



African Network for
Agriculture, Agroforestry
& Natural Resources Education

Curriculum Review/Development

ANAFE Experiences

OUTLINE

Background

- Why ANAFE started business with Curricula –R/D
- What has been done in Curricula –R/D by ANAFE

How to Rev./Dev. Curricula?

- Basic principles
- Method adopted & adapted : DACUM-Develop A CurriculUM
- Process/Outputs

Recommendations

- Use an open and participatory DACUM process
- Provide financial and technical support
- Monitor and Evaluate periodically

Why ANAFE started business with Curricula –Rev./Dev.

- On-going training programs in TAE are not designed to produce competent graduates equipped to solve real land use problems on the ground, notably severe natural resources degradation, food insecurity and rural poverty.
- Therefore ,the need to incorporate AF into TAE programs to improve the situation of environmental degradation, poor nutrition and rural poverty.
- Also the urgent need to accompany the proposed change with a training of trainers program and the development of appropriate training materials including manuals and equipment

Curricula Rev./Dev. by ANAFE from 1992-2003

Discipline/ Level	Certificate	Diploma	1 st Degree	Post- graduate	Total
Agriculture	2	4	15	2	23
Forestry	7	8	6	2	23
Other (Rural development/ Horticulture)	1	2	3	0	6
New Agroforestry Programmes	0	4	5	6	15
Total	10	18	29	10	67

Curricula Rev./Dev. by ANAFE in WCA

Level / Discipline	AF / NRM	Agronomy	Forestr	Rural Dev.	Total
DESS	5				5
Ingenieur		5		1	6
Technician Diploma	2		2		4
Msc.	4				4
Bsc.	4				4
Total.	15	5	2	1	23

Recent Curricula Rev./Dev. by ANAFE (Last 3 years)

- An HIV/AIDS curriculum for students of agriculture and natural sciences
- Curriculum for the Forestry Technician Course at the Forestry Training Centre, Kagelu, Sudan
- Curriculum for MSc in Agroforestry and soil management at the Faculty of Agriculture, National University of Rwanda
- Tree Seed Education Curriculum for multipurpose trees on-farm prepared for agricultural and Forestry Technicians

Four basic principles for Curricula-R/D

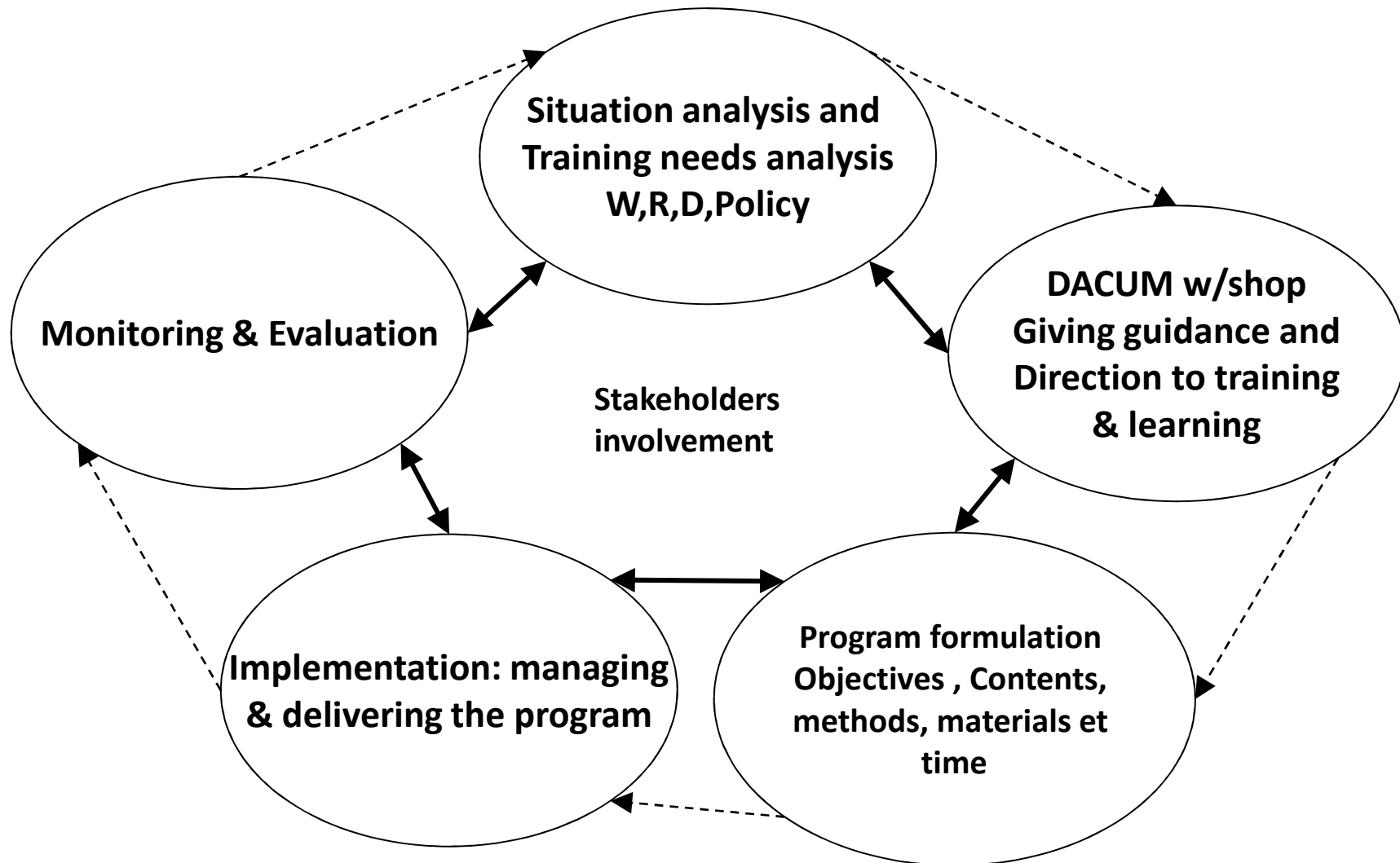
- **Firstly, learning needs are to be identified and the decision made on the training program to provide to meet these learning needs.**
- **Secondly, the training will be planned carefully so that learning is most likely to take place**
- **Thirdly, the training will be delivered in such a way that learning does take place.**
- **Finally, the training will be evaluated so that there is evidence that learning has taken place.**

Use an open & participatory DACUM

- In the old times, curricula were copies of existing training programs or compilation of various training programs or adaptation of a program copied from elsewhere..., **made by teachers, experts**
- Today, efforts are being made to formulate training programs that are relevant to development needs and job markets.

- This calls for the **participation of external actors** such as employers, farmers, experts, policy makers, parents and donors, as well as of **internal actors** such as trainers, learners, directors, specialists and supporting staff.
- The process will take into consideration **participatory mechanisms, collective decision making, interests and needs of stakeholders, common vision, iterative learning, monitoring and evaluation.**
- The approach, also, needs to be **flexible and learner-oriented** so that learners can effectively learn.

Process & Outputs



Recommendations

- In reviewing or developing curricula the use of **an open and participatory DACUM** process is recommended
- **Minimum basic resources** should be committed from the **institutional budget** to ensure sustainability of the program.
- It is recommended that **faculty staff and students are involved in regular monitoring** and that **participatory & periodic evaluations after two or three students intakes** in the program are done



THANKS