Debre Berhan University
College of Agriculture and Natural Resource science

Agricultural Economics Program

Curriculum for the Degree of Master of Science (MSc)
in
Rural Transformation Management (*RUTMGT*)

Inter-Trans-Disciplinary Master Study Program

May, 2019

Debre Birhan, Ethiopia

Executive summary

Name of the program**: Rural Transformation Management (RUTMGT)**

Name of the Degree to be awarded: **Master of Science (MSc) in Rural Transformation Management (*RUTMGT*): የሳይንስ ማስትሬት ዲግሪ በገጠር ትራንስፎርሜሽን ስራ አመራር**

Degree to be awarded by: **Debre Berhan University, Subjected to the Approval of the University Senate**

Standard Period of Study: **2 Academic Years with 4 Semesters**

Commencement of the Program: **2012 EC (2019 GC)**

Fees / Charges: **As per the Legislation of University of Debre Berhan University**

ABBREVIATIONS

ADLI	Agricultural Development Led Industrialization
CGPA	Cumulative Grade Point Average
DBU	Debre Berhan University
GTP	Growth and Transformation Plan
MoA	Ministry of agriculture
(MoE	Ministry of Education
MoFED	Ministry of Finance and Economic Development
MSc	Master of Sciences
RUTMGT	Rural Transformation Management

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1. BACKGROUND

In Ethiopia, agricultural growth was limited by poor policies, strategies and structural changes that resulted little increment in production and productivity of the sector for a prolonged period of time. As of the late 1990s, the government of Ethiopia has developed and tried to implement agricultural and rural development policies and strategies for rapid and sustainable development where agriculture-led and rural-cantered development is the key direction. Most of the policies and strategies of the county recognized that development of other sectors of the economy can't be sustainable without the development and transformation of the agricultural sector, as the influence of the agriculture sector on the overall performance of the country's economy has been overwhelming (Berhanu and Poulton, 2014; Emiru *et al.,* 2010; Ogbaharya and Tecle, 2010; MoFED, 2002)

In Ethiopia, there is high potential for wide spread social, economic and technical transformation that gradually improves lives and livelihoods of farmers. These include technical improvements in agricultural and natural resource management, the realization of new income opportunities, and thus the transformation from rural worlds with farmers living in poverty and social injustice to a rural society experiencing equality and prosperity. The realization of this potential is certainly challenging and requires public and private actors to join forces with farmers and rural communities (TRANSACT 2011).

On the other hand, poverty, natural resources degradation, food insecurity, resource share disparity, low farm productivity, farmland size reduction, loss of biodiversity, drought, migration, and conflicts triggered by population growth, climate change, and lack of employment opportunity are some of the problems that Ethiopia encountered profoundly in recent years. The government's and the people's efforts have been further challenged by market liberalization, globalization, rapid urbanization, and world food, financial and fuel crises.

The government's response to the challenges of agricultural transformation and RD for poverty reduction among other things rests on the capacity building of the key development actors. Although the no of the agricultural experts who are currently

operating at district level increased tremendously as result of the response strategy by the government, the outcomes and impacts of it in contributing to the transformation of the economy is limited (Demeke and Abebe, 2003; Berhanu and Poulton, 2014).

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Many emerging economies that managed to make innovation in agriculture and rural development a more inclusive process have done so by investing on strategic issues related to Capacity Development for the sector. The context in developing countries like Ethiopia is a little bit different, agricultural innovation system in these countries remain insufficiently embedded into the local agricultural economy and thus research priorities, the education and training curricula and the competences of graduates remain insufficiently aligned with the priorities of the country in general (Mulgan, 2006; Escobar, 201; FAO, 2013).

In light of this, the rural development strategy of the Federal democratic republic of Ethiopia gives higher attention for the expansion of education to educate the citizens as it accelerates rural development and as part of improvements of the living standards of the people (MoFED, 2003). As indicated in the second growth and Transformation Plan (GTP II) of Ethiopia human capital were emphasized to accelerate growth and transformation and to enhance productivity. As part of this GTP, huge public resources were mobilized to expand higher education in the country. And considerable investments in infrastructural developments have made for the expansion of its programs (NPC, 2016).

Despite efforts from the government of Ethiopia to solve these challenges the result is blow expectation. Approaches followed in problem solving were basically expert-lead and tailored to a discipline for each problem; monopolized by disciplinary research and development intervention (TRANSACT, 2013). In recent time inter- and trans-disciplinary research approaches are recommended brining solutions to contemporary complex problems of the society and to generate new knowledge (Miller *et al.,* 2008). In this regard, experiences from other countries have shown that inter and trans-

disciplinary research approaches can yield more promising and more sustainable results (TRANSACT, 2013).

Therefore, in Ethiopia, it seems that the root cause for the setbacks of the efforts lies in the approaches followed to solve these problems. Linear and disciplinary thinking avoided looking at problems from different perspectives, angles or directions (TRANSACT, 2013). Until now in Ethiopia higher learning institutions have not been providing training courses on inter- and trans-disciplinary research approaches. Accordingly, researchers, lecturers as well as development workers lack knowledge and skill on these research methods. They have not applied these methods in both research and development interventions (Getachew *et al.,* 2012).

Ethiopia is now working towards to transform the economy from a predominantly agrarian to a modern and industrialized economy. However, efforts to transform the economy through revitalizing the agriculture sector in the way that stimulate broad-based growth is not getting much momentum as expected and rural transformation is not give the attention it deserves as the centerpiece for development in the economy, as agriculture is the main stay for the vast majority of the population who reside in Rural areas of is of the nation.

Several studies suggested that focusing on human resource development, specially to those working in areas of rural transformation, should be among the key areas that deserve a prime attention, if structural transformation of the economy is to take place in a sustainable way.

On the other hand, Ethiopian government has denounced a rapid growth and transformation national plan (MoFED, 2010). Hence, higher education and research institutions are thus now under enormous pressure to undertake concrete reforms and make themselves highly responsive to rural transformation and become effective development partner (TRANSACT, 2013). In spite of the expansion of higher education in Ethiopia the newly established universities are simply replicating the old once with regard to subject diversity and content. This imitating manner tends to create uniformity and decrease level of diversity in fields of specialization/study across the universities (MoSHE, 2019). Consequently, these behaviors of replication result in poor

consideration of national and international change as well as lead to lack of innovativeness in higher education of the country.

On the other hand, ongoing development plan of Ethiopia emphasizes on accelerating human capital as a key to enhance productivity, growth and transformation. Therefore, in a response to the aforementioned ongoing changes and to contribute for the accomplishments of the national targets, the college of agriculture and natural sciences of Debre Berhan University (DBU) is intend to open post graduate in Inter-Trans-Disciplinary Master Program, i.e. Rural Transformation Management (RUTMGT). There is a consensus that the curriculum should be demand based and developed by taking into account the changing condition in the sector to satisfy the job market and attractiveness for the target students. Hence, this curriculum in Rural Transformation Management (RUTMGT) is developed.

The graduate students would be selected based on their academic merit and rigorous entrance test procedures. This program is also expected to add value to the research pursuits of the University as graduate students of these programs could undertake thesis research in the related thematic areas set by the University.

Broadly speaking, the need assessment result revealed that there are enormous demands of Rural Transformation Management (RUTMGT) professionals in MSc at the national level. Hence, the general objective of the program is to produce professionals in RUTMGT with world-class competence that understands the rural realities from different perspectives, angles or directions.

2. DEGREE NOMENCLATURE

The degree awarded to graduates on successful completion of the program will be called:

In English: **Master Science Degree in Rural Transformation Management**

In Amharic: **የሳይንስ ማስትሬት ዲግሪ በገጠር ትራንስፎርሜሽን ስራ አመራር**

3. Rationale of the Program

3.1 Promising Policy Framework for rural transformation

Since the last one and a half decades, agricultural sector has received due policy attention in the development agenda of the government of Ethiopia. The fundamentals

of agricultural development are preserved in the country's overall economic development policy known as Agricultural Development Led Industrialization (ADLI). Agriculture is thus believed to be the major source of the country's economic growth and its development is expected to adequately drive the process of industrialization (MoA, 2010). In growth and transformation plan I (GTP I), it was clearly indicated that the agricultural sector would continue to be the main source of economic growth. In turn, within agriculture, the bulk of the growth would originate from smallholder farmers agriculture. During the plan implementation period GTP I an average real agricultural GDP growth rate was 6.6% per annum (NPC, 2016).

In order to ensure sustainable agriculture and promote growth and rural transformation Ethiopia has been designed growth and transformation plan II (GTP II) following GTP I. GTP II has the following policy direction among others development of smallholders crop and pastoral agriculture, educate and organize youth to engage them in agriculture investment, enhance provision of the necessary support for domestic and selected foreign investors applying scaling up strategy across various agro-ecological development zones; and pursue holistic measures aimed at addressing constraints and challenges related to supply of agricultural inputs and utilization of agricultural technologies. Moreover, GTP-II targeting ensuring sustainable agriculture through the development of natural resources, aligning the agriculture development plan with the green economy development strategy coupled with expansion of irrigation developments is the strategic directions to be pursued with regard to natural resource conservation and management (NPC, 2016). Similarly, for instance, public investment towards the expansion of higher education, research and extension has been so enormous to stimulate agricultural growth. Public universities in the last 15 years increased in numbers (MoE, 2018).

Effective implementation of the national strategy heavily depends not only on the specialized professionals (in single discipline) professionals but in inter-trans-disciplinary, who could able to identify the complex problems, initiate the demand driven interventions and induce positive change towards better livelihoods and structural transformation of agricultural sector.

However, Higher education and research institutions of the country run disciplinary trainings and/or distant researches (TRANSACT, 2013). Thus, higher education and research institutions with their current disciplinary training and research interventions may not able to play a great role as expected in stimulating rural transformation. Given the high variability of agro-ecological zones, risks, and resource constraints that rural households face, hence, there is a need for training and research interventions that take into account household assets and the great diversity of conditions they are facing. This calls for inter- and trans-disciplinary education and research interventions that address diversified farmers' priority constraints in the areas of livestock, crop, natural resource, and socio-economic aspects.

The intended program is, therefore, a peculiar inter- and trans-disciplinary aiming at producing highly qualified and skilled experts having the right attitude who can further play a great role in promoting inter-trans-disciplinary interventions in agricultural training, research, extension and developmental programs so as to eventually accelerate rural transformation in the country.

3.2 Desire for Sustainable Agriculture Development

Despite of having all these high potentials for agriculture development, the country is unable to feed its ever-increasing population and faced with chronic food shortage. Moreover, the country is not able to produce sufficient cash crops to obtain sufficient foreign exchange purchase for agricultural and industrial inputs that are further essential for enhancing crop production as well as for producing enough raw materials for local industries to which could absorb the young and the unemployed citizens. Agricultural productivity of the country also has remained extremely low, though some research results indicate the availability of tremendous potentials to increase productivity of agriculture.

The low agricultural productivity in the country is due to mainly, among others, lack of improved production technologies, exploitative farming practices, deteriorating natural resource-base, inadequate institutions and linkages. The agriculture production system of the country is generally very date old and obsolete which is purely agrarian and a peculiar subsistent hand to mouth type. It is dominantly characterized by small scale mixed farming with livestock under rain-fed condition, fragmented crop fields, free

grazing, traditional husbandry practices, and very exploitative with less attention to conserve and restore natural resource-base.

3.3 Need to improve Higher Education and Research Institutions approaches for Rural Transformation

Despite of their huge expansion in the country, higher education, research and extension institutions have not yet brought any marked differences on agricultural productivity, natural resources conservation and livelihoods of the poor small scale farmers (Getachew Alemayehu, 2009), Higher education and research institutions are thus now under enormous pressure to undertake concrete reforms and make themselves highly responsive to rural transformation and become effective development partner. Higher education and research institutions must support the rural transformation and develop future management and policy scenarios in preparation for forthcoming changes that are likely to take place in rural areas (TRANSACT, 2011).

In Ethiopia, there is high potential for wide spread social, economic and technical transformation that gradually improves lives and livelihoods of farmers (TRANSACT, 2011). These include technical improvements in agricultural and natural resource management, the realization of new income opportunities, and thus the transformation from rural worlds with farmers living in poverty and social injustice to a rural society experiencing equality and prosperity. The realization of this potential is certainly challenging and requires public and private actors to join forces with farmers and rural communities (ibid).

Unfortunately, higher education and research institutions are not sufficiently responsive to this potential, while they are short of the essential human and institutional capacities to conceptually and methodologically address rural transformation through knowledge generation, training and communication of research findings that reach deep into rural communities. At the same time, only few experiences, insights and priorities of farmers and rural communities diffuse into the higher education and research system. This widens the gap between academia and practice (Habermann *et al*., 2013).

3.4 It is a Complement and Not Replacement to Disciplinary Trainings

The whole essence of this program is to fill the gap of the present disciplinary trainings, researches and outreaches. Nor the program is being promoting to produce generalists. Indeed, disciplinary training/research has played a great role in the development of science and technology in various areas. Thus, disciplinary training/research is badly essential and continued to be strengthened more in the future than before.

But, these disciplinary training/research/outreach programs alone can't alleviate the constraints of Ethiopian smallholder farmers effectively, while these farmers don't run specialized agricultural ventures, rather than complex agricultural activities under the same unit of management with poor resources and variable agro-ecological conditions. Such complex smallholder farmers' constraints can be addressed properly by the integration of concerned disciplines and practitioners. Therefore, the intended program is badly needed for facilitating the integration of various disciplines and practitioners to address the constraints of smallholder farmers effectively.

3.5 Stakeholders demand

From the need assessment result, it was understood that 66% of the surveyed organizations prioritize Rural Transformation Management.

4. PROGRAM OBJECTIVES PROFESSIONAL PROFILE

4.1 Program Objectives

The general objective of the program is:

- To produce professionals in Rural Transformation Management (RUTMGT) with world-class competence for understanding the rural realities as well as for developing rural transformation skills.

The specific objectives of the program are:

- To produce competent professionals that can properly understand the complex situation of smallholder farmers and envisage effective and efficient ways of alleviating their constraints.
- To disciplining inter-trans-disciplinarity for addressing and tackling complex real-rural problems effectively.
- To understand and manage diverse unknowns in rural livelihoods for decision making and action.

- To enable the students who undergo this program to comprehend the deeper implications of the triangular interactions of science, society and market.
- To produce human resource having especial knowledge and skills of integrating various concerned disciplines and practitioners working together for the same goals of rural transformation.
- Eventually to enhance the rural transformation competences of higher education, research, extension and development institutions.

4.2 Professional Profile

The proposed MSc study program in Rural Transformation Management (RUTMGT) is expected to develop professionals who:

- are able to work as an independent researchers in their field of specialization;
- involve in policy advice and consultancy in their field of specializations;
- serve as an academicians in institute of higher learning;
- initiate, manage and lead inter-trans-disciplinary development projects;
- run and mange agro-businesses; and
- serve as self-employed consultants.

4.3 Graduate Profile

Upon the completion of MSc degree in Rural Transformation Management (RUTMGT), the graduates will have the capacity and competence in terms of knowledge, skills and attitudes in:

- Initiate, plan and manage local, regional and national innovation systems
- Integrating and utilizing the knowledge and skills gained from basic and applied sciences to maximize the rural innovations and thereby expedite the rural transformation and sustainable development.
- Facilitate rural innovation (technological and institutional innovations) process through network building, social learning and negotiation using effective communicative interventions,
- Identify and analyze rural transformation related problems,
- Identifying the priority areas, plan and undertake inter-trans-disciplinary research and development projects that address prevailing needs of the country or on topics of global relevance; and

- Communicating results and implications of inter-trans-disciplinary research in scientific journals, scientific gatherings and to the general public

5. ACADEMIC REQUIREMENTS

5.1 Admission requirements

Applicants must have Bachelor of Science or Art degree in agriculture, agricultural economics, rural development, development studies, agricultural extension, rural development and agricultural extension, agri-business, economics, management, sociology, disaster risk management, natural resource management, applied geography, soil and water management, watershed management or closely related fields from accredited higher learning institutions. Prior to registration, applicants must take and pass the entrance qualification examination.

5.2 Duration of the study

The MSc program in RUTMGT is a two-year program, with the first year (2 semesters) for courses and the second year for research project proposal writing and conducting inter-trans-disciplinary research in a specific area of interest and defending a thesis.

5.3 Graduation Requirements

To be eligible for graduation all the MSc candidates in the intended program must fulfill the following requirements:

- At least thirty credit hours of course work, with no “D” grade in any course taken as well as not more than one “C”;
- Six credit hours or of research work on which a thesis must be written;
- Letter of testimony from the supervisory committee;
- Successful defense of thesis;
- A Minimum Cumulative Grade Point Average (CGPA) of 3.00; and
- Submission of the final thesis manuscript approved by examination board.

5.4 Medium of Instruction

The medium of instruction for the program is ENGLISH.

5.5 Linkage and Partnership

To strengthen this MSc program, linkage will be made with national and international institutions having potential intellectual and material resources. Potential institution will be contacted from the sphere of industry, research and higher learning institutions. The institutions will include both governmental and non-governmental organizations.

6. Assessment and Evaluation

6.1 Mode of assessment

Graduate student progress is assessed regularly and formally by the faculty through assigned departmental supervisors. The assessments focus on both completion of coursework and the development of professional skill in research, scientific writing and service through the following methods.

1. Course Work
    - Assignments
    - Term papers
    - Written Examinations
    - Thematic seminar presentations
2. Practical Courses
    - Field Reports
    - Tests on application (applied aspects)
3. Thesis and oral presentation
    - Quality of thesis work (significance of the content & relevance)
    - Oral presentation (clarity of presentation, level of confidence)
    - Defense (skill manifested in defending the thesis presented)

6.2 Grading system

The Grading system is based on fixed scale based on the academic rules and legislation of Debre Berhan University.

7. RESOURCE REQUIREMENT

Academic staff profile

- 2 Assistant Professor- full time
- 3 PhD candidates

- 8 Assistant professor- Part time
- 1 Program co-ordinator

Administrative staff profile

- 1 Secretary
- 1 dispatch rider

Physical Infrastructure

- Class rooms
- Offices
- Computer Laboratory

8. Assignment of Module and Course Codes

The module code will have five alphabets of the program's abbreviations as "RTMGT" plus capital M to indicating the module and four-digit numbers, where the first number indicates year of module offering while the second two-numbers (01, 02, 03) indicates module number and the last fourth number indicates whether the module is core (1), supportive (2) or general/common (3).

The course code will have four alphabets and four digit numbers. The five alphabets code indicates the name of the program with the first alphabet capital letter, i.e. all courses designed by program are coded as "RTMGT" indicates Rural Transformation Management. The four digit numbers for courses indicating year of course offering with the first one, while the middle two numbers indicate module code number in the program (01, 02, 03, 04) and the last number indicates order of the course within the module.

9. List of Modules, Courses and their Status

Module 01 (RTMGTM4011): Rural Transformation and development

Course title	Course Code	Status	CrHr
Theory and Management of Transformation	RTMGT4011	Compulsory	3
Rural Development Theories and practices	RTMGT4012	Compulsory	3
Program and Project Management for Rural Transformation	RTMGT4014	Compulsory	3
Policies, Strategies and Institutions for rural transformation	RTMGT4015	Compulsory	3
Sustainability and Climate change (E)	RTMGT4016	Compulsory	3
		Total	**15**

Module 02 (RTMGTM4021): Rural Non-Farm Economy

Course title	Course Code	Status	CrHr
Rural Finance and Social Services	RTMGT4021	Compulsory	2
Agribusiness and Agro-Processing	RTMGT4022	Compulsory	2
Value Chain and Markets Analysis (E)	RTMGT4023	Elective	3
Total			
		Total	**7**

Module 03 (RTMGTM4031): Innovation Systems

Course title	Course Code	Status	CrHr
Innovation Systems for Rural Transformation	RTMGT4031	Compulsory	2
Inter-Trans-Disciplinarily for Rural Transformation	RTMGT4032	Compulsory	2
Communication and community participation (E)	RTMGT4033	Compulsory	2
Food and Nutrition security (E)	RTMGT4034	Elective	2
Total			**8**

Module 04 (RTMGTM4041): Research Methods for RUTMGT

Course title	Course Code	Status	Cr. Hr
Research Methodology for Rural Transformation Management	RTMGT4041	Compulsory	3
Statistical methods for policy Studies	RTMGT4042	Compulsory	3
Graduate Seminar in Rural Transformation Management	RTMGT4043	Compulsory	1
Total			**7**

Module 05 (RTMGTM4051): Thesis in Rural transformation

Course title	Course Code	Status	Cr. Hr
MSc. Thesis in Rural Transformation Management	RTMGT4051	Compulsory	6
Total			**6**

10. Module/ Course Breakdown

10.1 Regular program

Year 1 Semester 1

Module	Course Title	Course Code	Cr Hrs.
01	Theory and Management of Transformation	RTMGT4011	3
	Rural Development Theories and Perspectives	RTMGT4012	3
	Program and Project Management for Rural Transformation	RTMGT4014	3
	Sustainability and Climate change (E)	RTMGT4016	3
	Value Chain and Markets Analysis (E)	RTMGT4025	3
03	Research Methodology for Rural Transformation Management	RTMGT4041	3
Total			**18**

(E) is an elective course and at least one elective course must be audited in every semester of Year 1

Year 1 Semester 2

Module	Course Title	Course Code	Cr Hr
	Agribusiness and Agro-Processing	RTMGT4022	2
	Communication and Community Participation (E)	RTMGT4033	2
	Inter-Trans-Disciplinarily for Rural Transformation	RTMGT4032	2
	Policy, Strategies and Institutions for Rural Transformation	RTMGT4014	3
	Food and Nutrition security (E)	RTMGT4034	2
	Innovation Systems for Rural Transformation	RTMGT4031	2
04	Statistical Methods for social science	RTMGT4042	3
04	Graduate Seminar in Rural Transformation Management	RTMGT4043	1
Total			**17**

(E) is an elective course and at least one elective course must be audited in every semester of Year 1

Year 2 Semester 1&2

Module	Course Title	Course Code	Cr Hr
04	M.Sc. Thesis in Rural Transformation Management	RTMGT5051	6
Total			**6**

11.COURSE DESCRIPTIONS

RTMGT4011: Theory and Management of Transformation

Course Objectives & Competences to be acquired

At the end of this course, students will be able to:

- Know the sociological theories of rural transformation
- Explicate the economic theories of rural transformation
- Understand the politics of rural transformation
- Understand definition and Concept of rural transformation, concepts of rural
- Differentiate the difference between rural transformation, and rural development with agriculture, agricultural modernization, or agricultural development.
- Know rural transformation trends and driving forces
- Explore challenges and opportunities for Ethiopian rural transformation plan

COURSE DESCRIPTION

Introduction to rural sociology; theory of change; management of change; transformation from economic point of view; transformation from human wellbeing perspective; dynamics of rural transformation; negative and positive aspects of transformation; politics of rural transformation; planned versus unplanned transformation; rural setting and complex of rural problems; Definition and Concept of rural transformation, rural Transformation trends and driving forces :the diversification of rural economies, urbanization of rural regions, Uneven rural development; actors of rural transformation; participation of actors in rural transformation processes; risks (notably climatic and economic); trade-offs (e.g. between conservation and development) and coping with complexities and uncertainties; role of agricultural development; markets and the private sector; urbanization and migration in rural transformation; discuss the changing roles of the State, Communities, Civil societies and Markets in Rural Transformation

RTMGT4012: Rural Development Theories and Perspectives 3 Cr. Hrs

Course Objectives & Competences to be Acquired

At the end of this course, students will be able to:

- Understand the basic concepts rural development
- Explore different perspectives of understanding rural development in different societal and geographical contexts
- Explicate the ideological & methodological dimensions involved in rural development strategies
- Explain how development is measured and reported by various agencies

COURSE DESCRIPTION

This course is designed to equip the student with the meanings and concepts of of development, Definition of development, factors of development ,Measurement of development; Theories of development: Classical and Neo-Liberal development theories, Modernization theory, Dependency theory, World-systems theory, Post-development theory, and Contemporary thinking of development; Models of development: Linear Model (Rostow's Model of Economic Growth) Structural change models, Socialism Soviet model of development and Maoism new Chinese- model of development; Environment and development, Perspectives on population and environment, Perspectives on modernization and environment, Perspectives on poverty and environment, rural poverty analysis: dimensions (socio-demographics, economic, environmental, institutional), causes and extent of poverty, measurement of poverty and food insecurity; an enabling environment for rural development; the economic and social theory of agricultural development; differentiation and commercialization in rural life and their role in agricultural development; history and trend in rural development in Ethiopia.

RTMGT 4014 Program and Project Management for Rural Transformation (3 Cr. Hrs)

Course Objectives & Competences to be acquired

The general objective of this course is to acquaint students with the basic knowledge of Rural Development project planning and analysis. After successful completion of this course, students will be able to:

- Explain the basic concepts of project Analysis and planning
- Describe the relationship between projects and programs
- Understand sources of project ideas and project identification process,
- Explain feasibility study from rural development perspective
- Identify aspects of project preparation and analysis
- Identify and discuss the major methods of measuring project worth
- Describe rural development project monitoring and evaluation tools
- Appreciate project implementation, controlling & evaluation techniques
- Prepare Rural development related projects Course outline

COURSE DESCRIPTION

This course is designed to teach students the concept and fundamentals of project Identification, formulations, appraisal, execution, planning and analysis of projects in the context of rural development. Besides, the concept of project cycle, market and demand analysis, raw material and supply study, environmental assessment, financial & economic analysis, project financing, documentation, project management, monitoring and evaluation, risk and conflict management, project termination and phase-out strategies in rural development project context will be covered in this course.

RTMGT 4022: Agricultural Business and processing (2 Cr. Hrs)

Course Objectives & Competences to be Acquired

At the end of this course, students will be able to:

- Understand the challenges and opportunities for agricultural business development in the world, in Africa and Ethiopia
- Analyze the policy environment and marketing situations for agricultural business
- Assess and identify the potential agricultural business areas
- Explore the potential rural finance for the development of agri-business
- Develop strategies for the finance source(s) of identified agricultural businesses as well as for the marketing of their products

- Understand the interaction between society and state
- Recognize the support of state to the society for development and transformation
- Analyze the effectiveness and efficiency of social services provided to the society as well as their impact on development and transformation of the society
- Institutionalize the provision of societal services at various levels starting from national to grassroots levels or vice versa
- Identify the major bottlenecks of social services provision and devise their solutions (good governance) that improve the delivery of the social services

COURSE DESCRIPTION

Relationship among agricultural business, industrialization and rural transformation; policy, institutions and marketing environment for agricultural business; conditions for agri-business prospects; rural commercialization, marketing infrastructures development and governmental/institutional supports for agri-business; assessment of techno-economic feasibility of potential agricultural business areas; sources of financial support (finance mix); working capital management; cost accounting; break-even analysis; production planning, control and quality management; assessing business performance and monitoring progress; financial statements used in rural finance; balance sheet; income statement; cash flow statement; accounting cycle; portfolio report; market access and development to agricultural business products; value addition and marketing of agricultural produces.

Internal and external needs of society for development/transformation; social services and the need of state; institutionalization of social services provision to the society; state supports to society and state development policies; state ruling systems and development approaches vis-à-vis social services provision approaches; social services provision approaches in state-, market- and people-centered development approaches; social services provision differences between socialist/communist command economy and free-market economy, or between central and decentralized economic development policies; meaning of decentralization and devolution of power; rights-based approach to development and good governance; different good governance perspectives including

Neo-liberal Model, Human Development Model, and Human Rights Model; the effect of economic and structural adjustment policies on Ethiopian social services provision.

RTMGT4016: Sustainable Development and climate change (E) (3 Cr. Hrs)

Course Objectives & Competences to be Acquired

At the end of this course, students will be able to:

- Understand the interdisciplinary fields of sustainable development and climate change,
- Explain the concepts and dimensions of sustainable development, principles and challenges of sustainable Development and practices of sustainable development.
- Identify the key challenges and potential solutions to achieve sustainable development
- understanding the basic science of climate change, climate change perceptions, attitudes, and beliefs, national and international climate change policies, adaptation and mitigation mechanism, resilience building, formal and informal institution around climate change and climate change governance.
- Understand the impacts of climate change on growth and development, climate change mitigation & adaptation policy responses and international collective actions.

Course Description

This course provides an introduction to the interdisciplinary fields of sustainable development and climate change, drawing on the most recent developments in the social, policy, and physical sciences. The origins & emergence of sustainable development, the core concepts, principles and challenges of sustainable Development, practices of sustainable development and environmental, economic, and social dimensions of sustainable development; by bringing fundamental issues like human-environment relations, conservation movement, green development and sustainable development using a political ecology approach. It also introduces the major stakeholders and institutions, sectoral linkages in environment and development, the impact of globalization and the key challenges and potential solutions to achieve sustainable development in the 21st century. Students also learn provides a critical

understanding of the basic science of climate change, climate change perceptions, attitudes, and beliefs, national and international climate change policies, adaptation and mitigation mechanism, resilience building, formal and informal institution around climate change and climate change governance. It also addresses impacts of climate change on growth and development, climate change mitigation & adaptation policy responses and international collective actions.

RTMGT4031: Innovation Systems for Rural Transformation 2 Cr. Hrs

COURSE OBJECTIVE

At the end of this course, students will be able to:

- Understand the definition and the role of innovation systems in rural transformation
- Explain the similarities and differences of innovation systems with other approaches
- Analyze the policy, institutions and stakeholders in innovation systems
- Explore appropriate approach to take in studying and influencing innovations systems to enhance their contribution for Rural Transformation
- Facilitate the interactions and manage the knowledge in innovation systems for change

COURSE DESCRIPTION

THEORY

Understanding innovation systems (IS) - what are they and why focus on them for rural transformation; similarities and differences with other approaches (e.g. value chain analysis); elements in an IS; the actors and their roles in IS; policy, institutions and stakeholders analysis in innovation systems; options to improve the IS to expedite rural transformation; what approach to take in studying and influencing them to enhance their contribution for rural transformation; facilitating interactions in IS for change; promoting creativeness and efficiency of actors and their roles in IS; managing knowledge in IS.

TUTORIAL/PRACTICAL

Exploring innovation systems in agriculture and rural livelihood; assessing the influence of institutional and policy environments on rural innovation systems; reviewing

successful innovation systems management; exercise on how to facilitate interactive discussions.

RTMGT4014: Policy, Institutions and Stakeholders for Rural Transformation (3 Cr. Hrs)

COURSE OBJECTIVE

At the end of this course, students will be able to:

- Analyze the policy processes, institutions and stakeholders important for rural transformation
- Explore options for networking and building partnerships between and among policy makers, institutions and stakeholders to facilitate rural transformation
- Examine markets and marketing systems and the role of the private sector for facilitating rural transformation

COURSE DESCRIPTION

Policy processes for rural transformation; institutions and stakeholders involved in rural transformation; stakeholder analysis; options for networking and building partnerships; markets and marketing systems for rural transformation; the role of private sector in facilitating rural transformation.

RTMGT 4032: Inter-Trans- Disciplinary for Rural Transformation (2 Cr. Hrs)

COURSE OBJECTIVE

At the end of this course, students will be able to:

- Understand the pros and cons of disciplinary training and research approach for rural transformation
- Know the importance of interdisciplinary and trans-disciplinary approaches for addressing complex problems like rural transformation effectively
- Analyze the degree of stakeholders integration in the process of rural transformation

COURSE DESCRIPTION

Complex nature of smallholder farmers' enterprises and their constraints; currently dominant disciplinary training and research approach and its effectiveness for smallholder farmers' circumstances; differences between disciplinary, participation,

multidisciplinary, inter-disciplinary, trans-disciplinary and integrated approach; inter-trans-disciplinary approach as an innovative means of addressing complex real world problems of the rural areas; degree of participation and integration of stakeholders in rural transformation; developing, leading and managing inter-trans-disciplinary rural transformation projects.

RTMGT 4033: Communication for rural innovation and Community Participation for Rural Transformation (2 Cr.Hrs).

COURSE OBJECTIVE

At the end of this course, students will be able to:

- Enhance the participation of community as well as private sector in innovation systems for rural transformation
- Facilitate the planning and management of rural extension to promote innovativeness and facilitate Interactive Processes in innovation systems
- Give focus on communications and negotiations amongst actors in the innovation systems to promote generation and use of innovations to facilitate rural transformation

COURSE DESCRIPTION

Introduction to the field; human communication: theory and practice, concept and elements of diffusion; traditions of research on diffusion; typology of diffusion research; generation of innovations; new concepts and theories of innovation; innovation development process; the adoption process and innovation decision process; predicting innovativeness; simulation of innovation diffusion; attributes of innovations and rate of adoption; concept of over adoption; communication and prospects of innovation development; approaches to communicative intervention; changing perspectives on innovation: innovation as a process of network building, social learning and negotiation. Enhancing community participation - including facilitating voluntary and collective action; enhancing private sector participation; planning and management of rural extension to promote innovativeness and facilitate interactive processes in innovative systems; enhancing communications and negotiations amongst actors in the innovation systems to promote generation and use of innovations to facilitate rural transformation.

Community participation**,** types of community participation, guiding principles of community participation, steps of community participation, methods of community participation and importance of community participation.

RTMGT 4025: Value Chain and Markets Analysis (E) 2 Cr. Hrs

COURSE OBJECTIVE

At the end of this course, students will be able to:

- Understand the concept of value chain and its fairness for all actors involved along the chain as well as for the supply-demand relationship of agricultural commodities
- Analyze the value chain processes and actors of agricultural commodities
- Identify the interactions and constraints of the value chain processes and actors
- Develop the innovative value chain plan for any targeted commodities
- Facilitate the networking and partnership among value chain processes and actors for mutual fair improvement and development.

COURSE DESCRIPTION

THEORY

What is value chain? Processes and actors involved from field-to-market/consumption of agricultural commodities; value chain analysis; supply-demand markets analysis; cooperation/collaboration among value chain processes and actors; value chain development plan and management

PRACTICAL/TUTORIAL

Analyze the value chain of selected agricultural commodities around the locality; examine interaction and constraints of the value chain; develop innovative value chain development plan for selected commodities.

RTMGT4034: Food and Nutrition Security (E) 2Cr. Hrs

Course Objectives & Competences to be acquired

By the end of this course the participants will be able to:

- understand the multidimensional definition and concepts of food systems, food security, nutrition security and their interconnectedness;
- understand the dimensions for food and nutrition severity

- Identify dietary gaps for different population groups, and identify the components of the food system responsible for the identified gaps;
- formulate alternative innovations needed in the food system for addressing the identified dietary gaps for different population groups in a sustainable way.
- be able to apply conceptual frameworks to ensure nutrition sensitive agricultural development programs and policies;
- design programs to implement identified innovations, including lobby and advocacy;
- Understand and apply the tools and methods used to analyses food security
- strengthen participants' competence in the design and implementation of agricultural development programs and policies to enhance the impact on nutrition.

COURSE DESCRIPTION

The course will provide participants with fundamental understanding of the concepts of food systems, food security, nutrition security and their interconnectedness and explore theoretical and policy developments at play. The course will also introduce participants with the components of food systems, dimensions of food security and their relevance for provision of healthy and sustainable diets; the stakeholders involved and influencing food systems and possible actions to be taken to transform the food system for addressing the gaps and how these actions can be leveraged in a sustainable way.

RTMGT 4041: Research Methodology in Social Sciences (3 Cr. Hrs)

COURSE OBJECTIVE

At the end of this course, students will be able to:

- Understand scientific research: positivist social sciences, interpretive social sciences, critical social sciences
- Understand the processes of research planning as well as research proposal and scientific paper writing
- Apply the common procedures and techniques in writing research proposals and scientific papers
- Write sound research proposals and scientific papers for peer-reviewed journals
- Solicit the research funds as well as the publication of research results in high impact journals

COURSE DESCRIPTION

THEORY

This course equips the student with meaning of methodology in scientific research: positivist social sciences, interpretive social sciences, critical social sciences; designing research proposal; choice of research approaches and designs; measurements in social research; research design in quantitative research: designing survey research; sampling design, unit of observation and analysis, methods of data collection, methods of data analysis; design of quantitative research; design of qualitative research: types of qualitative researches; case study research, grounded theory, action research, ethical aspect of social research; essentials of scientific report writing.

PRACTICAL

Writing and presenting sound research proposals and scientific papers from given research ideas and research results.

RTMGT 4042: Statistical Methods for Social Sciences 3 Cr. Hrs.

COURSE OBJECTIVE

At the end of this course, students will be able to:

- Understand the basic statistical concepts; sampling design and analysis; hypothesis testing;
- Apply linear methods and estimation by least squares; regression (logit, probit, tobit); non-parametric statistics;
- Apply introduction to applied multivariate techniques: factor analysis, cluster analysis and discriminant analysis.

Course Description

The course provides students with basic statistical concepts; sampling – design and analysis; hypothesis testing; linear methods and estimation by least squares; regression (logit, probit, tobit); non-parametric statistics; introduction to applied multivariate techniques: factor analysis, cluster analysis and discriminant analysis.

RTMGT 6043: Graduate Seminar in Rural Transformation Management (1 Cr. Hrs)

COURSE OBJECTIVE

- To introduce students to simple techniques of presentation and communication
- To help them learn the methods of reviewing, analyzing, compiling and presenting most recent research works and findings.

COURSE DESCRIPTION

An MSc student in the program will select relevant scientific topic in consultation with the seminar advisor; sets the structural contents of the work; make exhaustive literature review on the selected seminar topic and analyze scientifically; summarize the review and present the relevant data in tables and figures; the candidate presents his/her observations and review facts (related to his/her field of specialization but not from his/her dissertation) to the audience within the registered time frame or semester.

RTMGT5042: M.Sc. Thesis in Rural Transformation Management (6 Cr. Hrs)

COURSE OBJECTIVE

- To introduce MSc student with identification of concrete researchable problems and development of sound research proposals
- To practice students to carryout research independently, analyze and discuss research findings, publish thesis manuscript, present and defend their research results

COURSE DESCRIPTION

An MSc student in the program is required to identify a research problem relevant to the subject concerned and on national priority. Formulation of the research proposal should be according to the standard research methodology and in consultation with the advisory committee. The problem should reflect the current advances in the field and should have objectives intended for new findings and/or for confirmation of known facts for the Ethiopian conditions or on issues of global importance. After the approval, the candidate is expected to execute the proposal and come up with the findings in the form of thesis manuscript.

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