



# Farmer First Revisited

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at the Institute of Development Studies, Brighton, UK

Presentation, Theme 3c, New Professionals: Changing Agricultural Education Systems

Discussant: Niels Roling (Wageningen University)



### **3c. NEW PROFESSIONALS: Changing agricultural education systems**

1. Li Xiaoyun, Xiuli Xu, Gubo Qi, Min Lu and R. Vernooy.  
China's higher education policy reform in practice:  
rejuvenating rural development studies
2. J. Hagmann; P. Kibwika & A. Ekwamu (PICOTEAM)  
Learning to make change: developing Innovation & Change  
Competence in African Universities
3. J. Petit. Which farmers first: power and resistance in learning  
from agriculture for development
4. A. Catley. From marginal to normative: institutionalising  
participatory epidemiology
5. R. Rhoades. Participation, paternalism and practicality:  
reconciling sustainability science and indigenous agendas

# Li Xiaoyun, Xiuli Xu, Gubo Qi, Min Lu and R. Vernooy

- Zhou Ji, current Minister for Education writes book demanding policy reform in education.
- Pilot study to implement policy reform for education for a 'well-to-do society'
- Case: (2005) novel course in CBNRM for 24 MSc and PhD students. 10 staff from CAU and research
- Participatory curriculum development and modern adult education theory
- Complements CBNRM field research activities. Students visit field (later with scholarship)
- Mixed methods: seminars, proposal writing, groups field research reports, producing an audio-visual, etc.
- Not teaching: facilitation

## **J. Hagmann; P. Kibwika & A. Ekwamu**

- Case: 2-year pilot experiment to change mindsets of 26 agric. lecturers at Makerere U.
- Grew out of RF-funded Bellagio Conference
- Focus on mindsets and competences before considering curriculum review.
- Motivate lecturers by appeal to improvement of their marketable skills (e.g., consultancy, action research).
- Embed experiment in university system.
- Address pressure on U. by e.g., local governments.
- Focus on holistic and interactive learning.
- Facilitation: feedback, external facilitators.
- Outcomes: 'Win26'. 'Eagles' 35.



## Jethro Petit

- Think piece by teacher of development practitioners.
- Have change-oriented approaches shifted asymmetrical relations of power and knowledge?
- Learners bounce back, resilience of old forms
- Look for reasons that are internal to the progressive pedagogies themselves
- Their principles: experience, cycles, and reflection, i.e. focus on discursive, cognitive learning
- But how about: embodied knowledge, innate forms of intelligence, emotional intelligence and spiritual understanding?

## Andy Catley

- Overview of the transformation of formal veterinary science by participatory epidemiology (PE) (involvement of farmers/pastoralists in mapping and prioritising livestock diseases)
- Story of strategic and deliberate effort: PAVE project
- Initially no link with science, not possible to publish qualitative outcomes in journals
- PAVE: coins PE; comparative assessment of PE; builds in quantification; results published and used as training material in CAPE to train senior academic staff and epidemiologists in 5 African countries
- Support to post-graduate research students
- Use PE for impact assessment, influence policy and create support community-based delivery

## Robert Rhoades

- By 2000, PRA had taken on many of the characteristics of earlier ‘top down’ approaches: ‘Tyranny of participation’
- Difficult for scientists to extrapolate beyond field scale. Sustainability research requires more rigour and need for global relevance than techn. utilization
- What deals with local communities? Enriching research instead of extractive research?
- Case: Cotacachi, Ecuador: UNORCAC and SANREM-Andes (e.g., questionnaires, water samples): negotiation for approval; reconcile scientific interests and community needs
- Examples: scholarships; ancestral futures farm; 3-D Maqueta Model; Diagnosis of water systems; Atlas



## Framing the papers

- New professionals through new ways of university teaching (Li et al.), and through developing new mindsets among university staff (Hagmann et al.)
- But does this training address the ability to deal with power relations? (Petit)
- Scaling up by making participatory methods respectable science (Catley)
- Creating a by-pass: negotiating space for ‘extractive research’ by investing in ‘enriching research’ (Rhoades)



## Ensuring favourable conditions at higher system levels

- Experimenting with content of new book of new Minister of Education (Li et al.)
- Attention to involvement of deans, provosts, vice chancellor, and to needs of clients of university (Hagmann et al.)
- Addressing embodied knowledge, emotions and other layers than discursive cognition (Petit)
- 5-day course for senior epidemiologists and veterinary researchers, gaining academic respectability through publication (Catley)
- Careful negotiations with local powers to make an acceptable 'deal' and win-win situation (Rhoades)

## **Institutional dimension**

- Rules of the game that reduce uncertainty in human interaction (North 2005...but Stephen Biggs)
- Incentive structure (e.g., faculty not rewarded for teaching performance, so link training to better commercial performance as consultants; give grades for team work)
- Address embodied heuristics (e.g., pack behaviour)
- Create space for new professional roles (e.g., community-based animal health professionals and use of PE of animal health assessment; interactive teaching; 'safe spaces' for giving feedback)
- Falling back (retrogressing, resilience) to old behaviours (also in FFS facilitators)

# Questions

- How do we create greater expertise and professionalism in dealing with institutional issues?
- We are always talking about ‘scientists’. What is a new professional in economics?
- How do professionals stay ‘honest’: what mechanisms do they have for accountability to resource-poor farmers?
- What does new professionalism mean for expertise?