

Shaping “Farmers of the Future” in Zimbabwe

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Workshop Report

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1. Justification

The World Agroforestry Centre (ICRAF) "Farmers of the Future (FoF)" initiative aims at facilitating the integration of agroforestry and natural resource management in basic education. ICRAF thinks agroforestry has the potential to impact on food security and basic education at the same time. While contributing to food security, health and nutrition, agroforestry also offers unique opportunities to enhance the quality and relevance of education. Indeed, thanks to the multidisciplinary of agroforestry, scientific, social, economical, political and cultural aspects can be integrated into different learning subjects and help the integration of disciplines. This can lead to a more effective application of what has been learned and give a practical touch to theory.

In May 2002 a FoF round-table discussion was held at ICRAF headquarters in Nairobi with 57 education and natural resource management specialists. The round-table discussion aimed at further developing and operationalising the FoF initiative. The objectives were to design a strategy for the initiative, to build an open 'community of practitioners' and to identify possible areas for future projects. The meeting identified FoF as an initiative based on voluntary participation and mutual interest. It articulated 10 cornerstones: fundamental conditions that need to be in place for the integration of natural resource management in basic education to be successful. An operational framework with guiding principles for FoF emerged from the discussions and eight 'champion' initiatives to take FoF forward were initiated.

Based on the discussions in Nairobi and the local initiatives and experiences in Zimbabwe, ICRAF decided to initiate a process looking at the possibilities of making Zimbabwe a pilot country for the FoF initiative. Discussions were held with stakeholders from government, NGOs and international cooperation agencies in Zimbabwe to identify ongoing initiatives and articulate the way forward. At the same time VVOB, the Flemish Office for Development Cooperation and Technical Assistance, is identifying initiatives for possible cooperation within the education sector. VVOB sees the FoF initiative as a possible collaboration platform to work through in Zimbabwe. VVOB has approved funding for a planning workshop with all stakeholders to define the particulars of FoF in the Zimbabwe context, and to develop and plan for activities.

Participants jointly generated 

This workshop documentation contains all the outputs of the workshop. It includes useful information for all the participants and their collaborators. We hope it can help in bringing the FoF ideas into practice in Zimbabwe. We would also like to thank all participants for their active contribution and valuable inputs.

Caroline Jacquet de Haveskercke, Joacim Skagerfält and Huib Huyse

2. Background

1. Brief overview of the challenges agricultural/INRM education and support services face in Zimbabwe

1. Agricultural/INRM education in Zimbabwe

- Challenges**
- learning is nationally driven and theoretical, and not contextualised to local situations
 - teaching is theoretical and lacking learner decision-making and process orientation
 - negative attitudes of teachers, students and parents to learning agriculture (agriculture is for rural people)
 - school and training are not matched to common person farming
 - limited useful and relevant resource materials

2. Support services

Lots of different players

- Challenges**
- sectoral approach with little coordinated efforts
 - loose links between support services and target
 - limited funding
 - confusing operating environment (legislation, political, economic, etc)
 - separation of learning from practice
 - weak links between schools, homes and communities
 - poor dissemination and insufficient access to relevant information
 - low take-up of research results and technologies
 - contradictory messages to same target group
 - need to identify strategies for building upon current practices

With this Zimbabwean situation in the back of our mind, a questionnaire was attached to the invitation letter for the workshop. The received answers are listed below.

2. The added value of FoF in comparison with other initiatives:

- an integrated and holistic approach to NRM
- a long-term approach
- linking with existing global and national policy frameworks, like EFA and FFA
- making real impact on pupils, achieving positive change of attitude towards environment and conservation
- enhancing the effectiveness of formal and non-formal education through active experiential and contextualised learning
- bring about synergies in the practical application of geography, agriculture, accounts and business management in schools
- looking for relationship between schools, homes and communities
- encouraging collaboration, networking and partnerships

3. The main challenges in integrating NRM in basic education (formal and non-formal) in Zimbabwe:

- participation of all stakeholders in order to be able to respond to their needs
- having to deal with and coordinate activities of all stakeholders
- curricula are over-burdened
- acceptability into the main education system
- the limited role played by individuals at schools and training institutions
- limited resources in schools
- limited mechanisms for parents to be included in school programmes
- training of personnel for the different roles for implementation

4. Expectations from this workshop:

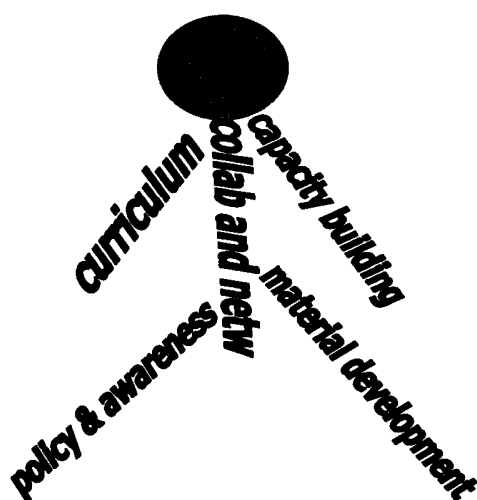
- contribution to policy formulation around the initiative
- a strategy for the implementation of FoF Zimbabwe - an integrated approach where all key stakeholders agree on their roles
- learn more about local initiatives and experiences in NRM - development of collaboration mechanisms and networking between organisations involved in NRM/sustainable agriculture
- action plans for NRM principles in teaching and training programmes
- identified pilot scheme to test integrated NRM in schools

3. “Shaping Farmers of the Future Zimbabwe”

(a) Needs analysis for agricultural/NRM education/training in Zimbabwe

Group work analysed the needs for successful integration of agriculture/NRM into education/training from primary to college and in life-long education.

After the groups presented their findings in plenary and outcomes were discussed, needs were clustered in needs areas. Attention should be focused on the five final clusters – and the cross-cutting issues- indicated below in order to enhance education/training in Zimbabwe through the integration of NRM:



- 1) CURRICULUM/SYLLABUS
- 2) CAPACITY BUILDING – PRE-SERVICE/IN-SERVICE TRAINING
- 3) MATERIALS DEVELOPMENT
- 4) POLICY and AWARENESS CREATION
- 5) NETWORKS/SYNERGIES and COLLABORATION

Cross-cutting issues: RESOURCE MOBILISATION, IMPLEMENTATION, MONITORING and EVALUATION, GENDER, HIV/AIDS, need for needs assessment and putting the client first

(b) Objectives and Strategies

Overall objective for Zimbabwe: enhancing basic education through the integration of NRM

for the 5 identified needs areas:

1. Curriculum

Objective: teaching and learning of holistic NRM into the education system strengthened

Strategies:

- integrate theory and practicals in basic education
- development of teaching/learning materials on NRM
- incorporate IKS into the development of materials
- country out-reach programmes encouraged
- participatory and stakeholder consultation/development of curriculum
- pre- and in-service training of facilitators

2. Capacity building/training

Objectives	Strategies	
competent cadre of teachers: NRM topics, teaching methods	pre-service: programme development	formal
	in-service/staff development/ToT	
competent cadre of community resource persons	short courses for future trainers and community leaders	non-formal
	programme development for multiplier effect	
	assessment of community needs (PRA)	
availability and accessibility of relevant info	database on NRM training and information providers	

3. Materials development

Objective: have relevant resource materials for FoF: developm and dissemination

Strategies:

- needs analysis: what is available and is it good (enough)? Is it available in vernacular? for different users?
- contract resource persons for material development
- stakeholder participation/involvement in material development
- establish dissemination network
- develop user-friendly materials
- scout out for talent
- mobilise resources
- popularise existing materials
- adapt existing materials

4. Policy and Awareness creation

Objectives:

- all major stakeholders are aware of the importance/benefits of INRM in basic education
- policies supportive to integrating INRM and contextualised learning in basic education

Strategies:

<u>AWARENESS CREATION</u>		<u>POLICY</u>
develop information materials for multi-media use	conduct case-studies and collect expectations	policy review and assessment
information campaigns targetted at major stakeholders 'NRM for schools and youth'	sensitisation WS for policy-makers/all major stakeholders	develop policy briefs
	develop strategically placed demo-sites for policy change and awareness creation	liaise with policy-makers to facilitate policy change

5. Collaboration and Networking

<u>Objectives</u>	establish links and operational frameworks between schools, communities and other institutions		establish collaboration and network for coordination of stakeholders
<u>Strategies</u>	action research	networking	joint planning
	establishing best practices: case-studies, demos, pilots	forming partnerships (multi-disciplinary)	
	local level policy formulation	training stakeholders	
		documentation and dissemination of information	
		develop a database on partners and available materials	
		communication strategies	

(c) What is FoF Zimbabwe?

1. The nature of FoF

It was decided that FoF Zimbabwe should be an **initiative**. An initiative is about starting something new, a new idea. It is a loose structure: people can come in and out as they wish. It needs collaboration efforts. FoF can be achieved through networking.

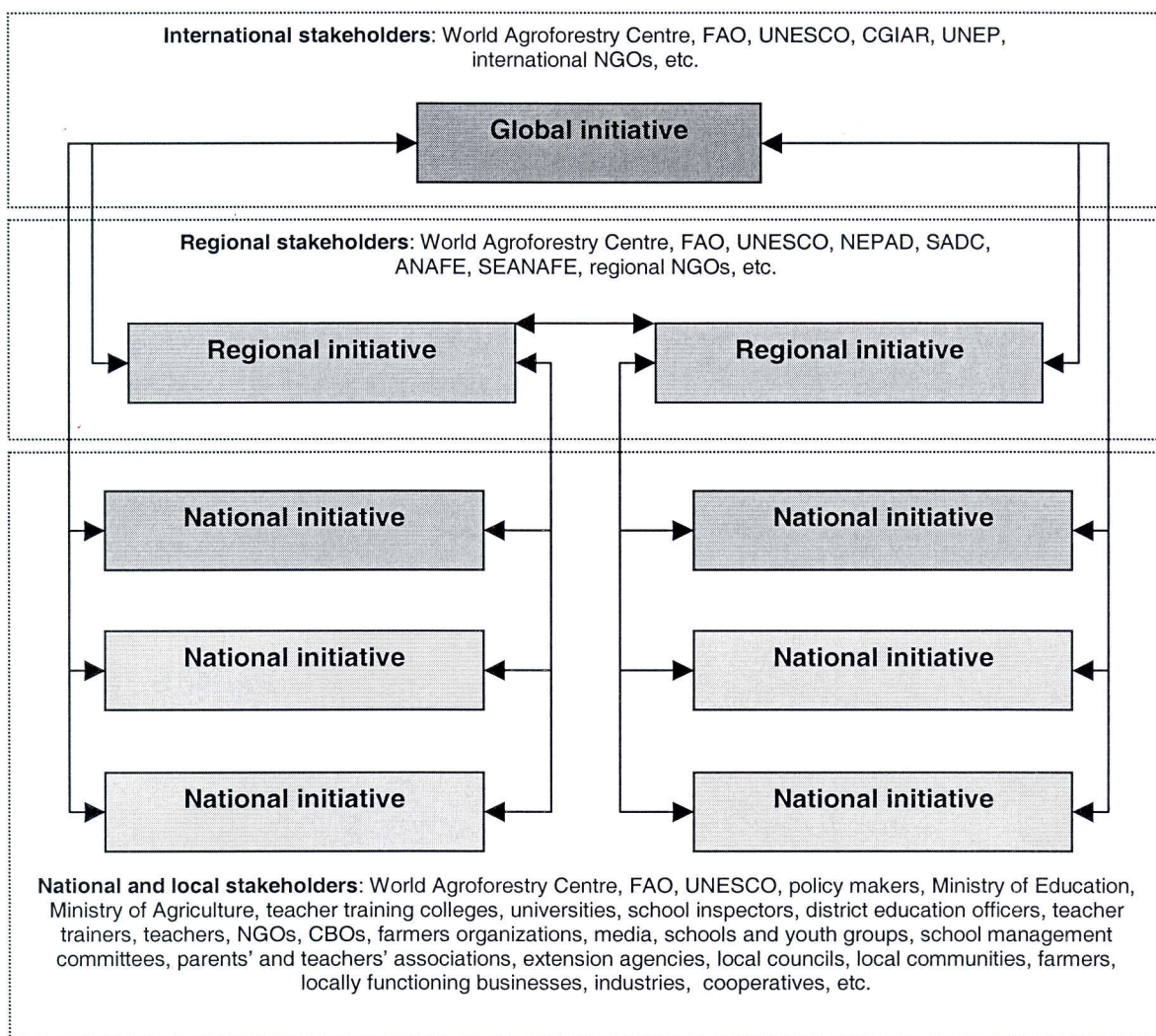
Programmes can then be developed to implement the initiative. A programme has a defined structure. An initiative can be built out of a lot of programmes. Under a programme there can be some **projects**.

We settled for initiative instead of **network** because an initiative is broader. We want to do more than just share information, we want things to happen.

2. What makes FoF different from other initiatives:

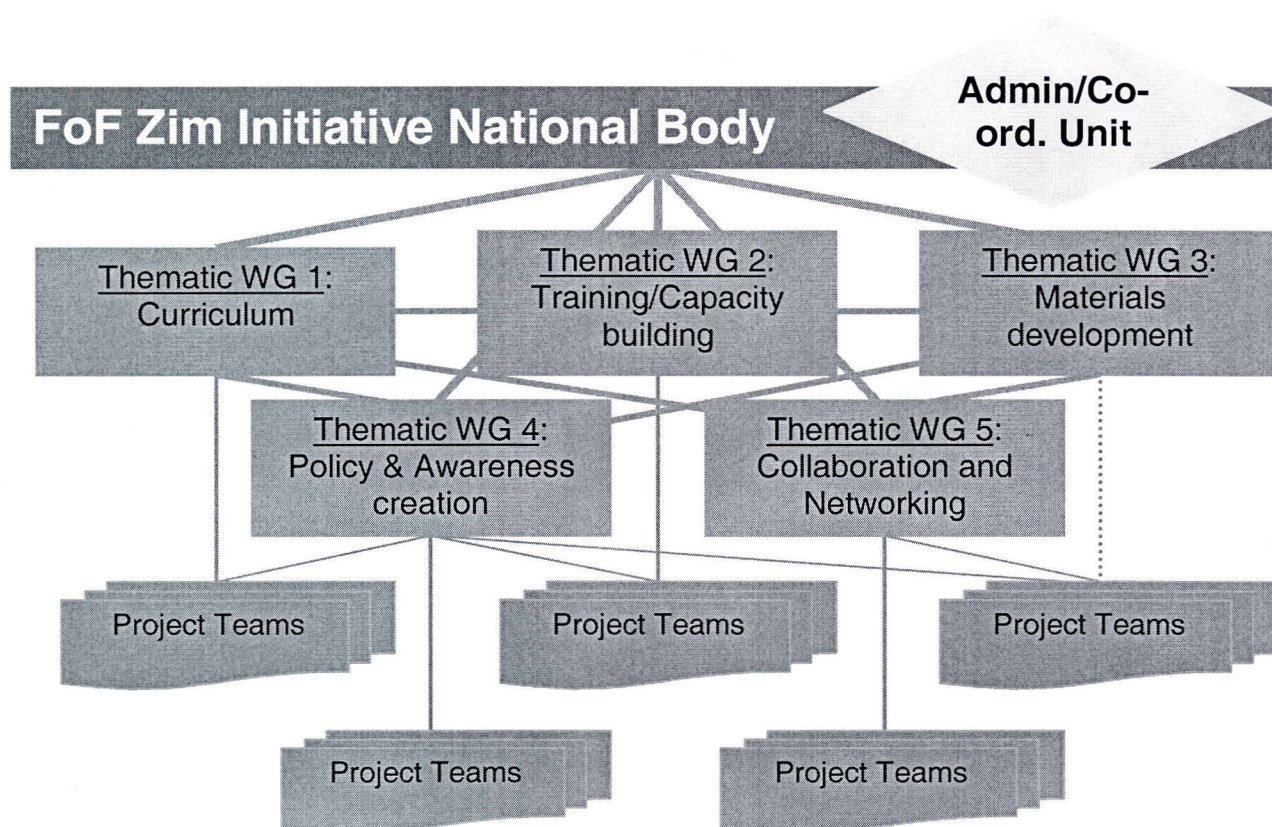
- bringing **multiple benefits at the same time**: agriculture, NRM, education
- **multi-disciplinary** and **multi-stakeholder**
- **holistic** approach, **wide collaboration**, **many partners**
- coordinates initiatives and **fills gaps** - built on existing projects and initiatives

- using the vehicle of **basic education**, but bridging all levels of education - focussing on the **youth** in formal, non-formal and informal education as target for sustainable NRM and agriculture
- **regional and global perspective**: share what we are learning and learn from others



3. FoF Zimbabwe organigram

- A national level with a **National Board** (policy body) and a **Administration/Coordination Unit** (service unit)
- A thematic level with operational teams = champion groups = **thematic working groups** (TWG) for the 5 identified needs areas
- A project level with implementation teams = **project teams** under specific thematic working groups



4. Terms of reference: composition and roles and responsibilities

Some more group work resulted in the composition, responsibilities and duties for the different entities of the organigram. Special attention was given to the necessary communication pathways for FoF to be efficient.

1. National body

Meets twice a year

<u>Composition</u>	15-20 members: NGOs (ELF), international org. reps (WAC, FAO, IUCN, UNDP, UNESCO, UNICEF), Ministries (Educ, Higher Educ, Environment, Youth and Gender, Lands and Agric, Health), Coopted members (funders, etc), thematic working group reps, secretary is coordination unit
<u>Roles and responsibilities</u>	<ul style="list-style-type: none"> - link with regional and global FoF initiatives - lobbying/advocacy - receive and review reports from thematic working groups and coordination unit - compile annual work plans and budgets - reporting to all concerned - advise the different thematic working groups - election of national body chair person

2. Coordination Unit

<u>Composition</u>	1 national coordinator + maybe 1 support staff on full time basis
<u>Roles and responsibilities</u>	<ul style="list-style-type: none"> - coordination and communication between National Body, Thematic Working Groups and Project Teams: <ul style="list-style-type: none"> • set-up and maintain a database • produce and distribute a newsletter • facilitate fora for exchange and sharing of information - provide secretariat services (administration + accounting services): <ul style="list-style-type: none"> • send meeting notices • take minutes during meetings and circulate • facilitate M&E, report writing, donor management • coordinate annual joint planning, review and budgeting - source, stock, account and distribute reference materials - provide technical backstopping - facilitate and coordinate fundraising: <ul style="list-style-type: none"> • facilitate fundraising training

Some debate followed about where the Coordination Unit should be hosted. Important is to bear in mind that the Coordination Unit is a secretariat; the decision-making power rests with the National Body.

An interim Coordination Team was assigned, comprising of ICRAF (secretariat), MoESC (Mr. T. Mabvakure), MoTEnv (Mr. D. Mudondo), and the Chairman of ELF (Mr. N. Bhunhu)

3. Thematic working groups (TWG)

<u>Composition</u>	<ul style="list-style-type: none"> - Min number of participants: 10 - Max number of participants: 15 - Participants = representatives of relevant/interested institutions
<i>curriculum:</i> (in yellow the person responsible)	CDU, P. Chari (Action), Mushaka/Marufu (FC), J. Skagerfält (ICRAF), Onwell Ruswa (PELUM), FAWEZI, Mhangami (DNR), W. Nyika (SCOPE), GTZ, M. Madondo (BTTC), V. Boerger (FAO), Mrs. Chimbodza (BTTC)
<i>training/capacity building:</i>	B. Msora (Fambidzanai), J. Skagerfält (ICRAF), L. Matarirano (ICRAF), D. Mudondo/Ch. Mpofu (DNR), Mr. Whande (SCOPE), Mushaka/Marufu (FC), D. Tumbo (Action), Mutoko Macherenje (Kajiwa Development Program), VVOB, Chr. Gadzirayi (BTTC), V. Boerger (FAO), AREX, MoESC
<i>materials development:</i>	D. Chokwenda (Action), FAWEZI, Ch. Mpofu/T. Musina (DNR), J. Skagerfält (ICRAF), Mushaka/Marufu (FC), Abigail Domboka (Fambidzanai), Grace Kumbawa (Adult Literacy Organisation), CDU, VVOB, Samuel Whande (SCOPE), Prof. Kamlongera (SADC-CCD), AREX
<i>policy and awareness:</i>	D. Mudondo (DNR), AREX, N. Bhunhu (Action), ICRAF, S. Nyoni (FAWEZI), C. Fumhanda (BTTC), MoESC, MoHTE, J. Van Ongevalle (BTTC)

<i>coordination and networking:</i>	C. Jacquet/J. Skagerfält (ICRAF), K. Chigwitanu (Action), W. Nyika (SCOPE), L. Matarirano (ICRAF), Ch. Mpofu (DNR), CDU, VVOB, B. Msora (Fambidzanai), Chimanda (ELF), S. Nyoni (FAWEZI)
<u>Roles and responsibilities</u>	<ul style="list-style-type: none"> - report to national body - coordinate project teams working under their particular theme - assist project teams in resource mobilisation - assist project teams in M&E of project activities - liaise with the other thematic working groups both directly and through the Coordination Unit - identify gaps and new project areas - compile annual work plans and budgets

- TWG need to prioritise, and develop proposals for funding
- Need to take HIV/AIDS and GENDER into consideration everywhere

4. Project teams

<u>Composition</u>	Schools: teachers, parents, pupils; farmer associations; NGOs; internat. org.; research; extension; health institutions, local government; CDU; universities
<u>Roles and responsibilities</u>	<ul style="list-style-type: none"> - work in a team coordinated by the TWG - implement projects relevant to the TWG: produce training materials - provide training - develop curricula - feed into policy-making process - feed back information and results to TWG - M&E new and existing projects

4. The way forward

Interim committee needs to meet (ICRAF, ELF, MoE, MoTEnv, MoLAR, representatives of the different TWG). A more permanent structure should be in place by June 2003.

5 TWGs need to meet.

Venue? Venue is up to the group. What is most convenient for the group.

Funds available for meetings? Issue that still has to be looked into.