



Agricultural Development: The Extension Slice

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From INTERPAKS (1983-1995) to ...

INTERPAKS INTERCHANGE



University of Illinois at Urbana-Champaign

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Our First Issue: Sharing of Ideas

One of the critical elements of development in most countries involves improving the performance of the agricultural sector. This, in turn, requires the transmittal and utilization of knowledge by many people, including small, hard-to-reach farmers.

Continuing concern about this problem has been widely stated around the world. Dr. Clifford Wharton, Chairman of the U.S. Board for International Food and Agricultural Development (BIFAD), recently said: "If there is one area where we have been most unsuccessful, it has been the development of cost-effective and program-efficient models for the

ed with knowledge transfer has some areas of success and pride. We hope to learn of them and to help get such experiences shared: for example, techniques for involving the intended audience in program development and evaluation; approaches for linking with research; packaging technology for field use; tracking results and feeding information back to research; performance-based evaluation systems; motivating personnel; selecting effective teaching techniques; making creative use of public and private organizations, local leaders, etc.

If you will share such information with us, we will



Modernizing Agricultural Extension and Advisory Services



Project		# Subs	Period	\$\$\$
MEAS (LWA)	Modernizing Extension and Advisory Services	8	9/2010 - 3/2016	9.6 million
FAST	Farmer Advisory Services, TAJIKISTAN	1	7/2013 - 12/2015	5.7 million
SEAS	Strengthening Extension and Advisory Services, Rep. of GEORGIA	2	10/2013 - 4/2016	2.7 million
INGENAES	Integrating Gender and Nutrition in Agricultural Extension Services	3 plus 8	9/2014 - 2/2018	7.0 million
SANE	Strengthening Agriculture and Nutrition Extension, MALAWI	2	5/2015 - 4/2020	15.0 million
HSAD (ICARDA)	Harmonized Support for Agriculture Development	3	10/2012-6/2013	1.0 million



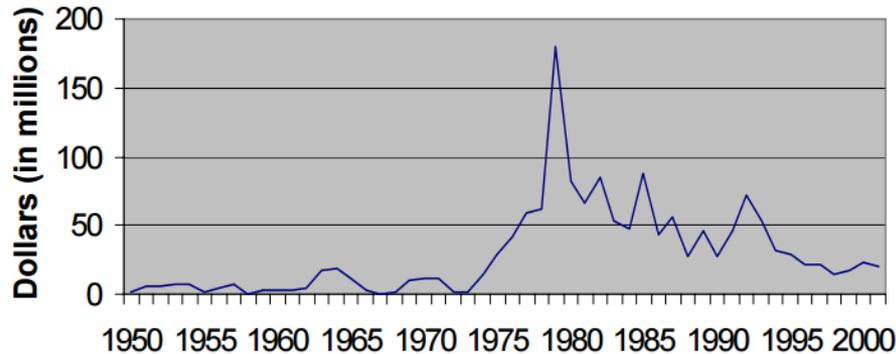
MEAS in Numbers

Possibly enter – or provide as handouts, the one-pager of MEAS accomplishments in numbers (the 9 “tiles”) could also go on the last slide

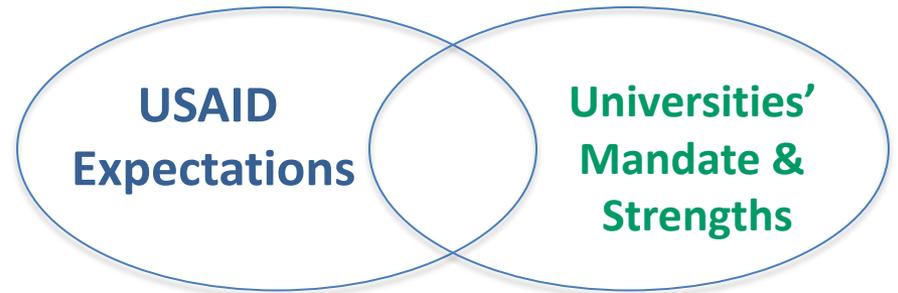


We took a bold step forward into a neglected terrain ...

USAID Funding for Extension 1950-2001



T.S. Thompson. 2002. A History of Extension at USAID. ARD



Theory of Change → Intermediate Results within a set time frame → Impacts

IRs and performance indicators \neq academic markers of achievement

Universities operate on longer time-frames and enter different types of partnerships in developing countries than NGOs and Consultancies do

Universities do depend on tertiary funding sources, though



How to improve extension?

US Universities directly teaching farmers in LDCs how to grow better tomatoes?

Too much emphasis on technical assistance?!



Strengthening systems in LDCs so that women and men farmers have access to range of services that enable them to make more money and improve nutritional status

Macro - Meso - Micro
Level

Challenges to Impact and Scale



- **Dimensionality**
- **Time Frame**
- **Risk**
- **Evidence**
- **Political will**



Dimensionality

MEAS, etc. aim to develop new approaches and put them into practice across three areas of practice and research: **teach**, **learn** and **apply**

- Broad range of numerous activities in varying specific contexts, organizations, and aspects of the challenge in the area of extension strengthening.
- how best to identify and focus upon the highest return engagements and these decisions are occurring within a very dynamic funding and implementation environment with partners that have particular interests



Time Frame

Time frames of funding agencies are often not commensurate to the challenge that the project hopes to address

→ May lead to piecemeal solutions that are not sustained

→ Think of ways to have leaner and longer term engagements for capacity development



Risk

Many of the challenges in institutional capacity development are inherently "high risk" challenges in that to really make some changes in organizational or system performance likely requires out of the box thinking and approaches, ... and some of these will fail.

Given the tense competition to tap into funding streams, there are strong incentives to focus on generating outputs that are easily measurable and achievable.

Not all of these outputs will lead to sustainable improvements in institutional capacity and performance.

The risk in approaches needs to be more readily acknowledged by funders.



Evidence

We need more straightforward evidence of all kinds about how to make deeper institutional change that is financially and politically sustainable.

- Larger, longer term experiments and engagements and retrospective analyses commensurate with the scope of the problem in front of us in the area of extension service delivery or university quality and performance in developing countries.

Marginal field experiments that are small in impact cannot cut it!



Political Will

- **Powerful political economies are at play**
- **Donor is subject to “mot du jour” from “above”**
- **Difficult to influence/ change political will at donor level and in developing country itself**



On a positive note

Impact and Scale can only be achieved through Partnerships where diverse set of partners operate on the basis of their respective strengths

Universities can have biggest impact if they are enabled to enter and sustain long-term engagements with “Local Solutions”

Strategically bundle funding streams and activities to build centers of excellence

Examples at UIUC:

- Post Harvest Loss Institute
- “The Strengthening International Extension” Group at UIUC

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USAID
FROM THE AMERICAN PEOPLE



Our Strengths

- ❑ functioning world class **research & teaching** programs
- ❑ functioning world class **extension** programs that have adapted over time to changing financial & community needs
- ❑ **faculty and staff** with **global experience** who can be resource people and can be engaged globally
- ❑ substantial body of **experience in delivering development** programs to draw upon & keen to **keep learning**
- ❑ ability to engage **multiple types of resources** & funding streams
- ❑ global **alumni networks** including alums in Ministries of Agriculture, Education, Health as well as in universities and NGOs around the world



Tensions between abilities and expectations of different actors

