

## **The Extent of Training Received by the Staff and the Economic Interest Groups (EIGS) Under Fadama 111 Project in Taraba State, Nigeria**

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**Abstract:** *Fadama III is an extension of Fadama I & II projects which were successfully executed in Taraba State. It was, however, reported by the World Bank that manpower performance was low and there was inadequate adherence to institutional provisions under Fadama II. Hence the need to look into the extent of training received by staff and the Economic Interest Groups (EIGs) in the administration of Fadama III in the state. The specific objective of the study was to determine the extent of training received by Fadama III staff in the state among others. A total of 120 Fadama User Groups, (FUG) officials and 57 Fadama III staff bringing the sample size to 177 were used as respondents for the study. Multistage and simple random sampling techniques were used. Data were collected using questionnaires (for Fadama III staff) and interview schedule (for FUG officials). Histogram, percentage, mean score and standard deviation were used in data analysis and presentation. Findings show that training received by staff in different areas of project implementation was grossly inadequate except for the trainings received by the facilitators where responses in specific areas were above average. FUG officials perceived that the training has improved their abilities to handle their subprojects well; for instance, there was improvement in local development plan initiatives (M=3.55) and local development plan implementation (M=3.48), etc. This study recommends that in order to achieve efficiency, the intensity and regularity of staff training should be increased.*

**Keywords:** *Extent, examine, training, Fadama III,*

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### **I. Background of the Study**

The National Fadama Development Programme (NFDPP) came into being as a result of the success recorded by the small-scale irrigation projects carried out by the Agricultural Development Programmes (ADPs) in fadama areas. Fadama is a Hausa word meaning flood plains. The first phase of the National Fadama Programme commonly referred to as Fadama I was implemented between 1992 and 1998. The project was designed with the major aim of harnessing the substantial surface and underground water resources for small scale irrigated agriculture through private sector participation with concentration on the production of arable crops only. The objectives of the project were reported to have been fully realized in Taraba State (Taraba ADP, 1998). The project recorded 300 percent increase in food production in Taraba State (Federal Ministry of Agriculture and Rural Development (FMA&RD), 2007).

Following the successes recorded in Fadama I project, the second phase of the NFDPP (Fadama II) was declared loan disbursement effective on the 27<sup>th</sup> May, 2004 with the actual disbursement to beneficiaries in September 2005. Unlike Fadama I which covered the cultivation of only few arable crops, Fadama II project emphasized both farm and non-farm activities (linked to fadama resources) as well as conflict resolution among fadama resource users. Fadama II project development objective was to sustainably increase the incomes of all fadama resource users (those who depend directly or indirectly on fadama resources) (FMA&RD, 2007). Fadama II concentrated on a number of agricultural areas termed components. These components include rural infrastructure investments, pilot asset acquisition, demand driven advisory services and improved mechanisms to avoid and manage conflicts among fadama resource users. The project goal was to cover an estimated 1,574 Fadama Community Associations (FCAs) in twelve participating states. The states are Adamawa, Bauchi, Gombe, Imo, Kaduna, Kebbi, Lagos, Niger, Ogun, Oyo, Taraba and the FCT.

Currently, the national fadama programme is in its extended third phase popularly referred to as Fadama-III. More components have been added and manpower and institutional arrangement made more assertive than under Fadama II. For example, rural finance/livelihood component has been introduced with

specialists in rural development and other supportive staff to handle credit issues for the Fadama III beneficiaries. Furthermore, there are two desk officers and four facilitators per Local Government area (LGA) instead of the one desk officer and four facilitators as was under Fadama II (FMA & WR, 2008). Similarly, new rules and regulations governing contributions and upfront savings by the beneficiaries have been added.

In Fadama III manpower issues are captured by two major components. These are: (i) Capacity Building, Local Government, Communications and Information Support, and (ii) Support to ADPs, Sponsored Research and On-Farm Demonstration. It is expected that capacity building sub component will inject innovations in local planning at community level and improve good governance and organizational capacity of the Local government (both elected and technical staff). This will be done through building the capacity of the local government to extend technical, financial and management support to communities as well as enhance their efficiency in operational work, such as, investment planning, community mobilization and supervision and monitoring of community development projects. In addition, Fadama III under the communication and information support is expected to render technical assistance to enable the participating states to disseminate information about the project and its guidelines to potential beneficiary communities. It is also expected to enhance the level of the beneficiaries' comprehension of the contents of the project implementation manual, their rights and obligation under the project and increase their awareness of what actions they can take to expose and report irregularities of possible fraud, elite capture and collusion during project implementation. Under the component of support to ADPs, Fadama III has provided training of facilitators and extension staff through seminars and workshops to improve their capabilities.

Training has been defined as a systematic development of knowledge, skills and attitudes required by employees to perform adequately in a given task or job (Olaniyan & Ojo, 2008). They argued that training either physically, socially, intellectually and mentally are very essential not only in increasing the level of productivity but also in bringing about the development of any organization. They further mentioned that human resources in any organisations are valuable assets needed, with the machines, finance; materials and nothing gets done without manpower. Therefore, for any organization to function effectively and succeed depend on the people who form and work within the organization. It therefore follows that training programmes must be planned and geared toward specific skills relevant to the achievement of organizational goals and objectives. Danjuma et al., (2016) found out that one of the challenges militating against successful implementation of Fadama III in Jalingo local government area of Taraba state is lack of proper understanding of the subject matter by community officers. In view of this fact that training increases knowledge and understanding, the need for it cannot be overemphasized in a study as this one.

## **II. Statement of the Problem**

Kanshahu (2000) asserted that for a project to be successfully implemented and have a sustained impact in the lives of the beneficiaries, it must be well managed. The number and quality of personnel determine the quality and the overall success of a project. The amount of training received in turn is what brings qualitative manpower. A quality manpower is judged by experienced workers with expertise knowledge and relevant skills to execute project. The World Bank appraisal of Fadama II reported low performance of existing manpower and inadequate adherence to institutional provisions (World Bank, 2010). Therefore, bearing in mind the fact that more components were added to Fadama III than Fadama II, the following questions become relevant in this study: Is Fadama III staff adequately trained to handle the management challenges of the project? Are the capacities of facilitators, Local Fadama Desk Officers, and the Fadama Community Associations/Fadama User Groups officials adequately built to manage subprojects? How regular do the officials receive the trainings? How do the FUG officials perceive the effects of the trainings they received vis-a-vis their ability to handle the sub-projects.

### **Purpose of the study**

The overall purpose of this study was to assess the extent of trainings received by the Fadama III staff and economic interest groups (EIGs) in the implementation of the project in Taraba State. Specifically, the study sought to:

- i. describe the socio-economic characteristics of Fadama III and the economic interest groups (EIGs);
- ii. determine the extent of training received by Fadama III staff;
- iii. examine FUG officials' perceived effects of training on their ability to execute sub projects; and,
- iv. determine the regularity of training received.

### **III. Methodology**

#### **The study area**

The study was carried out in Taraba state of Nigeria. It lies approximately between latitude 6°30' and 9°36' north and longitude 9°10' and 11°50' east. It is bounded in the north by Bauchi state, to the North West by Plateau state, to the north east by Gombe state, to the east by Adamawa state, to the west by Nasarawa and Benue states. Taraba state shares international boundary with the Republic of Cameroon to the South and South-East (TADP, 1998).

Taraba state covers a land mass of 60,291.82 km<sup>2</sup> (Taraba state official diary, 2012). There are sixteen (16) local government areas in the state. The state experiences two seasons, dry and rainy seasons common to tropical regions. Taraba state has a population of Two million three hundred thousand three hundred and twenty six (2,300,326), (National Population Commission (NPC, 2006). There are over eighty (80) ethnic groups found in Taraba state, each with its distinct historical and cultural heritage cohabiting peaceably with one another. As a result of its agrarian nature, a good proportion of the population is engaged in farming as an occupation. About three quarters (75%) of the people are crop farmers, livestock farmers and fish farmers while an estimated one quarter (25%) are engaged in other economic activities (TADP, 1998).

Fadama III in Taraba state operates at three different levels namely, the state, local government and the community. At the state level, the project is headed by the state project coordinator (SPC) who is assisted by eight heads of departments viz; monitoring and evaluation officer, project accountant, environment officer, gender/community development officer, procurement officer, communications officer and technical and training officer. These officers are supported by some other supportive hands.

At the local government level, the project is housed in the local fadama desk office. There are two desk officers and four facilitators at each local fadama desk office. There are other supportive staffs at the fadama desk offices.

At community level the economic interest groups form associations called FUGs which are administered by elected officials namely, the chairman, secretary and the treasurer. Each FUG has at least ten members; they can be up to 20-30 members in each FUG. The FUGs are grouped into FCAs which are also administered by elected officials namely, the chairman, secretary and the treasurer or accountant. Taraba state has a total fadama land of about 360,000 hectares. Out of these 200,000 hectares can be developed through harvesting of sub-surface water (shallow aquifer using wash bores or tube wells) while the remaining 160,000 hectares can be developed using river diversion modules, flood control structures and surface pumping (TADP, 1998).

#### **Population and sampling procedure**

The population for this study comprised the management staff as well as the personnel employed at the state and local government offices of Fadama III project and the officials of the EIGs (the FUGs and FCAs). There are 124 staff personnel and 610 FUG officials bringing the total to 734 as the study population.

Multistage sampling technique was used to draw sample for the study. Stage one involved the selection of local government areas. There are sixteen LGAs in Taraba state and all of them are participating in Fadama III. In stage one 50 percent of the LGAs were selected through simple random sampling technique from the 16 LGAs in the state giving a total of eight LGAs. Stage two was the selection of the fadama community associations (FCAs) and the fadama user groups (FUGs). One out of every five FCAs in each of the selected LGAs was selected by proportionate sampling technique. A total of 18 FCAs were selected. From selected FCAs, the list of FUGs in each FCA were compiled and used to select one out of every 50 FUGs using proportionate technique also. A total of 40 FUGs were selected.

Stage three involved the selection of officials of the fadama farmers/resource users from the selected FUGs. Three officials namely the chairman, secretary and the treasurer were selected from each FUG through purposive sampling technique. A total of 120 FUG officials were selected. Purposive sampling method was employed in the selection of Fadama III staff. All management staff (9) at the State Fadama Coordinating Office were used. Also, all the 32 facilitators in the eight selected LGAs (namely, Bali, Gashaka, Gassol, Sardauna, Takum, Wukari and Zing) and the sixteen desk officers at the Local Fadama Desks were used, giving a total of 48. In all 57 Fadama III was used. The total sample size for this study was one hundred and seventy-seven (177).

#### **Method of data collection**

The instruments (questionnaire and interview schedule) used to collect data from respondents contained closed and open-ended questions. Questionnaire was used to elicit data from fadama staff while interview schedule was used on FUG officials. The questionnaire was divided into two sections, A and B. Section A elicited responses on the personal and socio-economic characteristics of the fadama staff. Section B elicited responses on the assessment of staff quality based on trainings received.

The interview schedule was divided into three sections namely A-C. Section A elicited data on the personal characteristics of FUG officials, section B elicited data on the manpower/manpower related constraints as perceived by the FUG officials. Section C sought information on the effects of trainings in specific areas of project implementation by the FUG officials.

### **Measurement of variables**

Objective one measured the socioeconomic characteristics of respondents

The socio-economic variables measured included age, sex, marital status, educational level, fadama farming experience, household size, working experience (Fadama staff only), level of computer literacy, area of specialization in computer literacy, working experience in CDD projects, enterprise involved in and membership of cooperative society.

#### **Age**

Age of respondents was measured in category as follows; 15-25 years, 26-36 years, 37-47 years, 48-58 years, 59-69 years and 70-80 years.

#### **Sex**

Sex of respondents was determined by asking them to indicate whether they were male or female. This was coded as 1 for male and 2 for female.

#### **Marital status**

Marital status of respondents was determined by asking them to indicate whether they were single, married divorced or separated. This was also coded as 1 for single, 2 for married and 3 for divorced or separated. A single person was one who had never married. A married person was one living with another person as husband or wife. A divorced or separated person meant any man or woman who was once married but was no longer living with the partner at the time of data collection.

#### **Educational level**

The educational level of the respondents was determined by requesting them to indicate the level of education they attained. The responses were scored at nominal value namely; non-formal education=1, primary education=2, secondary education=3, NCE/ND=4, degree/ HND=5 and masters/above=6.

#### **Household size**

Household size was measured by the number of individuals in a particular household. Household here implied people eating from the same pot. This was grouped as follows; 1-5 members, 6-10 members, 11-15 members, 16-20 members, 21-25 members and 26-30 members.

#### **Economic activity experience**

Economic activity experience was measured in years as the number of years the respondent had spent in carrying out the activity. Such activities included crop farming, livestock production, poultry keeping, fishing/fish marketing/processing and agro processing. Crop farming entails cultivation of arable crops such as maize, guinea corn, millet, rice, ground nuts, and beans (cowpea) as well as tuber crops (yam, cassava, cocoyam) and vegetables (tomato, sweet pepper, hot pepper, okra, *amaranthus*). Livestock production involved the breeding and fattening of small ruminants (sheep and goats) and rearing/fattening of cattle. Poultry keeping is the raising of broilers and layers for meat and eggs. Fishing is harvesting of fish from ponds and rivers using fishing gadgets. Fish processing involved fish smoking and sun drying, while fish marketing meant buying and selling of both fresh and processed fish. Agro processing encompassed activities such as grinding of grains into flour using grinding mill, tailoring services, brewing of local wine (popularly called *burukutu*). The years of experience spent in economic activities was grouped as follows: 1-5 years, 6-10 years, 11-15 years, 16-20 years, 21-25 years, 26-30 years, 31-35 years.

#### **Working experience**

The working experience of fadama staff was measured in years. This was the total civil service experience or experiences as a civil servant in the agricultural sector. This was grouped as follows; 1-5 years, 6-10 years, 11-15 years, 16-20 years, 21-25 years, 26-30 years, 31-35 years.

#### **Computer literacy**

Computer literacy was determined by requesting the respondents to indicate whether 'yes' or 'no' they were computer literate. This was given the nominal value of 1 for yes and 2 for no. Three basic areas of specialization in computer literacy were also assessed. This included handling of statistical analysis, Microsoft Word and Microsoft Excel processing.

#### **Working experience in CDD projects**

Working experience in CDD projects was determined by asking the staff to indicate by ticking against the options provided if they have had experience in them or not. This was measured in percentage.

### **Type of enterprise engaged in**

The type of enterprise involved in by the fadama farmers was identified by asking the respondents to indicate by ticking the appropriate enterprise they are involved in. These enterprises included crop farming, livestock production, poultry keeping, fish farming/marketing, agro processing and tree crop farming.

### **Membership of cooperative society**

Respondents (FUG officials) were asked to indicate whether or not they belonged to other cooperative groups than Fadama III. A list of cooperative societies was given from which the respondents were asked to tick the ones they belonged to. The cooperative groups included all farmers' cooperative society, consumers' cooperative society, traders union, hunters association, livestock producers association, civil service union and others.

Objective two sought to determine the extent of training received by Fadama III staff. In this case areas of job description were considered. Respondents were required to indicate whether or not they have received training in specific areas of fadama project implementation. These areas include monitoring and evaluation, financial management, gender and vulnerable groups, community development, environmental and social screening, facilitating and local fadama desks. This variable was measured in percentage.

Objective three sought to examine FUGs officials' perceived effects of trainings on their ability to execute sub projects. A list of variables such as, local development plan initiation, local development plan implementation, group project management etc., was examine on a 5- point Likert- type scale with five response options of: to a great extent (5), some extent (4), to a little extent (3), to a very little extent (2) and to no extent. The nominal values on the Likert- type scale were added to obtain 15, when divided by 5, a mean score of 3.0 was obtained. Then, any mean score that was equal to 3 was perceived as positive effect.

Objective four was designed to determine the regularity of training received by FUG officials. Respondents were required to indicate the number of times they receive trainings in a year. This variable was measured in percentage and presented in histogram.

### **Data analysis**

Data for the study was analyzed using descriptive statistics such as frequency counts, percentages and mean scores. The socio-economic variables of respondents were analysed using percentages and mean statistics. The Statistical Package for Social Sciences version 16.0 constituted the software used for data analysis

## **IV. Results and Discussion**

### **Socio-economic characteristics of Fadama III staff and FUG officials.**

#### **Age (years)**

Table 1 shows that majority (64.9%) of the Fadama III staff were in the age group of 37-47 years. While the majority of the FUG officials (45%) were in the 26 -36 age category. The mean age for the staff and FUG officials were 40.5 years and 36.3 years respectively implying that the respondents in both categories were still in their high productive age bracket. Middle age class tends to adopt innovations easily (Olusegun, 2008). Furthermore, Onu, Madukwe & Agwu (2005) observed that middle age is a stage in life when the productivity of workers would be at its peak given the enabling environment. Generally middle age class people are more stable on their jobs than young people because they tend to consolidate their positions on the job in preparation for future retirement.

#### **Gender**

Table 1 reveals that majority (75.4% and 84.2%) of the Fadama III staff and FUG officials respectively were male. Only 24.6% of the staff was female. This is just about the recommended figure of the World Bank which stipulates that 25% of the total number of staff engaged by the fadama project should be female (Fadama III, IM 2008). This implies that Fadama III in the state complied with the World Bank recommendation on gender specification on staff recruitment. The fact that only 15.8% of the FUG officials were female implies that only few female were occupying key positions in the FCA/FUG executive. This is reflective of what is obtainable in the Nigerian polity as only few female politicians occupy leadership position. This is in agreement with Ike (2012) who reported dominance of male folk in participation of Fadama III activities. This means that more males are participating in Fadama III than their female counterpart.

#### **Marital status**

Data in Table 1 shows that majority (89.5% and 75.8%) of Fadama III staff and FUG officials respectively were married. Only 10.5% and 20.8% of the fadama staff and FUG officials respectively were single, separated or divorced. Olusegun (2008) asserts that married people tend to be more committed to tasks and so highly productive. Agwu & Abah (2009) opine that high percent of married people indicated that fadama

farming will be sustainable as it involved responsible people who can be trusted. Responsibilities on the married people make them to be actively involved in their economic ventures and this is likely to lead to the overall success of Fadama III.

### **Educational level**

Table 1 reveals that majority (84.2%) of Fadama III staff had a bachelor degree or the Higher National Diploma. About 16% of them had Master's degree. Similarly, Table 1 also reveals that 49.2% of the FUG officials had primary education, 24.2% had secondary education, and 19.2% had NCE/ND, 4.2% had no formal education and 3.2% had Bachelor's degree/HND. This implies that over 96% of the FUG officials could be said to have had formal education. Education has been reported to play a positive role in the embrace of new technologies among farmers (Emodi, 2009). High percentage of formal education among Fadama III participants means that they would be easily mobilized to adopt Fadama technologies.

### **Household size**

Data in Table 1 reveals that 59.6% of the fadama staff had a household size of between 6 – 10 persons, 19.3% had 1 – 5 persons, 12.3% had 11 – 15 persons and 8.8% had 16 – 20 persons. Similarly, the table indicates that 38.3% of the FUG officials had a family size of 6 – 10 persons, 34% had family size of 1 – 5 persons, 14.2% had a family size of 11 – 15 persons, 7.5% had a family size of 16 – 20 persons and 5.8% had family size of 21 – 25 persons. Both Fadama III staff and the FUG officials had a mean family size of 8 persons. This implies that the respondents had a relatively large family size. For FUG officials who were farmers, large family size might have been advantageous because it might have enabled them to use family labour thereby reducing cost of hiring labour for their farming enterprise (Nenna, 2011; Ogbonna, 2010). For Fadama III staff, large family can be explained from the standpoint of the high number of dependents civil servants usually have in the area of study. Generally, large family size is typical of the many families in the study where some male household heads can marry up to four wives.

### **Working experience (years)**

The working experience of Fadama III staff was measured in terms of the number of years they had spent in working in a non-governmental organization or government agency related to agriculture. Table 1 reveals that 24.6% of the Fadama III staff had a working experience of between 1 – 5 years and 11 – 15 years. 21.1% had a working experience of 16 – 20 years, 15.8% had working experience of 6 – 10 years and 7.0% had working experience of 21 – 25 years and 26 – 30 years. The mean years of working experience was 10.8 years. The Fadama III project implementation manual No 1 stipulates between 1 to 15 years of post-qualification experience in the relevant field for all categories of management staff. It therefore implies that the staff engaged by Fadama III met the minimum years of post-qualification experience as required by the World Bank. Furthermore, Table 1 indicates that 49.2% of the FUG officials had farming experience of between 1 – 5 years, 30.8% had farming experience of between 6 – 10 years. The remaining 9.2%, 5.8%, 3.3% and 1.7% had farming experiences of between 11 – 15 years 21- 25 years, 26- 30 years and 16 – 20 years respectively. The mean farming experience for the FUG officials was 7.7 years. This implies that the respondents had been involved in the fadama projects for quite a long time and had relevant experience which could have positive impact on the farmers' managerial, technical know-how, adoption and decision making abilities. This is in line with Nenna (2011) who argues that experience has a positive impact on adoption and farmers' decision making abilities.

### **Computer literacy**

Data in Table 1 show that 57% of the Fadama III staff were computer literate while 43% were not. Computer literacy is a required qualification to be engaged in Fadama III project as a staff. This implies that those that were not trained will not be efficient on the job. There is the need for the remaining staff that were not computer literate to be trained in computer software applications. Omotayo (2005) underscores the importance of computer literacy by saying that research findings could be passed on more efficiently to extension agents (facilitators) for onward transmission to farmers. Siong (2003) asserted that people with higher computer literacy tended to have higher job performance.

### **Area of specialization in computer literacy**

Table 1 indicates that majority (63.6%) of the Fadama III staff could manipulate Microsoft word processing well, while 33.3% and 3.5% could manipulate Microsoft excel and statistical analysis tool respectively. To be effective in the Fadama III project, all categories of staff are expected to be conversant with software applications. This implies that all the respondents who were computer literate were conversant with software application which enhances productivity.

**Working experience in CDD projects (years)**

Table 1 further reveals that majority (57.9%) of the Fadama III staff have had experience in Fadama II project. Another 33.3% had experiences in CDD projects supported by the World Bank while 3.5% had experiences in other projects outside the World Bank initiative. This implies that all the staff engaged by Fadama III had experiences in other projects adopting the Community Driven Development principles. This will definitely lead to better achievement of Fadama III objectives. This would enhance the rate of adoption of fadama III technologies since they are likely to be exposed to innovations brought to them by the service providers and are likely to be mobilized due to group dynamic effects

**Enterprise of FUG officials**

Table 1 shows that majority (57.7%) of the FUG officials engaged in crop farming. This was followed by livestock production (21.7%). Other enterprises included poultry keeping (9.2%), fish farming/marketing (5.8%), agro-processing (5.0%) and tree crop farming (0.8%). The result implies that the beneficiaries of Fadama III were actually engaged in the enterprises using fadama resources this would bring about boost in the production of those things which would in turn lead to the envisaged reduction in poverty among the resource users. Curriculum Vitae Tips (CVTIPS, 2012) underscores the importance of working experience which include the following; saves on cost for training; saves on productive time that would have otherwise be spent orientation and training; saves on possible mishaps that could happen due to lack of experience/misjudgment; ensures quality job; and ensures high productivity.

**Membership of cooperative society**

Data in Table 1 indicates that 22.5% of the FUG officials were members of All Farmers' Cooperative Society, 14.2% were that of civil service union and 11.7% were that of traders' union. Also 10.8% were members of consumers' cooperative association, 5.8% were that of livestock producers union and 0.8% were members of hunters' association. Furthermore, 34.2% of the respondents belonged to other cooperative associations such as disabled persons associations, widows associations etc. This implies that all participants in Fadama III project belonged to at least one social or economic association. Nenna (2011) observes that high level of social participation and interaction among people leads to innovativeness due to group dynamic effect

**Table 1: Distribution of Fadama III staff and FUG officials according to their socioeconomic characteristics**

Variables	Fadama III staff		FUG officials
	Percentage(n=57)	Mean (M)	Percentage(n=120) Mean (M)
<b>Age (years)</b>			
15 – 25	1.8		10.8
26 – 36	24.6		45.8
37 – 47	64.9	40.5	32.5
48 – 58	3.5		5.8
59 – 69	5.3		5.0
<b>Gender</b>			
Male	75.4		84.2
Female	24.6		15.8
<b>Marital status</b>			
Single	10.5		20.8
Married	89.5		75.8
Divorced or separated			3.4
<b>Educational level</b>			
Non-formal			3.3
Primary			49.2
Secondary			24.2
NCE/ND			19.2
Degree/HND	84.2		4.2
Masters	15.8		
<b>Household size (persons)</b>			
1 – 5	19.3		34.2
6 – 10	59.6		38.3
11 – 15	12.3	8	14.2
16 – 20	8.8		7.5
21 – 25			5.8
<b>Working/farming experience</b>			
1 – 5	24.6		49.2
6 – 10	15.8		30.8
11 – 15	24.6	10.8	9.2
16 – 20	21.1		1.7
21 – 25	7.0		5.8
26 – 30	7.0		3.3
<b>Computer literacy</b>			

Yes	57
No	43
<b>Area of specialization in computer literacy</b>	
Statistical analysis	3.0
Microsoft word	63.6
Microsoft excel	30.3
<b>Working experience in CDD projects</b>	
Fadama III	57.9
Other World Bank projects	10.5
Others	31.6
<b>Enterprise</b>	
Crop farming	57.5
Livestock production	21.7
Poultry keeping	9.2
Fish farming/marketing	5.8
Agro processing	5.0
Tree crops	0.8
<b>Membership of cooperative associations</b>	
All farmers cooperative association	22.5
Consumers cooperative association	10.8
Traders union	11.7
Hunters association	0.8
Livestock association	5.8
Civil service union	14.2
<b>Others</b>	<b>34.2</b>

### **Trainings received by Fadama III staff**

#### **Training received in monitoring and evaluation principles**

Table 2 shows the percentage distribution of respondents based on the training received in specific areas in monitoring and evaluation. The areas include: basics of monitoring and evaluation (31.6%); impact of monitoring and evaluation (29.8%); preparation of monitoring and evaluation plan (26.3%); and implementation of monitoring and evaluation (24.6%). Others include baseline capture of important data and parameters (22.8%), learning from feedback mechanism (19.3%), integrating MIS and networking with all stakeholders (17.5%) and feeding the fadama websites (15.8%). The training received by the respondents in monitoring and evaluation was generally inadequate. This implies low knowledge of Fadama III staff in monitoring and evaluation in a general sense. The need for post training of staff to increase their knowledge base among other things was stressed by Nzeribe (2011). The finding suggests the need for further trainings in monitoring and evaluation for Fadama III staff.

**Table 2: Percentage distribution of staff trained in monitoring and evaluation**

<b>Area of training</b>	<b>% Trained (n=57)</b>
Basics of monitoring and evaluation	31.6
Preparation of monitoring and evaluation plan	26.3
Implementation of monitoring and evaluation plan	24.6
Baseline capture of important data and parameters	22.8
Integrating MIS and networking with all stakeholders	17.8
Feeding the Fadama websites	15.8
Impact monitoring and evaluation	29.8
Learning from feedback mechanism	19.3

#### **Training received in financial management**

Table 3 reveals that Fadama III staff received training in some specific areas of financial management as follows; guidelines for preparing work plan and budget (35.1%), concept of work plan and work plan (24.6%), using the cost tables and procurement plan for work plan budget (WPB) (24.6%) and monitoring the work plan budget (19.3%). This also shows inadequate training in the field of financial management. In a research carried out on household financial management: the connection between knowledge and behavior by Hilgert & Hoggarth (2003), it was found out that compared with those who have less financial knowledge, those with more financial knowledge are also more likely to engage in recommended financial behavior such as reconciling checkbook every month, having an emergency fund etc. Furthermore, they found out that in terms of knowledge of investment and investment behavior the correlation between sources of financial knowledge and financial practices was significant. Poor background knowledge in financial management therefore will affect the implementation of the project negatively because the entire success of the project revolves around efficient financial management.



**Table 3: Percentage distribution of staff trained in financial management**

Area of training	% Trained (n=57)
Concept of work plan and budget	24.6
Guidelines for preparing work plan and budget	35.1
Using the cost tables and procurement for work plan budget (WPB) preparation	24.6
Monitoring the implementation of WPB	19.3

### Training received in gender and vulnerable groups

Results in Table 4 shows that staff of Fadama III received training in gender and vulnerable groups in the following specific areas: results-based management and gender indicators (21.1%); gender mainstreaming: phases and entry points (19.3%); and tools in mainstreaming gender in organization (19.3%). Others are gender-based approach to governance (15.8%), local level gender budgeting (15.8%) and gender audit: framework and questionnaire design (14%). This also shows that the training received by generality of Fadama III staff was grossly inadequate. Haque (2005) made a similar discovery on low knowledge of vulnerable groups when he found out that only 35% of the respondents (teachers and Doctors) had complete knowledge of vulnerable group compared with majority of them (65%) who had no or partial knowledge regarding the vulnerable. Gender and vulnerable groups (disabled, widows) issues are sensitive issues that need high level understanding of their peculiarities by all fadama staff. Hence, Kanshahu (2000) highlights education and training opportunities (among others) provided by the projects to women as a check-list for designing a gender-balanced project.

**Table 4: Percentage distribution of staff trained in Gender and Vulnerable groups**

Area of training	% Trained (n=57)
Gender mainstreaming: Phases and entry points	19.3
Result-based management and gender indicators	21.1
Gender audit: framework and questionnaire design	14.0
Tools in mainstreaming gender in organizations	19.3
Gender and right based approach to governance	15.8
Local level gender budgeting	15.8

### Training received in community development

Table 5 reveals that staff of Fadama III received training in specific areas in community development. The areas included: how to conduct stakeholders' analysis (29.8%), concept of team building (28.1%), importance of team building spirit (28.1%). This was followed by dangers of lack of team spirit (26.3%), participatory rapid appraisal (PRA) tools and applications of PRA tools (24.6), characteristics of team winning (24.6) and conditions precedent to team building (24.6%). Others included simple tests for team effectiveness and evaluating team development (22.8%) and watershed stakeholders' analysis (22.8%). Furthermore, training received in the following areas with their percentage scores: importance and purpose of stakeholders' analysis (21.1%), planning and implementing Community Based Integrated Watershed Management (CBIWM) (17.5%), concept and framework of CBIWM (15.8%), approaches to CBIWM (15.8%), tools and methodologies of watersheds assessment and planning (15.8%) and geographic information system and its application in CBIWM (15.8%).

This shows inadequate training in community development received by the generality of Fadama III staff. Ransome- Kuti (2005) points out that Nigeria citizens at the local levels must be empowered to take initiative in supporting and strengthening the local government structure to promote interactivity and interconnectivity at the critical level of the development process.

**Table 5: Percentage distribution of staff trained in community development**

Area of training	% Trained (n=57)
Concept of framework of Community Based Integrated Watershed Management (CBIWM)	15.8
Approaches to CBIWM	15.8
Planning and implementing CBIWM	17.5
Tools and methodologies for watershed assessment and planning	15.8
S	24.6
Geographic Information System and its application in CBIWM	15.8
Watershed stakeholders analysis	22.8
Importance and purpose of stakeholders analysis	21.1
How to conduct stakeholders analysis	29.8
Concept of team building	28.1
Importance of team building and team spirit	28.1
Conditions precedent to team building	24.4
Characteristics of team winning	24.6
Simple test for team effectiveness and evaluating team development	22.8
Dangers of lack of team spirit	26.3

### **Training received in environmental and social screening**

Table 6 shows that the respondents received training in specific areas in environmental and social screening namely: environmental impact assessment methodologies (31.6%), environmental management (29.8%) and legal requirement in environmental issues (29.8%). Others include multiple resources use with regards to conflict resolution dynamics (26.3%), impact determination (methods) and mitigation analysis (24.6%), environmental management plan preparation (19.3%) and public involvement methods (12.3%). This shows that the training of Fadama III staff in environmental and social screening was generally inadequate. Low knowledge about the environment and social screening will lead to haphazard handling of environmental and social issues in the implementation process. Edward & Kassa (2010) underscores the importance of training in environmental education by suggesting the establishment and/or strengthening of extension to disseminate relevant technology more effectively, and by training field agents and members of rural organization in participatory approaches for the conservation and sustainable use of natural resources. They further suggest the training of decision makers, managers and personnel responsible for the collection and analysis of data for the dissemination and use of early warning information on drought conditions and for food production.

**Table 6: Percentage distribution of staff trained in environmental and social screening**

<b>Area of training</b>	<b>% Trained (n=57)</b>
Environmental management	29.8
Legal requirement in environment issues	29.8
Environmental Impact Assessment (EIA) methodologies	31.6
Impact determination (methods) and mitigation analysis	24.6
Public involvement methods	12.3
EMP preparation	19.3
Multiple resources use with regards to conflict resolution dynamics	26.3

### **Training received by facilitators**

Table 7 shows that the majority (64.9%) of facilitators received training in the roles and responsibilities of facilitators as well as in awareness creation and sensitization. This was followed by trainings in CDD (61.4%), tools for participatory rural appraisal (59.6%), report writing (56.1%), team building (54.4%), project cycle (52.6%), planning monitoring and evaluation (52.6%) and problem solving (52.6%). Furthermore, the facilitators received 47.4% training in business management/simple business planning and 31.6% in training in computer appreciation and management. This shows that Fadama III staff acquired appreciable knowledge and skills of facilitating. Well trained facilitators will ensure adequate mobilization of beneficiaries (EIGS) at the grassroots which will enhance adoption of fadama technologies. Facilitators are like the extension agents who must be well trained in order to be very effective in technology delivery to the farmers (Arokoyo, 1996)

**Table 7: Percentage distribution of facilitators trained in specific areas of facilitating**

<b>Area of training</b>	<b>% Trained (n=57)</b>
Training in the roles and responsibilities of facilitators	64.9
Principles of Community Driven Development	61.4
Training in awareness creation and sensitization	64.9
Tools for participatory rural appraisal	59.6
Training in business management (e.g. simple business planning)	44.4
Project cycle, planning, monitoring and evaluation as well as problem solving	52.6
Training in report writing	56.1
Training in team building	54.4
Training in computer appreciation and management	31.6
Preparation of work plan and budget	52.6

### **Training received by the Local Fadama Desks**

Results in Table 8 indicate that about 40% of the LFD received training in the following four areas; principles of CDD, screening and appraisal of LDPs, environmental analysis of LDPs and team building. These were followed by roles and responsibilities of LFD/every member of LFDC (38.6%), guide on desk and field review of LDPs (38.6%) and taking minutes and report writing (38.6%). Others were, preparation of work plan and budget (36.8%), sub project cycle management (35.1%), confidence building and advocacy and communication skills (35.1%), monitoring and evaluation techniques (33.3%), coordination strategies (33.3%) and computer appreciation and data management (28.1%). This shows a relatively inadequate training. This implies that Fadama III staff at the local government level had little exposure to the implementation principles. The need for adequate training for the local fadama desk officers was recognized by Muwonge (2007) who observes that local governments (LFDs) may be an appropriate unit for service delivery implementation if they have adequate capacity and are accountable to the local population.

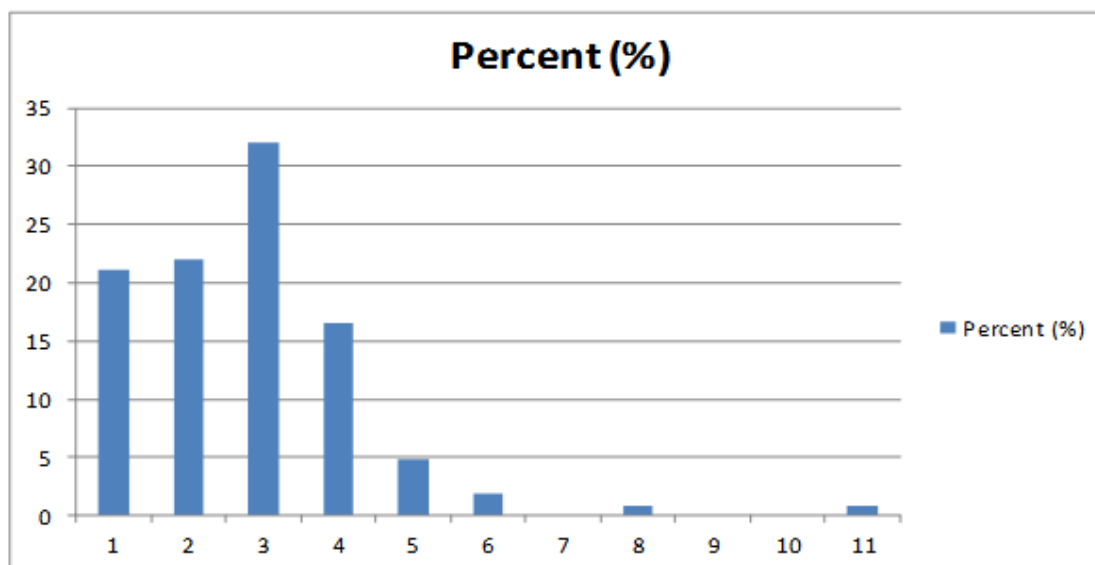
**Table 8: Percentage distribution of staff trained in Local Fadama Desk principles**

Area of training	% Trained (n=57)
Roles and responsibilities of LFD and every member of LFDC	38.6
Principles of CDD	40.4
Preparation of work plan and budget	36.8
Screening and appraisal of LDPs	40.4
Environmental analysis of LFDPs	40.4
Guide on desk and field review of LFDPs	38.6
Taking minutes and report writing	38.6
Sub project cycle management	35.1
Team building	40.4
Confidence building and advocacy and communication skills	35.1
Computer appreciation and data management	28.1
Monitoring and evaluation techniques	33.3
Coordination strategies	33.3

**Regularity of training to enhance the performance of FUG officials in Fadama III project**

The number of training to enhance the performance of FUG officials was determined. Areas considered include; the number of times they received such trainings over a specified period of time and the levels at which they received the trainings

Histogram in Figure 1 shows that 32.1 percent of the FUG officials received training thrice in a year, 22 percent received training twice in a year, 21.1 percent received training only once in a year, 16.5 percent received training four times in a year, 4.8 percent received training 5 times in a year and 0.9 percent received training for 8 times and 11 times respectively. In all, 77.1 percent of the FUG officials received training at least once in a year. The implication of this is that some amount of training was given to the officials of the FUG. The trainings are expected to enhance the capacity of the FUG officials to implement the project. Training of human resources is central to the improvement of staff performance (quality). Reece (1990) asserts that frequency of training is the major predictor for performance-based tasks requiring continual practice for maintenance of skill levels, while regency is the major factor in predicting tasks that are more knowledge based and require the recall of detailed procedures.



**Fig 1: Number of times FUG officials received training under Fadama III**

**The levels at which trainings were organized for FUG officials**

The Histogram in Figure 2 shows the different levels at which the FUG officials received their trainings. Entries in the figure reveal that 37.5 percent of the FUG officials indicated that they were trained at the community level by the facilitators, 32.5 percent indicated that they were trained at the state level by the officials of the SFCO and 15.8 percent indicated that they were trained at the group level by the officials of the FCAs. Furthermore, 14.2 percent of the officials indicated that they were trained at the local government level by local fadama desk and 13.8 percent indicated that they were trained at the group level by the FUG officials. The implication of this finding is that the beneficiaries of the Fadama III project received training from all levels of the fadama organization in the state. That is, trainings were organized right at the group level, the community

level, the local government level and up to the state level. The training must have enhanced both the quality and capacity of project executors. This finding is in agreement with that of the World Bank (2010) which states that the capacities of the FCAs and the FUGs had been built to implement sub projects. The feat was attributed to the steps taken through trainings to ensure inclusive and equitable community participation at the FUG and FCA levels.

**FUG officials perceived effects of trainings on their ability to handle project implementation activities**

Table 9 reveals the mean score distribution of the effects of training on the ability of the EIG officials to handle their subprojects. The data reveals positive effects as follows; local development plan initiatives (M=3.55), local development plan implementation (M=3.48), group project management (M=3.43), conflict resolution and group management (M=3.36), product marketing (M=3.24), environmental screening (M=3.23), financial management (M=3.23), record and book keeping (M=3.19), preparation of environmental management plans (M=3.12), participatory monitoring and evaluation (M=3.10 and others (M=3.02).

The training did not exert positive effect on the ability of the beneficiaries in only two variables namely; individual project management (M=2.97), and procurement methods (M=2.92). The implication of this finding is that the training received by the FUG officials of Fadama III project affected them positively. This finding is in agreement with that of Idisi *et al.*, (2006) who in their Taraba State Fadama Development beneficiary assessment draft report observe that the trainings provided by the facilitators and local government desk officers had empowered the FUGs in terms of acquiring the basic rudiments of leadership skills so as to evolve, supervise, coordinate and manage LDPs on sustainable basis. Training is a continuous important exercise because it meets the shortage of skilled manpower necessary to implement development (Omokore, Akinola & Fadiyi, 2010). Furthermore, Doo (2007) asserts that staff training is the most important determinant of success in any profession. Thus, such things as role perception, appropriate professional attitudes and right teaching behavior can all be acquired through training.

Table 9 shows that the standard deviation values in all cases were greater than one. This signifies that there was great variability in the responses of the FUG officials with regard to the perceived effects of training on their ability to handle project implementation activities.

**Table 9: Mean score distribution of the FUG officials perceived effects of trainings on their ability to handle implementation activities**

Activities	Mean (M)	Standard Deviation
Local Development Plan initiation	3.55	1.177
Local Development Plan implementation	3.48	1.145
Group project management	3.43	1.280
Individual project management	2.97	1.302
Record and book keeping	3.19	1.338
Participatory monitoring and evaluation	3.10	1.053
Environmental screening	3.23	1.238
Preparation of environmental management plans	3.12	1.202
Procurement methods	2.92	1.288
Financial management	3.23	1.297
Product marketing	3.24	1.231
Conflict resolution and group management	3.36	1.368
Others	3.02	1.345

**V. Conclusion and Recommendations**

Based on the findings of this study, the following conclusions were drawn.

The mean ages of 40.5 years and 36.3 years for Fadama III staff and Fadama III beneficiaries respectively indicated that both categories of respondents were still in the middle ages. Middle age either for civil service workers or farmers is usually associated with productivity. More so, middle age farmers are associated with innovativeness. The findings revealed that male sex dominated both Fadama III workforce and Fadama III project beneficiaries. This reflects the true situation of the male dominant civil service and farming profession in the state. Although women do most of the farm work the farms are owned by their husbands.

Majority of the respondents were married with an average household size of eight persons. Married people with relatively large family size are said to be responsible people. Therefore, Fadama III project could be said to be implemented and executed by responsible persons the likelihood of which would be sustained positive impact in the society. The mean working experience of 10.8 years and 7.7 years for Fadama III staff and the beneficiaries would also enhance better performance. Similarly, the fact that majority of the Fadama III staff had had experience with other CDD project than the Fadama III meant a successful implementation of the project. The fact that all the Fadama III beneficiaries belonged to one social/cooperative associations implied an enhancement of interaction among them leading to adoption of fadama technologies.

Findings on staff quality based on the training received, revealed gross under training in almost all (except the training received by the facilitators) the specific areas of Fadama III operations. Lack of adequate training can undermine performance.

The following recommendations were drawn on the basis of the findings made from this study

i. Personnel training and retraining is a necessity to build up capacity for efficient execution of sub projects. Particularly, staff and FUG officials' capacity building training programmes will ensure successful execution of subprojects. Therefore, the intensity and the regularity of training programmes for both Fadama III staff and the FUG officials should be increased.

ii. Information and communication technology in general, and computer literacy in particular is indispensable in technology transfer. Staff of fadama programme, particularly the facilitators should be trained in computer manipulation to improve their efficiency. Even the FUG officials need basic knowledge of software applications in order to keep records of their subprojects themselves. Computer trainings should be given priority in Fadama III project.

iii. Personnel training should be on regular basis. Training should be quarterly every year to update knowledge and improve skills

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