



NEWSLETTER



Supporting the development of Commercial Agriculture
Programs at four Ethiopian universities (ETH 019)

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Welcome

By **Carel Jaspers, director Q-Point BV**



Supporting the development of Commercial Agriculture Programmes at four Ethiopian universities (NICHE/ETH/019), is in the last implementation

year. We are very happy and proud that the first PhD student had her very successful Public Defense of the PhD thesis. In 2015 we want to focus on exchange information experiences and best practices in value chain management principles in Ethiopia. In May 2015 we want to organize a value chain congress.

I hope you enjoy reading.
Carel Jaspers

Content

• Welcome	1
• Project extension and results	1
• Agribusiness and value chain management evaluated	3
• by peers	
• Experiences of ABVM MSc students	5
• Linkage training	6
• Introducing Harvard Business School type case studies	7
• Meeting on value chain development in Ethiopia with Jimma, Hawassa, Haramaya and Ambo	8
• Graduation Dr. Bizunesh Mideksa Borena	9
• Partners	10
• Requesting Ethiopian Universities	10
• Donor	10
• Colophon	10

Project extension and results

By **Derbew Beluw, Jimma University College of Agriculture & Veterinary Medicine (JUAVM), Dean of the College and Agribizz Project Director**



1. Project Extension

The NICHE/ETH/019 project (September 1 2010 to August 31 2014) has been successful in achieving with what the

requesting universities have defined as the prime results or outputs of the project. Extension of a budget neutral project, that is, September 1, 2014 – June 30, 2016 (planned for PhDs) and September 1, 2014 – June 30, 2015 (planned for other selected project activities) has been accepted by Nuffic.

Summary of results achieved and activities proposed in extension phase of the project include the following:

Result 1:

Capacity building in value chains:

Short term training program of staff of the four requesting universities and the four new universities allied with them has been finalized. However, more training is requested for the extension phase. This is because although the total number of staff trained under the project is large, the number per university is limited, as eight universities have been involved. Also, staff originally involved has moved on to other positions, and has been replaced. Therefore there is a considerable number of staff involved in the new value chain teaching programs set up under Results 3 and 4 who have not undergone adequate training in value chains.

MSc and PhD programs are well underway, but have not been finalized in the regular project phase. Therefore continuation into the Extension phase is requested.

**Result 2:
Implementation of student-centred education:** Achieved.

**Result 3:
Four student-centred BSc programs in value chain and agribusiness management developed and operational:** Achieved.

**Result 4:
Four MSc programs in value chain and agribusiness management developed and operational:** Achieved.

However, there is a need for a curriculum review workshop after the first batch of students has graduated, in early 2015; therefore such a workshop is requested for the extension phase.

**Result 5:
Research agenda relevant to commercial farming developed and implemented.** Not achieved.

In the extension phase, it is proposed to provide funding for a "research acquisition fund" to support acquiring funding for research and build capacity in research proposal development. Funding for four one week workshops is proposed – one per combination of requesting and new university. To use the fund the universities must have identified a donor and feasible research subject. Additional funds are budgeted for gender research in value chains, under Result 9, using the same procedure.

**Result 6:
Strong, permanent linkages between universities, commercial farming sector and other stakeholders developed.** Partly achieved.

Two linkage activities are proposed in extension phase: 1: Establishing linkages with commercial enterprises by an agribusiness linkage team made up by eight universities; 2: Development, implementation and budgeting of linkage plans for establishing linkages with stakeholders in vicinity of each university.

**Result 7:
Strong inter-university linkages developed and used for effective and efficient allocation of resources to optimize output.**

Partly achieved through close collaboration of the university teams in setting up BSc and MSc programs. Further strengthening requested in extension phase by means of a study tour to one or more regional universities with well-developed value chain and agribusiness programs, to learn about linking to business, developing research with commercial stakeholders, and strategies to sustain achievements.

**Result 8:
Measures to improve situation of female university staff and students identified and implemented:** Achieved.

**Result 9:
Gender aspects streamlined throughout educational and research programmes:** Achieved.

**Result 10:
Capacity for outreach and income generation through project development and sale of services increased.** Partly achieved.

Through capacity building, but lack of follow-up for reasons mentioned above. In line with the approach described for research, under result 5, for the extension phase it is proposed to reserve funding for an "outreach acquisition fund" to support acquiring funding for outreach and build capacity in fundable outreach proposal

development. Funding for four one week workshops is proposed – one per combination of requesting and new university. To access the fund the universities need to identify a donor and feasible outreach theme.

2. About BSc program: expectation, progress, results

The BSc program in Agribusiness and Value Chain Management has been started and being implemented in seven project implementing Ethiopian

universities namely Jimma, Haramaya, Hawassa, Ambo, Adama, Samara and Wolaita Sodo Universities. This program is designed to produce graduates who can contribute to the commercialization of Ethiopian agriculture. It introduces new modularization approach which is used as a model to other programs in the Ethiopian higher learning institutions. In June 2014, 160 students have graduated with BSc degree from Jimma, Ambo, Haramaya, and Hawassa universities.



Value chain training participants from Ethiopia, Rwanda, Kenya and Zambia Universities.

Agribusiness and value chain management evaluated by peers

By Arie de Jong, project manager international liaison, manager quality assurance Stoas Wageningen / Vilentum university of applied sciences



'New program an impressive achievement and instructors eager to work on further improvement'

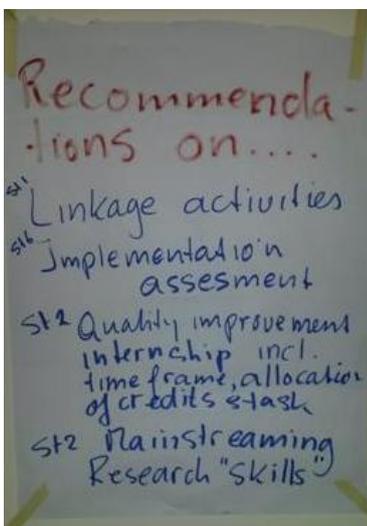
Facilitated by Ethiopian and Dutch experts, instructors from eight universities and representatives from industry evaluated the developed bachelor-curricula 'Agribusiness and Value chain management'. The peer-review method was introduced as part of 'Total Educational Quality Management'.

The introduced system of peer review aims at contribution to implementation of a sustainable total quality management and aims at standardizing methodology to ensure the quality of the program. The main activity and outcome of the ETH 019 project has been the development, of curricula, modules, course programs and teaching materials for both Bachelor and Master programs in value chains and agribusiness by the four main partner (Ethiopian) universities.

In addition, the four “new” universities linked to the four main partners in the project have developed similar BSc programs, using the outputs of the four main universities. All programs are based on the educational approach ‘student centered education’, in line with national requirements. The peer-review focused on quality management within and concerning the new programs, the actual application of student-centered education (including the support from educational support teams of the universities), the balance between theory and practice, the linkages between the programs and stakeholders, notably the private sector, and the linkages between the programs and applied research.

At four universities the first student-groups were graduated in July 2014, a real successful achievement.

A framework with indicators was developed by Arie de Jong, Stoas Vilentum University. These framework was based on the Dutch-Flemish accreditation standards (NVAO, 2011). Beforehand workshop participants (instructors) and Ethiopian project-participants received an invitation for an online questionnaire to measure impression if the quality of the develop program and the quality of staff was sufficient or has to be improved.



Recommendations.

Workshop Peer review

Revised curriculum. Total quality management.

The Ethiopian partners revised the developed curriculum and the revised curriculum was presented. After that Arie de Jong presented a keynote on total quality management, introduced the quality indicators and presented results from the questionnaire.

Peer review program Agribusiness and Value chain management at 4 universities.

Then in small review groups the participants formulated questions related to the indicators. Each group asked their questions to one of the universities and asked for evidence that proved that the goals were achieved. The review groups reported their opinion and judgement and presented their recommendations.



Peer review.

Evaluation and judgement student reports by peers.

Another important review activities was the evaluation and judgement of student products: internship reports and research reports. Also these evaluation and judgement done by peer instructors was presented.

Although for some of the standards the judgement was ‘satisfactory’, others has to be improved. Improvements are needed for the ‘teaching and learning environment to achieve the intended learning outcomes’. A real weakness is the organization and content of the

internship and the applied research. The existing system for practical attachments does not contribute sufficiently to the commercialization of the Ethiopian agriculture. The capacity of instructors for applied research (methodology, facilities, skills) is weak. The linkage with stakeholders on the operational level of running the educational programs is weak. Nevertheless the efforts to develop and improve the curriculum is impressive, including identification of intended learning outcomes, content and assessment system. Based on the recommendations of the review groups, participants were asked to formulate their priorities for the coming year. For the 'new' universities in the project it is very crucial and important to benefit from the experiences of the other four universities. These recommendations and priorities are on the base of the report with recommendations by the experts

(Jong, Arie de, 2014. Report Institutional quality assessment. Supporting the development of commercial agriculture programmes at Ethiopian Universities – Agribizz (NICHE/ETH/019)).



The participants of the training.

Evaluation workshop peer-review

The participants were enthusiastic about the approach and methodology used: 'The best workshop I ever had'. The workshop outcomes are important for further improvement of the developed program.

Experiences of ABVM MSc students

By Tsega Lemma, Hawassa University



Tsega Lemma from Hawassa University is one of ABVM MSc students:

"I am very happy in the program as it is a new approach

for the agriculture sector of my country which creates competent, highly skilled and committed agribusiness and value chain professionals capable of bringing difference in commercialization of the countries agriculture.

Although it is a new curriculum, there is a good awareness among different organizations from different sectors. I hope there will be a good job opportunity for all first degree, MSc and PhD students in the coming future. We have finished the course work and now we are on the way to develop our proposal for our thesis. Things are going fine with some expected challenges. Since we are the first batch at

country level, it is obvious that we will face some difficulties specially in finding teachers who exactly fit for the course (which is slightly modified than existing agribusiness management courses). Although some of the instructors have been trained through short term trainings, I don't think that is enough.

I hope the project will extend its support for others to study this field of specialization

Moreover, some of the modules lack coherence in their contents. It needs revision by considering the comments that came from the sides both students and teachers who have gone through the courses so far".

Linkage training

By Alma Ruting, trainer Q-Point BV



In May 2014 Alma Ruting, trainer of Q-Point, organized in collaboration with Jimma university a 5 days poultry linkage training in Ethiopia for staff members of 8 universities. The training was organized with the aim to enhance networking capacity and linkage with the private sector to better collaborate with relevant stakeholders in service delivery in the future.



Visit at Elere Farms.

Presentations and interactive sessions were organized to look into communication skills/practices, networking strategies and mapping of relevant chain actors in the poultry sector. Such indoor activities, were combined with field visits to companies and organizations.

The trainees visited Maranatha Farm, Elere Farm, International Livestock Research Institute (ILRI) and Alema Farm.



Preparing eggs for transportation at Maranatha Farm.



Layer parent stock at Elere Farm.



Mr. Endalew and Mr. Couzijnsen of Alema Farm showed a video of their company.

Besides the three company visits Mr. Fanta Terefe, Board chairman of Ethiopian Poultry Producers Association (EPPA), was invited to present and elaborate on the latest developments in the poultry sector in Ethiopia. From this presentation some interactive sessions followed to determine the role of the



Maranatha Farms is specialized in table eggs. They have 2 different production systems: caging system and free-range eggs.

universities in the value chain, how they can assist in the development of the sector and how they can best connect, adapt and stay up to date on the sector developments. Linkage means a systematic approach to connect to different groups of stakeholders in the sector.



Introducing Harvard Business School type case studies

By Monica Sopov, CDI Wageningen



In the framework of the NICHE program, lecturers of the different universities have been invited to join a 2-module training program on how to write real life business case studies for classroom use. The first modules were offered in November 2013 and in February 2014, and the second module in July 2014. This initiative also linked into the program of the Agribusiness Support Facility project, which is carried out by the Addis Ababa Chamber of Commerce and Sectoral Associations, and which is financed by the Royal Dutch Embassy in Addis Ababa. One of the pillars of this project is to strengthen entrepreneurship capacities in Ethiopia, and making a bridge between university education and private sector.

The lecturers were first exposed a Harvard Business School type case study. They had to read the 20-page case study individually, and in groups they prepared answers to the key questions, which was followed by classroom discussions.



Workers arranging legumes to dry (Legume Processing) in Debre-Birhan.

Then they learnt the principles on how to prepare a business case study, which is based on an existing company: what key questions to ask based on what the teaching objectives are, what information the case study must contain to provide opportunity for a good learning experience for students, and of course, how to write it in a way that students enjoy reading the material. The thorough preparation for the visits to companies ensured that teachers could collect rich material, could get to know key personnel at the visited companies, their background, motivation and ideas about their businesses, all of which, found their ways into the prepared case studies making it more personal and more attractive for students. The following companies were visited based on their interest of the lecturers: Akaki Animal Feed Plant P.L.C, Friendship Agro industry PLC, Legume Processing in Debre-Birhan, Alpha Fodder-Diary DZ, Ellere Farm DZ (poultry), Africa Juice Outgrower Incubator Project.

Participants were enthusiastic about the training as they learned many things: how to develop a case study, how to write and

facilitate it, where it could be used in the curricula. There were several also challenges during the process:

- Background of teacher was very diverse; some had business background some not.
- Case study concept was completely new to teachers; they had only one time to experience it, and they immediately had to write a case study based on one visit to a company. In general, to write a good case study, more visits are necessary, however that did not fit the schedule of the companies.
- Most of the teachers never ever visited a company before; they very much appreciated the opportunity, but some could not really capitalized on it, as they had no idea how to interact with the owner of the company.

But the final output of the training will definitely be impressive thanks to hard work of the lecturers: a book with 6 Harvard Business School type case studies, including pictures and teaching notes so that interested colleagues can also try them out in classroom settings.

Meeting on value chain development in Ethiopia with Jimma, Hawassa, Haramaya and Ambo

By Carel Jaspers, director Q-Point BV



In May Carel Jaspers had a meeting on value chain development in Ethiopia with Jimma, Hawassa, Haramaya and Ambo university.

Graduation Dr. Bizunesh Mideksa Borena

By Carel Jaspers, director Q-Point BV

On November 4, 2014, Bizunesh Mideksa Borena had her very successful Public Defense of the PhD thesis in Gent. In 2011, she obtained as one of the 12 students a scholarship from NUFFIC-NICHE ETH/019 for PhD training in veterinary science, Faculty of Veterinary Medicine, Ghent University in Belgium and now she is the first PhD candidate how finished this long term training. During a two hours ceremony, she presented her research results and has to defend her PhD thesis for a team of 10 (inter)national Professors.



During her PhD course, Bizunesh was suffering from health problems and with help of staff from Ghent University and her courage, she succeeded to complete her PhD research work in less than four years.



We wish here all the best, all health and a successful career.



Summary

Bizunesh Mideksa Borena joined Addis Ababa University, Ethiopia, in 1996 and graduated as Doctor of Veterinary Medicine (DVM) in 2002. She worked as assistant researcher for 10 months (01/04/2003 to 01/01/2004) at Bako Agricultural Research Center, Oromia Regional Research Institute. From 01/01/2004 to 01/09/2006 she worked at the department of clinical science, school of veterinary medicine of Jimma University, Ethiopia. In 2006/2007 she joined the graduate program at the Indian Veterinary Research Institute (IVRI) and obtained a Masters of Veterinary Science in Veterinary Surgery and Radiology. From 19/07/2008 to date she has been working as assistant professor at Ambo University, Ethiopia, at different positions including department head and education quality and audit team leader. She authored and co-authored 9 scientific papers in international peer-reviewed journals.

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ADAMA UNIVERSITY
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WOLAITA SODO UNIVERSITY



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Wolaita Sodo University



Semera University

Donor



This project is financed by MINBUZA through Nuffic (Netherlands organization by international cooperation in higher education).

Colophon

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