

# Bicton Overseas Agricultural Trust (BOAT)

## IMPACT ASSESSMENT

April 2014

### **BOAT's Mission:**

"Improving agriculture and livelihoods in the developing world by teaching trainers to train more effectively, and training institutes and organisations to deliver better quality training through improved management".





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# IMPACT ASSESSMENT

## Executive Summary

This report aims to assess the impact of Bicton Overseas Agricultural Trust (BOAT) since its inception in 1991 in the main countries in which it has operated using training course evaluation data and a number of illustrative Case Studies. It includes a brief history of the Trust together with a description of the main programmes undertaken.

BOAT is a registered UK charity which aims to provide high-quality and appropriate training to enhance the management skills of key personnel in developing countries involved in managing agricultural training institutes or rural development projects. In particular, it concentrates on the provision of training in skills which are transferable and which can benefit a wider group of people than those participating directly in the training. Its main partners are Bicton College and the Devon agricultural industry.

BOAT's main activity has been the organisation and funding of an annual six week residential course at Bicton College and 72 participants (21 female) have benefitted from this training since 1991. In the early years, participants from widely diverse countries received training which was varied and tailored to individual interests. However, in 1997 a new approach was adopted by the Trust and since then, with one exception, all trainees have come from Africa - and mainly East Africa. In the same year, the Tanzania Government Livestock Training Institute (LITI), Tengeru, near Arusha was identified as a suitable partner for Bicton College and a Memorandum of Understanding (MoU) was signed. With BOAT's assistance a LITI Tengeru Strategic and Business Plan was produced leading to greatly enhanced institute productivity and a request from Tanzania to expand the BOAT programme. The MoU was updated in 2004 and 2012 and now embraces all Ministry livestock training institutes in the country and 23 of their senior staff have completed the Bicton training course to date.

In 2006, largely as a consequence of the Tanzanian experience, the Bicton course was standardised to concentrate solely on Institutional Management and Business Planning and in 2012 was offered as a Plymouth University-accredited short course with three Level 5 Modules (Governance and Management of Institutions, Business Management and Planning, Curriculum Management and Delivery) each attracting 10 Credits. 42 senior managers of training institutes and rural development projects have completed this course to date.

As a result of individuals attending the Bicton training, strong links are developing with institutions and organisations in a number of countries. BOAT has delivered workshops at the Natural Resources College (NRC), Lilongwe, Malawi and at LITI Tengeru, Tanzania and also works closely with the Kulika Trust, Uganda. BOAT plans to develop these links through MoUs and to expand its delivery of in-country seminars and workshops as well as providing general support to these institutions.

Case studies drawn from The Gambia, Malawi, Tanzania and Uganda together with course and workshop evaluation data analysis are presented to demonstrate the considerable impact of BOAT's training programmes. Enhancing the management skills of key personnel in training institutes and rural development projects has resulted in greatly improved personal effectiveness, project productivity, and institute management and training delivery.



# IMPACT ASSESSMENT

## **Bicton Overseas Agricultural Trust (BOAT)**

### **1. INTRODUCTION**

This report aims to assess the impact of the work of Bicton Overseas Agricultural Trust (BOAT). It includes a brief history of the Trust (Section 2); a description of the main training programmes undertaken (Section 3); a number of illustrative Case Studies drawn from the main countries in which it has operated (Section 4); and the analysis of training course evaluation data (Section 5).

The report has been compiled using historical records held by BOAT supplemented by specific information recently provided by individuals, and has been produced by BOAT Trustees.

### **2. BACKGROUND TO BOAT**

#### **2.1 BOAT's Objectives**

BOAT is a registered UK charity which aims to provide high-quality and appropriate training to enhance the management skills of key personnel in developing countries involved in managing agricultural training institutes or rural development projects. In particular, it is keen to provide training in skills which are transferable and which can benefit a wider group of people than those participating directly in the training.

#### **2.2 Trust formation and principal fundraising.**

The Trust was formed in 1991 after a group of Devon farmers collaborated to fund a Thai student who was working on a Devon farm to attend a course at Bicton College (a Further Education College providing full and part-time courses in agriculture and a range of other land-based industries). Later in 1991, these farmers decided to set up the BOAT Trust to fund more such students. The Devon agricultural industry together with Bicton College are still the major partners of BOAT. The main fundraising activity over the past 12 years has been the annual raffle of a classic tractor, each of which has been rebuilt by Bicton College students in a 24-hour challenge (or during the three days of the Devon Agricultural Show) using spare parts donated by a Devon company: this has become something of a national event. Friends of BOAT was formed in 1998 as a support network.

#### **2.3 UK residential training**

##### **2.3.1 Introduction**

BOAT's principal activity in the UK has been to arrange an annual training course of about six weeks' duration based at Bicton College for participants from the developing world and 72 individuals have benefitted from this programme since its inception.

The course aims to provide essential training and personal development for senior staff in developing countries who are managing either Government or private training institutions involved in education, training and extension in agriculture and rural development, as well as those implementing rural development projects.

### **2.3.2 1991 – 1996**

Following the successful completion of studies at Bicton College of the Thai student in 1991, a further 11 trainees were hosted by BOAT from countries as diverse as Papua New Guinea, India and China, as well as Africa, with varied programmes designed to accommodate their specific interests.

### **2.3.3 1997 - new approach and the Tanzania programme**

In 1997 a new approach was adopted by the Trust and since then, with one exception, all trainees have come from Africa - and mainly East Africa. In that year too, the Tanzania Government Livestock Training Institute (LITI), Tengeru, near Arusha in Tanzania, was identified as a suitable partner for Bicton College and following reciprocal visits by the Principals, a Memorandum of Understanding (MoU) was drawn up between BOAT, Bicton College, the Tanzania Government Ministry of Livestock Development & Fisheries (MLDF) and LITI Tengeru. This cooperation resulted in the production of a LITI Tengeru Strategic and Business Plan leading to greatly enhanced institute productivity and a request from the MLDF to expand the BOAT programme. The MoU has subsequently been updated in 2004 and 2012 and now embraces all livestock training institutes in the country and 23 senior MLDF institute staff have completed the Bicton training course to date.

In 2008, at the request of the MLDF, three BOAT Trustees delivered a shortened version of the Bicton course at its first in-country workshop at LITI Tengeru (see Case Study 4.4.1).

### **2.3.4 Introduction of the Institutional Management and Business Planning (International) course**

In 2006, largely as a consequence of the Tanzanian experience, the Bicton course was standardised to concentrate solely on Institutional Management and Business Planning and in 2012 was offered as a Plymouth University-accredited short course (see Section 3.1 below). Of the 42 participants who have completed it since then, all have been senior staff of Government and private Colleges or of rural development programmes - about 50% in each category.

### **2.3.5 Development of in-country training programmes**

As a result of individuals attending the Bicton training, strong links are developing with institutions and organisations in a number of countries. For example, following the training of senior staff from the Natural Resources College (NRC), Lilongwe, Malawi, a joint workshop on “Managing Sustainable Development” was delivered by two BOAT Trustees in 2012 in Malawi. Discussions are on-going with the College which it is anticipated will result in an MoU and the creation of a BOAT training hub for delivery of further in-country seminars and workshops, as well as for providing general support to the College (see Case Study 4.3).

BOAT is also in discussions with Kulika, Uganda, an NGO which would also like to enter into an MoU, and which has requested help in developing its newly-established Lutisi Rural Training Centre outside Kampala (see Case Study 4.5).



### 3. BOAT TRAINING PROGRAMMES

#### 3.1 The UK-based *Institutional Management & Business Planning (International)* short course

##### 3.1.1 *Background*

This course, which runs for six weeks (with the addition of a five-day pre-course induction period), has been offered at Bicton College for six or more participants each year since 2006 (except 2010 when difficulties in obtaining visas and disrupted air traffic due to volcanic ash in the upper atmosphere caused cancellation).

In 2011 BOAT and Bicton College examined the possibility of providing a course which could be accredited as it was considered more attractive to potential participants and their employers and sponsors, would provide recognition of the academic level of the course, and would also assure quality through External Examiner scrutiny.

The first Plymouth University-accredited *Short Course in Institutional Management and Business Planning (International) (IMBP)*, with three Level 5 Modules each attracting 10 Credits, was offered in 2012. Level 5 is equivalent to the early years of a degree course or Higher National Diploma in the England, Wales and Northern Ireland Qualifications and Credit Framework.

Participant selection is rigorous and is based on job responsibility and future management potential. Participants also have to show sufficient academic background to enable them to complete the course.

##### 3.1.2 *Content*

The Modules are as follows:

- **Governance and Management of Institutions (10 credits)**
  - Governance of institutions
  - Styles of leadership and management
  - Staff management and deployment
  - Management Information Systems
  - Property and land management.

In addition, three one-day sessions are provided on Communication Skills, Personal Effectiveness and Decision Making.
- **Business Management and Planning (10 credits)**
  - Strategic and business planning
  - Project management
  - Monitoring and evaluation
  - Risk management
  - The use of Financial Tools (Budgeting, Cash Flow projections, Profit and Loss accounting, Sensitivity Analysis) through Case Studies of farms and other agricultural businesses
  - Linking the role and management of the farm and estate to the delivery of the curriculum.
- **Curriculum Management and Delivery (10 credits).**
  - Training needs analysis
  - Design and structure of programmes of study

- Course management
- Teaching theory and practice
- Quality processes and procedures
- Student support services
- Information technology and computing

### **3.1.3 Course design process**

The Modules were written by Trustees and staff of Bicton College and approved by Plymouth University which appoints an external examiner. The precise course implementation varies slightly from year to year and is determined by a team of Trustees with senior management from Bicton College.

### **3.1.4 Course delivery**

The course is delivered according to a very tight time schedule by a wide range of people, many of whom give their time freely. Some sessions are scheduled in the evenings with extra tutoring when necessary at weekends. Classroom delivery is in 90-minute blocks (up to four per day) of formal instruction augmented by assignment writing with peer presentation, and visits to agricultural shows, agri-businesses and places of interest such as the Eden Project. In addition, participants visit farms and spend some weekends at the homes of Trustees and Friends of BOAT. Participants also attend and present a paper at a one-day seminar organised by the South West branch of the Tropical Agricultural Association.

### **3.1.5 Course Evaluation.**

Evaluation takes place in a number of ways. Immediate feedback is obtained from a presentation given by the participants at the end of the course, together with the completion of a detailed questionnaire by each participant covering all aspects of course delivery. The Course Team meet to review these and decide what improvements can be made to the following year's course in light of the comments made. Written assignments are marked by Module Leaders and the marking verified by the External Examiner who provides an overall assessment of the course.

After six months or so participants are emailed a further questionnaire on the ways in which the course has affected their work performance and the effectiveness of their organisation. In many cases, BOAT continues its association with alumni through personal contact and the development of in-country programmes with their institutions.

## **3.2 In-country Workshops**

In-country workshops have been held in Tanzania (2008) and Malawi (2012). They are both discussed in Section 2 above but further details are given in Case Studies 4.3 (Malawi) and 4.4 (Tanzania). It is BOAT's intention to increase this activity as Training Hubs develop (see Case Studies 4.3 [NRC Malawi] and 4.5 [Kulika Trust, Uganda]).

## **4. CASE STUDIES**

### **4.1 Introduction**

This section provides a selection of Case Studies to illustrate the effects of BOAT's UK-based and in-country training programmes, as well as consultancy activity, over a number of years in a range of countries – The Gambia, Malawi, Tanzania, and Uganda. The main benefits from this training are analysed in Section 5. All quotations from former participants are unedited.

#### **4.2 THE GAMBIA - Badarra Jobe and the Njawara Agricultural Training Centre**

Badarra Jobe, the Director of The Gambia's Njawara Agricultural Training Centre (NATC), was one of BOAT's earlier participants, coming to Bicton in 1995. At the time he was the Director of a small village training centre on the North Bank of the river near Kerewan. It was first established on Badarra's farm in 1990 as he had recognised the problems caused by the lack of food security, decrease in soil fertility, lack of employment opportunity in the rural areas and resultant migration to the cities - all of which needed to be reversed. He first started with one small, largely open-air, classroom and a few participant farmers, who came part-time from his and neighbouring villages. He also sought assistance from some NGOs working in The Gambia, including Catholic Relief and Concern Universal.

At the time he came to Bicton, with their help and also that of Canadian Aid, he was building a proper classroom and later added dormitory accommodation for students, a dining room and kitchen, and a rest house for visitors. In a letter sent in 2000 thanking us for putting him on the mailing list for our new BOAT newsletter, he wisely suggested that we make more use of it as a vehicle for exchanging information between BOAT alumni from different countries, as this he had found was a great added benefit of attending our course. He said they had now expanded to training 70 farmers a year, including 50 women, on their "Natural Resource Management for Sustainable Farming" course, focussing on expanding the growing of shorter season millet and sorghum, vegetable gardening and orchard management, together with tree planting and animal husbandry including ox traction.

Two BOAT Trustees visited Njawara ATC in 2000 to assess progress following which Badarra wrote:

*"I and the community and management of NATC give our grateful thanks to BOAT members and Trustees, due to your concern for community development, manifested in the recent visit of two Boat Trustees, and your offers of further assistance. Overall I thank you for your motivation to help me remain so strongly committed to my work here".*

These same two Trustees visited again three years later, and recommended a further training course for another senior staff member. BOAT then welcomed Badarra's wife, Sannibou, a trained accountant, to Bicton in 2003 and she has been a key administrator at NATC ever since. Since completion of the dormitories for 42 students in 2001, full-time nine-month courses for young farmers have been introduced with the middle three months spent back on their farms. Over 450 young students have been trained since then.

With help from other donors, NATC has carried out other successful programmes, such as the Millet and Findi (groundnut) Project 2010-2013, assisted by the NGO AVISU with EC funding, which has introduced improved shorter season varieties to combat drought and alleviate the hungry period. This successful programme has also introduced improved cooking stoves and distributed large numbers of fruit and other trees. It has been carried out with twenty village communities in the North Bank through a participatory approach. The NATC is now also just embarking on a much-needed Food Processing Cooperative programme throughout the North Bank and has just prepared a new five-year Strategic plan, 2012-2017, based on the use of SWOT analysis and strategic planning that Sannibou was trained to use at Bicton, and subsequently shared with her senior colleagues.

In December 2012, three more Trustees visited The Gambia with six other Friends of BOAT and spent several days at Njawara to review progress with Badarra, Sannibou and the new Director, Mama Manneh, who had just taken over from Badarra - now taking a back seat, though still very much involved. The team were extremely impressed with the number of

well-established farmers visited who were being very successful, especially regarding irrigated vegetable production, after their training and follow-up at, and by, NATC.

Dry season irrigated vegetable gardening is rapidly being transformed from being rather dismissively described as “women’s work” to an important mainstream farming enterprise (with both men and women involved). Badarra's strong and wise leadership of the NATC and his work with local communities throughout the area has led to his receiving a prestigious award from Ashoka (an organisation set up by World Bank retirees and other development experts in the USA) which recognises self-motivated entrepreneurs who have made significant contributions in their fields to local communities over a wide area.

Concern Universal in The Gambia has supported NATC almost since its inception and has been instrumental in assisting BOAT to have an impact there. Two of their senior staff came to Bicton in 2011, and they organised the BOAT visit to The Gambia very effectively in December 2012.

### **4.3 MALAWI - Natural Resources College**

The Natural Resources College (NRC) is sited on a well-appointed campus outside Lilongwe with excellent buildings and facilities and some 100 hectares of farmland, all developed with the assistance of the Canadian Government. It was opened in 1986 and privatised around 1991 although its Board of Governors reports to the Minister of Agriculture. Plans for a possible merger with Bunda College and Chitedze Research Station to form LUANAR (Lilongwe University of Agriculture & Natural Resources) are presently in abeyance.

The College is mandated to run training programmes in Natural Resources and Environmental Management, and Agriculture, through five accredited two-year Diploma courses and one Certificate course (one-year duration) offered as blocked courses in modules. Overall, NRC has 1,500 students (600 residential) and operates two semesters per year (February – June and September – December) with some 300 new students joining each semester. These are almost 100% Malawians. NRC income is mainly derived from Students’ Fees (75%) and the College Farm (15%) and shows an overall turnover of around 800m Kwacha (almost £2m). It has a permanent staff of 120, of whom 40 are trainers and 80 are support staff, and it hires in some 25 further trainers on a demand-led basis.

NRC has sent three of its senior staff to attend the BOAT/Bicton residential course - in 2008 (2) and 2009 (1). As a result of this training and subsequent discussions it was agreed that BOAT and NRC would jointly conduct a five-day workshop at the College in August 2012 entitled ‘*Managing Sustainable Development: improving agricultural management by training and extension.*’ The course, which had 29 participants from a variety of backgrounds including one from Mozambique, was delivered by two BOAT Trustees with all marketing, administration and accommodation provided by NRC.

This first joint venture between BOAT and NRC Malawi was considered successful by all parties and the NRC has already indicated informally that it would like to hold similar events in the future. The NRC is an excellent training facility located in a country with which BOAT already has links, and which is among the 12 poorest countries in the world. NRC is largely autonomous which gives it flexibility (particularly financial) and considerable freedom from bureaucracy in decision-making. The college has plans to develop into a regional training hub and to increase its on-demand courses and workshops but has indicated that it would appreciate assistance to achieve this. NRC senior management has enjoyed a good working relationship with BOAT and, as a result, NRC senior staff consider themselves

to be ‘old friends’ of BOAT and have indicated that they would like to strengthen and formalize the relationship.

The NRC would be a natural partner for Bicton College and both would benefit from sharing experience in college training and management techniques. BOAT and NRC are presently in discussion with a view to developing a MoU.

#### **4.4 TANZANIA**

##### ***4.4.1 Livestock Training Institute, Tengeru, and other training institutes***

The Trust has been actively involved in assisting agricultural training in Tanzania since 1997 when BOAT and Bicton College were formally twinned with the Livestock Training Institute (LITI) Tengeru near Arusha after a visit to the UK by its Principal and the signing of a MOU between BOAT and the Government of Tanzania, Ministry of Livestock and Fisheries Development (MLFD). The immediate objective was to assist LITI Tengeru to improve its management systems, farm output (400 hectares), staff development, and curriculum development and delivery.

A key initiative carried out with BOAT’s assistance was the development of a comprehensive rolling Business Plan by the LITI - initially for the period 2000-2003 but following a thorough in-country evaluation by two BOAT Trustees, it has been updated annually since then. The process involved the detailed collection of a wide range of management and farm data by the LITI staff using BOAT prepared schedules over an 18-month period from 1998. This was emailed to BOAT Trustees who assisted the LITI in its analysis and input into its Business Plan. The development was achieved at low cost, with a high degree of local participation and, crucially, at their speed.

An outcome of the process has been a better-focused agricultural education programme with a broader range including business management and enterprise skills, as well as being better-marketed and delivered to a wider range of clients. The LITI saw an increase from 160 full-time students in 2000 to full capacity with over 400 full-time students (mainly Certificate and Diploma level with around 70% self-funded) as soon as 2002 as a result of carrying out needs assessment and sustained recruiting.

The LITI also started running many more short, tailor-made courses for farmers and trainers, both residential and outreach, often in collaboration with a number of local NGOs (such as Heifer Project International and Farm Africa) as well as with development projects. They were training around 600 men and women per year. As part of the Plan, the Institute had also set up a profitable Farm Shop. With an improved income stream - which happily coincided with the Tanzania Treasury’s agreement to allow the retention of Training Institute income earned from training courses or sale of agricultural produce - the LITI was able to commence a building rehabilitation programme.

The MLFD was sufficiently impressed with the success of the LITI Tengeru initiative to request BOAT’s help in replicating the process in their other LITIs. Since 1997, the MLFD has placed 22 of its senior LITI staff on the Bicton six-week residential course, of whom 11 have been college Principals or Vice-Principals.

At the request of the MLFD, a 10-day workshop on “*Institution Management & Business Planning*” was delivered at LITI Tengeru by three BOAT Trustees for 24 Ministry staff in June 2008. As part of the workshop evaluation, participants were asked to specify five key

messages that they would take home from the workshop. The importance of proper planning in Institute management supported by good record keeping was highlighted by all groups (“If you fail to plan you plan to fail”). The staffing modules (appointment, leadership, management, and appraisal) also made considerable impact. Lessons were also learned of the importance of Institute marketing and assessment of training needs as well as the role of Governing and Advisory Boards. The address given by the Chairman of the LITI Tengeru Advisory Board was particularly valuable in this regard. It was also very encouraging to note that the participants found the workshop to be relevant (1) or very relevant (22) to their work and everyone would recommend this workshop to others.

This workshop coincided with a visit by the Bicton Vice-Principal on an introductory tour and a team of Devon Young Farmers who had volunteered to install a Ram Pump (Papa Pump) on the LITI farm for stock watering.

Following the creation of the independent Livestock Training Agency (LITA) in 2012, the MoU was updated and expanded to include all the re-branded LITI, now LITA, campuses as well as the HQ. This was signed by the Permanent Secretary, MLFD, as well as the LITA CEO, the Principal of Bicton College (who was visiting Tanzania on a fact-finding mission), and a BOAT Trustee.

Tanzania is one of the poorest countries in Africa but with a rich natural resource base and it is highly dependent on its agriculture. It has considerable investment in these training institutes and competent lecturers, whose training expertise is not being used to maximum potential at present – and yet such practical agricultural training has a vital role to play in helping to alleviate poverty and in realizing the high potential of its agricultural sector. Diploma and Certificate-level practical institute training is particularly important in promoting sustainable agricultural intensification and in developing expertise to help the emergence of small and medium scale commercial farmers who are the future of the country.

The Tengeru example, now being replicated in the other five LITAs, has shown the high levels of return that can be achieved from being in partnership with BOAT, and with minimal funding support.

#### **4.4.2 Dr Jerome Bahemu**

Veterinary Doctor Mrs Jerome Bahemu attended the BOAT/Bicton UK residential course in 2008. At that time she was Principal of the Tanzania Government’s Mpwapwa Livestock Training Institute situated in Dodoma Region in central Tanzania and nominated for BOAT training by the Ministry of Livestock Development & Fisheries who funded her air ticket. Jerome also attended the later short Tanzania BOAT Workshop conducted in mid-2008 at LITI Tengeru. Her first action on returning to her institute after her UK training was to prepare a draft Strategic Plan which she emailed to BOAT for detailed comment and suggestions. She wrote:

*“I am very grateful for the time that you have spent on going through the first ever draft of the Strategic Plan for LITI Mpwapwa. I should admit that without BOAT this could have never been possible. I am always excited about the successes that LITI Mpwapwa has achieved since when I attended the training under BOAT's sponsorship”.*

At the age of 55 Jerome had to retire from Government service and decided to establish her own private training institute, the Visele Livestock Skills Training Centre, also in Dodoma Region, using her retirement benefit as start-up capital. The centre was officially established in 2010 with a Board of Directors (mainly retired government officers recruited by Jerome) which formulates policy, by-laws and regulations, sets fees, and appoints and directs the institute Principal/Chief Executive. The institute has also established an Advisory Board. Visele is the only privately run, non-governmental livestock training centre that trains young people as Extension Officers in Tanzania. It enjoys cordial relations with Mpwapwa LITA training campus (Director, Joseph Kasiga, who attended the BOAT course in 2007), and with the Veterinary Investigation Centre and Livestock Research Institute which are both close by and whose expertise and research findings feature prominently in the curriculum.

The centre, which is recognised by all the educational regulatory authorities in Tanzania, offers a Certificate course in Animal Health and Production (two years) for students with “O” level science subjects or certificates in appropriate disciplines and who are enrolled from all over the country. Visele also offers short courses in agricultural subjects (one - two weeks) based on a Training Needs Assessment and mainly commissioned by NGOs for farmers. A Quality Control & Assurance programme is operated.

Visele presently occupies rented accommodation owned by a religious organisation and which was formerly a carpentry training school. It comprises 100 acres, of which 64 acres are cropped. There are good opportunities for farm intensification. The main source of income is students’ fees from private sponsorship (more than 95%), the farm (4%) and directors’ contributions (1%). Audited Financial Reports are produced. The Centre is now fully subscribed with 150 students following the Certificate course and the target for 600 short course trainees per year is on track. The Centre has produced a range of marketing material, attends agricultural shows and runs outreach programmes. In 2012, Tanzania’s Prime Minister was Guest of Honour at their first graduation ceremony.

In August 2013, Jerome wrote:

*“My cordial thanks goes to BOAT (my models) who molded me in the way I work out issues. The highest degree of confidence I have is the outcome of the course that I attended while at Devon - Bicton College in year 2008. The course was set in a way that a serious person could go back while transformed. The training package delivered was very heavy and consistent.*

*During the course there was a mixture of participants from various countries. From this, I did a self-assessment on my contribution to the development of my country and hence made me think of what I should do to impact my knowledge and skills onto others. Attending the Agricultural shows at Devon and by seeing what, how and why things are done so, really motivated me.*

*Visiting members and friends of BOAT made me share experiences and from these I tuned myself to a healthy working discipline and became conscious with budgeting.*

*Attending classes with Bicton College students made me change the attitude that is common with Tanzania’s training Institutes (of keeping distance with students). The way skills are presented encouraged me. We now counsel students and allow them to participative learning. This improves their learning abilities and commitment to studies.*

*The visits to other colleges in Devon were eye openers to the kind of management that is required and how it could be done. This is one of the factors that also made me think of a possibility of copying what I saw and as I believed that I could put them into practice.*

*Going around Bicton College and meeting employees in different departments enlightened me on how personnel can be handled. On attending sessions and practicing on how to prepare a Business plan I came back home with a feeling that I was capable of doing things while I still have energy. The centre has a significant role on farming because all students graduating work with farmers most of whom are on a move of commercial production.*

*I observed that BOAT Trustees work as a team and they have an attitude of commitment to spill knowledge to developing countries which has a great meaning to poor people's lives. Thinking of what the BOAT Trustees are doing requires appreciation by those that are lucky to meet them. Thanks to all supporters of BOAT as they assist developing countries in a way that is sustainable. I really thank BOAT for its move to target developing countries. Carry on with the Team work attitude you have to inspire many. I believe that there is no success without working hard. I learnt that you are very hard working BOAT Trustees. I will always work as you do and will never feel tired unnecessarily."*

#### **4.5 UGANDA – Kulika Trust**

Kulika Uganda, an autonomous offshoot of Kulika UK, is an NGO whose focus is education and community development, with an emphasis on sustainable organic agriculture (SOA). Its stated mission is “to provide relevant skills and technologies to empower rural communities.” Since its inception it has provided support for 1500 scholars and, through its development of a rural training centre (Lutisi) and five rural centres, has reached 16,000 families in 20 districts.

Kulika's five-year development plan (2012-17) “recognises national, regional and global trends in the economic, political, social and natural environment, and especially as they impact on agriculture and education.” Gender considerations are of major importance in all projects.

Kulika targets smallholder subsistence farmers, with particular emphasis on female heads of household. The programme hinges on the provision of ‘farmer-trainers’ located in communities all over Uganda. The farmer-to-farmer training that they provide concentrates on SOA, on marketing skills and on adding value, as well as on the concept of farming as a business capable of generating a cash income. In this regard, Kulika is also active in developing and promoting moves to achieve international certification that lead to price premiums (such as ‘Fair trade’ and “UTZ Certified”), and on encouraging the formation of market linkages and farmer groups and co-operatives.

Five Kulika candidates have attended BOAT courses since 2008. The training that they receive is seen as a planned part of the development of both Kulika and the individuals concerned. The late Elijah Kyamuwendo, then CEO of Kulika Uganda, noted that “following their BOAT training, the planning, organisational and programme management skills of staff were considerably enhanced”. It is Kulika policy that, on their return, BOAT participants are given every opportunity both to put their newly-acquired skills into practice and to pass the ideas and information on to their colleagues.

The case of Ms Magdalene Ogwang provides an excellent illustration of the effectiveness of the BOAT programme for Kulika. She attended the Bicton course in 2008. At that time she was employed as a community development co-ordinator, in which role she was responsible



for the management of the Kulika training centre, co-ordinating farmer training and the marketing of farm produce. She was secretary of the Community Development Department (CDD) and involved in staff appraisal and placement. Magdalene was also responsible for collating information for annual reports, for planning and monitoring the work of the CDD and for the quality assurance of CDD work.

Following her time at Bicton, Magdalene commented:

*“The BOAT course developed my confidence and offered pointers to many important issues, giving me the skills to do my job better in both time and space. I am now able to take the lead in making things happen. I now regularly contribute ideas to improve office administration and with my improved writing skills am responsible for reporting all projects at Kulika. I have encouraged the use of Tracer Studies across all the beneficiaries of Kulika programmes and shown how important they are to our organisation. We shall be conducting such studies, in both our Community Development and Education programmes, so as to redirect our curriculum planning in the coming years. I continually refer back to my BOAT course material. The material gives me a starting point. I use it in training needs assessment, governance issues, staff appraisal, decision making, quality assurance and many more”.*

Magdalene is now Head of Programme Development for Kulika Uganda, responsible for all work in the areas of community development and education. She talks enthusiastically about BOAT and it is clear that she has benefited personally from her training and that she is keen to put what she has learnt into practice, and to communicate those ideas to others. The synopsis above would suggest that she has been successful on both counts!

As a result of the success of Magdalene, and others, on the BOAT course, Kulika Uganda is currently putting together proposals for a Memorandum of Understanding between Kulika and BOAT. This would formalise the relationship and lay the foundation for developments such as in-country courses that could provide appropriate training for a wider range of Kulika staff than is possible at present.

## **5. ANALYSIS OF THE EFFECTIVENESS AND BENEFITS OF BOAT'S PROGRAMMES**

### **5.1 Introduction**

It is not easy to accurately quantify the benefits of “Training of Trainers” programmes as delivered by BOAT. However, the following observations derived from the Case Studies presented in Chapter 4 give an indication of the effectiveness and benefits of the programmes.

### **5.2 Analysis of the Institutional Management and Business Planning course.**

The decision to introduce the Institutional Management and Business Planning course in 2006 was largely influenced by the experience of BOAT in assisting the LITI Tengeru, Tanzania to prepare its Strategic and Business Plan, and the in-country evaluation by BOAT Trustees of its very successful implementation which resulted in a request from the Tanzanian Government MLFD to extend the assistance to its other training institutes (see Case Study 4.4.1).

Between 2006 and 2009, 17 training institute senior staff attended the course of which 13 were sent by the Tanzania MLFD. In addition, 24 MLFD senior staff attended the 2008 workshop delivered by BOAT Trustees at the LITI Tengeru.

From 2009 to date increasing numbers of project based senior staff, particularly from Malawi and Uganda, have attended the course (see Table 1 below):

**Table 1: Breakdown of students attending the UK residential Institutional Management and Business Planning course from 2006 and their employment category.**

Year	Government Training Institute/College	Private Training Institute	Project based	Other
2006	4 (all from Tanzania)	1	0	1
2007	6 (all from Tanzania)	0	0	0
2008	4 (2 Tanzania, 2 Malawi)	0	2	0
2009	3 (2 Tanzania, 1 Malawi)	0	3	0
2011	1 (from Uganda)	0	5	0
2012	0	0	5	1
2013	3 (all from Tanzania)	0	3	0
<b>Total</b>	<b>21 (11 F*)</b>	<b>1</b>	<b>18 (5 F*)</b>	<b>2</b>

\*F = Female

Although expensive, it is important that this course is delivered in a land-based college as this type of institution is the underlying environment for the content. Being in residence during the working term time enables the participants to experience college life at first hand whilst a visit to Kingston Maurward College in Dorset provides them with the opportunity of seeing a different model of management and governance. In addition, the experience of UK land-based colleges progressing from fully-funded state institutions to autonomous, privately-managed ones with limited state financial support and quality control is increasingly relevant to many countries in the developing world.

### **5.3 Benefits of the UK course and in-country programmes to Tanzania Livestock Training Institutes**

A message of appreciation from the trainees who attended the 2006 UK course, of whom five were Principals or Vice-principals of Livestock Training Institutes in Tanzania, stated:

*“Mr Chairman, the course on Institutional Management has come at the right time and to the right people. Our training institutions are undergoing transition period from being full funded by Government to semi-autonomous. This implies that our institutions have to be proactive in marketing their courses, look for streams of income sources and run them in a more business oriented approach. We believe that the skills and knowledge gained will help to prevent the closure of these institutions as a result of financial instability and poor human resource management. We are sure and confident that we are going to transform practically what we have learnt and face the challenges ahead of us.”*

Specific beneficial outputs of the BOAT training in MLFD livestock training institutes in Tanzania included the production of institute Strategic and Business Plans for the first time; the adoption of improved management structures; enhanced student numbers as a result of better college marketing; development of a broader range of training (particularly increased short courses, after carrying out Training Needs Assessments) and improved income streams from the introduction of new enterprises (for instance farm shops). It is hoped that the reforms introduced by the LITIs as a result of the early BOAT collaboration will be continued under the MoU established with the newly created Livestock Training Agency.

One particularly significant output from BOAT training in the UK has been the establishment of the Visele Training Institute in Tanzania by Dr Jerome Bahemu (see Case Study 4.4.2). This excellent development is in its early stages but the indicators are very positive. Her Institute now has 150 full-time trainees and also runs a number of short courses for farmers. She makes it clear that without BOAT training, she would not have had the concept in her mind, nor the knowledge or the confidence to implement the initiative.

#### **5.4 Benefits of UK and in-country training to the Natural Resources College, Malawi (see Case Study 4.3)**

In 2008/9 three students were sent to the UK by the NRC Malawi. Feedback from the College was very positive and a number of lessons learned on the course were incorporated into the NRC management systems. NRC requested continued support from BOAT and as a result of this linkage a joint workshop entitled “Managing Sustainable Development – Improving agricultural production through Training & Extension” involving two BOAT Trustees with extensive knowledge of the country was delivered in 2012. A collaborative programme between BOAT, Bicton College and NRC leading to a MoU is currently being developed.

#### **5.5 Benefits of the UK course to Rural Development Project managers**

Since 2009 the majority of students have been drawn from NGOs working in rural development. Close working relations have been established with Concern Universal (CU), an NGO based in Hereford which, as it coordinates a number of autonomous country programmes working through local NGOs, has a strong multiplier effect. Six of their senior managers from The Gambia, Nigeria, Mozambique and Malawi have so far completed the course and one has been nominated for the 2014 course.

In answer to the question in the questionnaire sent out 6 months after course completion “What Changes have you made to the way that you carry out your job as a result of participating in the course?” the two CU Malawi 2013 participants wrote;

- *Significant changes in the way staff performance appraisal is conducted including encouragement to give feedback to appraisees*
- *Review of job descriptions and terms of reference*
- *Frequent communication with team members now employed which has led to improved delivery, job satisfaction and trust*
- *Improvement in leadership skills*
- *Implementation of improved business planning and marketing skills.*
  
- *Improved personal effectiveness*
- *Greater use of spreadsheets to enable more efficient management of finances*
- *Improved financial ability and projects (this has come at the right time as I am now responsible for two high value projects - \$4.2 million and \$1 million)*
- *Improved communication and organisational skills*
- *Updating of risk register on a regular basis.*
- *Training programmes now informed by training needs analysis of staff.*

Similarly, five senior staff from Kulika Uganda (see Case Study 4.5) have received training. Kulika has requested assistance with its newly-established Lutisi Training Centre outside

Kampala, whose manager has already been trained. It is expected that a MoU will be concluded in 2014, leading to another BOAT training hub in Uganda. In all cases, employers have reported significant and clearly observed improvements in management capacity and in the personal effectiveness of their employees after the BOAT training.

### **5.6 Benefits of the earlier UK programme to Agriculture and Rural Development Training Institutes**

In The Gambia (see Case Study 4.2), the Principal of the Njawara Training Centre, Badarra Jobe, came on a BOAT course in 1995. Over the last 20 years he has considerably expanded his village based College, training young farmers that are now successful small scale commercial farmers. A senior administrator at the College was also trained in 2005, and the Institute is recognised as the most successful one in The Gambia. Badarra himself has received international recognition for his work.

## **6. CONCLUSIONS**

### **6.1 BOAT utilising the strengths of the partners**

The BOAT training programme maximises the contribution of the three partners – BOAT, Bicton College and the Devon agricultural industry - working together for the benefit of the developing world.

BOAT Trustees bring substantial skills and experience in international development and adult education; Bicton College management systems are observable and replicable; and the Devon agricultural industry offers agri-business and organisation models that broaden the horizon of energetic and talented African managers. The benefits extend not only to the personnel trained but also to their institutions and, ultimately, to the countries themselves.

As the IMBP course reputation spreads, competition for places is increasing. It is important that the course maintains its core values and structure which has emerged since its inception, and that it continues to be delivered in a collegiate environment. It is planned to maintain the course with at least ten participants each year, and to continue to refine the training in the light of annual evaluations.

### **6.2 Expansion of in-country training**

Substantial opportunities exist for the delivery of more in-country training and the development of training hubs in Malawi and Uganda offer much promise in this regard. Expansion in overseas training is now the main thrust of enhancing BOAT's future programme and it is intended to develop three-year rolling programmes at the proposed new training hubs once the MoUs are agreed, and to use these to attract donor funding.