# Institutional enablers and challenges

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| **Institution** | **Categories** | **Enablers** | **Challenges** |
| Haramaya | University staff | * High interest in improving teaching and learning
* Qualified staff in subject matter/technical content
 | * Limited skill on OER/e-learning
* Limited skill on basic supportive soft wares (e.g. eXe, multi-media authoring ) in developing OER
* Low motivation to realize the interest to improve teaching and leaning
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| Farming & other stakeholders | * High interest in innovation and mutual learning;
* Already existing engagement in the university interventions
* Already existing partnership with different organization such as RUFORUM, Collaborative Master’s Program of Science in Agricultural and Applied Economics (CMAAE)
 | High level of expectation (such as intervention coupled with critical inputs) |
| AgShare students | * High level of motivation for local context based learning
* High need for funding support for their thesis research
 | * Limited skill to come-up with quality case study
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| Technology transfer, skills and knowledge (co-learning/co-creation) | * High level of university engagement through office of research and extension; community development
* Available packages of technologies developed for local context disseminated to farmers
 | * Limited documentation of lesson learned from intervention
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| OERs | * Available e-resources
 | * Limited linkage with local context
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| Relevant curricula | Relevant curricula already in place (designed based on the national strategic direction of agricultural development) | Relevant curriculum but poor teaching and learning approach  |
|  | Policy | * AgShare in line with strategic plan of the university
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| Mekelle | University and staff | * Strategic plan that focuses student-centred teaching and research approach
* Decentralized organizational structure to own, run and sustain the initiative
* Committed management and staff
* Well established University-Industry-Community linkages to apply AgShare methodology
 | * Poor infrastructure (internet, filed equipment, documentation facilities)
* Limited knowledge and experience on the preparation of student centred and research based OER materials
* Absence of material developed in this methodological approach (OER)
* Copyright issues
* Poor access to published materials
* Limited experience in preparing research outputs in a way that can be easily understood and applied by farmers
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| Farming stakeholders | * Long-term practical experience and rich indigenous knowledge in natural resources management
* Willingness to participate in action oriented research
 | * Poor access to research results
* Insufficient financial capacity to implement research outputs
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| AgShare students | * Availability of postgraduate students in relevant fields
* Willingness to work with and assist farmers
 | * Limited capacity of post graduate students in identifying demand driven action oriented research topics
* Less number of female postgraduate students in the PG programs
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| Technology transfer, skills and knowledge (co-learning/co-creation) | * Presence of clear governmental organizational hierarchy from National to local level
* Presence of farmer peer groups (development army) and model farmers at grass-root
* Availability of annual experience sharing field days among farmers
* Availability of a multidiscipline team of agricultural extension and rural development agents at the lowest administrative unit
 | * Insufficient performance of the existing institutional linkage in dissemination
* Weak linkage between the researcher and the farming community
* Lack of transforming scientific research outputs into simple and applicable form to the end users
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| OERs | * Ongoing higher institution massification program of the country
* Higher demand for practical-oriented quality education
 | * Lack of skill in instructional manual design and development
* Attitudinal problem of staff to put educational materials online
* Lack of experience in multi-media development
* Internet connection
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| Relevant curricula | * Ongoing nationwide harmonization of curricula
* Periodic curriculum review based on job satisfaction study and feedback from employers
 | * Lack of case studies relevant to local realities
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|  | Policy  |  |  |
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| Makerere | University and staff | * Management ready to own the initiative/the action
* In line with strategic plan of the university
* Already existing partnership with different organization such as RUFORUM, CMAAE
* Interest to share knowledge among national and regional universities
 | * Skill gap staff in terms of OER/e-learning
* Incentive mechanism to institutionalize
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| Farming stakeholders | * Ongoing intervention with farmers
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| AgShare students |  | * Some graduate students are not members of staff and there is no deliberate way to collect their research output and feed it back into curriculum development or field practice.
* Lack of technical skills for capturing and translating new knowledge into OER
* Limited skill of student to come-up with standard
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| Technology transfer, skills and knowledge (co-learning/co-creation) |  | * Poor internet connectivity to support the research process
* Limited facility such as black board
* Connectivity problem (reliable wi Fi connection
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| OERs | * Demand for OER due to massification
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| Relevant curricula | * MoE is pushing the issue of quality control in higher institutions)
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| Resources/policy | * Recent revision in the University Appointments and promotion policy requiring community engagement/involvement for promotion of staff; involvement in curriculum innovations etc as ways that will motivate staff to engage in AgShare Methodolgy
* Secondly, the policy that requires the involvement of practitioners in curriculum review compels colleges to adopt directly or indirectly the AgShare method
 | * Lack of adequate funds to support research activities for good quality research output
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