

ARDRI




University of Fort Hare
Together in Excellence

19 NOVEMBER 1991

at

UNIVERSITY OF FORT HARE

PROGRAMME

- 08h30 : Opening: **Prof FAH Wilson**, Chairman of Council, University of Fort Hare
- Research Presentations
(Chairman, Professor T J Bembridge)
- 08h40 : **Prof A O de Lange**: ARDRI's research attainments.
- 09h00 : **Dr D R Tapson**: research needs of developing rural areas.
- 09h20 : **Mr M Mbongwa, Drs N Vink and de Villiers**: overall research priorities in developing rural areas.
- 09h40 : **Prof C Breen**: research priorities of rural areas in the eastern seaboard region.
- 10h00 : **Mr M N Poni**: Ciscare: research and extension needs, priorities and integration.
- 10h20 : Tea
- 10h40 : **Prof J N Marais**: Role of the UFH Faculty of Agriculture in ARDRI.
- 11h00 : **Prof J van Zyl**: postgraduate studies in development research.
- 11h20 : **Prof F J C Swanepoel**: Summation of research papers.
- The logo of the University of Fort Hare is a circular emblem. It features a sun with rays at the top, a book in the center, and the motto 'IN VIDE BURUS LUMEN' on a banner below the book. The text 'University of Fort Hare' and 'Together in Excellence' is written below the emblem.
- Training Presentations
(Chairman, Professor E H Graven)
- 11h30 : **Mr V Weitz**: training resources and the market for training in rural areas of Transkei.
- 11h50 : **Mr P Alcock**: training resources and the market for training in rural areas of KwaZulu.
- 12h10 : **Mr C J Kotze**: Training needs of rural Ciskei and summation of training papers.
- 12h30 : Lunch
- 14h00 : Workshop: **Mr M Rezelman** (Facilitator): ARDRI's research and training priorities.
- 15h30 : Tea
- 15h45 : Workshop continues
- 17h00 : Closing : **Chairman**

Contributors

Professor Bembridge is Head of Department of Extension and Rural Development, UFH, and is Chairman of the ARDRI Control Committee.

Professor de Lange is Director of ARDRI.

Dr Tapson is Director, Region D, Development Bank of Southern Africa.

Mr M Mbongwa, Drs Vink and de Villiers: Centre for Policy Analysis, Development Bank of Southern Africa.

Professor Breen is Director, Natural Resources Institute, University of Natal: Pietermaritzburg.

Mr Poni is Director-General, Ciskei Ministry of Agriculture, Forestry & Rural Development

Professor Marais is Professor of Crop Science, UFH.

Professor van Zyl is Dean, Faculty of Agriculture, University of Pretoria.

Professor Swanepoel is Head, Department of Animal Science and Dean, Faculty of Agriculture, UFH.

Professor Graven is Head, Department of Agronomy, UFH.

Mr Weitz is a lecturer in the Department of Adult and Continuing Education, Unitra.

Mr Kotze is Director, Fort Hare Institute of Management

Mr Alcock is Senior Research Fellow in Development Studies, Dept. of Economics, University of Natal: Pietermaritzburg.

Mr Rezelman : Secretariat of the Economic Community of Southern Africa.



University of Fort Hare
Together in Excellence

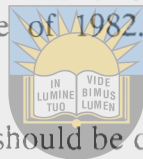
RESEARCH NEEDS OF DEVELOPING RURAL AREAS

D R TAPSON¹

*Perhaps we should do nothing else for the next century except
apply our knowledge*

*Bill Mollison
(1988:32)*

It is instructive to read the first analysis of research needs prepared by ARDRI, almost exactly a decade ago. There are two striking impressions created by that document, the first of which is the great gulf between the political environment existing then, and that of today. Ten years ago our political future seemed to be frozen into a system so rigid and permanent that almost the only option for dealing with crippling institutional impediments was to treat them as state variables, inflexible and immutable and therefore something to be worked around. The second is the durability of the themes which defined ARDRI's research programme of 1982. It is worth quoting the research approach derived from those themes:



"The main thrust of ARDRI's attention should be directed at the structure and functions of the social and technological systems required to sustain the community and the family. In particular the following should receive attention:

The economics of cattle keeping.

The development of other livestock enterprises.

The means of assisting women to develop their potential.

The technologies required for self-sufficiency in food, including both cropping and subsequent storage and preparation.

The development of low-level community structures to facilitate community development.

The motivations of rural dwellers, bearing in mind the variation in their reasons for being there.

Alternatives to present land allocation systems."

¹Divisional Manager, Development Bank of Southern Africa

Dressed up in currently popular phraseology it could have been written today despite ten years of effort in research by institutions all over the region. This statement begs some questions:

How is this possible, despite the volume of knowledge built up by ARDRI and other rurally oriented organisations in the interim? Have we gained so little from so large an investment of resources? Should we do as Bill Mollison suggests and spend the next century trying to apply what we already know? More to the point, what does ARDRI do for the next ten years?

I think the answer to all these questions lies at least in part in three significant shifts in paradigm which have occurred in the last decade. Firstly, and rather suddenly, our politically paradigm was turned upside down early in 1990, and neither it nor we will ever be the same again. Its most profound effect has been the explosive development of the political market, something of whose very existence we were almost unaware for some half a century. At the national level it is manifest in the demand for negotiation for crucial national issues are decided by Government, and at the local level there has been an upsurge of awareness among communities of the potential to control and dictate their own destinies.



The second shift relates to a change in the understanding of development. Neo-classical economics and its derivative, growth-based development theory, do not completely explain the development failures they seem particularly prone to cause. This has led on the one hand to the re-emergence of institutional economics as a discipline, and on the other of the concept of human-scale development based on identifying the satisfiers of universal human needs. In this regard Max-Neef has argued for a trans-disciplinary approach which will render some understanding of the mass of knowledge man has accumulated in the last four centuries. Understanding as opposed to explanation emphasises the human condition. Of specific interest in this regard is the increasing realisation of the fundamental nature of ethics in development.

This leads on to the third which has emerged in the last decade, which is an increasing awareness of the meaning of sustainability, coupled to realisation that the South African agricultural system is not sustainable. If a system is held to be sustainable only when it is economically viable, ecologically sound, and equitable, then patently South African agriculture does not qualify. The environmental damage it causes and its lack of equity has long been recognised, but more recently quantitative evidence of a marked secular decline in the productivity of technical inputs applied to agriculture has emerged. Further it is argued that increases of output over time of, for example, maize are due more to the expansion made possible by mechanisation than from biological effects due to greatly enhanced technology.

For ARDRI these three paradigm shifts present two opportunities for rural research for the next decade. First the freeing-up of rural communities from the constrictions of apartheid and the control structures it created, provides hugely expanded opportunities for research into the mechanism of rural empowerment. The concepts of human scale development are crucial to the process. If development is defined as expanding people's life - choices, then surely the choice of the form and modus operandi of the structures that will govern them must be a prime choice of rural communities. It is also obvious

that years of enforced neglect of the practice of self-governance means that communities will have to be introduced to and trained in its concepts and practice.

The second opportunity lies in the realisation that the single largest body of agricultural knowledge available to either developing or developed agriculture in Africa presents a model that is not sustainable. Even if the existing political economy were to remain intact, the implications for rural communities dependent on outside sources both for the food they eat and the cash they use to buy it, are profound. If, as has been forecast, future changes in government do result in greater marginalisation of the rural areas, deterioration in the rural condition will be compounded. What is required is a radical re-examination of the basic tenets of agricultural production held complacently for so long, and the development of systems which are sustainable, and will lead to increasing community self-sufficiency in both food and energy.

Rural empowerment is not only a political concept. It involves the growth of communities which control not only their life choices but sufficient of their own consumption to free them from economic dictation from the outside. This means the evolution of complex, interlocking technological, economic and legal systems, individually purpose-made to satisfy the basic human needs of rural communities. Maybe this is the challenge for ARDRI in the 90's.



University of Fort Hare
Together in Excellence

RESEARCH PRIORITIES IN DEVELOPING RURAL AREAS¹

M. Mbongwa, N. Vink, Z. de Villiers²

INTRODUCTION

ARDRI is faced with considerable problems in trying to prioritise its research activities in the 1990's. This is because in this decade the country will be going through fundamental changes from the apartheid to a non-racial democratic order.

These changes will also impact on the developing rural areas. What these changes are; how they will impact on developing areas; the extent and depth of their impact; and the ability to anticipate them before hand - will all greatly determine the designing of research priorities for ARDRI. What is more, the experience of ARDRI with developing areas will be invaluable in this difficult task.

This paper identifies broad areas within which specific questions will require research attention in this decade of the 1990's and possibly beyond.

There are five inseparable areas which ARDRI may expect to be its principal sources of research activities in the future. For analytical purposes, however, these are: basic needs problems; apartheid backlogs' problems; rural developmental problems; rural transformation problems; and macroeconomic problems.

BASIC NEEDS PROBLEMS

The pressing and immediate needs of families and communities who live in developing rural areas are by and large well known. ARDRI's and other studies reveal that top on the list of rural people in developing areas is: employment, food and land for shelter and production.

These needs have become the problems ever since developing areas became identified socio-economic entities. Many analysts predict that these areas may suffer more development neglect politically and economically in the future regardless of the party in power. If this is proved correct, then this is bound to make basic needs more urgent in developing rural areas.

¹ Paper read at the 75th Anniversary of the founding of Fort Hare and the 14th Anniversary of the formation of the Agricultural and Rural Development Research Institute(ARDRI), Fort Hare, 19th November 1991.

² Policy Analysts, Development Bank of Southern Africa; views expressed in this paper are not necessarily those of the DBSA.

Thus the vital research challenge to ARDRI is finding solutions that will ensure that developing areas receive more rather than less political and economic attention of the national development agenda in the new order, if the basic needs of rural communities are to be met.


APARTHEID BACKLOGS

It is now generally accepted that the removal of the backlogs of the apartheid era is necessary for the new non-racial and democratic order to be established. To that end, it is essential to include developing areas among other sectors and areas in eliminating apartheid backlogs.

This, among others, will ensure that developing areas continue to receive their rightful political and economic developmental attention.

Principal backlogs are: the constitutional separation of developing areas from South Africa; local administrative structures; racial division of developing rural areas; and rural labour relations. Research has already proved that these are among the major obstacles to agricultural and rural development. Admittedly, measures are being taken to remove some of them.

The challenge for ARDRI is to ascertain the impact the removal of these backlogs will have on the rural economy as well as to suggest how some may be removed to obtain positive results.



University of Fort Hare
Together in Excellence

RURAL DEVELOPMENT PROBLEMS

ARDRI has long recognised that sustainable development of developing rural families and communities need to be based on viable social and technological systems. Hence the Institute's attention on what Tapson (in a paper to this workshop) says are: the economics of cattle keeping; the development of other livestock enterprises; the means of assisting women develop their potential; the technologies required for self-sufficiency in food; the development of low-level community structures to facilitate community development; the motivations of rural dwellers; and alternative to present land allocation systems.

Research challenges for ARDRI in this regard are two-fold. The first is that ARDRI should probably revise its 1982 research programme in the light of the old order that is passing away and changes that are taking place in developing theory.

The second, and perhaps the most important challenge, is that ARDRI should use its vast experience towards the formulation of a national rural development policy that will embrace developing and developed rural areas within a new single political and economic environment.

RURAL TRANSFORMATION PROBLEMS

Societies that are undergoing changes from one social order to another are bound to confront problems of transforming their rural economies in addition to normal rural developmental problems. This is the lesson of more than thirty years of experience in Africa and abroad.

There are thus factors which determine constraints, choices and the feasibility of rural transformation policy of countries. These are: the capacity of social groups that have vested interests in the status quo to mount effective opposition to new changes; the capacity of social groups that have vested interests in an alternative order to either break the resistance of ruling groups or come to terms with them in introducing changes; the resource and productive capacity of the economy to finance the transformatory process; the performance of the economy at the world market; and the attitude of the international community to policies of the transformatory process.

The challenge to ARDRI is to assess constraints and feasibility of many rural transformation policies that are floating around, and to indicate policies that will work given the above mentioned conditions.

MACRO-ECONOMIC PROBLEMS



Research has proved that developing areas are inseparable from developed areas and other sectors of the economy as a whole. The new task to ARDRI is to contribute to the design of a macro-economic framework which reflects this reality.

It is possible to argue that it is only through such a macro-economic framework that a number of problems that are of a macro-socio-economic nature can be properly understood and addressed. These problems include: landlessness; rural-urban migration; migrant labour; the demographic structure of developing rural areas; fiscal and monetary policies; technical and institutional innovation.

RESEARCH PRIORITIES OF RURAL AREAS IN THE EASTERN SEABOARD REGION

C M Breen
Institute of Natural Resources
University of Natal

Introduction

The problems faced by rural people in the eastern seaboard region are not unique. And, as they are linked strongly to national policies and strategies, they should not be considered in isolation. Whilst the eastern seaboard region probably does have some unique characteristics, it is my view that they are matters of detail rather than fundamental principle. As such, addressing them without resolving the broader matters of policy and strategy will inevitably fail to yield tangible results.

I believe the research priorities do not require primary research. They require critical analysis, synthesis and implementation of information and understanding already available. Primary research at this time **may well** distract us from the real issues.

In this presentation I consider issues which seem to me to be essential first steps for rural development in the eastern seaboard region. I anticipate that there will be considerable congruence with ideas expressed in other papers.

Design

Organising research

Two approaches to solving a problem are 'process up' and 'procedure down'. Academics generally favour the 'process up' approach. Each researcher studies a piece of the jigsaw puzzle and the pieces are then combined to form the picture. Considerable evidence has accumulated over the years to substantiate the view that at best this a very inefficient and expensive approach to problem solving. At worst, and quite commonly, it fails to produce a solution to the problem at hand.

The pieces of puzzle developed by the independent researchers simply cannot be fitted together to form a picture.

The 'procedure down' approach starts with an analysis of the problem using 'operational management procedures'. In this way the problem, rather than the system, is analysed and the avenues and actions which have the greatest probability of successfully resolving the problem are identified and addressed.

My perception of research in rural development in South Africa in general and in the eastern seaboard region in particular, is that it is distinctly 'process up'. We need to turn it around to being 'procedure down'. This approach has also the distinct advantage that it will direct our attention to, and define precisely, the primary research needs.

My first priority is to find out how we can change the present 'process up' approach to a 'procedure down' approach.

Paradigm for rural development

Urbanisation has dominated the development debate in South Africa. Thus, whilst there is a 'relatively sophisticated and legitimate' paradigm for urban development (Bekker, 1991), there is nothing similar for rural development. It seems unlikely that such a paradigm can be developed as long as we adopt the 'process up' approach to rural development. Thus, we could select and research a number of issues such as land reform, settlement, agriculture, services and gender, which we consider to be fundamental in the formulation of the paradigm and then end up with incompatible products.

The analysis of the process defines the approach, the paradigm, we should adopt for rural development.

My second priority, therefore, is to develop a paradigm for rural development which is based on operational management procedures.

Information gaps



The paradigm, in describing the process of rural development, will identify the key activities required to achieve the stated purpose. It will also state the assumptions and risks. The confidence we have in our assumptions and in the information base for the key activities directs our attention to the research priorities.

My third priority is to define and develop a strategy for addressing research needs through a process of critical evaluation of assumptions, risks and the information base.

It is noteworthy that a group of interested individuals from the eastern seaboard region have identified the following as priority research areas:

- Land reform
- Services
- Migration
- Women
- Production
- Environment
- Development paradigms.

Implementation

We know that Government alone cannot tackle the vast and multifarious process of rural development. And, our goal must be the progressive curtailment of people's dependence on government. Two essential ingredients for implementation of the paradigm are

- that a participative process is implemented to contextualise the general paradigm;
- that the key decision-makers required to implement the paradigm need to be brought together to steer the process and evaluate progress

My fourth priority therefore, is to identify the key decision-makers and develop a framework (rules of the game) for participation.

Evaluation

Rural development initiative in South Africa are generally inadequately evaluated. Even where they are evaluated, the lessons learned are not made known to the wider community of organisations and individuals working in development.

My fifth priority, therefore, is to develop guidelines for the evaluation of development projects and for the communication of the findings of interested parties.



University of Fort Hare
Together in Excellence

**CISKEI AGRICULTURAL RESEARCH
AND EXTENSION NEEDS,
PRIORITIES AND INTEGRATION.**



University of Fort Hare
Together in Excellence

Paper presented at ARDRI, Fort Hare University by:

**MR M.N. PONI
DIRECTOR GENERAL: AGRICULTURE, FORESTRY
AND RURAL DEVELOPMENT**

NOVEMBER 1991

1. INTRODUCTION

The vision of the Department of Agriculture, Forestry and Rural Development is to contribute enhancing of the quality of life of the rural communities, through opening up economic opportunities using agricultural and other resources on a sustainable basis. By "quality of life" is understood the expanding of the people's choices in consumption and production activities and "sustainable" includes being Ecologically sound, Economically viable, and politically equitable.

The Department has therefore put programmes into place in order to achieve the said vision. However, for these programmes to be effectively implemented, a lot of research work needs to be in place in the design, implementation, evaluation and dissemination of the programme.

2. RESEARCH AND EXTENSION IN CISKEI

The integration of research and extension is vital in the dissemination of appropriate information to the farmer's doorstep. This is so because the farmer will be more productive and achieve more, thus lending to self-esteem. Without self-esteem, there is no development.

Practical experience of developing agriculture in general and Ciskei in particular abounds with examples of poor linkages between research and extension. In analysing our strengths and weaknesses in this regard we recognise the strengths in the form of research carried out by the respective faculties at the University of Fort Hare as well as the potential ARDRI has to offer as proven by development research she has carried out at Glenmore, for example.

The Department has also a nucleus of strength in the Planning branch.

The Rural weakness established is the gap between ARDRI and the farmer. An Advisor Committee known as Ciskei Agricultural Research and Extension Advisory Committee(CARIEAC) was established in 1984 with the sole purpose of closing this gap. This committee recommended, amongst others, that in view of scarce manpower and the need for close links between education, research and extension services that specialists fully involved in field work and training be appointed. This concept was based on the concept that applies to the American Land Grant Universities.(i.e. direct involvement of extension services by the University)

3. RESEARCH AND EXTENSION NEEDS

Solutions to the problems of the average Ciskeian farmer could not be found by investigations conducted on a site which was not characteristic of those where most of the farmers were growing their crops. Therefore any research must be located on a site which is more representative of the farming community as a whole. This type of research, as exemplified by the ecotope research, is the

desirable one. Technology can only be effectively transferred when the recipients of the technology are producing under conditions very similar to those where the technology was developed.

There is also a need to upgrade technical and communication competence of our extension service in order to generate and disseminate technology that will be suitable for small-scale farmers. Technology which is optimal for a commercial farmer might be fundamentally unsuitable for the needs of the small-scale farmer.

4. PRIORITIES IN AND INTEGRATION OF RESEARCH AND EXTENSION

The most priority is the implementation of the Small Farm Systems Research and Extension approach. This approach has exciting prospects in that firstly it seeks to understand the whole farmer situation and secondly it is a multi-disciplinary model combining extension and research efforts. Effective extension workers not only need to communicate effectively with farmers, but they also need a "message" which is acceptable and meets the needs of small-scale farmers.

ARDRI has already embarked upon a SFSR/E project during 1985. The Department has been supportive of this project by providing funding. However the strongest point that needs to be made with respect to the SFSR/E projects at ARDRI is the critical need for support from Ciskei Department of Agriculture and the University of Fort Hare, Faculty of Agriculture. Without active support and participation by the staff of both agencies, the prospects of lasting success are limited.

The Department has identified new research areas in this regard viz, tillage, other crops other than maize, small farm business.

5. BRIDGING THE GAP BETWEEN RESEARCH AND EXTENSION

In order to bridge the gap that exists between ARDRI and the farmers, which might have resulted with the CAREAC becoming defunct during 1989, the Department is in the process of establishing a Research Council.

5.1 Ciskei Council for Agricultural Research and Extension

(a) Aims and Objectives

- i. To co-ordinate all agricultural development policies in Ciskei.
- ii. To promote, by means of research and extension, the development and stability of the agricultural industry in Ciskei.
- iii. To advise the Ministry of Agriculture and the Executive Council on agricultural development issues.
- iv. To promote the optimum utilisation and conservation of agricultural resources and improving the production capacity of agricultural resources in Ciskei.

(b) **Terms of Reference**

- i. To develop and monitor the agricultural policy.
- ii. To recommend consultancy services viz. development of projects and their evaluation.
- iii. To encourage development of research and extension through post graduate training of Ciskeians.
- iv. To assess and forecast development needs and trends.
- v. To give professional opinion on organisational structures established within the Ministry of Agriculture.
- vi. To advise the Ministry on development activities pertaining to both the village and private farmer, including Land Use Planning.
- vii. To co-ordinate research activities by various institutions.
- viii. To direct research funding to appropriate programmes.
- ix. To assist in any other matters relating to policy direction.

(c) **Main Activities**

- i. To establish, promote goal directed research and extension; determine training needs; assess structures, facilities and requirements, and recommend financial support for research and extension.
- ii. To act in an advisory capacity to the President-in-Council through the Minister and Director General for Agriculture in formulating agricultural production and marketing policies in general, agricultural research and extension matters, and as well as the necessary infrastructure and organisations to implement approved policy.
- iii. To act as a channel for funds from both the public and private sectors including the proposed RSA Research Council.
- iv. To establish ad hoc commodity committees to attend to specific tasks.
- v. To co-operate with the University of Fort Hare and Fort Cox College to promote agricultural research.
- vi. To assist Technical Services in their task of maintaining a centralised data and establishing an up to date inventory of research reports.
- vii. To disseminate through Extension Division applicable research results and other information of importance to the agricultural industry in Ciskei.

(d) **Membership**

The following bodies are recommended as members of CISCAR.E and their total representation should not exceed twelve(12):

- (a) Ministry of Agriculture
- (b) University of Fort Hare
- (c) Development Bank of Southern Africa

- (d) Dohne Research Station
- (e) Ciskei National Agricultural Union.

(e) **Funding**

The Department of Agriculture should provide annual financial assistance.

5.2 Subject Matter Specialists

An effective extension service is a necessary prerequisite for ensuring that appropriate recommendations reach farmers. In this regard the Department has approved that subject matter specialists be appointed and attached to ARDRI. Negotiations are at an advanced stage between the Department and the University regarding the appointment of these subject matter specialists.

6. CONCLUSION

The Department of Agriculture, Forestry and Rural Development strongly supports the creation of an institutional capacity within ARDRI to act as a vehicle for efficient technology development and transfer between the University of Fort Hare and the Extension Service of the Department. This should be achieved primarily through the application of the principles embodied in the Small Farm Systems Research and Extension approach to agricultural and rural development.

To implement this concept it is strongly recommended that:-

- 6.1 Subject matter specialists in Animal Science, Pasture Science, Horticulture and Social Science or Extension be appointed and housed in relevant departments in the Faculty of Agriculture.
- 6.2 A project leader (preferably an agricultural economist) be appointed in ARDRI to head the activities of the specialists and that this project leader liaise regularly and directly with the Director of Extension on matters of policy for monitoring purposes.

Lastly, steps be taken to resuscitate CISCARE.

THE ROLE OF THE FACULTY OF AGRICULTURE IN ARDRI

J N Marais - Department of Agronomy

"The prime criterion of good research should be that it is likely to mitigate poverty and hardship among rural people and to enhance the quality of their lives in ways they will welcome; in short, priorities should be arrived at less by an overview than by an underview, grounded in the reality of the rural situation" Chalmers (1978) as quoted by Rose and Tapson (1984).

1 HISTORICAL OVERVIEW

The need for a research institute attached to the Faculty of Agriculture was realized from its very inception in 1970 as was the realization that the activities of such an institute be focused directly on the needs of the broad community for which Fort Hare was established in the first place.

The fact that the Agricultural Development Institute (ADI) as it was first named was brought into being only in 1977 was not in anyway due to tardiness on the part of Faculty but rather because we were strongly advised by the authorities at that time that a fledgling Faculty should first become properly established before embarking on the ambitious venture of launching a research institute.

In 1974 when Faculty was called upon to determine the agricultural potential of Ciskei and all our forces were marshalled in this direction two facts emerged:

- (i) A considerable amount of base-line information was required for the Agricultural development of Ciskei, and
- (ii) the expertise in the Faculty was quite adequate to initiate and support a research institute.

The preliminary report on "The Agricultural Potential of Ciskei" was published in 1974 and when the amended report was published in 1978 ARDRI had already been established. The name of the institute was changed from ADI to ARDRI - (Agricultural Rural Development Institute) to emphasize the fact that rural development was not the sole domain of agriculture.

The objective of the Institute was to conduct research and initiate projects which would result in rural development by means of a multidisciplinary, holistic approach.

ARDRI was to raise funds and provide facilities for research.

ARDRI and Faculty research would be integrated. Where it was desirable, specific research projects would be physically accommodated within Departments where close liaison was required between the Departmental project leader and the field researchers.

During the 14 years of its existence ARDRI has generated an impressive body of information pertaining to rural development in Southern Africa and more specifically, Ciskei. The inventory of completed projects

attached, (Annexure I) attests to the volume of work done. ARDRI has made a significant contribution and its work together with that of the Department of Agricultural Extension in the Faculty of Agriculture (Annexure II) has provided much pertinent base line data required in rural development.

2 INTERACTION BETWEEN ARDRI AND THE FACULTY OF AGRICULTURE

The activities of ARDRI may be classed into three broad groups:

- (i) Research directed at specific agricultural problems involving field and laboratory experimentation
- (ii) Surveys and situation analysis studies
- (iii) Rural development projects

Faculty was involved to a greater or lesser extent in all of these activities. The degree of Faculty involvement may be broadly categorized as follows:



- A Projects under direction of Faculty - support services rendered by ARDRI. Group (i) and (ii) qualify for inclusion in this category.
- B Projects directed by ARDRI - contributions from Faculty. These were mainly group (ii) activities usually with ARDRI acting as consultant.
- C Projects directed and executed by ARDRI - small or no input from Faculty. This category involved group (ii) and (iii) activities.

One of the main reasons which motivated Faculty to establish ARDRI was that the Institute could serve to facilitate and give impetus to Faculty research. However, an additional benefit accrued: ARDRI research and also that by the Department of Agricultural extension illustrated the profile of the target community. In some cases the revelations were startling and sobering: For example:

- * It was revealed that 94,4% of household incomes in rural Ciskei is non agricultural in its origin.
 - * In some cases (Mgwalana Survey) Agricultural earnings provided less than 2% of cash income.
- Income from arable agriculture is extremely low and in some areas, practically non existent.
- * Felt needs surveys indicated that the rural people attach far greater priority to the development of an infra structural and organisational level than to that which has an agricultural and technological bias.
 - * Systems research accentuated the need for a holistic approach to rural development and served to place agriculture in its true perspective.

The results of these studies deserve to be fully assimilated to ensure that not only research but also the teaching is on the right track. As Rose, Tapson and Williams (1984) put it: "Felt needs assessments as used in the ARDRI studies can play a key role in determining development strategies acceptable to the people they are intended to develop - preconceptions and generalizations have no place in the planning process".

These studies can therefore go a long way to combat the tunnel vision to which an agricultural specialist can so easily succumb.

3 PROJECT SUCCESS

In a workshop of this nature it behoves us not to highlight our successes as such but rather to establish the reasons which ensured the success of a project and similarly the reasons for failure, where this was the case.

One of the criteria for success is the extent to which the results of the project find implementation in practice. An evaluation of the projects which have been completed indicates a fair percentage of work which did not come to fruition and also that although some projects met their research objectives they are not being applied. It is therefore also necessary to determine why some recommendations are not being applied and how to overcome the constraints to their application. An investigation of this nature is very likely to require input from the sociologists.



University of Fort Hare
Together in Excellence

One of the outstanding characteristics of projects which met their research objectives is that the researcher primarily executing the investigation was both competent and motivated. A strong motivating factor is obtained by structuring the research in such a manner that it can be applied towards the attainment of a higher degree. Another factor which tends to promote success is that the field researcher(s) work in close liaison with the project leader. It is also highly desirable to conduct an investigation in a team which can interact and provide mutual stimulation. It is also necessary that the researchers be so located as to facilitate personal contact on a formal and also informal basis. It is my opinion that the physical relocation of ARDRI to a site distant from Faculty was a retrograde step, regrettably caused by accommodation needs.

4 RECOMMENDATIONS

Much work remains to be done to promote rural development. ARDRI should be considerably strengthened so as to create a sufficiently large body of researchers to maintain impetus and viability.

An analysis of all ARDRI projects should be made to:

- (i) identify characteristics of successful and unsuccessful projects with the object of providing guidelines for future research
- (ii) determine the extent to which recommendations emanating from ARDRI investigations are being applied in practice and reason for lack of application where this occurs

- (iii) To collate and make known, especially to junior and new members of staff, the significant findings of systems and needs research investigations which will give direction to both teaching and research.

ARDRI and University research should be integrated more fully. Inputs from other Departments, particularly Sociology are required to promote the holistic systems research approach. The accent should be on Rural Development and the name of the institute changed to Rural Development Institute to encompass all facets and strategies for rural development such as home industries, of which agriculture is only one and is to be seen in its true perspective. A Land Grant College approach is required to provide the essential link between field workers and researchers so as to ensure that research and teaching remains mission oriented.

The successful policy of locating researchers in departments where they can benefit from the expertise and research climate prevailing there should be implemented more fully.



University of Fort Hare
Together in Excellence

ANNEXURE I

SUMMARY OF COMPLETED ARDRI PROJECTS FOR PERIOD: 1978 -1991

Classification

Category A: Under direction of Faculty - support services rendered by ARDRI.

Category B: Under direction of ARDRI - contributions from Faculty.

Category C: Directed and Executed by ARDRI.

-----XX-----

Title: Amatola Basin Rural Development Project.

Category: B

Objectives: To determine the Agricultural potential of the Amatola basin area and to implement a rural development program with focus on agriculture.

Findings: Agricultural potential determined.
Institutional constraints identified
Needs, attitudes and aspirations of inhabitants identified.

Cost and Duration: 5 yrs; R ?

University of Fort Hare
Together in Excellence

Implementation: No.

-----XX-----

Title: Mjanjana Development Study

Category: B

Objectives: * To survey resource base available
* For livestock production
* To determine the needs of local inhabitants

Findings: * Area suited to semi-intensive mixed farming with emphasis on livestock production
* Home gardens are the most reliable food source
* Crucial need for correct veld management to counter severe soil erosion.

Cost and Duration: 3,5 yrs; R ?

Application: ?

-----XX-----

Title: Mgwalana Socio Economic Survey

Category: B

Objectives: To provide base line and felt needs information as an aid to planning an agricultural development strategy.

Findings: Socio-economic data and expressed needs determined.
Environmental constraints quantified.
Recommendations made with regard to livestock, cropping and management of home gardens.

Cost and Duration: R17 500; 1 yr

Application: No

-----XX-----

Title: Khambashe Socio Economic Survey

Category: B

Objectives: To provide base-line and felt needs information as an aid to future planning.

Findings: Socio-economic, demographic and other population characteristics determined which characterize the local farmer and resident.
Physical constraints to agriculture identified.
Production strategies proposed

Cost and Duration: R17 500; ± 1 yr

Application: No

-----XX-----

Title: The Ndombeni Survey

Category: C

Objectives: To obtain socio-economic data required in a feasibility study of an irrigation project under the Hlqhluwe irrigation scheme

- * To ascertain the views, needs and expectations of the community.
- * To analyse existing farming systems and to study operational restrictions on these systems.

Findings: * Good potential for irrigation demonstrated.
Quantitative demographic data obtained. Needs identified with regard to domestic and agricultural requirements.
* Ability of community to organise itself into effective group action demonstrated.
* Proposals made with regard to administration and policy.

Cost and Duration: R41 500; 5 months

Implementation: ?

Title: Small farms systems Research

Category: C

Objectives: * To identify felt needs and constraints of small holder farmers in Ciskei.
* To apply the Cornell research procedure for the generation of appropriate technologies for the small holder farmer.

Findings: * Felt needs of farmers determined.
(Rural people attach greater priority to the development of an infrastructural and organisational level than to that which has an agricultural and technological bias)
* Simulated small farmer units unsuccessful

Cost and Duration: R412 300; 5 yrs

Implementation: No

-----XX-----



Title: A farming systems study of two rural areas in the Peddie district of Ciskei.

Category: A

University of Fort Hare
Together in Excellence

Objectives: To undertake a holistic study of two farming area to test the applicability of the farming systems research and extension approach in Ciskei.
To evaluate benefits of the betterment schemes
To identify major constraints to agriculture

Findings: The FSR/E approach is a valuable tool in extension research.
Constraints to Agriculture identified
Betterment schemes have failed
Area totally unsuited to rainfed cropping

Cost and Duration: ? ; 2 yrs

Implementation: -

-----XX-----

Title: Glenmore Survey

Category: C

Objectives: To conduct a social study of the Glenmore community to ascertain the job knowledge and skills of the community.
To identify job opportunities available to Glenmore residents

Findings: Sociological data obtained
Employable persons identified
Potential employers contacted

Cost and Duration: R27 000; ± 5 months

Implementation: ?

Title: Evaluation of the Shiela and Mooifontein projects

Category: A

Objectives: * To investigate the Shiela and Mooifontein projects with a view to determine the extent to which the objectives of the projects are being realized.
* To evaluate the suitability of the projects for achieving agricultural and rural development

Findings: * Standard of production practices generally adequate but, deficiencies noted and improvements proposed.
* Project succeeded in making Bophuthatswana self sufficient in maize production.
* Inadequate attention to human development. Proposals made to rectify situation to involve participants in the project more fully.
* Need for a program of integrated rural development proposed.

Cost and Duration: ? ; ± 1 year

Implementation: Partial



University of Fort Hare
Together in Excellence

Title: Ndwedwe Development Study

Category: B

Objectives: To research the feasibility of increasing employment opportunities in Ndwedwe by upgrading agricultural productivity with attention to the production of sugar cane and alternative crops in the non-cane areas by means of a Farms Systems Research research study of the situation.

Findings: * Considerable physical and human potential exists for increasing agricultural potential in the non-cane areas..
* Major needs identified.

Cost and Duration: R53 000; 1yr

Implementation: Yes

"ARDRI played a significant role in taking Sukumani from a narrowly based development agency involved only in sugar to an organisation which now also sees its role extending to development activities in a much wider sphere.

-----XX-----

Title: Redevelopment Planning of the Taung Irrigation Scheme

Category: C

Objectives: To analyze the present unsatisfactory situation at the Taung irrigation scheme and to facilitate participation of all concerned parties in a revitalization program.

Findings: Detailed situation analysis made.
Reasons for critical debt situation determined.
Specific proposals made with regard to management, land tenure, finance and production systems - (Entrepreneurs to be encouraged; top down management to be abolished)

Cost and Duration: R142 097; 1 yr

Implementation: Yes - Recommendations endorsed by recipients.

Title: Lima Development Report

Category: C

Objectives: * To evaluate the Lima Project and its potential for expansion.
* To conduct a base-line socio-economic survey as the foundation for a development plan.
* To develop strategies which will enable the people to achieve solutions to their expressed needs

Findings: Physical and socio-economic data obtained
Needs identified
Recommendations made with regard to project development, agricultural practice and social development programs.

Cost and Duration: ± R35 000; 9 months

Implementation: Partial

-----XX-----

Title: The economic evaluation of irrigation planning in less-developed agriculture with special reference to the Makatini Flats.

Category: A

Objectives: To devise an analytical framework for the evaluation of large scale irrigation schemes.

Findings: Models for evaluation of large scale irrigation schemes developed.

Cost and Duration: -; ?

Application: Yes, Utilized in Taung study.

Title: Agro-forestry project

Category: C

Objectives:

- * To increase the biomass for direct or indirect human utilization by the integration of trees and shrubs.
- * To determine the attitudes of rural households to the envisaged benefits from agro-forestry.
- * To screen a wide range of woody species in a range of Ciskeian ecological conditions.

Findings:

- * Large number of species evaluated in screening trials
- * Field trials with Leucena Leucocephala yielded data on yield of wood and browse material
- * Invasive nature of L. Leucocephala demonstrated.

Duration and Cost: ± R500 000; 7 yrs

Implementation: No.



Title: Aquaculture University of Fort Hare
Together in Excellence

Category: C

Objectives:

- * To provide a theoretical perspective on the production and marketing of freshwater fish
- * To establish the demand for freshwater fish in Ciskei
- * To make recommendations regarding the production and marketing of freshwater fish
- * To determine the potential for the development of freshwater aquaculture in Ciskei

Findings: A Freshwater fish industry can be economically viable
Constraints to aquaculture in Ciskei identified.

Cost and Duration: ± R130 000; 5 yrs

Implementation: No.

Title: An evaluation of proposed irrigation development under the Xonxa dam, Transkei.

Category: A

Objectives: To re-evaluate the soil survey data of the target area and determine the suitability of the soils for irrigation.

Findings: * Much of the data available invalid.
* Certain soils considered suitable require downgrading - notably duplex soils.

Cost and Duration: ?

Implementation: ?

-----XX-----

Title: Climate in relation to crop production at the Ncora irrigation scheme.

Category: A

Objectives: To determine adaptation of a wide range of crops to the climate of the Ncora irrigation scheme

Findings: Adaptation of crops to climate at Ncora rated.

Cost and Duration: R500; 3 months

Implementation: ?

-----XX-----

Title: Determination of required canal capacities for the Makatini Irrigation scheme

Category: A

Objectives: To determine required canal capacity based on gross irrigation requirements of crops in the Makatini irrigation scheme

Findings: Canal capacities dermined

Cost and Duration: + R2 000; 5 months

Implementation: ?

-----XX-----

Title: An evaluation of the KwaZulu Extension service

Category: A

Objectives: To determine the reasons for the low functional efficiency of the KwaZulu extension service

Findings: Extension service disorganised
Shortage of professional and technically trained personnel

Deficiencies with respect to:
support services, remuneration, training of extension officers, communication channels, farmer contact, management infra structure.

Recommendation made with regard to:
establishing a central Agricultural Planning authority; improvements in land use planning techniques, agrarian reform, improved working and living conditions, training and organisation.

Cost and Duration: R ? ; ± 2½ years

Implementation: Partial



Title: An evaluation of the QwaQwa extension service

University of Fort Hare
Together in Excellence

Category: A

Objectives: To study the factors influencing the efficiency and effectiveness of the QwaQwa extension service.

Findings: High population pressure, institutional, technological, socio-economic constraints inhibit agricultural production.
Deficiencies with respect to: training, organisation, remuneration, management and support services.
Recommendations made.

Cost and duration: R34 600; ± 9 months

Application: Partial

Title: Evaluation of the Kwandebele Extension service

Category: A

Objectives: To study the factors influencing the efficiency and effectiveness of the Kwandebele extension service.

Findings: (As for QwaQwa extension services) - see above.

Cost and Duration: R36 200; ± 9 months

Implementation: Partial commencement.

Title: Ciskei Essential Oil Project (Centoil)

Category: A

Objectives:

- * To evaluate suitability of herbs, spices and essential oil crops as a potential to generating income for rural Ciskei.
- * To evaluate and develop local aromatic plants for use in the food, perfume and pharmaceutical industries.

Findings:

- * Essential oil industry established in Ciskei.
- * Significant contribution to development of four new aromatic crops
- * Registration secured with European health authorities for the 4 new crops.
- * Developed field management and extraction techniques for commercial production of several new essential oil crops.
- * Developed a new clone of Eriocephalus punctulatus which appears to hold considerable promise as a new crop for Southern Africa.
- * Centre of expertise established for the production and marketing of essential oils.

Cost and Duration: R716 00; 14 years

Implementation: Yes



University of Fort Hare
Together in Excellence

Title: The Evaluation of Ciskeian Rainfed Cropping Ecotopes.

Category: A

Objectives:

- * To compile an agronomic data bank for rainfed cropping in Ciskei based upon the ecotope concept.
- * To develop cropping strategies for specific ecotopes.

Findings:

- * Agronomic potential of central Ciskei established.
- * Rainfall data base developed for Ciskei.
- * Norms established for optimal planting density of maize based on level of water sufficiency prevailing in Ciskeian ecotopes.

Cost and Duration: R813 000; 12 years.

Implementation: Minimal.

-----XX-----

Title: Cattle Marketing in Transkei

Category: C

Objectives:

- * To review problems relating to low offtake from cattle in Transkei.
- * To make proposals for improved marketing.

Findings: Specific proposals made regarding the institution of a Mobile sales unit, feedlots, grading, weighing and a new abattoir for Umtata.

A long term research program is required to study the inter-relationships between people, land and cattle.

Cost and Duration: ?

Implementation: ?

-----xx-----

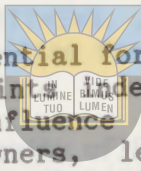
Title: An investigation into the KwaZulu Cattle Industry

Objectives: To derive development strategies for the development of the KwaZulu beef industry.

Findings: Situation analyzed
Region has high potential for cattle farming
Determining constraints identified as: Land tenure system;
influence of chiefs, motivation of cattle
owners, level of adoption of management
practices, scarcity of labour.
Inhibiting constraints requiring action identified as: Low level
of nutrition, pathogens, lack of physical
development, poor quality of advisory services, vague
policy, weak administration and marketing.
Primary need of farmers identified as milk for home consumption
Establishment of a cattle development unit and demarcation of
intensive cattle development areas proposed.
Other proposals made regarding improvements in marketing, record
keeping and survey of diseases.

Cost and Duration: ?

Implementation: ?



University of Fort Hare
Together in Quality

ANNEXURE II

BEMBRIDGE, T.J., 1986. An evaluation of the Mombani Irrigation Scheme, KwaZulu. University of Fort Hare, Alice.

REPORTS AND PUBLICATIONS ON RURAL DEVELOPMENT BY THE DEPARTMENT OF AGRICULTURAL EXTENSION - UNIVERSITY OF FORT HARE

BEMBRIDGE, T.J., 1980. The Transkei Extension Service: Investigation and Recommendations: University of Fort Hare, Alice.

BEMBRIDGE, T.J., DE CLERCQ, J.L.W. FENYES, T.I. SWANEPOEL, J & SWART, F.H. Research on development problems and strategies and the institution of courses in development science. Committee for Development Research, Pretoria.

BEMBRIDGE, T.J., 1983. A systems approach study of agricultural and rural development in Taiwan, Republic of China: a Comparative Study of Agricultural Development in Taiwan and Transkei. University of Fort Hare Press, Alice. ISBN 0-949974-63-3.

BEMBRIDGE, T.J., 1984. Conclusions from a systems approach study of agricultural development in the Republic of Transkei. Transkei Government and Committee for Development Research, Pretoria. University of Fort Hare Press. ISBN 0-949974-62-5.

BEMBRIDGE, T.J., LAKER, M.C., MATTHEWS, J.H. and RHODES, F.B., 1986. Report of the Ciskei Special Committee for Agricultural Education. Government of the Ciskei, Bisho.

BEMBRIDGE, T.J., 1986. The Capacity of Existing Institutions and Structures in the National and Independent States of Southern Africa to Achieve Rural Development, Urban Foundation, Johannesburg (mimeo).

BEMBRIDGE, T.J., 1987. Agricultural Development Problems in three rural areas of Ciskei. University of Fort Hare Press, Alice, Ciskei, South Africa. ISBN 0-949974-75-7.

BEMBRIDGE, T.J., 1987. Private Sector Council on Urbanization: Report for Working Group on Rural Development. Urban Foundation, Johannesburg.

BEMBRIDGE, T.J., 1988. An evaluation of the Shinga Irrigation Scheme, KwaZulu. University of Fort Hare (Press), Alice.

BEMBRIDGE, T.J. and TARLTON, J.E., 1988. Ciskei Woodlot Survey and Woodfuel Strategy. Council for Scientific and Industrial Research, Pretoria.

NICHOLSON, C.A., BEMBRIDGE, T.J., BOSHOFF, A and HERSKOVITZ, R., 1988. Characteristics of Entrepreneur Farmers in Gazankulu. Human Sciences Research Council, Pretoria. ISBN 0-796906-13-0.

BEMBRIDGE, T.J., 1988, An Evaluation of Extension Services in Venda. University of Fort Hare, Alice. ISBN 0-949974-86-2.

NIENHUYZEN, P.J. and BEMBRIDGE, T.J. *et al* 1988. Report of the Commission of Inquiry into the Gazankulu livestock industry. Gazankulu Government, Giyani.

BEMBRIDGE, T.J., 1988. An evaluation of the Mpembeni Irrigation Scheme, KwaZulu. University of Fort Hare, Alice.

BEMBRIDGE, T.J., 1990. Report on Agricultural Education and Training in Gazankulu. Department of Agriculture, Gazankulu, Giyani.

STEYN, G.J., 1988. A farming systems study of two rural areas in the Peddie district of Ciskei.

WILLIAMS, J.L.H., 1986. An evaluation of a training and visit extension program in Keiskammahoek.

ABSTRACT

This presentation explores post graduate studies in agricultural development by using the Post Graduate School of Agriculture and Rural Development in the Faculty of Agricultural Sciences at the University of Fort Hare as a case study. The discussion centres around the purpose, functioning and establishment of the School. It also focuses on the University's Mission Statement, and asks questions such as why a post graduate school. The structure of the School, its location and medium of instruction are also discussed. Information on the School's activities and research concludes the presentation.



University of Fort Hare
Together in Excellence

BACKGROUND

The Mission Statement of the University of Fort Hare includes: 'to make our doors and accessibility to anybody who qualifies for admission on academic merit'. It also includes a mission to serve its own community, particularly the Republic of South Africa and other areas or countries within the sub-continent of Southern Africa through:

- training to provide high level manpower;
- the creation and distribution of knowledge through fundamental scientific research and teaching;
- community service; and
- balanced education.

The University wants to fulfil its mission and obligations by:

- purposefully striving towards excellence in all areas;
- cooperating with the private and public sectors, other universities and scientific organisations;

Dean, Faculty of Agricultural Sciences, University of Fort Hare and Director, Post Graduate School of Agriculture and Rural Development.

POST GRADUATE STUDIES IN AGRICULTURE: THE POST GRADUATE SCHOOL OF AGRICULTURE AND RURAL DEVELOPMENT IN THE FACULTY OF AGRICULTURAL SCIENCES, UNIVERSITY OF PRETORIA

by
Johan van Zyl¹

ABSTRACT

This presentation explores post graduate studies in agricultural development by using the Post Graduate School of Agriculture and Rural Development in the Faculty of Agricultural Sciences at the University of Pretoria as case study. The discussion centres around the purpose, functioning and establishment of the School. It also focuses on the University's Mission Statement, and addresses questions such as why a post graduate School. The structure of the School, management, location and medium of instruction are also discussed. Information on the degrees offered concludes the presentation.

BACKGROUND

University of Fort Hare

The Mission Statement of the University of Pretoria includes *inter alia* its openness and accessibility to anybody who qualifies for admission on academic merit; it also includes a mission to serve its own community, particularly the Republic of South Africa and other areas or countries within the sub-continent of Southern Africa through:

- * training to provide high level manpower;
- * the creation and distribution of knowledge through fundamental scientific research and teaching;
- * community service; and
- * balanced education.

The University wants to fulfil its mission and obligations by:

- * purposefully striving towards excellence in all areas;
- * cooperating with the private and public sectors, other universities and scientific organisations;

¹ Dean, Faculty of Agricultural Sciences, University of Pretoria and Director, Post Graduate School of Agriculture and Rural Development

- * continual evaluation of its own progress; and
- * building its identity as a dynamic future orientated organisation.

A deliberate orientation towards Africa and related development problems is an important aspects in implementing the Mission Statement. In this respect the Faculty of Agricultural Sciences is especially well-positioned to make meaningful contributions. The Faculty of Agricultural Sciences has subsequently set as an immediate objective the launching of a Post Graduate School of Agriculture and Rural Development.

WHY AGRICULTURE AND RURAL DEVELOPMENT?

It is generally agreed that in Southern Africa the creation of income and employment opportunities must receive high priority in development strategies. The full role of agriculture in such a development strategy, however, is often little understood.

It can be argued that agriculture performs three function essential for economic development. **Firstly**, because food makes up the bulk of marginal expenditures among the lower income people, farming provides the physical goods to support: (a) increased employment; (b) higher wage earnings; and (c) improved living standards for rural dwellers and farmers. **Secondly**, increased agricultural production places additional income in the hands of the cultivators, who tend to spend a substantial proportion of it on non-agricultural commodities and consumer goods. **Thirdly**, increased agricultural production generates both employment and income linkages throughout the economy which could in turn be exploited by means of labour creation strategies in industry and business.

The relationship between agricultural production, economic growth, employment and social harmony is clear: If an increase in employment, especially of lower income people does not accompany increased agricultural output, there will be inadequate demand for food and real agricultural production and the association inter-sectoral linkages and multipliers. Furthermore, it is important to relate employment creation to entrepreneurial development as this approach has been shown to contribute significantly to the generation of employment and income. Continual agricultural and rural development is a prerequisite for these contributions.

Agricultural and rural development may be defined as a process whereby people are enabled to participate in, direct and control the above contributions to economic and social development. Selection of the term "Rural Development" is deliberate and it is intended to convey unequivocally that the work of the School, whether it be teaching, research or development("outreach"), will be directed at enabling people living in rural areas to better participate in, direct and control the development process through mobilisation of human and agricultural resources.

Rural areas have been identified as deserving particular attention for several reasons:

- * the size and disadvantage nature of rural communities in Southern Africa(58 per cent of all black people in South Africa live in homelands; 84% of homeland rural blacks live under the poverty line of R695 per

household per month; in addition, the rural population exceeds the urban population in all neighbouring countries, all of which experience severe poverty and food insecurity);

- * the urgent need for socio-economic development in these areas.(An economic growth rate of 2,5 per cent from 1991-1995 will be insufficient to reduce poverty in South Africa, it will hardly be reduced by an annual growth rate of 4 per cent over this period. Special measures are therefore needed to alleviate poverty, and rural areas have greater claims than urban areas in this respect);
- * the well developed and serviced commercial agro-industry in Southern Africa through which expertise, technology and resources can be channelled to disadvantaged rural communities;
- * the importance and potential of agriculture in rural socio-economic economies and the presence of a faculty of agriculture with a proven track record and development expertise at the University of Pretoria; and
- * the research, training and technical expertise available within the Faculty of Agricultural Sciences.



WHY A SCHOOL OF AGRICULTURE AND RURAL DEVELOPMENT?

University of Fort Hare
Together in Excellence

Present activities (teaching, research and development) by and large reflects the discipline determined departmental structure of the University and Faculty of Agricultural Sciences. Agricultural and rural development, however, requires a holistic, interdisciplinary approach. Thus, to specifically address rural community development, new programmes and alternative structures are required. It is pertinent to stress that the new programmes and structures envisaged are seen to be in addition to, not substitutes of existing programmes and structures.

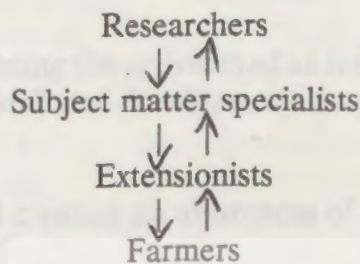
It is anticipated that the new programme of agriculture and rural development will support and strengthen existing departments, institutes and groups in the Faculty of Agriculture. This is because the programme will:

- * require courses, curricula (existing and new) and teaching which are consistent with the University's and Faculty's pursuit of academic excellence. This can best be achieved by drawing on existing expertise in discipline oriented departments, institutes and groups, in which standards of excellence and achievement are already well established;
- * require research and development support services (eg extension and training) conducted by personnel who have received appropriate academic training and whose work environments (discipline oriented departments) simulate the development of innovative programmes; and
- * provide new insights and opportunities for collaborative teaching, research and development.

The School has a director and a large number of associates operating from within existing discipline orientated Faculty departments, institutes and groups and organisations external to the University. In this way the School facilitates the pooling of expertise and encourage an interdisciplinary approach to teaching, research and development.

WHY A POST GRADUATE SCHOOL?

Meaningful agricultural and rural development is not possible without a strong group of appropriately trained agriculturalists. It has been shown that successful agricultural development only occurs where all links in the following chain are strong:



Subject matter specialists play a critical role in less developed areas. This is firstly the case because in these areas a considerable knowledge gap exists between researchers on the one hand, and extensionists and farmers on the other hand. Second, agriculture in these areas is practised as part of a very complex socio-economic system. The subject matter specialist should thus serve as a link in order to evaluate and adapt research results in a given situation on the one hand, while he/she should have a good feeling for the broad realities of the system in which it must be applied. This requires a very specific type of academic training that drastically differs from the training of basic researchers (that cannot handle this requirement). The proposed development oriented degree specifically focuses on training these much needed subject matter specialists. It also includes specialists in agricultural extension that can provide guidance at the grassroots level to other extensionists with diplomas. There is furthermore a need to develop agricultural technologies which are specifically appropriate for small farmers in less developed regions.

The Faculty of Agricultural Sciences has already received numerous requests for training of this nature from South African homelands and also from other countries in Southern Africa. It is ironic that this type of training is presently not or hardly provided in South Africa. Even brilliant young South Africans choosing this career often have to be referred to universities abroad that offer development oriented higher degrees specialising in agriculture. The introduction of a higher degree in agriculture and rural development is targeted at filling this void.

It should however be stressed that although the training for such a degree or course differs from that of a basic researcher, it definitely does not mean or imply that training will be of a low standard or superficial. If that were the case, the alumni will not be able to successfully fulfil their development function. The training will aim to teach candidates to understand the relevant principles, to think, to correctly analyse situations, and especially to integrate their knowledge and skills to facilitate meaningful and successful agriculture based development. This indeed is a more difficult challenge than

academic research.

THE PURPOSE OF THE SCHOOL

The purpose of the Post Graduate School of Agriculture and Rural Development can be defined to context of the University of Pretoria Mission Statement as:

to serve rural communities by facilitating agricultural and rural development through excellence in scholarship, teaching, learning and research.

This will be achieved by:

- * mobilising and co-ordinating the activities of an inter-disciplinary team to address teaching, learning, research and development in agriculture on the post graduate level;
- * being responsive to and creating an awareness of matters related to agricultural and rural development;
- * liaison and networking so that existing courses within and external to the Faculty which relate to agriculture and rural development, can be made effectively;
- * developing new curricula which provide self-improvement opportunities in both the informal and formal education sectors, specifically at the post graduate level;
- * facilitating new research programmes directed at providing insight into the processes and problems of agricultural development;
- * contributing to the formulation of agricultural development policies;
- * extending the activities of the University and Faculty into rural communities through existing "outreach" activities in discipline oriented departments, institutes and centres and through development of new initiatives such as distance and block teaching on both full-time and part-time bases;
- * channelling resources (information and materials) to agricultural communities;
- * preparing students for leadership roles in agriculture and rural development. Because a major thrust of the School will be on black rural agriculture and communities, particular attention will focus on creating opportunities for black students; and
- * establishing the School as a centre of excellence so that it can contribute to benefit from international programmes directed at agricultural development.

STRUCTURE AND MANAGEMENT

The School is structured as an affiliation of autonomous departments, institutes, centres and individuals who share, to greater or lesser degree, a common interest and desire to participate actively in agricultural development. The work of the School is co-ordinated

and given direction by a small Core Group of academic staff (Director and other appointed members) acting on advice from the Advisory Board. In academic matters the School reports directly to the Dean of Agricultural Sciences and the Faculty Board. It therefore administratively functions similarly to an autonomous department.

PARTICIPATION IN COMMUNITY SUPPORT AND SERVICE ACTIVITIES OF THE SCHOOL

(i) Suppliers of services (e.g. teachers and researchers)

If departments, institutes, groups and individuals are to address their social and informal responsibilities as participants in the activities of the School, they must be accorded the maximum possible degree of autonomy. The Core Group (mainly the Director) will therefore encourage the appointment of expert staff in appropriate departments rather than within the School, and will not prescribe how participants should contribute. The needs of agriculture and rural development can be addressed over a wide range of disciplines, e.g. economics, extension, plant and animal production, etc.

(ii) Receivers of services (e.g. rural people and development administrators)

Initiatives in rural community development already exist in many departments and institutes within the Faculty of Agricultural Sciences of the University of Pretoria. These initiatives are targeted at hierarchically and geographically located individuals and groups appropriate to the nature of the services offered and perceived needs. The Core Group will seek to strengthen these initiatives by facilitating:

- * a more holistic approach so that lines of personal development are longer and more comprehensive;
- * the involvement of people currently excluded by virtue of interest and qualifications; and
- * a flow of resources to these people and areas.

In addition the Core Group will develop a strategy for a structured involvement of the School in rural community development so as to optimise deployment of resources and be more effective. Participation in the community support and service activities of the School will be voluntary.

RELATIONSHIP BETWEEN THE SCHOOL AND OTHER INSTITUTIONS

Agriculture and rural development is a matter of global concern. Consequently the School will strive to establish links with institutions in South Africa and abroad which share common goals. In this way the School will address its broader responsibility to the development and application of improved approaches to agricultural development.

LOCATION OF THE SCHOOL

The School will make use of the Faculty of Agricultural Sciences' existing facilities and infrastructure. It will be located in the Agricultural Sciences building on the campus of the University of Pretoria.

MEDIUM OF INSTRUCTION

The medium of instruction will be English and Afrikaans according to the needs and requirements of the students. This will greatly enhance the accessibility of the School for the identified target population (people from rural and developing areas in Southern Africa).

DEGREES OFFERED

(i) Baccalaureus Honores Institutionis Agrariae: B.Inst.Agrar(Hons):

a. Admission

In order to be accepted for the B Inst Agrar(Hons) studies, a candidate must be in possession of an acceptable bachelors degree. An entrance examination may also be required as determined by the Director of the "Post Graduate School of Agriculture and Rural Development" in consultation with the Departmental Head of his/her proposed field of specialisation.

b. Fields of specialisation

The B Inst Agric(Hons) degree is awarded in the following fields of specialisation (combinations will also be possible):

- * Agricultural economics;
- * Animal production;
- * Extension;
- * Land-use planning;
- * Plant production; and
- * Plant protection.

c. Training is offered full-time, and in certain fields of specialisation, also on a parti-time basis. The course work for full-time students stretches over minimum of two semesters, while the part-time course stretches over a minimum of four semesters.

d. The curriculum consists of a minimum of eight courses, consisting of the following:

- * A common core of three courses that must be attended regardless of the field of specialisation, namely ARD 711,712 and 713. The contents of these courses are described later in this document.

CURRICULAR:

ARB 711

The time-ly

and G

aggr

partic

ARB 712

Introduc

work

academic

human cap

Accelerating

Africa pol

ARB 713

Review of

1981, citat

characteris

resource

instat by

development

(iii) METAL

The School

be obtained from

The Director

Post Graduate

Faculty of Agr

University of Pretoria

0002

Tel: 1012) 430-3301

420

420

- * Major subjects prescribed for the specific fields of specialisation, as jointly determined by the Director of the School and the head of the particular department(s) in question.
- * Supporting course work that the candidate may require, decided on by the Director of the School and head of the particular department(s).

e. In order to obtain the degree, the candidate must achieve a minimum mark of 50% in each of the prescribed courses. An average of 75% in all the prescribed courses must be obtained in order to pass the degree with distinction.

(ii) Magister Institutionis Agrariae: M Ins Agrar:

a. Admission

Admission to the masters degree is dependent on the candidate being in possession of the B Inst Agrar(Hons) degree or the status thereof, determined by the evaluation of the University of Pretoria.

b. Fields of specialisation

The same fields of specialisation will apply as for the degree of B Inst Agrar(Hons).

c. The curriculum consists of further study in the field of specialisation and a thesis or, alternatively a script accompanied by more course work than that required if the thesis option is followed. The thesis or script will consist of research done by the candidate under supervision of a member of the Faculty staff.

(iii) Philosophiae Doctor: PhD:

a. Admission

Admission is dependent on the candidate being in possession of the M Inst Agrar degree, or an equivalent degree with the status thereof, determined by the evaluation of the University of Pretoria.

b. Fields of specialisation

The same fields of specialisation will apply as for the degree of M Inst Agrar.

c. In addition to further theoretical studies as prescribed by the Director and head of the particular department(s), the study will involve a doctoral dissertation under guidance of a promoter selected by the Director and department head. The promoter will

be a member of the Faculty staff.

CURRICULAR: COMMON CORE COURSES

ARD 711 Man and Development

The time-lag phenomenon: man as key dimension in charge; the nature, objectives and ethics of development and extension; behaviour change, adoption and diffusion of innovations; agricultural communication; development approaches and programming; group dynamics, leadership and community participation; the change agent and his credibility; consequences of change.

ARD 712 Agricultural Development Principles: Theory and Evidence

Introduction; agricultural progress and structural transformation in less developed areas; economic and social theory of agricultural development; sources of accelerated change in agriculture - investment in technology, institutions and human capital; policies and programmes for agricultural development; accelerating agricultural development; agricultural development in Southern Africa - policy and programmes.

ARD 713 Physical-biological Resources and Development

Review of the most important physical-biological agricultural resources - soil, water, climate, topography, plant species, animal species; differences in characteristics, quality and vulnerability; the concept of optimum land use; resource conservation; general ecological principles; examples of problems caused by mismatching of physical-biological resources and land use during development planning; principles of sensible technology transfer.

SCHEDULING ACTIVITIES

The School will start its programmes in the 1992 academic year. More information can be obtained from:

The Director
Post Graduate School of Agriculture and Rural Development
Faculty of Agricultural Sciences
University of Pretoria
0002

Tel: (012) 420-3201
420-2478
420-2726

ABSTRACT

**THE AVAILABILITY
OF
TRAINING RESOURCES
AND THE
MARKET FOR TRAINING**

IN



University of Fort Hare
Together in Excellence

**A PAPER DELIVERED BY
VERNON WEITZ**

at

**THE AGRICULTURAL AND RURAL DEVELOPMENT
RESEARCH INSTITUTE(ARDRI) WORKSHOP**

held at

FORT HARE UNIVERSITY

in

ALICE

on

19 NOVEMBER 1991

Chairperson, colleagues, ladies and gentlemen:

The notion of training needs, resources and the market for training is problematised within the context of the underdeveloped Transkeian region. The paper argues that training is not a neutral affair and its related problems could be traced to our knowledge or research base in the social sciences. The writer also relates training to the various interpretations of different stake-holders with the field of development. Finally, suggestions are put forward with regard to the market for training in the region.

In preparing this paper, I realised that there are basically two ways in approaching this topic. The easiest way out would be to deliver a neat account about the various training resources, spelling out the 'resource type' and finally to conclude about the market for training which would be based on the relationship between available resources and training needs. The more difficult way would be to pursue an approach where the notion of training needs, resources and markets for training is problematised within the context of underdevelopment of the Transkeian region. I decided to opt for the second one as it promises to be a more stimulating exercise and hopefully would provoke some thoughts among the audience.



University of Fort Hare
Together in Excellence

2. UNRAVELLING CRUCIAL POINTS

In pursuance with the second option, which is very difficult to present in the short time allocated, I will map out some points which would provide us with some frame of thinking around the issue at stake (2). Finally, I will provide practical ideas relating to the market for training in Transkei.

The crucial points of discussion which are interrelated, are as follows:

- 2.1 The underdeveloped realities of the Transkeian region;
- 2.2 The notion of 'training for whom?';
- 2.3 Development: neither of different stake-holders in relation to resources of training and its market;
- 2.4 Challenging the research base of traditional practices of training.

2.1 The underdeveloped realities of the Transkeian region

In general, actors in the field of development would agree that despite the injection of millions of rands over the past fifteen years, the region is still confronted with the following realities, namely:

- * Agriculture, which should ideally form the base for development, is in a depressed state;
- * The ecology is under tremendous stress, especially with regard to soil erosion and other forms of resource degradation.

1. INTRODUCTION

Chairperson, colleagues, ladies and gentlemen:

First of all, I would like to thank ARDRI for inviting me to contribute to this important workshop in determining the future direction and role of such a vital research project in this region and in South Africa as a whole. It goes beyond any doubt that evaluation activities have the potential to generate development strategies and programmes which would be concrete, realistic and capable of implementation. I was specifically briefed to address you regarding the availability of training resources and the market for training in the region of Transkei.

In preparing this paper, I realised that there are basically two ways in approaching this topic. The easiest way out would be to deliver a neat account about the various training resources, spelling out the 'resource type' and finally to conclude about the market for training which would be based on the relationship between available resources and training needs. The more difficult way would be to pursue an argument where the notion of training needs, resources and markets for training are problematised within the context of underdevelopment of the Transkeian region. I decided to opt for the second one as it promises to be a more stimulating exercise and hopefully would provoke some thoughts among the audience.

University of Fort Hare
Together in Excellence

2. UNRAVELLING CRUCIAL POINTS

In pursuance with the second option, which is very difficult to present in the short time allocated, I will map out some points which would provided us with some frame of thinking around the issue at stake (1). Finally, I will provide practical ideas relating to the market for training in Transkei.

The crucial points of discussion which are intertwined, are as follows:

- 2.1 The underdeveloped realities of the Transkeian region;
- 2.2 The notion of 'training for whom?';
- 2.3 Development notions of different stake-holders in relation to resources of training and its market;
- 2.4 Challenging the research base of traditional practices of training.

2.1 The underdeveloped realities of the Transkeian region

In general, actors in the field of development would agree that despite the injection of millions of rands over the past fifteen years, the region is still confronted with the following realities, namely:

- * Agriculture, which should ideally form the base for development, is in a depressed state;
- * The ecology is under tremendous stress, especially with regard to soil erosion and other forms of resource degradation;

- * The rural infrastructures are poor, especially those that relate to communication systems as well as the tertiary road system;(2)
- * 90% of food purchased by Transkeian households comes from outside the borders of this region; (3)
- * A hundred medium-sized manufacturing plants around Butterworth, Umtata and Ezibeleni are presently run at considerable loss.
- * In 1988, workers at these enterprises earned R175 per month; (4)
- * 80% of Transkeians are functionally illiterate (5) and
- * There is a deterioration of the nutritional plane of the majority of the population.

Coupled with the above factual information it is also well known that:

- * More than 80% of homeland rural households live below the Minimum Living Level (M.L.L); (6)
- * Between 100-135 children of every 1000 born in rural areas die before their first birthday (7) and
- * the rural population in South Africa will increase from 11,4 million to 15,3 million over the next fifteen years, (8).

2.2 The notion of 'training for whom'?

University of Fort Hare
Together in Excellence

It is Paulo Freire and others who argue that education is ideologically loaded and thus not a neutral affair. In fact he claims that: "For me education is always directive, always. The question is to know towards what and with whom is it directive" (9). Of course, education cannot be equated with training, but most developmentalists would agree that there are key elements of education operating within the broad frame of training. The notion of how we use processes of learning 'for whom and against whom' with various forms of training exercises might sound too radical for many educators who have traditionally been engaged in development work in homelands. However, I am questioning to what extent we have done this very kind of training, i.e. 'for whom and against whom', within the context of pursuing the goals of the broader apartheid establishment, and which actually led us to the unfortunate position in which we are presently entrapped.

Consonant with the above point is also the claim that present training practices are geared in the pursuit of individual ends as opposed to what I would call 'shared goods' (10).

The key point is that the grammar or voice of the marginalised should be heard in theory and practice of training exercises. Of course, trainers would argue that their practices do accommodate the interests of marginalised communities. However, it is the experience of the writer that this is definitely not the case, especially in the case of agencies who operate within the main frame of the apartheid establishment.

2.3 Development notions of different stake-holders in relation to training and the market for training

The unfolding processes towards the establishment of a more democratic South African society have also brought to the fore different players in the field of development. In Transkei there are presently three main actors who will inform future practices of training in the region. These three are:

1. The government;
2. The parastatals, and
3. Organisations that are closely linked to liberation movements that have formed themselves in what is known as the Transkei Rural Development Forum (TRDF).

It is beyond the scope of this paper to deal in detail with the development perspectives and the consequent notions of training of these actors. Suffice it to say that their ideas on development coincide to a large extent with the following diagram of training (11).



GOVERNMENT		PARASTATALS	PROC. MOVEMENT T.R.D.G.
Types of service	Welfare	Technicist	Transformatory
Cause of problem	Beyond control of people	Lack of resources	Inadequate structures
Goals	To relieve suffering	To raise production to subdue nature	Build new economic and political structure
Programmes	Curative	Technical training in agriculture, income generating projects.	New forms of education Alternative structures.
Type of change	Maintain Status Quo		Structural change
Type of leadership	Authoritarian Consultative		Participatory Enabling

It is interesting to note that the above categories of training are obvious and reflective in projects that are presently under way in Transkei. It would be disastrous to propose a specific training model as a solution to the problems we are faced with in the world of training. At the same time it is also not the view of the writer that we need to opt for some kind of eclectic model. An eclectic approach would be a too easy way out of our dilemma and its contribution to issues of training is highly questionable.

An ideal training model would be one that is contextualised within the broader conjuncture of the struggle for development of communities. It means that training agencies in these various categories are bound to have a constant rethink of their positions within the broader political and economic conjuncture they find themselves. It is this kind of thinking, that informs training scenarios, which is at the same time opposed to a static, eclectic position.

2.4 The challenge to shift from traditional practices of training

In general, many training programmes are characterised by undemocratic practices, coupled with uncritical depositories or knowledge. However, these programmes are suddenly and ostensibly changed to a discourse of participation, empowerment, bottom-up approach and so forth. The argument of the writer is that this kind of 'somersault' is superficial because the knowledge base of traditional training programmes does not allow this kind of transition to take place. But what is the texture of the writer's argument? The next three paragraphs attempt to illuminate this argument.

Development and training have been submerged to a specific base of knowledge, which in turn hinges on positivist/empirical notions of research. Thought and practices about validation in the social science have been dominated by the influence and achievements of the natural sciences. Many social scientists are convinced that natural sciences are able to provide models for scientific enquiry in analysing social phenomena. It is assumed that, because the natural sciences have been able to intervene successfully in the natural world, the social sciences would be able to manipulate their environment if they follow the methods and procedures of the former. Only a few social scientists have come to the conclusion that this analogy might be disastrous because a whole range of social enquiry is significantly different from the natural phenomena. The disanalogy between the natural and social sciences lies within the difference between the objects they examine. In the social sciences, the theory itself can transform the object (human being) that it examines. Put in another way, natural science cannot undermine, strengthen or shape the practices they bear on (12).

It is not the intention of this paper to arbitrate and to debate different models of research, though it suffices to say that the positivist notion of research does not have the capacity and rigour to redress training as it exists in its present form. It is for this very reason why training sectors in development will find it difficult to practice a fundamental shift in their discourse. Again, the writer is not devaluing empirical research *per se*. It rather argues that this kind of practice would only be able to redress training activities if it draws on ideas of

phenomenology and critical theory. Research informs our practices and any parochialism in this regard could only lead to unworkable responses to training needs.

The writer had an interesting discussion with one of his resource persons who claimed that two of the multi-million development projects in Transkei have the possibility to become financial disasters, unless some serious intervention takes place to address this problem. One of the reasons given for the breakdown of these well planned projects, is the robust bargaining power that has emerged from trade union activity in the region. Without going into detail about problems within these projects, the writer would argue that the knowledge or research base around which these projects are centred, is incapable of responding to the internal and external contradictions these projects are facing. The knowledge base of these projects does not accommodate the human factor or transformatory elements in the process of development.

3. THE MARKET FOR TRAINING IN THE REGION

The following are suggestions and are not listed in terms of priority.

3.1 Water supplies



It is known that an active producing person could spend up to three hours a day in getting water from one point to another. Technical and appropriate training could be done to upgrade the quality of life or especially rural communities by making water supplies more accessible. It is known that Transkei has abundant water resources which include:

- * 3 185 million cubic metres per annum (Mm^3/a) from interterritorial rivers like the Kei, Mbashe, Mzimvubu etc.
- * 2 120 Mm^3/a from its internal rivers
- * 2 203 Mm^3 of extractable ground water

In addition there are 15 large storage reservoirs which store a further $818Mm^3$ (13).

3.2 Forestry

The biggest export potential lies in economic activities around forestry. To support and to broaden the base of this enterprise, a range of training activities could be implemented around issues of environmental concern. Environmental concerns have at present the popular support of both the government and general public in the region.

3.3 Small scale income generating projects

The breaking up of former white, local, economic networks has had a negative effect on small scale productions of local communities. The extension of small

scale enterprises, ranging from chicken-breeding to carpentry, could revive local economic networks, if it is carefully planned in terms of balancing technical and social processes in training programmes.

It should be noted that many of these activities were initiated by non-governmental organisations (NGOs) but were taken over by statal/parastatal organisations which had the advantage of a stronger financial muscle. Cooperation between NGOs and governmental organisations is crucial in this endeavour. This kind of training has huge potential especially in the light of the uneconomical practices of medium sized manufacturing plants.

3.4 Training of farmers

It has been claimed that agriculture should form the base for development in Transkei. There are at present three groups of farmers in Transkei, namely:

- * a small group of \pm 10% of productive, commercial or emerging commercial farmers;
- * a large group of \pm 60% who have the latent ability and potential motivation to improve their performance substantially; and
- * a group of \pm 30% who are found not to be interested or are of very low managerial potential (14).

Various studies suggest that training programmes should target the second group as it has the greatest overall impact (15). The writer's view is that this issue of training farmers has also much to do with land reform policies.

3.5 Livestock

Although it is suggested that livestock should be reduced, there is still a great need to upgrade the quality of stocking so that it could become an economically viable enterprise (16). What is, however, at issue is how the idea of economic viability of livestock could operate within the cultural frame of the inhabitants of the region.

3.6 Reorientation of trainers/extension workers

It is the writer's view that if no serious attempt is mounted in undoing traditional training practices of trainers, their input towards development would be marginal.

3.7 Newly established democratic formations

The political space that has been created in the region, has also led to the establishment of various grassroots community group formations. These groups have the commitment and energy towards developing their region but lacking a variety of skills.

3.8 Training could also be extended in the field of literacy and progressive primary health care

1. It is known that less than 1% of illiterates are presently being reached by existing literacy programmes.

2. In conclusion, training can only be relevant if it is related to political democracy, economic growth and 'rural affirmative action'. People can only take control over their lives if they are convinced that their rights as human beings are guaranteed. Given the limitation of natural mineral resources in the region, the human resource factor should be seen as a key element in development training.

3. *Transkei Agricultural Development Study*, Department of Agriculture and Forestry, July 1981, p3.

4. *Ibid*, p85.

5. Michael Nyati, *Non-formal Education and Development in the Republic of Transkei*, M.Ed Thesis, Cardiff University, Wales, 1982.

6. Susan Lund, *A Case for the Rural Extension and Advice Centre*, Johannesburg, February 1991, p8, citing Urban Foundation.

7. *Ibid*, p8, citing Wilson and Ramphela.

8. *Ibid*, p16, citing Urban Foundation documents.

9. Iva Skar and Paulo Freire, *A Pedagogy for Liberation*, Mar. Bergin and Garvey Publishers, 1987, p109.

10. Charles Taylor defines the concept of shared goods as something that is sought after and cherished in common...shared goods are essentially of a community, their common appreciation is constitutive of them. See Charles Taylor, *Philosophy and the Human Sciences*, Philosophical Essays 2, Cambridge Cambridge University Press, 1985, p96.

11. This diagram is based on a similar one in *Training for Transformation, Book 1*, Gower Zindabaazi Mambhe Press, 1996 pp66,57.

12. Charles Taylor, *op cit*, p96.

13. *Transkei Agricultural Development Study*, *op cit*, pp54.


14. *Ibid*, pp126, 127.

15. *Ibid*, p177.



University of Fort Hare
Together in Excellence

NOTES AND REFERENCES

1. The pursuit of the second option should not be seen as a total negation of the first one. It is hoped that the choice for the second option would become apparent during the presentation of the paper.
2. In 1987 the Transkei Department of Works and Energy identified that a crisis situation existed with regard to the whole Transkei road system. The length of road gravelled per year declined from 70km per annum in 1979 to 20km per annum in 1985. See John Gibberd, Gravel Road Betterment, a paper delivered at a symposium of South Africa Road Federation, Eastern Cape Region, Port Elizabeth, October 1991.
3. Transkei Agricultural Development Study, Department of Agriculture and Forestry, July 1991, p3.
4. Ibid, p55.
5. Michael Nyati, Non-formal education and development in the Republic of Transkei, M.Ed Thesis, Cardiff:  of Wales, 1982.
6. Susan Lund, A case for rural development, Rural Advice Centre, Johannesburg, February 1991, p6, citing a document by Urban Foundation.
7. Ibid, p8, citing Wilson and Ramphela.
8. Ibid, p16, citing Urban Foundation document.
9. Ira Shor and Paulo Freire, A Pedagogy for Liberation, Ma: Bergin and Garvey Publishers, 1987, p109.
10. Charles Taylor defines the concept of shared goods as something that is sought after and cherished in common.....shared goods are essentially of a community, their common appreciation is constitutive of them. See Charles Taylor, Philosophy and the Human Sciences, Philosophical Papers 2, Cambridge: Cambridge University Press, 1985, p96.
11. This diagram is based on a similar one in Training for Transformation, Book 3, Gweru Zimbabwe: Mambo Press, 1986 pp56,57.
12. Charles Taylor, op cit, p96.
13. Transkei Agricultural Development Study, op cit, pp5,6.
14. Ibid, pp126, 127.
15. Ibid, p127.

16. Sales of agricultural produce, mostly livestock and eggs, account for 15% of the cash income of rural households.

* The contributions of the following persons are acknowledged, namely:

Cicel Cook (TATU)

Viv Mostert (Rural Advice Forum)

Pat Mabude (ANC Regional Projects Department)

Tressan Sullivan (Transkei Land Commission)

Veli Ntsubane (Transkei Rural Development Forum)

Carl Keyter (BDRT)

* This paper is supplemented by two hand outs in training resources in the Transkei. Consonant with implicit position of the writer as spelled out in this paper, his view is that the question is not whether we more and more training resources, but rather how we could effectively and efficiently make use of the available resources.



University of Fort Hare
Together in Excellence

1. Cedara College of Agriculture (Cedara)
2. Technikon Mangochwe (Durban)
3. Technikon Natal (Durban)
4. University of Natal (Pietermaritzburg)
5. University of Zululand (KwaDlangezwa)

Cedara provides a Diploma in Agriculture while the technikon between them, offer National Diplomas in Animal Production, Plant Production, Horticulture and Nature Conservation. The University of Natal offers a wide range of B.Sc Agric and B. Agricultural Management courses, while the University of Zululand provides a B.Sc Agric degree with fixed Plant Production and Animal Production majors.

Farm labour and general skills training is undertaken by nine commercially-oriented organisations. Such training ranges from tractor driving courses to weed control courses. Only one

In-house training purely for two employees constitutes a separate category and is not discussed here.

Future Direction of ARDRI Workshop, 19 November 1991, University of Fort Hare, Alice

AGRICULTURAL/FORESTRY TRAINING AND EXTENSION IN NATAL/KWAZULU - AN OVERVIEW

P. Alcock, Development Studies Research Group, Department of Economics, University of Natal, Pietermaritzburg.

(a) Current training and extension facilities

Present training and extension opportunities¹ can be divided into three main groups, firstly advanced tertiary training, secondly formal farm labour and general skills training and thirdly, less formal training and/or extension provided by aid agencies and others (Alcock, 1991). Organizations providing advanced tertiary training in Natal/KwaZulu are the following, with location in brackets: *Together in Excellence*

1. Cedara College of Agriculture (Cedara)
2. Technikon Mangosuthu (Durban)
3. Technikon Natal (Durban)
4. University of Natal (Pietermaritzburg)
5. University of Zululand (KwaDlangezwa)

Cedara provides a Diploma in Agriculture while the technikons between them, offer National Diplomas in Animal Production, Plant Production, Horticulture and Nature Conservation. The University of Natal offers a wide range of B.Sc Agric and B.Agricultural Management courses, while the University of Zululand provides a B.Sc Agric degree with fixed Plant Production and Animal Production majors.

Farm labour and general skills training is undertaken by nine commercially orientated organizations. Such training ranges from tractor driving courses to weed control courses. Only one

¹ In-house training purely for own employees constitutes a separate category and is not discussed here.

organization provides training purely for the forestry industry. The organizations concerned are as follows:

1. Baynesfield Training Centre (Baynesfield)
2. Boskop Opleiding Sentrum (located in the Transvaal with mobile training units operating in Natal) (Potchefstroom)
3. KwaZulu Training Trust (Winkelspruit)
4. Midlands Centre for Further Education (Nottingham Road)
5. Mkondeni Training Centre (Pietermaritzburg)
6. Natal Training Centre (Pinetown)
7. South African Development Trust Corporation Ltd trading as Mjindi Farming (Training Centre) (Jozini)
8. South African Sugar Experiment Station and two associated training centres (training specifically for the sugar industry) (Mount Edgecombe)
9. Timber Industry Manpower Services (training purely for the forestry industry) (Baynesfield).



University of Fort Hare
Together in Excellence

Both the Mkondeni Training Centre and the Natal Training Centre are primarily concerned with industrial/commercial training.

Agricultural training/extension provided by aid agencies and others, involves a broad spectrum of organizations and activities ranging from community vegetable gardens to soil conservation. Forty organizations undertaking such training/extension were identified including some of the organizations outlined above. The University of Natal for example, provides advanced tertiary training as well as field extension and field-based training courses. The various organizations are listed below:

1. Africa Co-operative Action Trust (Pietermaritzburg)
2. Boeremakelaars Ko-op Bpk (Durban)
3. Capfarm Trust (Tugela Ferry)
4. Centre for Low Input Agricultural Research and Development University of Zululand (KwaDlangezwa)
5. Clark Cotton (Pongola)
6. Department of Agricultural Development (Cedara)
7. Department of Correctional Services (Elandskop, Utrecht)

8. Directorate: Agriculture, Department of Development Aid (Pietermaritzburg)
9. Edendale Lay Ecumenical Centre (Pietermaritzburg)
10. E.L.C. Property Management Company (Pietermaritzburg)
11. Federation of Women's Institutes of Natal and Zululand in conjunction with the Natal and KwaZulu Zenzele Women's Association (Pietermaritzburg)
12. Food Gardens Foundation (Johannesburg - with operations in Natal/KwaZulu)
13. Helwel (Melmoth)
14. Industrial Development Corporation of South Africa Ltd (Johannesburg - with operations in far northern KwaZulu/South African Development Trust land)
15. Insika Rural Development Association (Empangeni)
16. Kupugani Nutrition Organization (Pietermaritzburg)
17. KwaDlamahlaha Africa Tree Centre (Pietermaritzburg)
18. KwaZulu Department of Agriculture and Forestry (Ulundi)
19. KwaZulu Department of Health (Ulundi)
20. Lima Rural Development Foundation (UmZembe)
21. Methodist Church of South Africa (Richmond)
22. Operation Hunger (Durban)
23. Rural Transformation Association (Durban)
24. South African National Tuberculosis Association (Pietermaritzburg)
25. Sarmcol Workers Co-operative Agricultural Project (Howick)
26. Shell Chemical Company of South Africa (Pongola)
27. South African Development Trust Corporation Ltd trading as Mjindi Farming (Jozini)
28. South African Development Trust Corporation Ltd trading as Natal Trust Farms Ltd (Umkomaas)
29. South African Red Cross Society (Durban)
30. The Rural Foundation (Louwsburg)
31. Thuthukani Farmers' Co-operative (KwaNgwanase)
32. Tongaat Cotton Ltd (Pongola)
33. Trust for Christian Outreach and Education (Pietermaritzburg)
34. Turn Table Trust (Himeville)

University of Natal, Pietermaritzburg

35. Crop Improvement Research Programme
36. Farmer Support Group
37. Institute of Natural Resources
38. Valley Trust (Botha's Hill)
39. Vandenberg Foods Ltd (Durban)
40. World Vision of Southern Africa (Durban)

Organizations involved with commercial forestry woodlots in Natal/KwaZulu (in terms of technical field training and extension) are the following:

1. HL and H Zululand Farms (Eshowe)
2. Mondi Forests (KwaMbonambi)
3. Natal Co-operative Timber Ltd (Pietermaritzburg)
4. Sappi Forests Natal (Pietermaritzburg)
5. SA Wattle Growers' Union (Pietermaritzburg)
6. KwaZulu Department of Agriculture and Forestry (Ulundi)

(b) The market for agricultural training in Natal/KwaZulu

Given present financial constraints, it is unlikely that additional tertiary training facilities will be made available. The maximum number of students will be determined by the resources available to the two universities, the two technikons and the Cedara College of Agriculture. With the exception of the two universities, the maximum number of students is at present, 81 per year at Cedara, 200 per year at the Technikon Mangosuthu and 54 per year at the Technikon Natal - a total of 335 students per year of study. It should be noted that most of the students studying horticulture (a popular option) are unlikely to enter agriculture per se but will rather seek employment in parks and grounds administration or nurseries, either for municipalities or in private practice. The numbers presented here therefore, are not a true reflection of "agricultural manpower". The total demand for tertiary agricultural manpower in Natal/KwaZulu is not

known, although it is believed that some difficulties are presently being experienced with employment opportunities.

In terms of farm labour and general skills training, market conditions greatly influence the demand for such training as well as the type of training required. It is unlikely in the current financial situation that any new training centres will be established. The maximum supply of trainees (assuming maximum demand) is determined by the resources of each individual centre. The demand for skills, given further mechanization of agriculture, is mainly likely to be associated with the operation of agricultural equipment (hence the popularity of tractor driving or maintenance training courses, for example - provided by all nine organizations). In essence, training provided by the nine organizations is largely directed towards market driven high-input advanced agriculture (with certain exceptions).



University of Fort Hare

Total in Excellence

It is probably certain organizations in the third category who offer the greatest potential for (a) expansion of the type of training offered (b) a choice of localities where such training is offered and (c) some variation in the scope with which training is undertaken at given sites. Most organizations able to meet such requirements are aid and similar agencies, heavily dependent on external (welfare) funding or government funding (in the case of the KwaZulu Department of Agriculture and Forestry as well as the Department of Development Aid - for example). Accordingly, any expansion of training is largely related to increased funding.

There is ample scope for training in community vegetable gardening and other similar small projects at numerous sites in Natal/KwaZulu, not excluding urban areas. Aid agencies are ideally suited to such training, sometimes in co-operation with specific technical or academic organizations. Lower-level agricultural training probably represents the greatest need at present, given the number of households where intervention would be beneficial in view inter alia of unemployment and poverty.

Difficulties can arise however, where small-scale farmers including livestock farmers (as opposed to community vegetable garden groups), require assistance. Aid agencies in such instances, may not always have the necessary expertise or manpower and it is interesting to note the emergence of a semi-commercial aid agency with some sponsorship-type projects, namely the Lima Rural Development Foundation. The Foundation may represent the beginnings of a category of specialist agency geared mainly to assist the emerging small-scale black farmer who is willing and able to pay for services (in much the same way that similar services are provided for the advanced agricultural sector). Some small-scale farmers could also benefit from training courses presented at formal training centres such as the Baynesfield Training Centre, as is already the case at the Mjindi Farming Training Centre. Both the KwaZulu Department of Agriculture and Forestry as well as the Department of Development Aid cater for the spectrum of agricultural activities ranging from vegetable gardens to small-scale farmers in search of advanced techniques. It should be noted here, that the discussion excludes the sugar, cotton and forestry sectors, who are already involved with small-scale black farmers according to market needs.

It is not clear to what extent there is an unmet demand for basic and more advanced agricultural training (cotton, sugar and forestry excluded). One mechanism of determining a measure of demand would be to consult all organizations involved with agricultural/forestry training in the field, in a specific geographic area. Such discussions would include farmers' organizations and women's clubs. This would involve a series of "agricultural indabas" across KwaZulu, South African Development Trust and Natal Provincial Administration owned or controlled land. It may then be possible to obtain an overall estimate per geographic area, of the number of potential trainees seriously interested in the various levels of agricultural training and also the types of training desired. A pre-requisite to the programme, concerns some working definitions of the different

levels of agriculture. In this regard, Alcock (1990), has suggested the need for a functional and standardized typology of developing agriculture, applicable across South Africa.

Following the agricultural indaba, all requests for training would then have to be reconciled with available area resources as well as climatic constraints. Similar programmes are likely to have already been undertaken in parts of KwaZulu, to good effect. What is proposed here however, is a determined strategy embracing all players in all areas, which would have the advantage of stimulating direct contact and the exchange of experience between all concerned with the upgrading of agriculture and therefore standards of living. A climate of active co-operation would hopefully be engendered. A given factor in this scenario is that political differences do not prevent co-operation. In problematic circumstances, the services of an "honest broker" may have to be employed to iron out problems.



University of Fort Hare
Together in Excellence

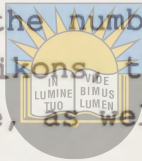
(c) Some future research needs for developing agriculture and forestry in Natal/KwaZulu

University-based research workers could play a useful role in the detailed distillation and analysis of current experience with regard to agricultural/forestry operations as well as training in Natal/KwaZulu, as undertaken by specific organizations. While some studies have been undertaken, there is considerable scope for innovative and systematic research aimed at practical, policy orientated procedures. There is a corresponding need for much closer co-operation between the various academic and practical organizations. A feature of certain (current) academic development work concerns the apparent lack of co-ordination of research effort which does not appear to be directed towards mutually-agreed goals of national importance. A related problem is that there is no bibliographic database of development literature, with the result that material may disappear from view

and is therefore, to all intents and purposes, lost (Alcock, 1989). Finally, the potential for a universally accepted typology of developing agriculture has already been noted. Other research needs in Natal/KwaZulu will be discussed by Prof. C. Breen of the Institute of Natural Resources, University of Natal, Pietermaritzburg.

(d) Conclusion

Three broad categories of agricultural/forestry training and extension programmes in Natal/KwaZulu have been described, based on present circumstances. The demand for advanced tertiary training is constrained by the number of students who can be accommodated by the two technikons, the two universities and the Cedara College of Agriculture, as well as by market needs.



University of Fort Hare
Togetherness Excellence

The number and type of courses presented by commercially orientated organizations involved with farm labour and general skills training is dependent on market conditions. It is likely that small-scale farmers with the necessary financial resources would be able to make good use of such training facilities. Training involving specific crops namely, cotton, sugar and commercial forestry woodlots, is catered for by the commercial sector according to given needs. The most flexibility in training/extension programmes is probably evidenced by aid agencies and by the KwaZulu Department of Agriculture and Forestry and the Department of Development Aid (in view of the greater availability of manpower across a broad geographic spread).

Problems however, may be experienced by some aid agencies in terms of the training and extension requirements of small-scale farmers. The establishment of the Lima Rural Development Foundation (a semi-commercial aid agency) specifically to cater for small-scale farmers is an interesting trend which may help to offset the limited skills availability of certain aid

agencies. Importantly, the precise "mix" of training and extension programmes should, it is suggested, be decided on an area-by-area basis with full co-operation between the various training agencies. Only the rational use of available manpower and scarce resources can begin to address the challenges of developing agriculture in Natal/KwaZulu and in South Africa as a whole. It is important to note that South Africa has already been through one extended agricultural upliftment process (with all its many ramifications) mainly for white agriculture - now a second procedure with some similarities and some differences is necessary in a much shorter time span.



University of Fort Hare
Together in Excellence

References

Alcock, P., 1989. The invisible college: regional literature databases, Indicator South Africa, Vol 6(3), p 55-58.

Alcock, P.G., 1990. A typology of crop cultivation in peri-urban KwaZulu: an initial proposal, Subsistence Agriculture Study Group 1988/89 Annual Report, University of Natal, Pietermaritzburg, p 52-64.

Alcock, P.G., 1991. Agricultural/forestry training and extension in Natal/KwaZulu: an overview of development-orientated activities, DSRG Working Paper No 16, Development Studies Research Group, Department of Economics, University of Natal, Pietermaritzburg, 99p.



University of Fort Hare
Together in Excellence

MR C J KOTZE

FORT HARE INSTITUTE OF MANAGEMENT

not available at this stage

PAPER TITLED

**TRAINING NEEDS OF RURAL CISKEI AND
SUMMATION OF TRAINING PAPERS**



University of Fort Hare
Together in Excellence

by

MR CJ KOTZE

of

FORT HARE INSTITUTE OF MANAGEMENT

not available at this stage