# 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 |
| 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 |
| OERs | * Available e-resources | * Limited linkage with local context |
| 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 |
| 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 |
| 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 |
| 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 |
| 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 |
| 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 |
|  | 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 |
| Farming stakeholders | * Ongoing intervention with farmers |  |
| 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 |
| 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 |
| OERs | * Demand for OER due to massification |  |
| Relevant curricula | * MoE is pushing the issue of quality control in higher institutions) |  |
| 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 |