



SUCCESS STORY - 13

Inductive Training for the Novice Research Worker Enhances Competence and Promotes Swift Integration into the Research System

USAID/AMAREW believes that incipient research workers can only be technically empowered if their university education is supplemented by an Inductive Training prior to their commencement of job



Photo: AMAREW Project

For fresh university graduates who decided to pursue their career in Research-Extension like this one it has often been difficult to come on board the research system competently and with confidence without receiving an inductive training because in their initial after school years they still lack competence in a number of areas.

In the best of the cases, newly recruited research staff may have technical knowledge, but often lack experience and confidence to develop and conduct an effective research program. Cognizant of this deficiency, ARARI and AMAREW jointly organized a one-month long module based inductive training in 2005. The trainees were 45 junior agricultural research workers recruited by ARARI and assigned to its seven research centers.

Experienced and knowledgeable resource persons were drawn from the Ethiopian Agricultural Research Organization (EARO), the International Food Policy Research Institute (IFPRI), the Swedish International Development Agency (SIDA), ARARI, and AMAREW to offer training courses on topics under the following thematic areas:

- Problem and opportunity diagnosis and research planning because the incipient researchers must learn to identify significant problems in their respective fields that limit production;
- Ability to work in an interdisciplinary team as this is an aspect of agricultural research that receives little attention during University training;
- Research methods and experimentation in crop, livestock, natural resources, and socio-economics/extension;
- Research proposal and scientific paper writing with emphasis on choosing appropriate experimental designs;
- Overall orientation to the Ethiopian agricultural research system, including Government policy on research, review of research status in specific disciplines, prevailing research gaps, and sources of secondary information.

The program also aimed to create a culture in which all newly recruited staff are inducted into the research system, the research commodity programs they are to join, the requirements of the new job, and the new roles they are expected to play in moving from school to employment.

A post training evaluation done by ARARI and AMAREW showed that the trainees had gained confidence and a better understanding on research problem identification, preparation and evaluation of research proposals, designing and implementation of field experiments. The trainees themselves expressed a high level of satisfaction about the relevance and quality of the training they received.