

## The Seventh African Higher Education Week and RUFORUM Triennial Conference 2021

### Enhancing curriculum review, design and development skills and innovative pedagogy for the AgriEngage Consortium and TAGDev Early Adopter Universities

3- 5 November, 2021

Venue: UAC

Physical Event

#### Background

Africa is in a jobs crisis, by 2022 the continent should create at least 122 million jobs. Sub-Saharan Africa anticipates to create some 54 million jobs by 2022 but the bulk of these jobs are expected to come from entrepreneurship and growth of small medium enterprises (SMEs). Agricultural sector in Africa offers many opportunities that can be harnessed to move a mass of people out of poverty but only if requisite investment is made to harness the opportunities that exist in the agricultural value chains. The Strengthening Agri-Entrepreneurship and Community Engagement Training in East, West and North Africa (AgriENGAGE) project that builds on the TAGDev programme finds its relevance in the urgent need for agricultural growth and development to enhance food and nutritional security in Sub-Saharan Africa. The development of the agricultural sector will lead to improved livelihoods of over 80% of the population of Sub-Saharan Africa. Investments in agriculture over the years have focused on increasing productivity, but there is a recognition that productivity increase alone had not enabled many farmers to take full advantage of the opportunities and the youth were 'escaping' out of agriculture as it did not resonate with their aspirations. Accordingly, there is a shift in focus from productivity increase to agribusiness led farming.

Moreover, in the new agriculture private entrepreneurs, including many smallholders, are linking markets for agricultural commodities. Embracing market-oriented agriculture may help reduce poverty among smallholders in the world. This changing face of agriculture requires smallholder farmers to shift their focus

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CO-ORGANISERS:



to commercialization of agriculture and hence require special skills and competencies to adapt their farming systems, diversify their production, make efficient use of resources and respond to changes in the agricultural environment. Accordingly, universities that train personnel need to shift from emphasis on provision of technical agricultural production knowledge, to understanding of functioning of markets and how markets can work for the poor as well as linking different stakeholders along the value chain. HEIs are struggling to meet the new demand for skills including in the number of people trained, quality of training programmes, and relevancy of skills offered.

The AgriENGAGE project brings a consortium of universities from East, West, and North Africa with partners in Europe and RUFORUM as a regional network body. The universities that make up the consortium include; Egerton University, Pwani University (Kenya); Uganda Martyrs University, Gulu University (Uganda), University of Abomey Calavi, National University of Agriculture (Benin), Mohammed VI Polytechnic University (UM6P), and Institut Agronomique et Vétérinaire Hassan II (IAV) (Morocco). European partner universities include; University of Pavia (UNIPV) and University of Copenhagen. This project helps the TAGDev Programme to scale-out the innovative teaching and learning methodologies across several universities that are currently not directly implementing TAGDev programme activities.

## Purpose of the training

The purpose of this training is to enhance curriculum review/development skills and discuss innovative pedagogy for the Universities in AgriEngage. The proposed three-day training aims to provide both theory and practice in teaching and learning buttressed in the constructivist approach and principles of adult learning. This training will be a follow-up of the virtual meetings where the curriculum development process was discussed.

DAY	TIME	THEME
<b>DAY 1</b> <b>December</b> <b>3<sup>rd</sup></b>	<b>AM</b>	Administrative announcements (Introductions...)  Review of basic concepts in curriculum & teaching
	<b>PM</b>	Curriculum planning  Competences, Job descriptions, 2012 Century Skills  Home/group/individual work work: Select one Programme and write a job profile of the graduates. Use the job profile to write Competences for the program graduates (generic and domain specific).
<b>DAY 2</b> <b>December</b> <b>4<sup>th</sup></b>	<b>AM</b>	Review of learning domains, learning styles and how to use them to engage learners.  Group/Individual work: Using the competences developed, write SMART-ER learning outcomes.  Learning theories/learning styles, Principles of Adult Learning and Learner centered teaching – role of learners, facilitators, content
	<b>PM</b>	Learning Experiences: enhancing learning, development of Learner centered teaching approaches, student support.  Experience sharing by participating universities
<b>DAY 3</b> <b>December</b> <b>5<sup>th</sup></b>	<b>AM</b>	Authentic assessment
	<b>PM</b>	Assessment strategies <b>for</b> and <b>of</b> learning

		<p>Group/individual work: Create a question bank using Blooms taxonomy.</p> <p>Experience sharing by participating universities</p>
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## Contact

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