



TUNING AFRICA PHASE II – FIRST MEETING

Agricultural Sciences Area

REPORT

Cairo, 12 - 14 October 2015

1. Participating members and their universities

1	Benin	Kohounko Dansou KOSSOU Université Catholique de l'Afrique de l'Oest, UCAO-UUCO
2	Benin	Djidjoho Joseph HOUNHOUGAN Université d'Abomey-Calavi
3	Burundi	Bonaventure MINANI Université de Ngozi
4	Cameroon	Christopher Mubeteneh TANKOU Université de Dschang
5	Ghana	Samuel Kwame OFFEI University of Ghana
6	Cote d'Ivoire	Taky Hortense ATTA EPSE DIALLO Université Nangui Abrogoua
7	Kenya	Abdi Yakub GULIYE Egerton University
8	Madagascar	Randrianary Jean Baptiste RAMAROSON Université d'Antananarivo
9	Mauritius	Kamleshwar BOODHOO University of Mauritius
10	Morocco	Ahmed ELAMRANI Université Mohammed Premier
11	Nigeria	Yemi AKEGBEJO-SAMSONS Federal University of Agriculture
12	Nigeria	Olubunmi Abayomi OMOTESHO University of Ilorin
13	Senegal	Mariama Sene WADE Université Gaston Berger
14	Sudan	Rashid Ahmed Mohamed HUSSEIN Sudan University of Science and Technology
15	Swaziland	Henry Raphael MLOZA-BANDA University of Swaziland



2. Meeting Proceedings



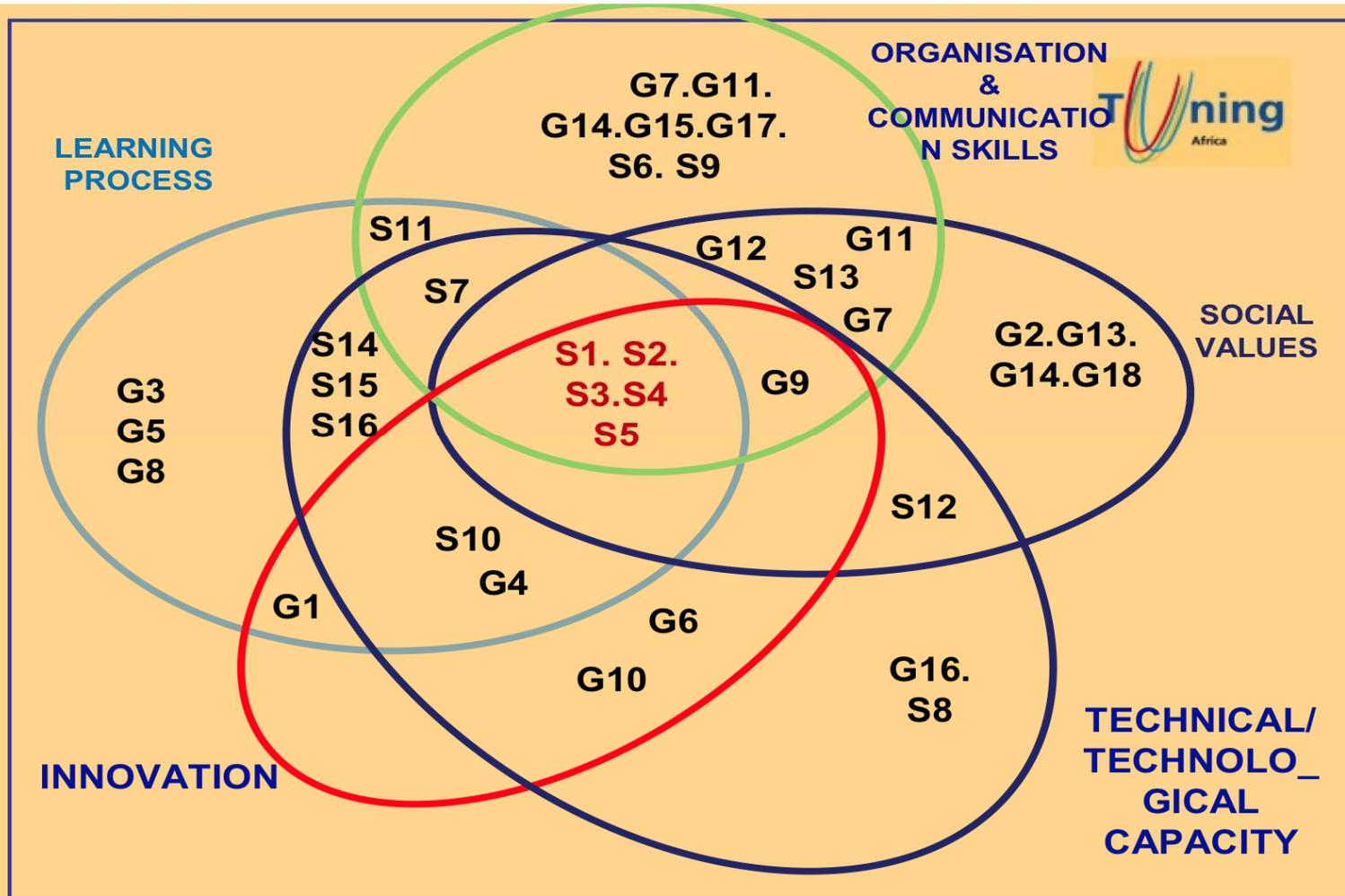
a) Management of the working group

The meeting begun with self-introductions by the participants followed by **nomination of Coordinator (*Taky Hortense ATTA EPSE DIALLO*) and Rapporteur (*Abdi Yakub GULIYE*) through consensus**. The group decided that the **Rapporteur position will be rotational**. The **report will be translated into French** by Ahmed ELAMRANI and Mariama Sene WADE, for the benefit of the French speaking participants.

b) Review of Tuning Africa Phase I-Agriculture Working Group

- The Coordinator made a **brief presentation about Tuning Africa Phase I**, with emphasis on the activities of the Agriculture Working Group.
- A presentation on selection of **generic and specific competences** of an agricultural programme followed. These competences were arrived at after a survey conducted in the continent involving stakeholders through a consultation process.
- The **meta-profile** developed was presented and discussed. The **participants unanimously adopted the previously developed meta-profile of the agricultural programme**.

Meta-profile



c) Review of implementation of Tuning Africa Phase 1 participating universities (1/5)



•Ghana (Samuel Kwame OFFEI)

- Engaged staff to explain about Tuning.
- Impressed upon Departments to include the outcomes of Tuning in programmes.
- There was resistance to change.

•Mauritius (Kamleshwar BOODHOO)

- Most staff are aware of learning outcomes (LO) and competences.
- Strong commitment by management to implement the outcome of Tuning.
- There was resistance to change.

•Senegal (Mariama Sene WADE)

- Written a report on Tuning to the President of the University.
- Prepared a meta-profile of Animal Production Programme***
- Sensitized staff of the Faculty about competencies.

c) Review of implementation of Tuning Africa Phase I in participating universities (2/5)

•Cameron (Christopher Mubeteneh TANKOU)

- Sensitized staff in the Department.
- Participated in harmonization of agriculture programmes at national level where; **Tuning method was used in this process.**

•Madagascar (Randrianary Jean Baptiste RAMAROSON)

- Did not have much opportunity to use the Tuning methodology.
- Resistance to change to the Tuning approach.

•Nigeria (Olubunmi Abayomi OMOTESHO)

- Sensitized staff in the Faculty of Agriculture.
- Submitted reports of meeting attended to the Vice-Chancellor.
- All Tuning materials shared with appropriate Faculties.

•c) Review of implementation of Tuning Africa Phase I in participating universities (3/5)

•Nigeria (Yemi AKEGBEJO-SAMSONS)

- Shared Tuning documents with the University.
- Created interest among staff and students.

•Benin (Djidjoho Joseph HOUNHOUGAN)

- Used Tuning methodology in programme review of the LMD (Bachelor, system).
- Staff have been sensitized on Tuning methodology.
- Challenge is incorporating the competences into the courses.

•Kenya (Abdi Yakub GULIYE)

- Sensitized staff in Faculty of Agriculture on Tuning methodology
- Tuning materials shared in the Faculty Board.

•c) Review of implementation of Tuning Africa participating universities (4/5)

•Morocco (Ahmed ELAMRANI)

- Submitted Tuning reports to the Chancellor and the Dean of Faculty of Sciences
- Shared Tuning reports with Faculty and University
- Had meeting with staff in the Faculty of Sciences
- Sensitized Dean and University management

•Cote d'Ivoire (Taky Hortense ATTA EPSE DIALLO)

- Sensitization through the questionnaire.
- Reports prepared for the President of the University
- Used Tuning methodology in the LMD system**
- Tuning books distributed for use
- Assisted others to join the Tuning process.

•c) Review of implementation of Tuning Africa participating universities - *New members (5/5)*

•**Benin (Kohounko Dansou KOSSOU)**

-Informed staff about the philosophy of Tuning.

•**Burundi (Bonaventure MINANI)**

-It could be easy to use Tuning methodology in the University.

-Programmes have been revised a year ago but there is still an opportunity to use Tuning methodology for new programmes (Masters) and revision of Bachelor programmes.

•**Sudan (Rashid Ahmed Mohamed HUSSEIN)**

-University reviews programmes every 5 years.

•**Swaziland (Henry Raphael MLOZA-BANDA)**

•-The University wasn't using Credit system but it starting and **Tuning will be helpful in this process.**

-There is need for a lot of sensitization.

d) Commitment regarding developing or reforming existing programme(s) by participating Universities

- All participants chose to work at the **institutional level** - (no joint / double degree)
- Most of the agricultural sciences group members (**13/15**) agreed to **revise/review an existing programme**.
- However, participants from **Swaziland**, and **Burundi** indicated **development of a new postgraduate** (MSc) programme, in addition to **revising a BSc programme**, would be of interest to their Universities.
- All participant will refer to institution leaders before selecting the programme

e) Designing a programme

- Two groups made (French-speaking and English-speaking) involving new participants
- Two programmes to be revised identified:
 - I- BSc. Animal Production (French)
 - II- and Bachelor of Agriculture (English).

I- Description of the programme profil

The Bachelor's degree "Animal Production and Livestock" is a vocational training. The study program lasts six semesters. It is made of :

- a. two semesters of teaching basic sciences and of acquisition of general knowledge,
- b. three semesters of knowledge in animal production and farming and finally
- c. one semester of practical studies.

A semester is composed of teaching units (at least 3) each subdivided into courses credited. One credit is equal to 20 hours (lecture, tutorial, practical studies and student's personal time). The student's personal time is 40 % of the total workload hours

Potential sectors of employment

- Responsible for animal breeding
- Head of exploitation in animal production
- Technician in veterinary laboratory and in animal production research center,
- Technician - adviser in animal production and breeding (Ministry, NGOs etc.)

Identification of key competences of the programme, according to the Agriculture meta-profile

Each teaching unit and its composed elements analyzed to identify the competences the students would have when they graduate. These competences were compared to those defined by the Agriculture group and listed in sub groups (Core elements, learning process, Innovation, Organization and communication skills, Social values, Technical/ technological).

II-

•Description of the programme

The Faculty has a broad-based programme of five (5) and four (4) academic years for the GCE 'O' Level and 'A' Level holders respectively, leading to the award of the **Bachelor of Agriculture** (B. Agric.) degree with limited specialization in the final year in any of the following options: Agricultural Economics and Farm Management, Agricultural Extension and Rural Development, Agronomy, Animal Production and Crop Protection.

•Potential sectors of employment

Agriculturists; Farm Managers; Food Processors; Extensionists; Researchers; Teachers/ lecturers; Banking; Consultancy; Civil Service; Lab. Technicians; Immigration (Quarantine Officers); Environmentalists; Managers (Game / Wildlife / Forestry/ Fisheries); Farm Technologists ; Agri-business

• Identification of key programme competences

1.0 Core elements

S1	Knowledge and understanding of agricultural production, and basic sciences.
S2	Ability to identify problems and apply knowledge to solving day-to-day agricultural challenges.
S3	Ability to evaluate and manage agricultural projects, as well as carry out financial appraisals.
S4	Possession of entrepreneurial and creative skills.
S5	Ability to design, plan and implement agricultural research.

Learning process – Social values – Innovation – Organisation and communication skills – Technological/ Technology capacity

Each institution to work on the revision of selected programme

and/or

Elaboration of a new programme (case of Burundi and Swaziland)

.f) Brain storming on the implementation of the Tuning project at Institutional level

Challenges were identified and some recommendations were made to enhance the implementation of Tuning project at Institutional level

Challenge	Recommendation
<p>Policy makers in higher education sector not sensitized about the tuning process</p>	<p>Sensitize policy makers in higher education sector</p>
<p>Accreditation bodies not involved in the Tuning process</p>	<p>Accreditation bodies to be actively engaged by the Tuning project management</p>
<p>The Tuning methodology is not easily understood</p>	<ul style="list-style-type: none"> • There is need to develop a simplified guide with clear steps of procedures (guidelines). • The Tuning project should clearly describe how it complements with other methodologies in use and the added values.

Challenge	Recommendation
No critical mass of experts in Tuning methodology in Universities	Training of staff in the units responsible for curriculum development and quality assurance to ensure inclusion of learning outcomes and competencies in programmes
Review of programmes is usually done after a full cycle of implementation (usually 4 to 5 years) and it may not be possible to implement a revised or new programme(s) within the Tuning II period.	

Challenge	Recommendation
No formal implementation strategy of Tuning methodology in Universities	Tuning project management to put in place a clear implementation strategy
Tuning online course is not accommodative to non-English speaking countries	Tuning project management to develop the online course in other languages

Thank you