

**Summary of Stakeholder Input  
Gathered at the  
InnovATE/AFU Agriculture and Natural Resources Stakeholders' Meeting  
Presented by small groups on April 12, 2015**

During the afternoon the stakeholders were divided into three groups – each to discuss a key focus area. The focus areas were designed to drill down deeper on key topics identified earlier and/or further discussed and validated as important during the Transformative Teaching Workshop (April 9-11).

- Small Group #1 - Towards a National Center for Transformative Teaching in Agriculture and Natural Resource Management (Ag/NRM).
- Small Group #2 - Educational needs for commercialization of Ag/NRM.
- Small Group #3 - Structural changes to improve Ag/NRM education.

The questions each group was asked to answer were:

- What critical issues to explore? (in the context of the challenges to capacity development)
- What questions should be asked?
- Where to ask them? (to whom)

Each small group was asked to develop a list of needs for capacity development challenges to capacity development, a set of questions to be asked (in an envisioned scoping assessment) and other persons or organizations that should be added to our network of stakeholders and be potential resources during an envisioned scoping assessment. While discussing these topics each small group summarized their input on flip charts and then presented these to the full group late in the afternoon on April 12, 2015. This input was incorporated into a set of summary notes for USAID with action points to meet these challenges. What follows is the notes the input presented (on flip charts) by each of the small groups.

**Summary from Small Group 1:**

**Center for Transformative Teaching**

Goal: discuss the formation of a Teaching and Learning Center in Nepal.

A discussion ensued on whether the center should be local, national, or international.

Initially the Center should be discipline specific (Agriculture and Natural Resource Management). Then open the Center to all disciplines. Consider starting the discipline

specific Center at AFU, then allow it to grow into a larger center that supports all disciplines and universities. Start modestly and build on success.

Part of the Center should be available on-line. Decisions will need to be made about what portions should be on-line. Faculty input should be solicited on what they would like to see available on-line.

The ways to most effectively help Nepali faculty include the following:

- 1) Access to information, including journals and reliable Internet connections.  
(TEEAL: The Essential Electronic Agricultural Library - from Cornell University)
- 2) Train faculty to upgrade their knowledge and skills.  
Training should be both locally and internationally.
- 3) Small research grants made available to faculty.
- 4) Involve Educational faculty in development and operation of the Center.  
Respect their professional experience.
- 5) Develop and implement a faculty mentoring program.
- 6) Develop and implement a faculty assessment system, including feedback from students.

### **Summary from Small Group 2:**

#### **Educational Needs for Commercialization of Agriculture / NRM (in priority order)**

This small group's goal was to be pro-poor for competitive agriculture and natural resource management.

Over all recommendation: Implement a scoping assessment to identify educational needs gaps and key policy issues (as identified in the workshop, see specific comments by the small group listed below) and prescribe strategies to fill these gaps.

- 1) Lack of technically equipped manpower (LSPs, AT/JTA, extension agents)
- 2) Curriculum not matching current needs.
- 3) Lack of practical / hands-on education.
- 4) Lack of linkage and coordination among educational, research, and extension systems.
- 5) Backward / Forward interaction mechanism: Land to Lab  
(extension <-> research education)
- 6) Lack of precise data.
- 7) Lack of technical validation for imported technologies, especially in NRM sector.
- 8) Lack of value chain and systems research.
- 9) Lack of trained faculty and minimal educational facilities.
- 10) Lack of harmonization among stakeholders in training modules, approaches, and technical knowledge.

Questions and Recommendations:

- 1) Do we have enough capacity to produce technically equipped manpower?
- 2) What are the key policy issues?
- 3) Coordination of job employment
- 4) Training needs assessment

Key Stakeholders:

- 1) GOs / Ministry level
- 2) TEVT
- 3) CEC/AFU
- 4) NGOs
- 5) INGOs
- 6) PSC
- 7) Service Providers (Extension Workers, etc.)
- 8) Educational Institutions
- 9) Farmers
- 10) Scientists (NARC)
- 11) Professors
- 12) Graduate Programs
- 13) Students
- 14) Community Forestry User Groups
- 15) NTFP Traders
- 16) Local Ag Traders
- 17) Private Sector (FNCCI)
- 18) Data Users / End Users

**Summary from Small Group 3:**

**Structural changes to improve Agricultural / NRM Education**

This small group's goal was to "examine the institutional and policy challenges to improve Ag and NRM education."

Facilitate a forum to develop strategies to address the structural issues (including those identified below) that limit higher educational Agricultural / NRM institutions from achieving their educational objectives.

- 1) Establish linkages between Education Ministry and other ministries.  
(Forestry, Agriculture, etc.)
- 2) Define extension catchment (service) area.
- 3) Establish linkages between AFU extension programs and other ministries.
- 4) Establish government-based research funding flows to universities.

- 5) Adopt best practices from other nations' educational systems that are appropriate for Nepal.
- 6) Improve and increase educational institutions' research component.
- 7) Integrate teaching with research.
- 8) Increase MOE's focus on higher education.  
(90% focus on schools, 8% focus on universities, 2% focus of vocational)
- 9) Improve linkages between universities and private sector.  
Establish private sector advisory board.  
Create demand-led internship system.  
Develop private sector culture of research support.
- 10) Improve admission processes to improve quality of students at university.  
Develop fair admission standards and entrance exams.  
Change culture of external exams.  
Foster culture of educational ownership by students.
- 11) Develop sustainable financial model for higher education.  
(Possible support: government, tuition, private sector, alumni,  
other sponsors)
- 12) Increase integration of AFU and TU resources.
- 13) Research educational differences between different disciplines.