time made to have in-depth discussions and explorations of the best ways to succinctly put the understanding of what the “New Extensionist” is across.

**Regional presentations**

Presentations from each region followed by a plenary discussion took up most of the rest of the day. Most of the presentations followed a format of prioritised actions, followed by concrete actions and some ideas of how to measure the outputs and impact of the actions. The main points of each of the presentations and notes on the following plenary discussions are available in ANNEX ONE: Regional GFRAS presentations. Below in Table 2, all the actions prioritised or mentioned where collated into one table according to the actions listed in the “New Extensionist”. Notes on a plenary discussion that reflected on the table are posted below.
When collated another way the table of prioritised regional actions looks like this:

<table>
<thead>
<tr>
<th>Action</th>
<th>Issue (P = priority)</th>
<th>Africa</th>
<th>North Africa</th>
<th>South Asia</th>
<th>Asia</th>
<th>Pacific</th>
<th>Latin America</th>
<th>Caribbean</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>N1</td>
<td>Diagnose AIS roles and function</td>
<td>Action</td>
<td></td>
<td></td>
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<td></td>
<td>3</td>
</tr>
<tr>
<td>N2</td>
<td>Survey EAS providers</td>
<td>Action</td>
<td></td>
<td>P</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>N3</td>
<td>Undertake capacity self-diagnosis</td>
<td>Action</td>
<td></td>
<td>P</td>
<td></td>
<td>P</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>N4</td>
<td>Create innovation platforms</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>P</td>
<td></td>
<td></td>
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<tr>
<td>N5</td>
<td>Establish collaboration and partnership</td>
<td>P</td>
<td>P</td>
<td></td>
<td></td>
<td>P</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>N6</td>
<td>Support establishment of national networks</td>
<td>Action</td>
<td></td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
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<tr>
<td>N7</td>
<td>Strengthen technical backstopping</td>
<td>P</td>
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<tr>
<td>N8</td>
<td>Focus on farmer institutional development</td>
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<tr>
<td>N9</td>
<td>Create mechanisms for regular monitoring</td>
<td>Action</td>
<td></td>
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<td>3</td>
</tr>
<tr>
<td>N10</td>
<td>Establish and strengthen training centres</td>
<td>P</td>
<td>P/Action</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>N11</td>
<td>Develop curricula for vocational and continuing education</td>
<td>P</td>
<td>P/Action</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>N12</td>
<td>Enhance public funding</td>
<td></td>
<td></td>
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<td></td>
<td>P</td>
<td></td>
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<td>2</td>
</tr>
<tr>
<td>R1</td>
<td>Support regional and sub-regional networks</td>
<td>P</td>
<td></td>
<td>P</td>
<td></td>
<td>P</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>R2</td>
<td>Collect and synthesise evidence</td>
<td></td>
<td>P</td>
<td></td>
<td></td>
<td>P</td>
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<tr>
<td>R3</td>
<td>Develop policy briefs and position papers</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td></td>
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<td>4</td>
</tr>
<tr>
<td>R4</td>
<td>Develop and promote new knowledge, frameworks and methodologies</td>
<td>P/Actions</td>
<td></td>
<td>P</td>
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<td></td>
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<td>2</td>
</tr>
<tr>
<td>R5</td>
<td>Organise regional and sub-regional consultations</td>
<td></td>
<td></td>
<td>P</td>
<td>P</td>
<td></td>
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<tr>
<td>G1</td>
<td>Support GFRAS networking and capacity strengthening</td>
<td>P</td>
<td></td>
<td></td>
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<td>P</td>
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<tr>
<td>G2</td>
<td>Strengthen, support and coordinate regional networks</td>
<td>P</td>
<td>Action</td>
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<tr>
<td>G3</td>
<td>Develop frameworks, tools and training modules</td>
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<tr>
<td>G4</td>
<td>Liaise with donors at the global and regional level</td>
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<tr>
<td>G5</td>
<td>Conduct policy advocacy</td>
<td>P</td>
<td></td>
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<tr>
<td>G6</td>
<td>Promote inter regional sharing of experiences</td>
<td>P</td>
<td></td>
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<tr>
<td>G7</td>
<td>Provide long term financial and technical support to EAS</td>
<td>P</td>
<td></td>
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</tr>
<tr>
<td>G8</td>
<td>Develop a research programme on extension and capacity strengthening</td>
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</table>
Reflections on Table 2 of prioritised actions from regions above

N10/N11 has the most focus as demonstrated by the enthusiasm for setting up the curriculum reform group. This may also be driven by the background and interests of the participants themselves. N2 (the survey of EAS providers) is also highlighted and a follow up on WWES was suggested. This also led to the thinking that some kind of common methodology for identifying capacity gaps in different countries would be useful.

R3 (the development of policy briefs and position papers) is also highlighted, reflecting the work and interest in the policy development working group meeting prior to this workshop on March 12th in Pretoria.

The other key prioritised action is the work of the regional fora (N6) to support the establishment of national networks. As seen from the discussion below, this is an area that still needs lot of work and was not resolved in any great depth at this workshop.

The key question came up of ‘How do we get people to use the “New Extensionist” and how do we record they are doing so as well as get feedback on how useful it is both as a concept and tool, using the current papers, summaries, flyers, etc.

It was suggested that the network needs to build an epistemology of the “New Extensionist” and create the framework for its systemic understanding and implementation. It needs to be shared through communities of practices and regional networks and built into policy advocacy and development activities. It was noted that the regional networks are in different stages of development and formation, with some still being formed such as in Europe. This means that very proactive advocacy for the NE is very important. This led to the idea of needing to find the core and kernel of what it is about in one sentence that can then be elaborated (see Table 1).

On the practical side, Lorenz Schwarz from the GFRAS secretariat needs to do clever tagging of “New Extensionist” on the web site so that it comes up as a priority option on Google searches on extension, RAS, and EAS. GFRAS can also monitor the number of page and web site hits as well as the number, date, and possible location of downloads.

In order to track progress it will be important for the regional networks to gather information form the country fora and share them at the regional level.

It was suggested that Yvonne Pinto of Firetail could be a useful resource people for thinking about how to track monitor and evaluate the impact of the GFRAS NE work and Kristin was put back in touch with her.

Cross-cutting issues

ICTs and Gender (Mercy Akeredolu and Andrea Bohn)
Mercy and Andrea rose to the challenge of bringing these issues forward in the agenda.

ICTs
Andrea had counted that ICTs were mentioned 6 times in the main document. These included knowing how to use ICT as a technical skill, as a capacity for organisations – both in skill and infrastructure vision of ICT – improve performance of extension staff. ICTs are not mentioned in any of the recommendations.
Gender

Gender is mentioned 5 times and we need a better understanding why it is important to deliberately address gender; many initiatives haven’t been as successful as they could. Table 1 in the NE lists functional capacity to be able to work with rural women NE talks about generalists – part of key skill set to be sensitive to gender issues P 17. Introduction to action points – responsibility of EAS to promote gender equality. Within AIS all actors and levels need to look at gender issues.

Reflecting on the workshop presentations some major issues came out:
1. Curriculum development – be careful – all cross-cutting issues must be mainstreamed
2. Methodology – develop indicators to catch cross-cutting issues
3. At farmer level, deal with all actors. Youth, women, disabled, post-conflict countries.
4. At national level, emphasise gender, youth, and vulnerable groups taken care of.
5. Cannot develop curriculum not related to ICT. There will be complaints about mode of delivery.
6. Situational analysis - capture everyone not just extension officers or male farmers.
7. Specify all necessary actors, not just broad generic statements.

Additionally:
▲ Principles – cross-cutting issues should be emphasised so regional and national level know they are important
▲ Gender – see youth actively included
▲ Africa – some cultural problems – men cannot always advise women, and this must be addressed contextually at country level. Cultural taboos can be slow to change, thus we need to go and live with the people, and transform gradually.

In South Africa, an ICT system running in SA Department of Agriculture, Forestry, and Fisheries is in an advanced stage of testing; but there are issues of connectivity and updating. Information shared via ICTs should be a packaged modular deal – both upstream and downstream – including service providers, IP, content, etc. There needs to be an expanded network of contributors to deal with that. Andrea Bohn will share link to database of ICTs

We need valid, accurate agricultural information, e.g. through current public-private partnerships (PPPs) – private sector knows how to make it accessible. We come from universities and yet don’t make content accessible.

Does the International Labour Organisation (ILO) have any strong statements about gender and youth that we could use? Health services may also have information and good practices. Agricultural extension agents are everywhere – roads, water, and schooling – deal with all. Team up and partner with health (have audience).

In a review of ICTs in South Asia, they looked at what is currently the status of contribution to putting new knowledge into use. Africa could learn from this. Asia has experimented last 20 years. Gender: 5 years study with IFAD – answer question about how to address gender in extension – came up with methodology. How to design programmes for rural women – no methodology to design demand-led programmes. See www.reachingruralwomen.org. A programme called “Info Ladies” in Bangladesh gave tablet computers and women went to households to provide home economics and nutrition advice.
The CGIAR has a gender strategy – GFRAS should look at – how to mainstream gender into research (extension). It has four main themes; Gender work capacity strengthening, Gender in value chains, Gender in consumption patterns, empowering choices and actions across the gender continuum at all levels. In particular World Fish (Paula Kantor) has developed Gender Transformative Approaches (GTA) – so that activities create political and social mobilisation and change as an outcome of gender activities. It is important that everybody remains included as gender and development not women and development.

The point was raised that are there other cross-cutting themes such as climate change and adaptation (mentioned 4 times) that are directly linked to the ”New Extensionist“ that are currently high on resource partners prioritise for projects and funding and could be highlighted?

**Facilitator’s note:** Paula Kantor has an excellent 4 pager on GTA, It could also be important to absorb the findings of the IFPRI GAAP (Gender Assets in Agricultural Programme) on the impact of different agricultural interventions, projects and activities on gender asset use, ownership and decision making at household and resource poor levels. They will publish results and come out with a handbook within 18 months.
Day Two Friday March 15th

After a review of day one, the reflections on the overall prioritised actions and European presentation listed above, the groups split into two working groups.

Group 1: Common methodologies for identifying capacity gaps at national and regional levels: feedback

The idea here was that in almost all cases there is a need to do some base line surveys on what the gaps are both within institutions and the skill sets of those involved in generating innovation and improvements in the food supply systems. Instead of each country going about it a different way, if some common principles and methodologies could be adopted, then cross national and regional comparisons can be made. This will reflect the comments from the e-discussion that sometimes specific countries within different regions are more comparable in the challenges they face than all the countries within one geographical region. Identifying what they are can lead to much better global learning and interchange

The group’s discussion was very exploratory and at this point it was hard to really be able to outline what this may look like. Many suggestions were made.

- Common methodologies for identifying regional and national gaps? Identify different levels of education and how to find gaps
- GFRAS needs to make a guide or checklist for how to do it
- What type of agents are we thinking about?
- Do lit review, see what’s out there, see what’s appropriate for EAS, and then make guide or checklist
- FAO has publications on capacity development – especially organisational development – that will be published this year.
- Relations in academia and extension institutions – academics are objectives – need third party involvement such as GFRAS or AFAAS
- How ambitious are you- the whole system, or one organisation?
- What are the cost implications?
- Need to know audience – who will use this guide? Who will use the information? If common education system.
- Instead of a study, set up a database – every extension officer has to report month every month
- Needs to be modular in Latin America – progress step by step
- Look at the Vanuatu review as an example from the Pacific
- Need to set up system that attracts users – where there can be interaction – not just figures
- Whole series of workshops for AqriSETA in South Africa. It is not updated.
- Database – up and downstream – repository or one-stop shop
- The methodology should be practical, hands-on, something that can be used at the national level and does not need to be to academic standards/detail.
- Optimal ignorance – with these resources get as much as you can Use case studies and pilot studies

This roundabout exploratory discussion raising different ideas and trying to get hold of what exactly was being envisaged, led to a list on a flipchart which was presented by Martin Eweg:
- Conduct a literature review of existing studies and see what can and needs to be adapted to the new realities of AIS and the “New Extensionist”
Set up a practical system that is robust enough to be achievable in many different countries and sub national areas with different levels of infrastructure, farming systems and complexities while also being comparable between sub regional areas and countries

GFRAS network an assist by outlining a framework and a set of guidelines [possibly curricula group]

- Make use of good practices
- Data base – up and down stream
- Resources- Modular
- Practical methodology
- Case and pilot studies

Working Group 2: University consortium on EAS curriculum and research

The curricula group had started to form during the Wednesday policy meeting and produced a presentation available [here]. After the group work on the second day the group came up with lists of curricula content and modes of delivery. These were:

**Private providers**

**Adult education:** extension principles/ methods/ approaches: participatory methods, Adoption process, facilitation and communication skills
General Agriculture: farming systems, sustainable productions, NRM, Farmer health
Gender; youth
Management Business Skills, Risk management and ethics

**Frontline primary subject matter**

Leadership, facilitations, communications and group dynamics skills
Extension principles, diffusion and adoption, technology transfer, participatory methods
Needs assessment, production systems, value chains, livelihood systems, gender and youth
Monitoring and Evaluation
Adult education/teaching- learning, agricultural education, vocational education, psychology and behavioural change

**Frontline second option subject matter**

Climate change, food security, disaster preparedness, natural resource management, nutrition, Farmer health, standards and food safety
Conflict management,

**Researchers: Knowledge needed and subject areas**

Production systems/farming systems/ livelihood systems- value chains
Research methods/scientific methods- quantitative & qualitative – theory construction, statistical analysis, tools and applications
Extension approaches/methodology: - principles, philosophy, tools and techniques
Documentation methods: - Scientific writing/ Agricultural journalism
Problem solving/ systems thinking
Management functions – planning, implementation, monitoring and evaluation (processes and impact)
Sustainable development and natural resources management
Gender and youth
Technology transfer- theories of rural development, extension and communications
Rural sociology / social systems
Individual consultants:
Production / farming systems and technology
Marketing/ standards
Entrepreneurship/business skills
Communication skills/ ICT’s
Systems thinking/rural systems
Project cycle management/monitoring and evaluation

Management
Communication skills
Management function
Group dynamics
Policy analysis
Risk management
Financial management

Legislators:
Curriculum development
Policy methods
Research methods
Vocational education
Guidance and counselling
Monitoring and evaluation
Risk management
Entrepreneurial skills

Farmers
Production systems
Value chains
Farm management
Risk management
Disaster preparedness
Standards and food production safety
Farmer health (HIV/AIDS malaria, maternal child health etc.)
Legal compliance/statutes
Governance (cross cutting)

Students
Farming systems
Livelihoods
Rural social systems
Psychology
Sustainable agricultural development
Nutrition
Farmer health including HIV/AIDS
Extension principles
Group mobilisation and management

Subject matter specialists
Financial management/budgeting, risk management
Household economies/livelihoods
Reporting and documentation
Gender and youth
Facilitation skills participatory methods/group dynamics

Monitoring and evaluation
Project management
Leadership education
Ethics
Behaviour change

Advocacy
Standards and food safety
Gender and youth
Food security
Conflict management
Approaches
Management function

Business management
Financial management
Nutrition
Natural resource management
Facilitation skills
Group dynamics
Leadership

Project management
Participatory methods
Extension management
Entrepreneurship
Agricultural journalism
Documentation methods
Financial mobilisation and management
Systems thinking
Gender and youth
ICT
After presenting this feedback on flipcharts, Adolphus shared a presentation created from an informal meeting by an interested group the evening before available [here]. The group intend to be an affiliate/arm of GFRAS: A platform of academia in universities, other agricultural training institutions, and researchers in the field of extension and or services providers to clientele along with the agriculture value chain and those need other forms of support in rural livelihoods and wellbeing. The group will serve the function of champions for refining, advocating, and disseminating the concept of the “New Extensionist” and contributing to its theoretical base. They outlined there role of goodness of fit, contributing to evidence, and undertaking actions to promote the science of extension. They then outlined a set of actions that will fulfilled by the GFRAS meeting in Berlin in September 2013 and result in:-
• A report on a e-discussions among members
• An analysis of curriculums in member universities
• An inventory of members

The work done by this group created a strong energy in the group and led to a vibrant plenary discussion. The main points raised covered:

- Pathways for integration can include CAADP, Team Africa, RUFORUM, ANAFE and SAFE
- Look at Barry Pound’s work on Makerere University
- Survey what curriculum changes are currently going on (ANAFE)
- Francisco will link the relevant contact person in RELASER
- Attention needs to be given to how the curricula will be delivered to whom to make it have full impact across all actors and keep it meaningful
- Need to add in statutes or regulatory requirements that farmers need to know about – legal compliance
- Include Francophone West Africa – move to change curricula to License (English-speaking system)
They will all have something almost uniform. CAMES (African and Malagasy Council of Higher Educations, (http://www.lecames.org) RESAO (http://www.resao.org) SAFE (www.safe-africa.net) programme has keyed into this to help introduce issues in the NE, gender, value chain issues.

There are two key challenges: continuous upgrading of capacities; how to upgrade when they are in the field? Mercy shared one approach to this can be semi-distance education for mid-careers (SAFE) – trying in other universities and colleges (diploma level) as well as Benin. Kwadeseau – lecturers move to the students – NGOs gather staff and lecturers train up to a college of agriculture standard so that the participants receive a diploma at end of training.

Izak shared that another approach is to extend curricula over 18 months; 2 per semester; lecturers go out; 6 modules. Advantageous to take lectures to field; evaluate, mentor, teach. Overcomes the barriers for full-time employees who can end up with accredited education.

Andrea shared that USAID is funding a MEAS sister project on agricultural education & training and she can share information on that. USAID will invest in training agricultural curricula. Innovate group. BMGF has been funding AgShare through Michigan State University – going to phase II. 2 key elements – material produced designed as open education resource; helps faculty in African Universities to be better at interactive teaching & learning. Trying to work more with RUFORUM as well as the Catholic Relief Services’ farmers’ 5 skill sets for successful markets.

Rasheed shared that in South Asia the ministries have own training centres – we should look at that curriculum. Many NGOs have good training materials – e.g. Helvetas. Market-oriented extension – available online. For extension field workers.

Virginia raised the concern that the group also needs to develop a common comparable methodology in analysing curricula so that each region can share its analysis.

A main point is to streamline methodologies and so shorten the time lines, not just for curricula development, but also for training times

Frederik offered to find out and share more about the CAADP agricultural technical and vocational education training (ATVET) programme that GIZ implementing after he has attended their next workshop.

Stephen suggested that ‘paravet’ approach can be a good example and resource.

Bringing the “New Extensionist” to the national level

The next session was a plenary discussion on how to bring the ‘New Extensionist’ to the national level.

Rasheed shared that South Asia has no history of regional cooperation in extension. They are identifying key stakeholders and discussing in AESA. They have presented to MANAGE and SARC (South Asia Research Council). Regional networks such as AFAAS can create legitimacy for sharing national to national. Robust information is needed about the “New Extensionist” then they will make requests – natural champions will emerge. We need to create an attractiveness to belong – prestige, belonging, etc. and you need to do certain things to remain a member so that it is good to see your name on the list. Francois suggested that we need indicators – for move from regional to national. What would success look like?

Martin suggested some indicators for capacity development:

- Inclusion of NE concept in operational plans of country forums
- Visible integration
- Emergence of training institutions doing tailor-made courses for extension
- Quality assurance reflected in accreditation agencies
- Demand created for graduates by employers

www.g-fras.org
National training of trainers (TOT) on this curriculum
Private sector willingness to adopt programme or idea
Accreditation or certification for private sector advisors

Mercy suggested to get in touch with the organisations that have been in business of curriculum review and development as they have the connections to national level. It was highlighted that GFRAS’s legitimate role in this is to promote and to create linkages between members with organisations such as ANAFE. Erich shared that European networks are implementing CECRA (http://www.cecra.eu) through national training centres – they adopt system and contract the system but implementation is on national level. They don’t have trainers; training centres have and that CECRA needs to be linked in along with innovative thinking on how to include the private sector.

The rigidity, inertia, and often isolation of the current university systems was raised as a key challenge pointing to the need to strengthen national forum. It was suggested that to move at national level the GFRAS network needs info on the current status of extensionist and where they are. There is a need for tracer studies – the private sector can share their strengths and shortcomings to feed into curriculum review. Stephen shared the value of rural training centres such as in Fiji – run by Catholic church. The participants do not receive letter grades but rather look at how much they increased their earnings as result of the training. The GFRAS curriculum group needs to put emphasis on new ways of training.

The group made a list of the events where members of the network can promote the “New Extensionist” to raise awareness (see next section). At the same time it was appreciated that awareness creation needs to lead to sustained interest – TOT, registration of curriculum – to prevent rise and fall. Support materials. Need to provide something of value, practical. What else is needed? Flyers? Policy brief?

Need conference on NE amongst leaders such as vice chancellors (Virginia) and to share readily available existing free resources that support the enabling environment for capacity strengthening for the “New Extensionist”.

Fanie raised the point that what we need in country is a vehicle who will take this to who is passionate to do this for country. In South Africa despite trying for 10 years there is no forum for extension. DAFF is more positive now. Try to use South African Society for Agricultural Extension (SASAE) to take – independent organisation – to take on for South Africa – will need funds to get people together. Institutions involved in AET will have to take on. While SASAE is a great idea the downfall is that a country forum can’t be located within an existing society because then it is only available to paying members. A society such as SASAE can be catalyst however.

So this discussion was inconclusive as it did not come up with a checklist of who should, in principle, be included in a country fora and what the management structure should be. While it is clear that the current GFRAS network is being driven by passionate individuals, sometimes with very few resources, that may not be sustainable in the long run and they may have limited influence over policy and decision makers. So at some point a more common in country strategic approach needs to be outlines and as far as possible adapted and implemented.

**Sustainable financing of EAS**

Finding the resources not only to sustain the regional and country fora but also to create self-sustaining advisory services at the farm levels is a key challenge in the renaissance of extension
and advisory services. Kristin shared some suggestions and examples that came up through the discussions. Her presentation is available [here]

In the discussion following there were some suggestions and comments:

- How about exploring funding from BMGF using Microsoft? They may be interested to have their software support activities.
- PPP has been tested with dairy and piggery invest in training of extension people; institution provides resources
- The resource bases and approaches of different national research and extension organisations are so very different. EMBRAPA is funded by its own government up to 1bn $ and serves and support the private sector. There is a discussion with Brazil to fund RELASER. Don’t need to convince Brazil to invest in extension, but had to convince them to put it into the rest of the region. The approach of institution such as Kenya Agricultural Research Institute (KARI) in Kenya is very different. Sasakawa Global (SG)-2000 – the foundation coming in & investing in training public sector staff. Been in Africa more than 25 years.
- There is a real scarcity of information on what extension costs and much more data are needed. What we need is credible people who know this subject well to give description of return on investment (ROI) between research and extension (together), what the value is to the end user. ROI has to be thought through carefully and we need a set of guidelines or framework so rules of game are spelt out. Subsistence – hard to measure. In the MEAS symposium 2012 it was discussed that ROI is not the only measure, as overall economic benefits and public goods also need to be captured
- These facts are really important for advocacy to encourage longer term programmes over projects. For instance a field staff person – what types of operational funds does a person need? This is probably project-specific and will vary from country to country. There is also a need to distinguish between fixed costs and variable costs. In any case, project financing not easy to avoid. When you have a strategy the donor has to fit in that. Small projects can contribute to the overall programme and we need to have proposals ready to take advantage of resource partners needing to clear unspent funds at the end of each financial year.
- In the paper: N12: enhance public funding, there is no mention of private sector and other sources of funding. G7: funds mentioned again. Does GFRAS make 2 pager on self-financing as there is minimal discussion & information on this? In fact a series could come out from GFRAS on different topics. A paper cannot give answers but we need rigorous method or approach under which circumstances what kind of funding can work. Often funding hasn’t been well-thought through and is really hard to actually measure, for instance in health- it is very difficult to costs some services e.g. heart operation. Very complex environment here with very different activities.
- We need to put more emphasis on quality of service provider and the government will pay for extension – embedded in government. In South Africa unlimited funds available but there are not enough quality service providers to train. It is one thing to mobilize funds and another to make use of them effectively. Need accreditation. We need to get the house in order as service providers.
- People take money and run – lose credibility
- Sustainability is a big issue and we need to move from funding to financing. Large-scale funding – political economy – big problem. FOs have tried to have more funding. Levies from taxes on imports – government not willing. Balance – supply and demand driven funding
- The question of what is GFRAS’s role in facilitating access to resources led to a discussion looking at the structures of the GFRAS and that there are 12 members on the steering committee of which at the 6 are regional (currently 2 in Africa, 1 in Latin America, and 2 in Asia). The main regional networks are APIRAS, AFAAS, and RELASER. AFAAS country forums can have MOUs with the main regional research networks such as CORAF and ASARECA and
so there are potentially 54 national fora with research being covered by FARA. It was felt that there are many innovations already created and one of the main challenges to be tackled at the national for a level is scaling up and out which involves a number of steps stakeholders consultations on Good Agricultural practices at the national level e.g.; through National Agricultural Advisory Services (NAADS) in Uganda.

Again this discussion was not conclusive and did not result in any specific listed actions. The most plausible next step is for GFRAS to create a short brief, outlining G7, its support and facilitative role and giving some examples as given in the e-discussion of how to go about bringing the costs down to resource poor farmers and making it worth their while as well as making it worth wile for government and others to invest and the national levels.

**Prioritising at the global level**

**Prioritisation at global level**

Using the table of prioritised actions above, this discussion returned to explore what, if any, advantage could be gained from the group prioritising the global action for the GFRAS network.

It was hard to stick to an approach to prioritise in one particular focused way. Extension is very situational and so one group can’t determine the best priority for everyone. The curricula group is actually supporting G3.

There seemed to be an implicit assumption that whatever is G is GFRAS – whereas it’s actually “global”. However what actually is GFRAS ‘s role here and what can really be done based on e-discussions and face to face meetings with a few of the global actors?

What did emerge was a strong discussion about G8:- Develop a research programme on extension and capacity strengthening. It was agreed that this is prime and someone needs to do it. It is not GFRAS’s main role so could it be given over to someone else? It is prime for NE to work, however, and applies at the nation and regional levels as well. It was suggested that what GFRAS needs to do is to catalyse the consortium to do the work. The CGIAR is much more technical and economic. They don’t have research on extension, but IFPRI is developing a programme. GFRAS cannot DO the research. GFRAS needs partner at national level and can do synthesis. GFRAS can guide more in terms of process, progress, methodology, especially through networked partners used to doing global research such as Wageningen and so create a common platform. It was also pointed out that there is interesting new stuff in extension on projects or NGOs that have M&E but there is a strong built-in reporting bias to show it was successful and so little interest to share what went wrong and what lessons can be learnt.

A historically focused discussion then took place on why research in extension has faltered and has virtually disappeared. Without it, it is hard to create the evidence needed to raise the interest to support and fund the “New Extensionist”.

Suggested reasons included

- Is it possible the way extension saw itself – saw more interest in practice of delivery which led to a fallout in the research that needed to be done?

- We need much more beyond than theories and framework – we need theoretical insights such into what is the role off extension in climate change adaptation? We are losing core of discipline.
With emergence of advisory services and leaving out “extension” brought out other actors such as input suppliers who have short-term interest such as delivering fertilizer. Extension is an ongoing process. Need projects to add extension to any project just like they do M&E.

Historically there have been only a few centres working on extension e.g. in Europe. People say it’s not a science. We need to get away from that if we want to develop a research programme that has clout. How can we get it to be recognised? Legitimate scientific endeavour- connect with other disciplines & business skills & attract young people.

Need 5-10 years lapse to prove anything.

Europe had public advisory systems in all countries- were destroyed because they thought it was not effective & efficient – on agricultural advice level. At the same time questions became more complex – regional development level – and funding was reduced. Rural development projects – need a BROKER. GFRAS helps us to defend public funding for advisory services (policy advice) helps us discuss the necessary balance with regional entities and project funded advice.

There is a structural problem in national systems. There are separate departments of agricultural research and agricultural extension. Those in research have tended to focus on production alone. That left no one responsible to doing research in extension while extension was also not doing research on itself.

There is no visionary future. When was the last time an organisation stood up and said there’s a new life in extension? The fact we are sitting here from around world...issues of interpretation, assimilation, positioning...we need research on an on-going basis.

At the moment we can’t say there’s no research on extension, however most research is post-grad/student, micro-level studies which are not helping policy makers or adding up to one overall view. Quality is also an issue. We need to make a proposal to finance research into ‘What is current research on extension and what are the limitations’?

Tunji shared that in Nigeria, there are national agricultural research and extension liaison services. They are university-based but not in the faculty with a mandate to do research in extension. They are also required to teach in faculty of agriculture. Mercy added that there are the universities of agriculture where staff required to do joint research – agronomy – extension – livestock - with many joint publications.

The GFRAS network needs to articulate the relevance – what can only be done by an extensionist? What is unique contribution of extension?

Extension is now mentioned in FARA, sub-regional organisations (SROs) in Africa. In Uganda they designed a project and ensured a strong interface R-E. Extensionist sits in all zonal research institutes in Uganda.

We need to influence international institutions. Could be something for the global system to do. In Latin America the World Bank has important investments, some for extension, but RELASER has no influence as yet.

There could be a ‘sandwich’ approach – GFRAS gets together consortium; at the same time the curricula move will penetrate universities and give legitimacy to extension as a science.

No specific actions on G8 came out; however it is clearly an important activity that needs to be addressed. As all the other activities had some traction coming up from the regional priorities, it was agreed that none of the global activities stated are redundant and GFRAS needs to ensure that all these outcomes at the global level are being contributed to across the regions...sometimes in thematic groups such as ‘conducting policy advocacy’.
## Creating an action plan

### Table 3: Table of events where promotion of NE is possible

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates 2013</th>
<th>Location</th>
<th>Key contact and information</th>
<th>Mode of Awareness Raising</th>
<th>Resources needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Extension Scientific Society (Egypt) XI conference (Market oriented extension and promotion of the &quot;New Extensionist&quot;)</td>
<td>TBD April</td>
<td>Cairo?</td>
<td>Mohamed Abdel-Al <a href="mailto:Mohaalon@gmail.com">Mohaalon@gmail.com</a></td>
<td>Mohamed and Hala Yousry presentation</td>
<td>Presentation</td>
</tr>
<tr>
<td>2 ANAFE- Pedagogic Workshop Training (Anglophone)</td>
<td>15 – 19th April</td>
<td>Nairobi/Kenya</td>
<td>Sebastian Chakaredza <a href="mailto:s.chakaredza@cgiar.org">s.chakaredza@cgiar.org</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 GFRAS-MEAS seminar with USAID/ NIFA</td>
<td>17th April</td>
<td>D.C. USA</td>
<td>Andrea Bohn <a href="mailto:abohn@illinois.edu">abohn@illinois.edu</a> Kristin David <a href="mailto:k.davis@g-fras.org">k.davis@g-fras.org</a></td>
<td></td>
<td>Flyers</td>
</tr>
<tr>
<td>4 ANAFE Agribusiness teaching workshop</td>
<td>15 – 19th May</td>
<td>Cape Town South Africa</td>
<td>Sebastian Chakaredza <a href="mailto:s.chakaredza@cgiar.org">s.chakaredza@cgiar.org</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 AIAEE (Association for International Agricultural and Extension Education)</td>
<td>19-22nd May</td>
<td>Fort Worth Texas</td>
<td>Kristin Davis <a href="mailto:k.davis@g-fras.org">k.davis@g-fras.org</a></td>
<td>Kristin Paper</td>
<td>Presentation</td>
</tr>
<tr>
<td>6 AIARD</td>
<td>2nd – 4th June</td>
<td>D.C., USA</td>
<td>Andrea Bohn <a href="mailto:abohn@illinois.edu">abohn@illinois.edu</a></td>
<td>To influence</td>
<td>Flyers</td>
</tr>
<tr>
<td>7 South African Society for Agricultural Extension</td>
<td>3rd-7th June</td>
<td>Bloemfontein South Africa</td>
<td><a href="mailto:ben@sasae.co.za">ben@sasae.co.za</a> <a href="http://www.sasae.co.za">www.sasae.co.za</a> Fanie Terblanche <a href="mailto:fanie.terblanche@up.ac.za">fanie.terblanche@up.ac.za</a> Izak Groenewald <a href="mailto:groenei@ufs.ac.za">groenei@ufs.ac.za</a></td>
<td>Fanie Presentation</td>
<td></td>
</tr>
<tr>
<td>8 MEAS symposium; Curricula development</td>
<td>5th – 7th June</td>
<td>D.C., USA</td>
<td>Andrea Bohn <a href="mailto:abohn@illinois.edu">abohn@illinois.edu</a></td>
<td>To influence</td>
<td></td>
</tr>
<tr>
<td>9 AFAAS Extension week including market place with 36 countries</td>
<td>5th- 10th August</td>
<td>Gaborone, Botswana</td>
<td>Max Olupot <a href="http://www.afaas-africa.org">www.afaas-africa.org</a>, <a href="mailto:molupot@afaas-africa.org">molupot@afaas-africa.org</a></td>
<td>Kristin Presentation</td>
<td>Poster Flyer</td>
</tr>
<tr>
<td>10 SAFE (East African Region)</td>
<td>August</td>
<td>Tanzania</td>
<td>Mercy and Jeff Mutimba <a href="mailto:makeredolu@field.winrock.org">makeredolu@field.winrock.org</a></td>
<td>Jeff and Mercy Presentation</td>
<td></td>
</tr>
<tr>
<td>11 APEN</td>
<td>August 28th–30th</td>
<td>New Zealand</td>
<td>Stephen Hazelman (contact) Roy Murray Prior</td>
<td>Presentation/ flyers</td>
<td></td>
</tr>
<tr>
<td>Action</td>
<td>Who</td>
<td>By When</td>
<td>Indicators</td>
<td>Resources</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------------------------------------------</td>
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<td>---------------------------------------------------------</td>
<td>---------------------------</td>
<td></td>
</tr>
<tr>
<td>Finalise workshop report</td>
<td>Sue/Kristin</td>
<td>March 31st</td>
<td>Participants have final version</td>
<td>GFRAS</td>
<td></td>
</tr>
<tr>
<td>Curricula group hold e-discussion</td>
<td>Adolphus</td>
<td>March 18 – End June</td>
<td>Report</td>
<td>GFRAS - list</td>
<td></td>
</tr>
<tr>
<td>Exchange, analyse current curricula – Contact RUFORUM through Sebastian</td>
<td>Sebastian Adolphus Mercy Mohamed</td>
<td>Start March 18th</td>
<td>Group identified through e-discussion</td>
<td>RUFORUM Team Africa</td>
<td></td>
</tr>
<tr>
<td>Launch Curricula Consortium with side event Berlin</td>
<td>RELASER through Francisco The curricula launch group</td>
<td>September 2013</td>
<td>Takes place</td>
<td>@2500 US for room CTA for travel?</td>
<td></td>
</tr>
<tr>
<td>Proposal for curricula group activities and support</td>
<td>Adolphus</td>
<td>June 15th</td>
<td>Proposal submitted, money raised</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Methodology for identifying gaps at country level</td>
<td>Francisco Rasheed</td>
<td>Feedback in Berlin</td>
<td>Progress report in Berlin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promote NE at key events</td>
<td>See key events list</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Template for NE presentations, bookmarks</td>
<td></td>
<td>April 15th</td>
<td>Available on website</td>
<td>Previous presentations</td>
<td></td>
</tr>
<tr>
<td>Finalising “New Extensionist” paper</td>
<td>Rasheed and Kristin</td>
<td>May 30th</td>
<td>on website</td>
<td>GFRAS</td>
<td></td>
</tr>
</tbody>
</table>
**ANNEX ONE: Regional GFRAS presentations**

The next section of the meeting focused on sharing activities within the regions, Africa and North Africa/Near East, South Asia, Latin America, Asia, and Pacific, also including a presentation on the new Europe network and a study done in South Africa, with some thoughts given on cross cutting issues. Each presentation followed the outline of sharing priorities, concrete action plans and ideas of how to measure success.

<table>
<thead>
<tr>
<th>Region</th>
<th>N-R-G</th>
<th>Concrete Actions</th>
<th>Ideas on Monitoring and Evaluating</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFRICA</td>
<td>N10/N11</td>
<td>Putting in place a consortium of interested players to share information on curricula and training</td>
<td>Capacity building events and outcomes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Undertake survey of EAS providers at national level and analyse existing models of EAS provision and undertake further research to support evidence-based reforms and policy advocacy on EAS &amp; undertake capacity self-diagnosis of EAS</td>
<td>Synthesis and sharing of existing studies – on AIS A functional consortium of interested players on place</td>
</tr>
<tr>
<td></td>
<td>G7</td>
<td>Joint resource mobilisation by developing joint programs and putting in place financing mechanisms</td>
<td>Survey of EAS providers in the countries and analysis of existing models</td>
</tr>
<tr>
<td></td>
<td>R1</td>
<td>Support regional networks, who then should support country fora/national AEAS platforms- advocacy, technically, financially</td>
<td>Reports on capacity self-diagnosis of EAS including periodic news bulletins</td>
</tr>
<tr>
<td></td>
<td>N5/G2</td>
<td>Establish strong partnerships esp. Public private partnerships at all levels</td>
<td></td>
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<tr>
<td>NORTH AFRICA AND NEAR EAST</td>
<td></td>
<td>Advocate for and solicit consensus on the “New Extensionist” conceptual framework</td>
<td>Arabic Version of the “New Extensionist” is translated and distributed</td>
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<tr>
<td></td>
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<td>Translate, print and circulate GFRAS “New Extensionist” into Arabic</td>
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<tr>
<td></td>
<td></td>
<td>Build consensus around selected recommendations (emphasise education and training)</td>
<td>Objectives are formulated and agreed upon</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Conceptualise on the need for and set the objectives of curricula and training reform.</td>
<td>Number of Universities and Training Centres contacted</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify partners (training and education from extension domain and related specialisation and clienteles</td>
<td>Successful E-discussion and valuable outcome</td>
</tr>
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<td></td>
<td></td>
<td>Plan and conduct field visits to universities engaged in Ag. Extension Education (19 public and 22 private in Cairo)</td>
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<td></td>
<td>Inventory universities in North Africa and for an e-discussion</td>
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<td>Conduct a consultation meeting on curricula and training reform. Design a pilot project for curricula development</td>
<td>Number of partners attending the consultation meeting and the clear and clear outputs.</td>
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<tr>
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<td></td>
<td>Design a plan for establishing the regional “centre of excellence” in Extension</td>
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</tbody>
</table>
Africa: Comments and Questions
- How do you intend to resolve shortcomings of synthesizing e-discussion? How will you refine ideas and come to decisions?
- What is meant by prioritizing training and education - is it numbers, quality?
- Talking about a person who’s graduated and is in field. Curriculum – what does it look like? Does it include NE ideas?

North Africa and Middle East: Comments and Questions
- Difference between Africa and MENA presented – individual human resource for MENA and AFAAS much broader – AIS. Why has MENA not included other topics? Need to be focused for action on priority areas. Only 1 year of time to plan. Should have a longer-term plan too.
- Could be skewing from different perspectives of who contributed.
- If we focus on curriculum development we need to carry all stakeholders along - not just universities who are in consortium – need all to work and sustain the concepts.
- We agreed this is for all Africa but North Africa had more focus. MENA is part of broader system presented by Max. That is MENA’s niche.
- Sebastian: on what to measure - should be aligned to what we said we’d do.
- Put point on agenda on what we mean by curricula development
- Worldwide extension study (WWES) now has more profiles now by region and country. Not written from AIS perspective. Use as starting point.
<table>
<thead>
<tr>
<th>Region</th>
<th>N-R-G</th>
<th>Concrete Actions</th>
<th>Ideas on Monitoring and Evaluating</th>
</tr>
</thead>
</table>
| SOUTH ASIA | N11   | Develop curricula for vocational and continuing education and skill up-gradation  
Develop a database on current organisations and programmes dealing with HRD for EAS, Subject to availability of resources, Initiate a review of current curricula and develop a policy paper/policy brief Collaborate with regional and global initiatives on curricula reforms | There is a need to benchmark current capacity in different countries (identify indicators, quantitative and qualitative)                                                                                                                                                                                                 |
|          | R4    | Develop and promote new knowledge frameworks and methodologies through regional networks  
Promote existing knowledge products on new frameworks and methodologies (from GFRAS and other organisations) through AESA web portal and Facebook group and presentation in regional meetings and conferences | In South Asia, efforts are on to identify relevant people and organisations to form a real network and so measuring improvements in capacity too difficult in the short run                                                                                                                                               |
|          | G1/G5 | Policy advocacy on the role of EAS in agricultural development and the need for enhanced funding (both public and private)                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                        |

**South Asia: Comments and Questions**

► Funding/financing is the MAIN priority  
► What is network [AESA] for?  
► Are you comfortable working with this small group? Going to work to expand?  
► Pakistan Association for the Advancement of Agricultural Extension (PAAAN): have not yet done anything.  
► Is there an on-going database of indicators? South Africa does not have this information. Have to do situations analysis. No government-managed running database that anyone is responsible for.  
► We tried this in the WWES – at country level they no longer have these data. Only country forums can do this – not government – who does not know what is out there. Platform of extension stakeholders in a pluralistic system has to take care of this.  
► GFRAS directory of extension providers is available but we need more hands to contribute.  
► AESA web site has blogs on good practices. He gives assignments to his students as “New Extensionists” to see what is going on elsewhere. Social media/networking helps us without being able to meet face-to-face due to lack of resources.
<table>
<thead>
<tr>
<th>Region</th>
<th>N-R-G</th>
<th>Concrete Actions</th>
<th>Ideas on Monitoring and Evaluating</th>
</tr>
</thead>
</table>
| LATIN AMERICA RELASER | N1/N2 | Thematic group of universities: 15 members  
Mapping programs, identification of competences needed |                                                                                     |
|            | N9    | Mechanisms for competence certification                                                                                                                                | Proposal for competence certification |
|            | N10/N11/R1 | Capacity and education: Farmer to Farmer Programs  
University curriculum and postgraduate formation  
Professional level” people that are currently working as extensionists | Programs adapted for each level |
|            | N6/N6/R1 | Country Forum: 10 years within the next three years, adapted plans for each reality, collaboration between countries | Assistance between countries |
|            | R2/R3/N1 | Evaluation process and engagement of regional institutions by FAO, BID (InterAmerican Development Bank) in 14 countries | Project results shared with network in November 2013 |
| CARIBBEAN  | | Focus on establishing legitimacy and identify commonalities in strategies amongst members; sustaining and financing the network. | Collect and communicate stories in extension and contribute them to the Global Good Practice Initiative  
Exchange experiences between RAS; Exchange of extension occupations among members |
|            | | Influence education institutions and their curricula |                                                                                     |
|            | | Influence policy maker to increase appreciation of RAS  
Provide a stronger voice for the Caribbean within GFRAS |                                                                                     |
|            | | Identify solutions about recruiting suitable staff, including youth  
Joint training with links to GFRAS activities | Take up issues such as natural resource management, incl. land tenure: how can they be fed into extension? Extension has to articulate needs |

**Latin America: Comments and Questions**

- Governments are not putting money to curricula reform – doubt they can do it
- No regular continuous education for extension professionals – thousands of people here with no attention by education system
- Invited AFAAS to Brazil in November 2013 for RELASER annual meeting to work on country forums
- On competencies needed – how will you identify? Group of universities will list the competencies needed for the different countries. Compare with current programs. There has been a long discussion of the competencies needed.
- Who funds RELASER? FAO, BID, GFRAS, governments
Have market assessment been done on shortcomings on current graduates?
Need to look at NGOs, private sector to see who they hire?

Caribbean: Comments and Questions
- Good job of putting recommendation portfolio together
- 11 countries, NGOs, some retirees
- 10-15 years ago big USAID project in Caribbean – time hadn’t come yet – tried to marry university to extension system in more productive way
- Caribbean – situation where university is central to extension network
- Network focuses on English-speaking Caribbean right now – this is what UWI (University of the West Indies) supports
- Caribbean Week of Agriculture (CWA) – October – Guyana – present case to group as beginning of legitimacy process
- Regular Skype meetings among participants next few months to consolidate *modus operandi*

<table>
<thead>
<tr>
<th>Region</th>
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<th>Concrete Actions</th>
<th>Ideas on Monitoring and Evaluating</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASIA-PACIFIC ISLANDS APIRAS</td>
<td>R4/R5/G6</td>
<td>Continuing awareness raising about APIRAS in the region through networking and attendance of conferences  Organize APIRAS Regional Forum 2012</td>
<td>Establish a monitoring and evaluation system complete with well-defined indicators and mechanism/strategies and organized staff (national and regional) (G8 part of research agenda)</td>
</tr>
<tr>
<td></td>
<td>N6/R1/R5</td>
<td>Support/facilitate the organization of national and sub-regional RAS  Facilitate organization of national RAS networks</td>
<td>Develop capacity of M&amp;E teams organized for the purpose Indicators may include e.g., number of functional national RAS networks assisted and organized; functional coordination and collaboration mechanisms established between APIRAS and national RAS;</td>
</tr>
<tr>
<td></td>
<td>R2/R4</td>
<td>Documenting “innovative practices” in extension and rural advisory services with case studies from Asia and Pacific Islands</td>
<td>(indicators continued from above ) number of collaborative projects undertaken on capacity development and institutional strengthening</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Institutional assessment of public, private, and NGOs providing extension and rural advisory services in Asia and Pacific Islands</td>
<td>Impacts evaluated at various levels: changes at the</td>
</tr>
<tr>
<td>G7</td>
<td>Expansion of networking and information sharing to include other individuals and organizations and networks in the Asia-Pacific Island region and across Africa, Latin America and the Caribbean Evaluation of processes/methodology and draw lessons from them.</td>
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<tr>
<td>R3/G5</td>
<td>Assist/participate in development of policy briefs and position papers (11 countries) (SEARCA)</td>
<td></td>
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</tr>
<tr>
<td>N1/N4/R2</td>
<td>FAO-TAP and APIRAS/SEARCA collaborative research on &quot;Assessment of current capacities and needs for institutional and individual capacity development in national agricultural innovation systems (NAIS) in Asia&quot; (on-going)</td>
<td></td>
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<tr>
<td>N3/N11</td>
<td>Assessment of agriculture education curriculum in South East Asia (SEARCA)</td>
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<tr>
<td>G7</td>
<td>Long term financial and technical support to EAS (IFAD-APIRAS-GFARS)- Follow up on funding proposal submitted to IFAD Economic analysis of returns to investment, whenever appropriate.</td>
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<tr>
<td>PACIFIC</td>
<td>Consolidate Pacific Islands Extension Network (PIEN) as a Network</td>
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<tr>
<td></td>
<td>PIEN Board Meeting 3rd Pacific Extension Summit National Extension Summits and PIEN Focal Points</td>
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<td></td>
<td>Situational Analysis – Pacific Extension Study Capacity building in Extension</td>
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<tr>
<td></td>
<td>National and Regional Extension Policy</td>
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<tr>
<td></td>
<td>Resource mobilization</td>
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</table>

Clarifications and points raised included:

Asia is mainly southeast. Two forums were held in the Philippines in 2011 and 2012 leading up to the action plan given above. It may be important to cluster according to stage of development in agriculture (assessment of curricula) with a recognition that agricultural education crosses many scientific disciplines including ‘softer’ sciences (whole curricula). It was suggested that the FAO-run TAP (Tropical Agriculture Platform?) study is worth finding out more about. Extension is under-represented. One participant questioned what the priorities are given that the list is very long. The response was not recorded.
Pacific
Every 2 years there is a meeting of ministers. It is really 4 keen people taking extension forward in PIEN. In the 3rd summit we will share where it is doing well – such as in Fiji and Vanuatu. There was a complete review of extension system – on CD and online – 2 summit reports and review. A policy brief was done to lobby ministers and directors of extension which was written during the 2nd summit with heads of extension and a facilitator. PIEN answers to heads of extension of 22 countries and territories and active and effective farmer organisations (FOs). It was asked to what extent the regional priorities can also be taken up by the PIEN network?

Additional Presentations

Europe
Advisory cooperation in Europe (Erich Waldmeier)

Early on Day Two, Erich Waldmeier shared a brief presentation [here] on regional extension network activities in Europe. They are coming mostly out of IALB [here] founded in 1961 which holds an annual conference and has been deeply involved in CERCA for qualification and certification of advisors. On a limited annual core budget of €15k – 20K (gained from individual members fees of 20€ and organisational fees of 200€) there are 710 individual members from 16 countries with 15 institutional members from 7 countries since 2009. It is mostly a European platform for exchange set up as a pluralistic private organisation. A working group is preparing statutes and in 2013 the aim is to hold a European Forum for RAS (EuFRAS) with a working group meeting in Wroclaw Poland in February, a conference in Dublin Ireland in June to discuss propositions with the aim of founding a European forum by September. Most of the material is currently in German and one of the shifts in the coming years will be into working increasingly in English.

South Africa
Presentation by Fanie Terblanché on South African study

Fanie Terblanché shared a few slides from a presentation he had made on ‘A perspective for Extension and Advisory services: Towards Improved Agricultural Extension’ in October 2012 [available here]. He started at the section in the presentation marked 2.2 sharing extension principles.

Extension Principles:
- Participation
- Needs based
- Evaluation/accountability
- Programmed, goal driven
- Institutional mobilization and organization
- Sustainability
- Behaviour change focus
- Priority approach
- Coordination/ linkages
- Technical support
- Equity

The alternative understanding of extension or development
- a continuum:

A ▼ B

Middle point

He then described the approaches, results and what is needed to find balance at the midpoint of the continuum from extension to development. His presentation fitted in well with the “New Extensionist” principles and thinking.

One of the key issues to emerge in the ensuing discussion is how South Africa can share and integrate its learning with AFAAS and the rest of Africa and the world. One hurdle is that they are listed by resource and development partners as a developed country and so do not receive the same support and funding resources to create networks and learning. Elliot agreed that South Africa has a lot to share. Silim pointed out that it will take keen individuals and active championing as a cross country system has not yet put itself together.
ANNEX TWO: RESOURCES

- South African Journal of Agricultural Extension: http://www.journals.co.za/agrich
- World Bank AIS sourcebook Module 3 extension and Advisory services https://openknowledge.worldbank.org/handle/10986/2247
- www.endure-network.eu "new advisor"
- www.ialb.org (organisation)
- www.cecura.net (qualification and certification initiative)
- Necessary but not sufficient: ICTs in putting new knowledge into South Asia RIU (research into use) discussion paper 16
- www.worldwide-extension.org
- www.meas-extension.org
- agrilinks.kdid.org or simply www.agrilinks.org
- www.cos-sis.org
- www.icra-edu.org
- Agricultural extension in South Asia www.aeas-gfras.net
- Email: roy@agribizrde.com Web: www.agribizrde.com Member of the Australasia-Pacific Extension Network www.apen.org.au

ANNEX THREE: PROVERBS

GFRAS proverbs

- If you come to help me, you may as well leave again. But if my survival is part of your future then we can work together (from Australia first nations)
- If someone scratches you back you should learn to scratch your own chest
- One strand of a broom is easy to break, but in a bunch, it is hard to break (e.g. farmers groups)
- The extensionist who does not want to listen will never be listened to
- When two elephants fight the grass suffers
- Help the farmer to help himself
- One head cannot carry a roof
- A journey of 100 miles starts with one step
- Choose your companion before you choose the road
- Size does not matter, an ant can persuade the elephant to marry her
- L’union fait la force
- Eyes set the vision, candles light the way towards farmer’s food security and prosperity
- Voluntary coordination in extension is no longer practical
Entomologists are lucky because insects do not swear back at you
An eager learner makes a great teacher

ANNEX FOUR: WORKSHOP FEEDBACK

What went well

Concrete actions:
We saw some concrete initiatives and champions; Actions defined, decentralised responsibilities; Concrete results at the end of the second day; From word to action we need guidelines for facilitating the transfer of knowledge

Discussions:
Conceptual management; Discussion on “New Extensionist” from the implementation perspective; Great articulation of capacity issues in a participatory manner for the “New Extensionist”; Good discussions and brainstorming; Issues discussed exhaustively; The sharing of experiences; Plenary discussions were very instructing to know better the backgrounds; Very good discussions and some activities are on the table – the “New Extensionist”! Moving the “New Extensionist” forward; Brainstorming on curricula development; in depth discussion, relevancy

Participation:
Very respectful collaborative participatory generous behaviour on the part of all participants Listening and learning from each other; Working groups; Building team spirit; There was enough time for interaction Diverse participants; Participants’ interaction; Highly participatory; Level of participation very high; Great atmosphere, nice place to be; Informal atmosphere; Good networking opportunity.

Time management
Time management; Time keeping; Always on time (keep some going when sleepiness sets in…);

Facilitation:
Facilitation was good, facilitation; Excellent facilitation X2; Great facilitation (coordinating discussions, making sure tasks were completed

What could have gone better

Guidelines for country fora
Action at the national level not well spelt out
We need specific guidelines for country forums to take the initiative

More on “the New Extensionist”
More work into building concept of “New Extensionists”. If we were to have more time to discuss about the “New Extensionist”. Discussion on “New Extensionist” did not quite address the documents shortcomings (IMHO) Clear strategies and time table to move the “New Extensionist” forward; More work is needed on what is really new

Awareness of, availability and disciplined reading of material prior to coming
Improve focused reading material and read this in advance; Hand-outs; Could have set up way to get people to read full paper; If all participants had read “New Extensionist” and summary of e-
discussion; If we could have received final report prior to the workshop; Reading the document before the meeting would have definitely helped; Slowness in bringing all on board

**Discussions**
Open discussions; Synthesis of ideas; Holistic approach; So much time discussing between us the importance of extension, too much time on introductions.

**Other points:**
More general networking time, No focus on M&E and Learning, group work on regional priorities Not concrete enough outcomes for the MEAS ‘need’ to know how we can fulfil our ‘teach’ mandate. (but this is my problem not the objective of the meeting)
## ANNEX FIVE: Proposed agenda for the meeting

<table>
<thead>
<tr>
<th>Session</th>
<th>Time</th>
<th>Activity</th>
<th>Resources</th>
<th>Person responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day One Thursday 14th March</td>
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<tr>
<td>08.30am</td>
<td>Registration</td>
<td>Hand outs: “New Extensionist” papers, summaries of GCARD session &amp; February e-discussion, programme, list of participants</td>
<td>Dorothee Lötscher</td>
<td></td>
</tr>
<tr>
<td>09.00am</td>
<td>Welcome, introductions and sharing the purpose of the meeting</td>
<td>Kristin Davis, Sue Canney</td>
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</tr>
<tr>
<td>09.30am</td>
<td>Overview of the “New Extensionist” paper</td>
<td>Rasheed Sulaiman</td>
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<tr>
<td>10.00am</td>
<td>Update and feedback from the e-discussions and matrix of priorities identified so far at regional/national level</td>
<td>Sue Canney</td>
<td></td>
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<tr>
<td>10.30am</td>
<td>Tea and coffee</td>
<td></td>
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<tr>
<td>10.45am</td>
<td>Specific regional priorities Region 1 Africa &amp; North Africa/Near East</td>
<td>Cards on board on key issues after each presentation</td>
<td>Max Olupot &amp; Mohammed Abdel-Al</td>
<td></td>
</tr>
<tr>
<td>11.05am</td>
<td>Specific regional priorities Region 2 South Asia</td>
<td></td>
<td>Rasheed Sulaiman &amp; Mohammed Ali</td>
<td></td>
</tr>
<tr>
<td>11.25am</td>
<td>Specific regional priorities Region 3 Rest of Asia, Pacific</td>
<td>Virginia Cardenas, Stephen Hazelman</td>
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<tr>
<td>13.00pm</td>
<td>Group photo followed by Lunch</td>
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<tr>
<td>14.00pm</td>
<td>Specific regional priorities Region 4 Latin America &amp; Caribbean</td>
<td>Francisco Aguirre &amp; David Dolly</td>
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<tr>
<td>15.00pm</td>
<td>South African study</td>
<td>Fanie University of Pretoria</td>
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<tr>
<td>15.30pm</td>
<td>Tea</td>
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<tr>
<td>16.00pm</td>
<td>Cross cutting themes ICT gender</td>
<td>Mercy Andrea</td>
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<tr>
<td>17.00pm</td>
<td>Close of Day One</td>
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<tr>
<td>Session</td>
<td>Time</td>
<td>Activity</td>
<td>Resources</td>
<td>Person responsible</td>
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<tr>
<td></td>
<td>08.30am</td>
<td>Review and summary of day one, finishing cross cutting issues</td>
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<td>Sue Canney</td>
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<tr>
<td></td>
<td>09.00am</td>
<td>Curricula working group Common methodology for identifying Gaps working group</td>
<td>Global and regional groups who then fill out a matrix of what they need from each other across certain criteria.</td>
<td>Adolphus Martin</td>
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<tr>
<td></td>
<td>10.00am</td>
<td>Feedback from working groups</td>
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<td></td>
<td>10.45am</td>
<td>Tea and coffee</td>
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<tr>
<td></td>
<td>11.00am</td>
<td>Taking it down to the national level</td>
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<td>12.00pm</td>
<td>Partners and resource mobilisation and defining the mechanisms and support for a cross regional learning community and self-sustaining EAS</td>
<td>Brainstorming</td>
<td>Kristin Davis</td>
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<td></td>
<td>13.00pm</td>
<td>Lunch</td>
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<td></td>
<td>14.00pm</td>
<td>Prioritising global GFRAS actions</td>
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<tr>
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<td>14.45pm</td>
<td>Creating an integrated action plan across all the regions that is congruent with global and national priorities and actions; Who, what, by when and indicators of progress</td>
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<td>15.00pm</td>
<td>Tea</td>
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<tr>
<td></td>
<td>15.15pm</td>
<td>Measuring and monitoring progress and developing on-going internal learning loops</td>
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<td></td>
<td>16.30pm</td>
<td>The way forward and closing circle</td>
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<td></td>
<td>16.45</td>
<td>Close of workshop</td>
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</tbody>
</table>
### Participants

<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
<th>Sector/Region</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adolphus Johnson</td>
<td>AFAAS</td>
<td>Africa</td>
<td><a href="mailto:dibijay2003@yahoo.com">dibijay2003@yahoo.com</a></td>
</tr>
<tr>
<td>Andrea Bohn</td>
<td>MEAS</td>
<td>Global</td>
<td><a href="mailto:abohn@illinois.edu">abohn@illinois.edu</a></td>
</tr>
<tr>
<td>Andrea Bohn</td>
<td>Modernizing Extension &amp; Advisory Services</td>
<td>Global</td>
<td><a href="mailto:abohn@illinois.edu">abohn@illinois.edu</a></td>
</tr>
<tr>
<td>David Dolly</td>
<td>UWI</td>
<td>Caribbean</td>
<td><a href="mailto:farmdavid42@gmail.com">farmdavid42@gmail.com</a></td>
</tr>
<tr>
<td>Dorothee Lötscher</td>
<td>GFRAS</td>
<td>Global</td>
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