

PROLINNOVA

PROMoting Local INNOVation
in ecologically-oriented agriculture and natural resource management

INTERNATIONAL CURRICULUM DEVELOPMENT WORKSHOP AND SUSTAINABLE LAND MANAGEMENT TRAINING



**Makerere University
Kampala, Uganda**

3-11 March 2009

Compiled by Sabina Di Prima
Centre for International Cooperation - CIS
VU - University Amsterdam

Summary

In March 2009, two major activities were conducted in Uganda under the auspices of the PROLINNOVA Curriculum Development thematic area:

- Sustainable Land Management (SLM) training
- Curriculum Development (CD) workshop

The activities were attended by representatives, mostly lecturers, of nine PROLINNOVA Country Programmes (Cambodia, Ethiopia, Ghana, Kenya, Nepal, South Africa, Sudan, Tanzania and Uganda). They were sponsored by PROLINNOVA with co-contribution from the represented nine Country Programmes (CPs).

A full account of the above-mentioned activities and a compilation of related documents are presented, respectively, in section I (SLM training) and II (CD workshop) of this report. Below is a synthesis of the activities, their objectives, implementation and main outcomes.

Sustainable Land Management training

Under the coordination of Mr Ronald Lutalo and Prof. Moses Tenywa of Makerere University's Agricultural Institute, Kabanyolo (MUARIK) the course entitled "Sustainable Land Management" given each year at the VU-University Amsterdam by Dr William Critchley and Ms Sabina Di Prima was piloted at Makerere in four (full) days (3rd, 4th, 5th and 6th) with an optional field trip to Kikandwa Environmental Association on the fifth day.

The SLM course took place at the Faculty of Food Science and Technology at Makerere University, Kampala, Uganda.

The SLM course had multiple objectives:

- Provide training in SLM to PROLINNOVA members as well as to Makerere University students, staff and others;
- Offer a concrete example of integration of PID and participatory methodologies into university curricula;
- Demonstrate the practical use of teaching methodologies and material;
- Share teaching and learning material with peer lecturers as part of the PROLINNOVA International CD experience;
- Provide first-hand experience on the presented topics (eg SLM techniques, Indigenous knowledge, Farmer Innovation) through a field trip.

The course was attended by 29 participants of whom 12 were PROLINNOVA associated personnel, including delegates from eight Country Programmes (Kenya was not represented). It was a great success – as testified to by the course evaluation (see section I, annex C of this report).

Curriculum Development workshop

The CD workshop took place on the 9th, 10th and 11th March 2009 at the same venue. The workshop brought together university representatives from the nine PROLINNOVA Country Programmes mentioned in the introduction, three IST members (Laurens van Veldhuizen, William Critchley and Sabina Di Prima) and Ronald Lutalo as host.

The workshop had multiple objectives:

1. Share lessons and best practices on integration of PID approaches into agricultural education and training curricula
2. Develop a framework course on Participatory Approaches in Agricultural and NRM focussing on PID methodology
3. Discuss the way ahead for the development of the PROLINNOVA CD sub-programme
4. Strengthen the PROLINNOVA network / communication around the thematic area of CD

These objectives were largely mirrored in the expectations expressed by the participants at the beginning of the workshop:

- Share experiences and materials;
- Create a “Community of Practice” (CoP);
- Discuss how best to institutionalize and scale out PID in universities;
- Develop the general framework for a PID course;
- Discuss opportunities for a joint project

The first two days of the workshop were devoted to presenting experiences from various countries, discussion and analysis of cases. Key lessons, best practices, challenges and opportunities derived by each case were highlighted, written on cards and discussed. Two cases (Tribhuvan University, Nepal and Limpopo University, South Africa) fully focused on experiences with incorporating PID in universities' curricula whereas the others presented related experiences and served to show opportunities as well as constraints for integrating PID in university teaching and research.

During the third day a first round of group discussions looked at a possible framework for PID courses, ways for institutionalising and scaling out PID in universities. While no innovative ideas came out from the discussions on the latter two points, a considerable step forward was made in the development of a PID framework course. With the use of effective visualisation, the group in charge of this theme presented a framework with four content components:

- (i) Evolution of approaches towards PID
- (ii) Local /farmer innovation concepts
- (iii) Methodology and
- (iv) Institutionalisation and scaling of PID / LI

to be taught at various level of detail in three course types (A. introductory; B. expanded; C. Specialised). The PID framework course was well accepted by all participants and constructive comments were made on how to make it operational.

A second round of group discussions fed into action planning related to ways to build a “Community of Practice” on PID in universities and the development of a new proposal for fund raising. As a result of the plenary discussion, the participants agreed on a number of (action) points.

“Community of Practice” on PID in universities:

- a. The CoP already exists but should include potentially other CPs not represented at the workshop (eg Nigeria, Niger, Peru and Bolivia)
- b. There is the need to draft the CoP statement of objectives and ToR; **responsible person = Abdelaziz Karamalla Gaiballa (Sudan)**
- c. A Curriculum Development Working Group (CDWG) was formed
- d. CDWG members are Dharma Raj Dangol (Nepal), Abdelaziz Karamalla Gaiballa (Sudan), Pamela Marinda (Kenya), Paul Kwami Adraki (Ghana) and Sabina Di Prima (focal person CIS-VU)
- e. ToR for the CDWG should be developed and include the following responsibilities:
 - coordinate the process
 - gatekeep website resources
 - stimulate design/development and circulation of joint materials (copyleft)
 - facilitate events (partners workshops at various levels)
 - prepare donors’ overview
 - develop joint project proposal
- f. The ToR for the CDWG should be drafted; **responsible persons = CDWG members**
- g. Decisions should be made in relation to the contents of the CD page on PROLINNOVA website and contacts should be established with IIRR (webmaster); **responsible persons = CDWG members**
- h. There is need to create a dedicated CD yahoo group based on an inventory of contacts at CP level; **responsible persons = all workshop participants**

Development of a new proposal for fund raising:

- Raise profile of CD theme in preparation for new overall PROLINNOVA proposal to be submitted to DGIS; **responsible persons = all workshop participants; by 31 March**
- Strengthen links with potential allies (eg RUFORM, FARA, APAARI, Practical Action, etc)
- Explore funding opportunities as on-going process; **responsible persons = all workshop participants + others (Extended CDWG)**

Specific potential donors to be contacted and person responsible:

Potential donor	Person responsible for contact
DGIS	Laurens van Veldhuizen (NL)
Kelloggs Foundation	Ernest Letsoalo (South Africa)
Ford Foundation	Paul Kwami Adraki (Ghana)
Echoeing green	Paul Kwami Adraki (Ghana)
McKnight Foundation	Amon Z. Mattee (Tanzania)
CIDA	Dharma Raj Dangol (Nepal)
AGRA	Pamela Marinda (Kenya)
EDULINK/EU	Sabina Di Prima (NL)
NUFFIC	Sabina Di Prima (NL)

Overall, the workshop went very well. It achieved its original objectives and met participants’ expectations. All participants confirmed their commitment towards the realisation of the common goal: mainstreaming PID in university curricula. Those responsible for undertaking ‘action points’ assured the group that they would follow-up immediately on return to their home countries.

Detailed information on the participants as well as the proceedings of the workshop and related material are presented in section II of this report.