**Issues in Economic, Community and Agricultural Development in Kenya**

**AGECO/CED 499A**

Semester: Spring 2011

Meeting: Fridays, 9.00 – 11.00, 103 Ferguson

Instructors: Janelle Larson, jbl6@psu.edu & Sjoerd Duiker, sduiker@psu.edu

Supporting faculty: Ed Babcock, ed.babcock@psu.edu; Leland Glenna, llg13@psu.edu and Tom Gill, tbg12@psu.edu

Class web-site http://zawadivillages.wikispaces.com/

This course is part of an initiative to develop viable economic and youth development options for a program for street children in Kenya. Students will learn about cultural, economic and social conditions in Kenya, then various students teams will build on this knowledge to identify and develop options for youth development and enterprise development (including agricultural production and value addition), culminating with on-site assessment and implementation in Kenya.

Through this course, students and faculty will partner with staff and youth at the Children and Youth Empowerment Centre, Nyeri, to address a mutually-agreed upon agenda. Students will help formulate research questions, identify resources and develop possible solutions.

**Specific Student Learning Objectives:** Students in the course will be expected to meet the following objectives:

* To gain an understanding to the agro-ecological, economic and cultural environment in Kenya, specifically in the Central Province and Rift Valley;
* To gain an understanding of the factors that have led to the phenomenon of street-dwelling children and youth;
* To investigate the role of both agriculture and micro-enterprise development in income-generation and economic growth in the African context;
* To identify and develop production and business plans for possible enterprises, including field crops, horticulture and livestock;
* To research and identify appropriate post-harvest handling needs and value-addition options for the products identified;
* To develop a community assessment tool to ascertain the community’s assessment of the 2010 initiative in Lamuria. While in country, students will participate in this assessment.
* To develop an assessment tool to evaluate the efficacy of the 2010 activities at the Children & Youth Empowerment Centre. While in country, students will participate in this assessment.
* To gain a greater understanding of and appreciation for Kenyan culture and history.

**Every class meeting**

On a rotating basis, one student gives a 5-10 min Current Event Update on developments in Kenya since the last meeting. The developments can include political, economic, weather, business, celebrity, or whatever information you would like to share with the group that you find interesting.

**Week 1: 14 January**

* Project overview and background
	+ CYEC - Janelle
	+ PSU-CYEC collaboration
		- Eco-village – Sjoerd
		- 2010 activities – Alayna and Lauren
* Goals and objectives for this semester
	+ Production plans for CYEC and Othaya sites
	+ Post-harvest handling/value-addition plans
	+ Assessment of 2010 activities
* Readings: (to be done before class)
	+ Street Children in Kenya (two pdf.s on ANGEL)
	+ Review CYEC website
* Assignment:
	+ On http://zawadivillages.wikispaces.com/Essays post a one-page essay about your own background, what your goals are for studying at Penn State and for your post-Penn State future, how our course fits within these goals, and what your expectations are for our course. The essay will not be graded but helps us and the group to fit the projects to your needs.
	+ Form teams for background research on Central Kenya– **Outlines and bibliographies due 28 Jan. and Reports due 11 Feb., to be posted on** [**http://zawadivillages.wikispaces.com/background**](http://zawadivillages.wikispaces.com/background)**.** You need to brainstorm which topics need to be covered in this report. Here are some suggestions:
		- Agro-ecological conditions
		- Current ag production and practices
		- Socio-economic

**Week 2: 21 January**

* Overview of Farming Systems in Kenya – Tom Gill
* Readings – Available on class website
	+ FAO ‘The State of Food Insecurity 2010: Addressing Food Insecurity in Protracted Crises.’
	+ UNDP “Kenya National Human Development Report, 2006.”

**Week 3: 28 January**

* Share background report outlines and bibliographies
* Readings: Food crisis and response
	+ Headey, Derek, and Shenggen Fan. 2008. Anatomy of a crisis: the causes and consequences of surging food prices. *Agricultural Economics* 39 (11): 375-391. doi:[10.1111/j.1574-0862.2008.00345.x](http://dx.doi.org/10.1111/j.1574-0862.2008.00345.x)
	+ Bertini, Catherine, and Dan Gickman, eds. 2009. Renewing American Leadership in the Fight Against Global Hunger and Poverty. The Chicago Council on Global Affairs.
	+ Anon. 2009. *Agriculture at a Crossroads: International Assessment of Agricultural knowledge, Science and Technology for Development*. Global Report. Washington DC., pages 2-51

**Week 4: 4 February (don’t meet)**

* Continue working on background reports
* Apply for financial aid through the College of Ag Sciences & the University Office of Global Programs

**Week 5: 11 February**

* Background reports due
* PowerPoint presentations (post on http://zawadivillages.wikispaces.com/background)
* Form teams (production, post-harvest handling/value-addition and market potential)
* **Outlines and bibliographies due 25 Feb.; Draft reports due 18 March; Final reports due 1 April**
	+ Field crops
	+ Horticulture
	+ Livestock

**Week 6: 18 February (don’t meet)**

* Continue researching production, processing and marketing

**Week 7: 25 February**

* Community assessment/program assessment – Leland Glenna
	+ Discuss in-country assessment needs
* Research projects
	+ Share outlines and bibliographies, post on http://zawadivillages.wikispaces.com/Enterprises

**Week 8: 4 March (don’t meet)**

* Continue researching production, processing and marketing
* Do IRB human subjects research certification
	+ http://www.research.psu.edu/training/irb-basic-training

**Week 9: 11 March – Spring Break**

* **Enjoy!!**

**Week 10: 18 March**

* Share draft reports
	+ Peer-reviewers for drafts assigned
* Plan assessment post on http://zawadivillages.wikispaces.com/Assessment

**Week 11: 25 March (don’t meet)**

* Provide feedback to partner then revise report

**Week 12: 1 April**

* Final reports due
* PowerPoint presentations (post on http://zawadivillages.wikispaces.com/Enterprises)

**Week 13: 8 April (don’t meet)**

**Week 14: 15 April**

* What to expect at the CYEC – Janelle, Sjoerd, Alayna and Lauren

**Week 15: 22 April (don’t meet)**

**Week 16: 29 April**

* Final planning and preparation (for preliminary itinerary see http://zawadivillages.wikispaces.com/Itinerary)

**17May – 7 June (dates will be finalized by late Jan.) Travel to Kenya**

**Journal: you are expected to keep a daily journal during the trip in Kenya. Post your journal on http://zawadivillages.wikispaces.com/Journal**

**Note to students with disabilities**: Penn State welcomes students with disabilities into the University's educational programs.  If you have a disability related need for modifications or reasonable accommodations in this course, please let us know or contact the Office of Disability Services on the first floor of Boucke to ensure that all your needs are met.

**Evaluation Criteria: (This may be modified based on student interests & course needs)**

 Background reports 20%

 Enterprise reports 40%

 Assessment planning 20%

 In-country work 10%

 Journaling 10%

**Grading:**

 A = 94 – 100%

 A- = 90 – 93%

 B+ = 86 – 89%

 B = 83 – 85%

 B- = 80 – 82 %

 C+ = 75 – 79%

 C = 70 – 74%

 D = 60 – 69%

 F = 0 – 59%

**Academic Integrity:**

***Definition and expectations:*** Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at Penn State, and all members of the University community are expected to act in accordance with this principle.

Consistent with this expectation, the University’s Code of Conduct states that all students should act with personal integrity, respect other students’ dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts.

Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.