



**Farmer to Farmer East Africa  
Volunteer Assignment Scope of Work**

<b>Summary Information</b>	
<b>Assignment Code</b>	<b>UG110</b>
Country	Uganda
Country Project	Administrative Assignment (cuts across both Country Projects)
Host Organization	Kyambogo University (Department of Agriculture)
Assignment Title	Review of the Agriculture curriculum – specifically reviewing three aspects of practical component, extension methods and the student internship program
Assignment preferred dates	Mid-April – Mid -May, 2017
Objectives of the assignment	Review of the curriculum and developing practical guidelines for teaching agriculture, improvements in the extension component if the syllabus and guidelines for the internship program
Desired volunteer skill/expertise	Agriculture educator with extensive experience in agriculture curriculum review Experience with developing extension delivery materials and apprenticeship programs for students is a desired skill Good analytical and writing skills as well as good interpersonal communication skills

**A. BACKGROUND:**

Kyambogo University is the second largest public university in Uganda with a population of 55,725 students enrolled in over 141 academic Programmes. Its mandate is derived from the Universities and Other Tertiary Institutions Act 2001 (as amended in 2003 and 2006) and other Statutory Instruments of the Republic of Uganda. A 10-year Kyambogo University Strategic Plan 2012/13 to 2022/23 directs its actions, with a mission “*To advance and promote knowledge and development of skills, technology and education and in such other fields having regard to quality, equity, progress and transformation of society*”.

The Department of Agriculture is one of the oldest academic units at Kyambogo hill developed to spearhead training in agricultural education during the former institutions (National Teachers’ College-NTC; Institute of Teacher Education Kyambogo- ITEK). The department has continued to perform its mandate and core functions through development of relevant teaching Programmes, engage in research and community outreach. Currently the department offers three (3) under-graduate and four (4) Post-Graduate Programmes (Table 1).



There are efforts to fulfill the national drive to Vocationalize education in Uganda and to this effect curriculum reviews are on-going to include a Supervised Occupational Experience component in the Undergraduate Programmes. However, this has not been achieved to our satisfaction.

Table 1. List of Graduate and Under-graduate Programmes offered at the Department of Agriculture, Kyambogo University.

<b>Under-graduate</b>	<b>Graduate</b>
Bachelor of Vocational Studies in Agriculture with Education	Master of Science in Agricultural Education and Extension
Bachelor of Education, majoring in Agriculture	Master of Science in Animal Production
Bachelor of Teacher Education, majoring in Agriculture	Master of Science in Crop Science
	Master of Science in Soil Science

Kyambogo University, being a relatively young institution, is focused to develop capacity in such areas that will promote its ability to deliver on its mandate. Therefore, collaboration with the Farmer-to-Farmer programme will go a long way in achieving the desired change in training Agriculture.

## **B. ISSUE DESCRIPTION**

Education has always been a key factor in determining agricultural productivity and sustainability. “Research shows that basic education affects small landholders’ and subsistence farmers’ productivity immediately and positively, and that a farmer with four years of elementary education is, on average, 8.7 per cent more productive than a farmer with no education. Moreover, farmers with more education get much higher gains in income from the use of new technologies and adjust more rapidly to technological changes”<sup>1</sup>.

Agriculture still remains the back bone of Uganda’s economy with up to about 80 percent of the small holder population finding their livelihood basically from agriculture. There is, therefore, an urgent need to develop knowledge, skills and attitudes of the indigenous Ugandan (as agricultural professionals and farmers). These Ugandans need the critical necessary skills and knowledge in agriculture. This is required to facilitate and enhance the crucial role agriculture plays in National development.

To achieve the above strategic objectives, the Uganda government has made considerable investment in Agriculture curriculum development, teaching materials, and teacher training so as to improve the teaching and learning of Agriculture. This is supported by NCDC publication of the Ordinary Level Agriculture Teaching Syllabus of 2008. Currently, formal agricultural education is offered at University, Agricultural Colleges and Secondary Schools under the jurisdiction of Ministry of Education, Science

<sup>1</sup> Agriculture Education and its effects on Uganda’s food security, Clare Roth 2006



and Technology, and Sports. The central aim of the Agriculture curriculum/Syllabus at the basic or secondary school level is to train students in the basic principles of agriculture, provide avenues for the development of their skills and change the attitudes of the young children towards agriculture. This is strongly derived from the reason that the future generation of farmers, value-chain actors and agriculturists will need basic scientific, technical agricultural, managerial and entrepreneurial skills to compete in the expanding agricultural and global economy<sup>2</sup>.

Yes, the government of Uganda has made significant investments in the development of the curriculum, however, this has largely emphasized the theoretical aspects of the subject. Less emphasis has been placed on the practical aspects of agriculture education given that its practicability will allow the youth, agricultural professionals and farmers to appreciate the uniqueness of agriculture and its contribution to national development. On the contrary, among the youth coupled with the traditional biases about agriculture/farming being for the poor, its considered as a punishment at school leading to less interest in the subject, at the university level, students are taught largely the theoretical components with less practical/hands on skills, this will ultimately affect the type of teachers they become and the type/quality of extension services that will be offered to the farming community.

Kyambogo University, through its department of agriculture is intended to produce agriculture education teachers, farm managers, Agriculture extension workers to benefit the community at various levels. The management has recognized the gap not only in the university teaching curriculum and how this can be aligned with the secondary school agriculture syllabus they are meant to deliver in addition to contributing to community outreach services. There is more emphasis on the theoretical aspects of the subject matter with less appreciation of the practical aspects. This formed the basis of requesting for a volunteer consultant to support the team in a review of the university teaching curriculum – looking at practical component, the extension component, internship/apprenticeship program of the curriculum and how these can be adopted to suit changing society demands and produce students that are well suited to meet these demands.

### **OBJECTIVES OF THE ASSIGNMENT-**

The main objective of this volunteer assignment is to review KYU teaching curriculum- identify existing gaps in terms of delivery on practical aspects and how this can tie in with the UACE and UCE teaching syllabus, existing gaps in the extension component and what improvements need to be made to suit the changing society needs, the apprenticeship/internship program- what it entails and its contribution to developing a holistic student who will be able to meet the job market requirements. The curriculum review will also look at the extension component further to determine- how well it prepares the student to adapt to existing market environment in terms of student teachers adapting knowledge acquired with the relevant audience/existing facilities and develop relevant materials/ practical exposure/Developing appropriate extension/teaching methods.

Specific assignment objectives will include;

- a) Developing guidelines for teaching practical components of the syllabus and which align with the secondary school curriculum, Publishing the guidelines
- b) Developing internship guidelines based on curriculum and the desired skills set to be acquired by the students during this period

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<sup>2</sup> National Curriculum Development Centre, 2017



- c) Review of the existing internship assessment tool and adapt it to (b) above
- d) Give input on the extension component of the syllabus and particular elements that need to be added/subtracted to produce a teacher who will deliver as per job market requirements and adapt knowledge acquired in class appropriately. The volunteer will develop a document detailing recommended revision in the extension component of the syllabus
- e) Training of trainers to support implementation and adoption of the guidelines (practical, extension and internship guidelines)
- f) Developing an assessment guide to ensure that skills are effectively transferred.

**HOST CONTRIBUTION:** Kyambogo University, Department of Agriculture has committed to avail all the necessary documents- including the syllabus to enable the volunteer consultant familiarise with the existing education system. The department will also take lead in facilitating different assessments to be done by the volunteer and mobilising the relevant lecturers/students to the trainings to be conducted by the volunteer. The department will also allocate one staff to work closely with the volunteer through coordination of meetings and ensuring that the content is delivered to the right audience.

### **C. ANTICIPATED RESULTS FROM THE ASSIGNMENT:**

As a result of this volunteer technical assistance, the university will be equipped with practical guidelines that can be passed on to various students and can be assessed during the internship/apprenticeship placement specifically in secondary schools. The graduates from this University will be more knowledgeable professionals with the practical skills to deliver agriculture as a subject incorporating both the theoretical and practical aspects of the subjects. The students will be equipped with skills of how to develop extension/teaching materials that adapt to their specific work environments. These professionals will also be better placed to support the farming community through the quality of extension service offered either at a school or community level. With the improved delivery of the agriculture subject matter- more students will become interested in taking up the subject and change their perceptions about agriculture/farming in general. The trainer of trainer teachers will become champions for guiding other lecturers in the mode of instruction for agriculture. This will not only benefit Kyambogo University but the entire country.

### **D. DELIVERABLES**

The anticipated deliverables include:

- Aspects of curriculum review and a document/guide on improvement in the delivery method of the different aspects of the curriculum
- Trainings conducted and people trained
- Training guidelines/manual developed for adoption of the guidelines
- Assessment guide for the evaluation of the practical component of the syllabus
- Guidelines developed for the apprenticeship/internship program for students and an assessment tool developed
- Extension delivery methods/guidelines developed to improve the extension component of the curriculum
- Debriefing with USAID and in country group presentations after assignment
- Field trip report and expense report



- Outreach activity, press release or a media event back in US

## E. SCHEDULE OF VOLUNTEER ACTIVITIES IN UGANDA

Day	Activity
Day 1:	Travel from home to US international airport
Day 2	Arrival at Uganda Entebbe Airport, picked by Fairway hotel shuttle to Kampala and check in at Fairway Hotel <a href="http://www.fairwayhotel.co.ug">www.fairwayhotel.co.ug</a>
Day 3	At 9.00 am the volunteer is greeted at the hotel by CRS staff and thereafter taken to CRS office for briefing and finalise with logistics. Any necessary training material will be prepared/printed at CRS offices before travel to the field.
Day 4	Travel to Kyambogo University and introduction of the volunteer to the head and team from the department of Agriculture. Together with CRS and the management, the volunteer will review the SOW and develop the action plan. The volunteer will be provided with any additional information as may be necessary to achieve assignment objectives. In the afternoon, the volunteer will be given a guided tour of the department facilities more specific to the needs of the assignment (laboratories, farm, green house and any other relevant facilities for improved student practical learning.
Day 5- 7	Review of the agriculture department teaching syllabus and together with the lectures understand some of the actions already being undertaken and the improvements desired- covering the three components – practical, extension and internship program. the volunteer will also review existing secondary school syllabus and how the university syllabus helps to delivery on different aspects/how better prepared can the students be to deliver on this curriculum. Brainstorm on possible practical guidelines and their suitability to the Ugandan context.
Day 8- 9	Volunteer will develop the guidelines and an assessment guide which will later be reviewed by the lecturers. The volunteer will also develop guidelines for improving teaching of the extension component of the curriculum.
Days 10	Presentation of the guidelines and assessment to the lectures for feedback and comments
Days 11-12	Pre-test the guidelines through a lecture type setting with a class of students as determined by the lecturing team. Incorporate any feedback/improvements in the delivery process after this session
Days 13	Training of Trainer session for lecturers for the implementation and adoption of the guidelines
Day 14- 15	Developing internship/apprenticeship guidelines and an assessment tool for the students. This will be based on visits made to some of the internship places as identified by the university
Day 16	Incorporate the feedback into the guidelines and assessment tool, and prepare final document. Presentation of the final document to the management and lecturing team of the department. Wrap up meeting with the Host while emphasising key recommendations.



Day 17	Volunteer debrief meeting at CRS office, submitting assignment deliverables and complete expense report.
Day 18	Depart for the US
TBD	Outreach event in the US

**ACCOMMODATION AND OTHER IN-COUNTRY LOGISTICS**

The volunteer will stay at Fairway Hotel & Spa (www.fairwayhotel.co.ug) for the entire duration of the assignment.

CRS will pay for hotel accommodation, and provide volunteer with per diems to cater for meals and other incidentals. The volunteer may get an advance which has to be cleared before departing Uganda. For more information, please refer to country information that will be provided

**H. RECOMMENDED ASSIGNMENT PREPARATIONS**

- CRS-F2F designs assignments with the assumption of some pre-departure preparation by the volunteer. Actual preparation time will vary based on the experience of the volunteer, as well as informational or training resources the volunteer has readily available. CRS relies on the volunteer to assess the tasks outlined in this SOW and to make his or her own judgment about how much and what kind of preparation is needed prior to arriving in Uganda
- The volunteer should prepare materials for hand out which can be printed at CRS office in Kampala before commencement of the assignment. Flip charts, markers, masking tapes can be obtained at CRS offices.
- CRS strongly recommends that the volunteer become familiar with CRS programs in Uganda and the education system before arrival to Uganda. The agriculture teaching syllabus for ordinary and advanced levels of education will be provided to the volunteer before arrival in Uganda.

**A. KEY CONTACTS**

<b>CRS Baltimore</b> <b>Maria Figueroa</b> Recruitment Manager EA Farmer to Farmer Program 228 W. Lexington Street Baltimore, MD 21201 410-951-7366 Email: maria.figueroa@crs.org	<b>CRS EA Regional Office</b> <b>Nyambura Theuri</b> Deputy Project Director EA Farmer to Farmer Program P.O. Box 49675 – 00100 Nairobi, Kenya St. Augustine Court Karuna Close Road Email: nyambura.theuri@crs.org
<b>CRS Uganda</b>	
<b>George Ntibarikure</b> Project Director Farmer to Farmer Program Uganda Office Tel: +256 031 226 5658 Mobile cell phone +256 772 472 103 Email: George.ntibarikure@crs.org	<b>Kathryn Clark</b> Head of Programs CRS Uganda Office Tel: +256 031 226 5658 Mobile cell phone +256 772 767 764 Email: kathryn.clark@crs.org



**Host Organization**

Robert MULEBEKE (PhD)

Department of Agriculture,

Kyambogo University

P.O. Box 1,

Kyambogo-Kampala,

Uganda

Tel: +256 772 517024

Alternate Email: [rmulebeke@kyu.ac.ug](mailto:rmulebeke@kyu.ac.ug), or [rmulebeke@yahoo.co.uk](mailto:rmulebeke@yahoo.co.uk)

[www.kyu.ac.ug](http://www.kyu.ac.ug)