



Strengthening

Agribusiness Ethics,

Quality Standards,

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Uganda's Value Chains

AGRI-QUEST

POLICY BRIEF SERIES

Policy Brief No. 13-2018: **A SWOT analysis of AgriQuest project's dissemination of ethical behaviour and sustainable practices and provision of trainings to local farmers in Uganda**

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Executive Summary

This report aims to critically analyse trainings and dissemination of ethical behaviour and sustainable practices in agriculture for farmers in Uganda. During our field trip in the country of origin in April 2018, qualitative data were collected, including interviews with stakeholders, and observational notes.

Emphasis on sustainable approaches nowadays is substantial, therefore it is relevant to gain insights into the course of the trainings in order to improve future trainings and in turn, the agribusiness practices. Findings of the performed SWOT analysis of two case studies that identified several strengths, weaknesses, opportunities and threats can serve as a guideline for future organizations and initiators of trainings.

Keywords: Uganda, SWOT analysis, trainings, sustainability, agriculture, ethical behaviour.

Introduction

This paper was motivated to provide a reflection on trainings organized by AgriQuest organization for Ugandan farmers and other local stakeholders as a part of their 3-year project (AgriQuest Uganda, 2018c). The third year consisted of several field trips, i.e. a dissemination of information collected during the previous two years and from additional sources, and provision of trainings about ethical behaviour and sustainable practices. It took place during April 2018 in various places in Uganda. I directly participated in two field trips – to Bugiri and Oyam. Those are areas in Eastern and Northern Uganda, respectively. Collected first hand data include interviews and observations, which serve as a basis for our analysis.

We aim to look at the trainings and disseminated information from a point of view of an external foreign researcher and examine the strengths, weaknesses, opportunities and threats, so-called SWOT analysis. Moreover, this study will gain insights into current practices and determine lessons that can be learned to help to improve the trainings regarding sustainable agriculture and ethical behaviour and better implementation of such programmes in the future.

AgriQuest project is a three-year initiative that started in 2016. It aims to translate international and national custodian of standards in Uganda and simplify them for local farmers in order to enhance ethical behaviour and sustainable practices at the bottom of the value chain pyramid (AgriQuest Uganda, 2016b & 2016c). Such translation and provision of access is very important because many locals are not aware of the standards and/or are unable to access the information (AgriQuest Uganda, 2018b), even though there is a growing international urgency for sustainable approaches and development (Sachs, 2012). Moreover, more effective ways of doing agriculture can be useful, for example because the Food and Agriculture Organization (FAO) suggest that improved productivity of currently used land can add up to 80% of yield in developing countries who strive to feed growing population (Siegel, 2014).

As AgriQuest Uganda (2018b, p. 2) handout informs, the standards are stated for instance by Uganda National Bureau of Standards (UNBS) but are only accessible after a payment, which is a barrier in one of the poorest countries in the world (World Bank, 2017) and “limits public awareness and uptake of the recommended codes of practice and guidelines”. Therefore, AgriQuest project bridges this gap and its role is to present the basic information in a form that is easily understandable to locals. They aim to give local stakeholders (often a completely first) idea of what a sustainable and ethical behaviour is and show them how to conduct

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their business in a way consistent with national and international standards, i.e. to change their mind-sets (AgriQuest Uganda, 2018b).

There were several channels through which AgriQuest team shared the information. The trainings included a video (in English), handouts and a leaflet covering a code of conduct. For each area in Uganda, there were different handouts made, e.g. focusing on rice value chain in Bugiri area and on cassava value chain in Oyam district. The flyers introduced quality standards and were provided both in local language and in English (AgriQuest Uganda, 2018b), similarly to the leaf with code of conduct (COC). Along with Swahili, English is an official language in Uganda (Ethnologue, 2018), but we noticed that many locals in rural areas had difficulties to speak English.

Moreover, the code of conduct (AgriQuest Uganda, 2018a) aims to make agriculture and businesses sustainable, foster trust and secure food security. It translates complex codes of conducts into a simplified version understandable for locals and covers areas of keeping promises, compliance with legislation, community support, no corruption and making profit without natural resources exploitation. At the end of the leaflet, there is a voluntary check list that can serve farmers to see their own improvement towards responsible practices.

The trainings looked like as follows. At the beginning of each of the training sections, handouts and leaflets were distributed to those who were receiving the training while the AgriQuest team introduced themselves, led by the head trainer who was in charge of the trainings and knowledge sharing. Then, video was played on a portable screen which they brought (in case of very poor local conditions with no electricity, the team brought electricity generator as well). A discussion section when stakeholders could have asked questions and

initiate an open discussion followed. Those are the factors of the trainings that will be evaluated later in this report.



Figure 1: Materials used in trainings by AgriQuest (screen with a video, flyers and handouts).

Taking all this together, this report aims to answer the following research question: “*What are the strengths, weaknesses, opportunities and threats of the trainings and dissemination provided to local farmers and stakeholders in Uganda by AgriQuest?*” In order to answer the research question and gain insights into trainings and identify best practices and lesson learnt, qualitative data including interviews and observations was collected.

Our findings can be of use not only to individuals from AgriQuest organization and the organization itself to provide reflection, but also to other organizations and practitioners who are interested in providing similar activities in Uganda. Simply said, the recommendations can enhance planning of future trainings, make them more effective and improve their implementation, which in turn can bring higher potential impact.

This paper is structured as follows. After a short introduction of SWOT framework as a suitable analytical tool, research methods with

an overview of AgriQuest trainings are presented. Then, 2 case studies are introduced. Later on, strengths, weaknesses, opportunities and strengths of the trainings are analysed. Lastly, recommendations are provided.

Conceptual background

In this paper, a Strengths-Weaknesses-Opportunities-Threats or SWOT analysis of two trainings of AgriQuest project as a part of their dissemination activity in Uganda in 2018 is performed. Out of 6 trainings I participated in, two most relevant case studies were selected and described in detail. By answering the research question, this report aims to identify strong aspects of the trainings, determine opportunities and threats, as well as to draw lessons learned from those trainings. We aim to provide recommendations on future trainings on ethical farming and agricultural practices. Therefore, this section introduces SWOT framework that serves as a key tool for our analysis. Its relevance is explained as well.

SWOT analysis is a powerful and very popular tool that enables to quickly analyse a complex situation from multiple viewpoints in order to make decisions and access opportunities (Helms, & Nixon, 2010). In businesses, it is frequently used as a starting point for strategic planning, but its use goes far beyond businesses themselves (Helms, & Nixon, 2010). Moreover, SWOT analysis can serve as a basis for future strategy planning of an organization and provides a clear summary overview of an organization's position (Helms, & Nixon, 2010). Its outcomes stretch from functional, far down to a personal level. It assists in development of future paths for organizations to follow as well as shows its relationships in the environment (Proctor, 1992).

The SWOT analysis consists of four categories, namely strengths, weaknesses,

opportunities and threats (Prasad, Middendorf, & Pierzynski, 2014). Those components can be categorized into internal and external factors, where strengths and weaknesses are classified in the former group while opportunities and threats in the latter one. Regarding the external factors, it is the environment in which the entity operates and therefore, those factors are far beyond the control of the organization (Helms & Nixon, 2012; Prasad et al., 2014).

Classification of variables might bring challenges (Helms & Nixon, 2010). Therefore, a brief explanation of our classification is provided. Strengths include things that were done well and positive areas. Contrary, weaknesses talk about what could have been done better. Opportunities include what trends can be taken an advantage of, what is changing in the society and what are the needs of stakeholders. Last but not least, threats as part of our SWOT analysis looks at changes in communities, country and rules that can impact them as well as at aspects that represent challenges (Prasad et al., 2014).

Research methods

In this chapter, the research context, research design, data collection and data analysis are included.

Research context

Research context of this paper was the agricultural sector in Uganda, with focus on two value chains, namely rice and cassava value chain. Agricultural sector is a relevant

unit of choice because the majority of Ugandan people, more precisely around 70%, are employed in agricultural sector (Trading Economics, 2018). Therefore, agriculture is the major source for living for majority of local people.

Improving agricultural processes and their effectiveness can be seen as an important tool to reduce poverty in one of the poorest countries in the world (World Bank, 2017). Hence, this policy brief provides valuable insights into the trainings provided by AgriQuest organization for local farmers. Outcomes of this paper can be used for training improvement. The goal of the project was to make agricultural approaches more sustainable and ethical (AgriQuest Uganda, 2018c) which is in turn critical to feed the growing population (Sachs, 2012).

Data collection took place between March 30 and April 20, 2018 when we travelled with four other students from VU Amsterdam to the country of origin to collect first hand data. It was part of the AgriQuest research project implemented by VU Amsterdam and Makerere University in Uganda.

Research design

The research design used in this policy brief is of qualitative nature. Qualitative research method was used to gather the data, including several group interviews, individual face-to-face interviews and observations. Qualitative data was necessary to provide us with rich and detailed data and to give us valuable insights into the trainings and dissemination and their potential benefits. Such data also enabled us to identify aspects that could be improved in the future. Furthermore,

context information about things such as mood during the trainings, participants' behaviour, living conditions of participants or setting of the dissemination were captured by the observational notes.

Data collection

The data was collected in two districts, namely Bugiri in Eastern Uganda and Oyam in Northern part of the country. The participants

included local farmers, farmer groups, government officials, and extension workers.

Our data that is the basis for the analysis was collected in real time during our field research in two different areas within Uganda. The trainings were mainly hold in English, just as the video they were showing to local stakeholders. The documents and materials that were part of the dissemination were both in local languages and with some extra copies in English version. A detailed description of the events, dissemination materials, participants and collected data can be found in Table 2.

From the data that was collected, 2 cases were chosen to perform this SWOT analysis on. Strengths and weaknesses of the trainings on sustainable and ethical in Uganda were identified, as well as behaviour in rice and cassava value chains potential opportunities and threats

Table 2: Description of observed trainings and dissemination:

| Place | Details | Date | Dissemination materials | Number of people reached | Data collected |
|----------------|-------------------------------|----------|---|---------------------------------|--|
| Bugiri (rice) | District HQ | 3.4.2018 | AgriQuest video, Code of Responsible Agribusiness Conduct in Uganda (CoC), flyers | ~40 watched the video (1 woman) | Interview with Senior Agriculture Officer, observational notes, photos |
| Bugiri (rice) | Milling Area | 3.4.2018 | AgriQuest video, CoC, flyers | ~40 (2 women) | Informal interview with local women, observational notes, photos |
| Bugiri (rice) | 6 Farmer Groups (near church) | 3.4.2018 | AgriQuest video, CoC, flyers | ~70 (half women) | Interview with local female leader, observational notes, photos |
| Oyam (cassava) | Rainbow Hotel | 9.4.2018 | AgriQuest video, CoC, flyers | ~12 (3 women) | Interview with Extension Workers, |

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| | | | | | |
|----------------|---|-----------|------------------------------|------------------|--|
| | | | | | observational notes, photos |
| Oyam (cassava) | Loro Area (singling group) | 9.4.2018 | AgriQuest video, CoC, flyers | ~60 (half women) | Interview with Women's Group, observational notes, photos |
| Oyam (cassava) | Loro Sub-Country Local Government Oyam District | 10.4.2018 | CoC, flyers | ~9 (2 women) | Interview with Sub-Country Officers, observational notes, photos |

Data analysis

The data analysis was consisted of several stages. It was inductive and descriptive in nature, including direct statements from the interview as well observations made during

the trainings and dissemination. First stage was interview transcription. Coding of the interviews and observational notes followed. Then, the case studies were described and analysed with the use of SWOT framework.

Case analysis

Case study 1: Bugiri District HQS

First place where AgriQuest dissemination and trainings took place was in Eastern Uganda, in Bugiri. Its official name was Bugiri District HQS and it is an area where mainly rice is produced. AgriQuest team and 5 student researchers from VU Amsterdam including me arrived there in a van on April 3, 2018 around 10am in the morning.

There was one main building where the dissemination and trainings were arranged and a typical isolated African tree outside with few chairs under the tree. We were welcomed by the Senior Agriculture Office in his office where we had a chance to interview him. Rest of the team which consisted of academics from Makerere University in Kampala started with preparations of the trainings.

The training started by setting a screen they brought in order to show the video containing information about ethical behaviour and sustainable agribusiness to local farmers. The team was prepared for local poor conditions that would otherwise not enable to play a video.

Next part of the training was distribution of paper materials, namely flyers and handouts or so-called codes of responsible business. As Bugiri is known for rice production, the team adjusted the flyers and focused on rice standards in the documents they provided to local people.



Figure 2: Setting of the dissemination and training in Bugiri District HQS in Uganda

Except for the video, the materials were in local language. When those materials were handed out to local farmers, we observed that they seemed happy and were anxious to learn and immediately started to read them. The paper documents served as a perfect mean of preservation of the information that was intended to be shared via trainings and dissemination, because majority of locals

cannot access information that are available for example online, such as it is possible during trainings in my country. Moreover, it looked like it is not that common that someone comes there to provide local people with training or materials related to agriculture or sustainable or ethical approaches.

During our data collection, we observed the unique mission of the project. Also, that it is quite exceptional that external organization providing training comes several times to one place. It was also mentioned by the Senior Agriculture Officer during our face-to-face interview in Bugiri:

"I would like to thank you for coming and visiting us. There are many researchers coming, but no one comes back to give us feedback. That is something we really appreciate on AgriQuest initiative that you came already third time. And that now you bring us feedback and valuable information for our farmers about how doing business sustainable. We really appreciate for those flyers and handouts."

Even though the video was around half an hour in its length which was too long from the point of view of European researchers, it seemed adequate for Ugandan farmers. They watched it closely till the end. The video was in English with low level of sound and based on observations, it seemed that some farmers may have issues to fully follow the video and its content. Either because of the low volume or language barrier.

There was around 40 people watching the video, but only one woman. Women could be targeted more by the trainings and women's participation should be improved; in this case especially in the video watching. For example, Senior Agriculture Officer explained that it is the women who work hard and perform the majority of work in agriculture (Ellis, Manuel & Blackden, 2006), so then it might seem relevant to provide trainings also directly to those who are in charge of the agricultural work and processes. He added that women are present mainly in production, while men are responsible for selling the harvest in markets whereof they receive money. Ethical practices include also trust building (AgriQuest Uganda, 2018a), which is important in selling

the production and harvest and it is mainly a responsibility of men, as explained by the Officer.



Figure 3: Farmers in Bugiri participating in training.

During our research and the trainings, we soon understood that gender issues are a very sensitive topic. Furthermore, it is important to approach the communities who are mainly lead by men in a certain way in order to achieve desired outcome. The team seemed to do the trainings and approach locals well; one example can be that women were sitting on chairs this year which is a significant improvement from previous two years, as the team told us.

After the video, we had an opportunity to shortly interact with farmers under the tree. The team motivated local farmers to share such practices with their peers or to be role models for other farmers. Such practice has a touch of training-of-trainers approach (T-o-T) that maximizes effectiveness of a limited-resource trainings. However, we had tight schedule so the time was limited and we needed to leave around noon to other dissemination and training spots.

SWOT summary of case study 1

First case study described several factors which can be classified as strengths, weaknesses, opportunities and threats.

Strengths

A first strength identified is that the training and dissemination targeted local farmers in rural areas, for many of whom it was a first meeting with ethical and sustainable practices, because it seemed not that common to receive training there. Another strength is that the trainings used visuals, such as video documentations. Moreover, the paper materials (flyers, leaflets) were in local language and served as an easy mean of carrying and conserving information which is another strength we identified. Local farmers started to read them immediately, which means that they were understandable and most likely translated the complex codes into an appropriate form. Also, trainers had well-grounded theoretical knowledge as most of them were lecturers at Makerere University in Kampala. Furthermore, the team was prepared for poor local conditions and brought the screen with them in order to show the video to locals. Next, trainers motivated the farmers to share skills gained with their peers, which could maximize the amount of people reached. Last but not least, the organization went to this area third time already, which was also identified as exceptional by the stakeholders and therefore, classified as a strength.

Weaknesses

Even though local stakeholders looked very satisfied with the training in Bugiri District HQS and the training had many strengths, some lesson can be learnt. First, some of the trainers were rather lecturers than farmers so some degree of practical scope could be missing. Furthermore, the time span was limited, as well as capacity, resources and materials (handouts, leaflets) of the organization. Also, the trust that was built in the three years will be hurt as it was only a three-year project. Next, the group size of trainees was significant and an individual approach between trainer and a trainee was problematic. One could also

identify language barrier, because the video was in English and based on the observations, local farmers did not fully follow it. Last but not least, relatively low amount of women participated, for example only one woman watched the video.

Opportunities

Moving to external factors of SWOT analysis, locals were willing to learn and were very concentrated which was identified as a first opportunity and organizations can benefit from that. Also, local farmers were very enthusiastic and into new ways of doing business, and the trainings seem to be a first step in changing farmers' mind-sets in the long run. Their new practices and approaches can be inspiring for their neighbours. Last but not least, reaching more women is definitely an opportunity for future trainings.

Threats

There are several threats that the training and dissemination in Bugiri District HQS had. Future opportunities for the local farmers for further skill development is very limited. And as it was a first meeting with sustainable and ethical approaches to agribusiness for many stakeholders, there are too many skills and trades to be covered in the trainings.

Case study 2: Extension workers in Oyam

Second case study demonstrates some similar and some additional qualities of the dissemination and trainings provided by the organization. Oyam is a district located in Northern Uganda which is known for its cassava production.

The course of the training was analogical to the previous case and to all the other trainings. However, this time, it took place in a spacious room in a local hotel where we stayed. The conditions were better compared to other

places of dissemination. And it was unique in one way. This time, the training was attended by extension workers. Extension workers are people who were farmers themselves plus had a role of an intermediary between the trainer and the end trainee while being trainees themselves. Such approach is called training-to-trainers approach (T-o-T). Therefore, it is a useful tool that enables to maximize the impact of a training and to reach wider audience, often despite limited resources and capacity. Less participants (in our case approximately around 12) were present at the training itself, but more people are reach in the end, due to the T-o-T approach.

It started in the morning, led by the head trainer David. After playing the video, flyers and handouts were distributed among participants. Then, David started; in English. Even though English is one of two official languages in Uganda along with Swahili (Ethnologue, 2018), later on in the training, one participant had troubles joining the discussion because of his poor English skills. Typically, the trainings and speeches in other places were translated to local dialects but this time it was not, which might limit the real impact of the training.



Figure 4: Training setting in Oyam district (a training-of-trainers approach)

The head trainer motivated the participants to go to field and spread their gained knowledge about how the farmers can do their business and comply with responsible principles in order to whole cassava value chain to profit. Also, to take as many materials as possible to facilitate the training at next levels. Moreover, the head trainer explained that the simplified code of conduct material that is in local language contains a voluntarily checklist. Farmers can fill them in and see their progress and compliance across years.

The value of the materials was substantial, as visible from their reactions and also from the discussion that took place at the end of the training section. District Committee Officer mentioned it during the Q&A section. He also described his concern that all stakeholders need to be aware of sustainable and ethical practices in order to improve current situation:

“Those documents tell us the quality standards. Thanks to them, we know the quality standards and we know that to do a responsible business, we can do this and that. ... Cassava is the main commodity in Oyam. The problem is that buyers will buy everything. They do not really look at the quality. But at least, farmers can provide high quality products. It is a good first step.”

During the discussion section, trainees were asked to provide feedback, i.e. their perception of the received documents, trainings and dissemination on sustainable and ethical farming and agribusiness. Also, we as foreign researchers and students could have joined the discussion and actively ask locals about our research topics. Not only the locals were grateful for the knowledge on responsible business practices, but also for the materials themselves and that they were in local language, as one extension worker said:

“I am very grateful for what you are doing and that you came to this are to teach us how to

conduct business better. I am grateful for the material that I can share with the people and other extension workers. I hope they will try to implement it. I really like that it is in local language and it is easy to read and understand for everyone, even illiterate.”

All the trainees who were willing to provide us with feedback about the trainings and dissemination were men. Even though women were for example sitting on chairs and received same training as men, during our data collection, we observed that women were shy to speak up or participate in the discussion. Such tendency could be observed during our entire field trips to multiple areas within Uganda. Similarly, gender issues are a sensitive topic, as discussed in Case 1.

In the course of the data collection, poverty seemed to be one of the barriers in sustainable and ethical agricultural practices. For instance, during the discussion section, Agriculture Officer asked what to advise farmers whose fields are affected by fungi infections that is often a challenge faced by local farmers. The team replied that it is necessary to skip one season in order to avoid replication, because the soil needs heat and will naturally recover after one-year pause. And even if the farmers tried to use it, they would not receive any harvest. Although it might be true, extension workers seemed concerned about such recommendation. They replied that: *“It is hard to skip season for poor people who will have nothing to eat.”*

Therefore, poverty is a challenge and it seemed that being ethical or following certain sustainable recommendations is a matter of survival for some families with limited range of land. That it is actually a privilege. Lack of resources and poor local conditions represents an issue and in order to achieve sustainable and ethical behaviour, trainings are only a part of a complex process where also physical

support for local farmers is necessary to be provided.

SWOT summary of case study 2

Analysing case study 2, numerous strengths, weaknesses, opportunities and threats of the trainings and dissemination can be identified.

Strengths

The training had a nature of training-of-trainers which means that participants at the training can further train other farmers and reach more Ugandans. Therefore, it was identified as the first strength. Next strength is the use of paper documents in local language and visuals. Although trainers were academics from Makerere University and therefore had strong theoretical knowledge (e.g. what do in case of infection), they emphasized practical benefits of ethical behaviour. As one extension worker explained, the documents tell them exactly what to do in a way it makes sense for locals. Last but not least, the code of conduct contained voluntary check list that can assist locals to see their progress over years which is also a strength of the training.

Weaknesses

Language barrier can be identified as a weakness, i.e. the video was in English, plus one participant had difficulties participating in the final discussion. Also, participation of women at this training was disproportional which is another weakness identified by our SWOT analysis.

Opportunities

In Oyam, locals were willing to learn and their enthusiasm was visible. They were eager to gain new skills. Collectivism in a way that farmers can inspire others by their results of following sustainable and ethical behaviour can be recognized as another opportunity.

Threats

During this training in Oyam Rainbow Hotel, lack of satisfaction of fundamental needs was identified as a barrier in pursuing ethical and sustainable agribusiness. Even though farmers liked the idea, they need to feed their family in the first place. Along with lack of physical resources, those were

identified as threats and point out complexity of the trade-offs local farmers are facing. Last but not least, knowledge and awareness of such practices is important to be developed along the entire value chain.

Results of SWOT analysis

The two case studies illustrated the setting and course of the trainings and dissemination on ethical and sustainable agricultural practices. Using the SWOT framework as a tool to analyse them, strengths, weaknesses, opportunities and threats were identified. In this section, a clear overview of our findings is presented. The results of the SWOT analysis are divided into four parts. Table 3-6 summarize the key findings that emerged from our data. First, Table 3 presents strengths, followed by Table 4 that looks at weaknesses. Then, external factors are shown in Table 5 that includes opportunities and Table 6 which contains potential threats that this study identified.

Strengths

- Reaching local farmers (2)
- Documents in local language (2)
- Paper documents as an easy mean of carrying information (compared to word of mouth), can be kept and farmers can stick to it (2)
- Emphasis on practical benefits of ethical behaviour of farmers (in a way that it makes sense for them, e.g. do not dry

cassava on ground, you will get more income from it) (2)

- First introduction and knowledge provision of ethical behaviour, provision of international complex codes of conducts in a simple form (3)
- International connections (participation of researchers from the Netherlands) (4)
- Sufficient funding from the Netherlands (4)
- Well-grounded theoretical knowledge (support from local Makerere University) (4)
- Providing feedback to locals (follow up from previous years of the 3-year project) (3)
- Use of visuals (e.g. video documentation) (1)
- Case 2: Training of trainers (T-O-T) approach (1)
- Training in Loro Area in Oyam: indigeneity (dancing with local people) (1)
- Simplified code of conduct checklist enables local farmers to see improvement (3)

Weaknesses

- Lack of practical scope (trainers were not farmers but academics) (6)
- Short time span (trust built in 3 years will be hurt) (5)
- Language barrier (video in English) (6)
- Limited capacity and resources of the organization (5)
- Limited materials (e.g. number of flyers) (7)
- Short training time (5)
- Large groups of farmers (5)
- Conditions during trainings (e.g. too sunny to see the screen, audio in the video was inaudible) (6)
- Relatively low reach of women, who in turn mostly work in agriculture (7)
- Lack of monitoring (7)
-

- Head trainer spoke vast majority of time in English and a knowledgeable local assisted in translation which might cause loss of some information in translation (6)

Opportunities

- Locals are willing to listen and learn quickly (8)
- Enthusiasm (new ways of doing agriculture, once they see the result, they are motivated to participate) (9)
- Collectivism (farmers can be inspired by sustainable and ethical neighbours) (9)
- Increase of positive outlook, a first step of changing farmers' mind-set in the long run (8)
- Growing population (need for sustainability to feed all people) (10)
- Video documentation can help to raise funding for future projects (10)
- Reach more women who perform majority of agricultural work (train directly those who perform agricultural tasks) (10)

Threats

- Scarce physical resources of local farmers (tools, poverty, lack of monetary resources) (13)
- Lack of satisfaction of fundamental (psychic) needs, i.e. farmers like the idea of skipping one season in case of plant disease, but need to feed the family (13)
- Too many different skills/trades to teach (12)
- Entire value chain needs to be educated about and aware of ethical and sustainable approach (e.g. to distinguish such products and pay premium for them) (11)
- Limited opportunities for further skills development (12)
- Free-rider problem (short run profit of unethical behaviour can demotivate others) (11)

- Organizational uncertainty about continued funding (12)

In order to facilitate the use of this report and maximize its usefulness for both the AgriQuest team and organization and practitioners, a concise summary of Table 3-6 is provided. Table 7 presents a summary of the four SWOT components. The numbers in brackets represent a link between the particular individual strengths, weaknesses, opportunities and threats identified in this report and the aggregate dimensions included in Table 7.

| | |
|--|--|
| Strengths <ul style="list-style-type: none"> • Modern training methods (1) • Exceptional local-need approach (2) • Practical-theoretical balance (3) • (Inter)-national embedding (4) | Weaknesses <ul style="list-style-type: none"> • Limited time, capacity and resources (5) • Incomplete adaptation to local conditions (6) • Untapped full potential (7) |
| Opportunities <ul style="list-style-type: none"> • Farmers' willingness to learn (8) • Role models (9) • Maximizing future potential (10) | Threats <ul style="list-style-type: none"> • Limited value chain knowledge (11) • Poor future training opportunities (12) • Lack of farmers' resources (13) |

Table 7: Summary of SWOT analysis.

Policy Recommendations

In this study, two studies that served as a best illustration of the trainings and dissemination on ethical behaviour and sustainable agribusiness provided by AgriQuest were critically analysed. SWOT analysis identified several strengths and the overall satisfaction of local farmers seemed appreciable. More details can be found in precedent section and

in Table 3. However, this study provides a critical analysis and therefore also weaknesses, opportunities and threats were discussed. In this section, we will build on previous chapters and will draw lesson learnt and present recommendations that can help future initiators of trainings in order to make trainings more impactful.

Even though English is an official language in Uganda (Ethnologue, 2018), many Ugandans might have troubles fully understand trainings in English because of their low literacy levels. Naturally, it is always easier to be educated in one's native language. Such adjustment can in turn accelerate impact of the trainings. Uganda is one of the poorest countries in the world (World Bank, 2017) with very informal setting and strong culture which affect the work of farmers. Therefore, in order to make the farmers incorporate sustainable and ethical approaches, changing their mind-set is a great first step, but one needs to provide them with necessary resources to make it possible, as well. New complex and innovative ways containing both trainings and physical support mechanisms need to be introduced. During our field trips, it often seemed that such practices are a privilege for many rural farmers. Providing families with necessities such as food and poor living conditions often leaves no space for sustainable or ethical approaches in agriculture. For example, some farmers could not afford to skip one season when a fungi infection appeared. Therefore, poverty seems to be a barrier hindering new ways of agricultural work.

Next recommendation is related to the emphasis on benefits. Farmers' mind-set and way of doing work are deeply rooted in traditions and rather than nice words, they need to be aware of real outcomes. For instance, the organization did well that they

said directly do not put stones into bags when selling harvest, because short term profit will destroy trust and potential long term relationship with the buyer and in turn, you will generate less income from such buyer in next years.

In addition, each level of the value chain should be educated about it, so buyers can appreciate it and farmers can earn more income when doing business ethically and sustainably compared to other farmers who do not yet. Again, it is connected to the need of seeing the benefits. Similarly, the issue of gender equality and its advantages are a complex problem. It might be beneficial to provide trainings directly to those in charge of production in agriculture, i.e. reach more women by the trainings. However, one need to be aware of how to approach the communities properly to achieve intended impact.

Conclusion

In this policy brief, we showed that trainings and dissemination about sustainable and ethical behaviour and agricultural approaches is in its early stages. We analysed trainings provided by AgriQuest organization. Our performed SWOT analysis provides a brief but sophisticated overview of strengths and weaknesses of such trainings, and also covers the opportunities and threats. This paper intended to provide insights into course and content of trainings related to sustainable and ethical practices in agriculture in an informal setting of a developing country of Uganda and draw lessons learnt.

From a practical point of view, this policy brief brings feedback to AgriQuest team on its dissemination and trainings. It can serve as a guideline for future initiators of agricultural trainings in Uganda and be of a use to supporting institutions because of the complexity of the situation. Future research can gain more insights directly from trainees

who participated in the trainings and strong emphasis should be put on a development of new supporting system in order to make agribusiness practices more ethical and sustainable in the future.

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