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FROM THE AMERICAN PEOPLE

## **Senegal Trip Report**

**June 13-27, 2014**

**Ntam Baharanyi, Henry Findlay and Youssouf Diabate**

**Tuskegee University**

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## **Purpose:**

Conduct and document a pilot exercise in community participatory curriculum development (CPCD) for the agroforestry program at Université Assane Seck de Ziguinchor (UASZ), with active participation from point people from other partner institutions in the Ziguinchor region in general, and through Lycée Technique Agricole Emile Bignona (LTAEB) stakeholders in particular. All the key aspects of stakeholder participation were to be videotaped for footage use in training modules to be developed.

## **Sites Visited:**

Mbour, Dakar, Ziguinchor, Bignona and Oussouye, Senegal

## **Description of Activities:**

-Finalized and shared plans for conducting the CPCD pilot exercise with representatives Daouda Ngom and Siré Sall of the agroforestry program at the Université Assane Seck de Ziguinchor (UASZ) and USAID ERA staff Fatou Gueye who were attending the USAID ERA and USAID Innovate gender workshop in M'bour, **June 16-19, 2014**

-Finalized implementation strategies and game plan with on-site representatives of the UASZ (Ziguinchor), LTAEB (Bignona) and Centre National de Formation de Techniciens en Eaûx et Forêts, Chasse et Parcs Nationaux (CNFTEFCPN or Centre Eaûx et Forêts) (Djibelor), **June 18-19, 2014**

-Conducted a dry-run exercise at Djibelor village on **June 19, 2014**

-Briefed and paid a courtesy visit to UASZ Rector on **June 20, 2014**

-Met with UASZ team (Daouda Ngom, Mohamed Charahabil, Siré Sall and others) to finalize the game plan, implementation strategies and specific roles for each planned visit

-Held an organizational meeting to take into account lessons learned for incorporation in the implementation game plan, with emphasis on interviewing techniques, use of the focus group method, key themes for questions (the farm/unit, previous dealings with ERA AETs, training needs, prospects for partnerships with AETs represented), need to have a variety of producers represented, note taking, and video documentation, etc., **June 21, 2014**

-Hired Karembenor, SARL, a student-based video business to tape the sessions

-Held a briefing meeting on **June 23, 2014** with LTAEB lead group and other participants to go over the game plan before deploying for the planned visits

-Visited and interviewed a producer in Bignona; held a focus group with the Groupe d'Interêt Economique (GIE) CLAIR in Bignona; and interviewed the Farm Kafesse in Bignona, **June 23, 2014**

-Held a debriefing meeting in the bus in the way back, with emphasis on asking questions that fit the themes developed and the need to take notes "word for word", if necessary, and by many, not only one designated note taker, **June 23, 2014**

-Held a briefing meeting on June 24, 2014 with LTAEB lead group and other participants to go over the game plan before deploying for the planned visits, **June 24, 2014**

-Visited and interviewed representatives of the Association des Planteurs et Apiculteurs de l'Arrondissement de Diouloulou (APAD) and COPEX-Sud in Bignona, **June 24, 2014**

-Held a debriefing meeting in the bus in the way back, with emphasis on asking questions that fit the themes developed and the need to take notes "word for word", if necessary, and by many, not only one designated note taker as part of the focus group method, **June 24, 2014**

-Held a briefing meeting on **June 25, 2014** with UASZ and LTAEB lead group and other participants to go over the game plan before deploying for the planned visits

-Visited and interviewed director of Centre de Promotion Agricole et Sociale (CPAS) de Diembereng (CPAS) in Oussouye, **June 25, 2014**

-Visited and interviewed mango producers in the Darou Salam village, **June 25, 2014**

**Initial findings** (as summarized by all AET participants on June 26, 2014):

-Training in competency needs/skills needed include: arboriculture, gardening, fight against fruit fly, use of pesticides, best agricultural practices (harvesting of mango, grafting...), fertilization, water management, crop maintenance, packaging of fruits, livestock technical productions, production of seeds, processing of fruit and vegetables, crop protection, new crop production techniques, management and accounting, human resources, marketing...

-“Strengthening” needs include: farm management and accounting, human resources, marketing, quality management, computer use, recycling, good agricultural practices, accounts management, etc.

-Extent of relationships with AETs: Hosting of AET of trainees/interns (Nialor, CLAIR, APAD, Kafesse, CPAS); Field visits by AET students: Kafesse, COPEX South, APAD; Darou Salam: not relations with institutions

-Major activities were videotaped and Karembenor, SARL will produce a video documenting the stakeholder participatory exercise and provide the raw materials to share with other technical editors and tape reviewers at TU, VT and ERA for further uses or editing.

### **Suggestions and Recommendations:**

Colleagues from ERA AETs ended the exercise saying that they had learned a lot and that they had never gone into the communities they served in this way. In addition to notes being assembled, there was good video documentation that will be the basis for an interesting short documentary of community participatory curriculum development exercise. Whereas Innovate has the video as its output, ERA will have a report (or three reports) from the three institutions who took part. The reports will be presented to the partners' respective ministries to support their plans for adapting to community priorities. A similar exercise is strongly recommended for next year in the other two regions where ERA AETs are located.

### **Key follow-up items include:**

Final input for the group report (Séckou \*, Ader, Ndèye Bineta, Dramé, Tandeng, Boubacar, Arfang, Maurice, Fatou): July 10) - OK

Report per institution (Sire/Mohamed, Séckou/Gomis, Allé/Diatta, Ntam, Fatou; August, date to be determined by the AETs)

Modules on CPCD and other decision support tools (Henry \*, Ntam, Youssouf, Fatou, etc.): update on first draft: July 11, 2014)

Registration on InnovATE CoP (Fatou, Ntam): right away

Video tapes shared with TU, VT and ERA (Youssouf, Ntam, TU tech people)

### **Trip Log** (activities by day)

\*Saturday, June 14, 2014. Arrived in Dakar, Senegal (Youssouf and Henry)

\*Monday, June 16, 2014. Travelled in M'bour, Senegal (Youssouf and Henry)

\*Tuesday, June 17, 2014. Met with UASZ Doauda Ngom and Siré Sall on CPCD

\*Wednesday, June 18, 2014. Arrived in Dakar (Ntam); met with UASZ and ERA PMU on CPCD

\*Thursday, June 19, 2014. Arrived in Ziguinchor; Met and conducted a try run exercise in Djibelor

\*Friday, June 20, 2014. Met with UASZ administration, faculty and agroforestry program

- \*Saturday, June 21, 2014. Held team meetings to finalize the game plan and logistics
- \*Monday, June 23, 2014. Conducted CPCD exercises at a farm in Nialor, GIE CLAIR, and Farm Kafesse (Bignona)
- \*Tuesday, June 24, 2104. Conducted CPCD exercises at APAD (Bignona) and COPLEX Sud (Bignona)
- \*Wednesday, June 25, 2014. Conducted CPCD exercises at CPAS (Oussouye) and with mango producers in Daou Salam (Ziguinchor)
- \*Thursday, June 26, 2014. Debriefing and strategic follow action plan sessions and travel back to Dakar (Ntam)
- \*Friday, June 27, 2014. Debriefing with USAID ERA Larry Vaughan and travel back to the US (Ntam)
- \*Saturday, June 28, 2014. Arrival back in the US (Ntam)

## Contacts Made and Key Participants

USAID/ERA - USAID/innovATE Community Participatory Curriculum Development Pilot Exercise Ziguinchor, June 18-26, 2014				
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### Appendices:

**Appendix 1: Agendas and Game Plan**

**Appendix 2: Notes Used**

## Agenda 1

<i>Date</i>	<i>Location</i>	<i>Activities</i>
<b>Tuesday- Wednesday</b> June 17-18	USA-Dakar	Travel to Dakar and preparation
<b>Wednesday</b> June 18	Dakar- Ziguinchor	Travel to Ziguinchor and local arrangements
<b>Thursday</b> June 19	Ziguinchor	Pilot Test of Participatory with Djibelor village
<b>Friday</b> June 20	Ziguinchor	Pilot Test of Participatory Methodology with faculty (UASZ, LTAEB)
<b>Saturday</b> June 21	Ziguinchor	Local arrangements
<b>Monday- Wednesday</b> June 23-25	Ziguinchor	On-site/Village-level interviews
<b>Thursday</b> June 26	Ziguinchor	Reporting and case study documentation Travel back to Dakar
<b>Friday</b> June 27	Dakar-USA	Debriefing at USAID-ERA Travel back to USA

## Agenda 2

<i>Date</i>	<i>Location</i>	<i>Team</i>	<i>Contact</i>
<b>Monday June 23</b> Morning Afternoon	Bignona GIE Nialor GIE Claire Kafess	(UASZ) Daouda, Siré, Ader, Ndour* LTAEB (Alé, Diatta, Diadhiou, Kabirou, Marthial) ERA-TU (Fatou, Ntam, Henry, Youssouf) CNFTEFCPN (Séckou Coly)	Bignona (LTAEB) Alé
<b>Tuesday June 24</b> Morning Afternoon	Bignona/Diouloulou Tachène Farm GIE APAD	(UASZ) Siré, Ader, Ndour*, ITC (Camera) LTAEB (Alé, Diatta, Diadhiou, Kabirou, Marthial) ERA-TU (Fatou, Ntam, Henry, Youssouf) CNFTEFCPN (Séckou Coly)	Bignona (LTAEB) Alé et Boubacar (APAD)
<b>Wednesday June 25</b> Morning Afternoon	Oussouye Darou Salam (12 km from Ziguinchor)	(UASZ) Siré, Mouhamed, Boubacar, Diouma* LTAEB (Ibou, Diatta, Diadhiou, Kabirou, Marthial) ERA-TU (Fatou, Ntam, Henry, Youssouf) CNFTEFCPN (Séckou Coly) ARD ? ANCAR ?	Oussouye (Siré) Darou Salam (Fatou)
<b>Thursday June 26</b> Morning	Ziguinchor (UASZ)	Synthèse : LTAEB, UASZ, CNFTEFCPN, ARD, ANCAR, ERA-TU	

## **Action Plan for the CPCD Sessions**

### **1. Makeup of the teams**

- (a) Number of participants per team: 4-6 for individuals, for groups 5-8
- (b) Assignment of team members (presenter, translator, reporter, photographer, etc.)
- (c) Duration per session: 90/120 minutes per group, 45/60 minutes per presenter

### **2. Presentation of team members**

Representatives of local institutions, USAID/ERA staff, ERA project partners, other stakeholders

### **3. Objectives of the trip**

- USAID is interested in improving what we teach our students so that we can better serve farmers and other producers in the communities in Senegal. We want to include these stakeholders in the planning process for developing agricultural education programs which better serve the needs of Senegal's future. USAID/ERA appreciates local knowledge of agriculture and therefore wants to hear your suggestions and comments.
- USAID/ERA needs to communicate with local producers of agricultural products as it develops a system for maintaining ongoing dialogue between producers and agricultural education and training institutions (AETRs).
- The goal of the session is to learn how to develop this rapport together with stakeholders.
- The key is not to talk about things such as access to land, fencing, fertilizer, etc.; rather, it is to discover what producers think the university, high school or forestry center should teach students for field training which is both practical and serves the local community. The information gleaned from this session will help both ERA and farmers plan how they can better serve the community. USAID/ERA is interested in getting targeted information for planning so that new graduates of universities and training centers will be better prepared to help Senegal in their work. By holding this dialogue, the project, its partners, and local communities all benefit.

Thus the primary objectives are:

- (1) Strengthen existing agricultural education programs
- (2) Develop a new training curriculum which emphasizes agricultural production, processing and marketing

### **4. Discussion topics**

Use interviews and focus groups to get the answers to the following questions (Follow up on responses as needed).

- \* Who are the farmers/producers/agriculture groups?



- \* What are the principal field crops, and how are they grown (activities, products used, timing, etc.)?
- \* What type of training have growers received (and by whom) in the last five years?
- \* Any other training that was necessary, but did not take place?
- \* What are challenges that could be solved by increasing training at local AETRs?

***5. Recording the sessions***

- \* Capture the principle ideas – verbatim if possible.
- \* Make 5 pdf copies to share with project partners.

## **Participatory Discussion of Senegalese Agricultural Education Programs**

Ntam Baharanyi, Henry Findlay, Youssouf Diabate

### **1. Who benefits from our agricultural education activities?**

- a. Ourselves
- b. Students
- c. Producers
- d. Communities
- e. Government

### **2. Participatory curriculum development (CPCD or EPPE in French)**

Participatory curriculum development, or CPCD, is designed to involve all stakeholders in the decisions about what is taught in schools, research institutes, extension agencies, etc.

Two factors are important in this capacity: encouraging all relevant parties to participate, and engaging the players in developing new education programs

#### **2.1. Participation**

All stakeholders should be included in the process of developing a training curriculum including:

**Internal Actors:** Students, Teachers, Department Heads, Deans, University Rectors

**External Actors:** Parents and Family of Students; Farmers; Extension Agents; Government Departments or Ministries for Education, Agriculture, etc.; Local Community Members

It is important to balance the discussion power of these discussion group so that experts or members in positions of authority do not dominate discussions. The process should include the opinion of all actors and represent a bottom-up, NOT a top-down, approach.

#### **2.2. Developing a Teaching Program**

Developing new teaching programs takes one of two paths:

- Adapt an existing program to fulfil future needs
- Create a new program entirely from scratch

The process may be formal or informal.

#### **Formal Instruction**

Formal agricultural education tends to be:

- Impersonal

- Closed admittance
- Targeted towards young people
- Selective in accepting potential students
- Preparatory (for university or standardized tests)
- Fixed time periods for training; compartmentalized
- Institutionalized and oriented toward a specific sector
- Defines its own value in terms of academic standards

### **Informal Instruction**

Informal education is characterized by the following:

- Individualized
- Open to all ages but principally oriented towards adults
- Intended for immediate implementation
- Content is fluid and developed on the fly
- Often open in accepting potential students
- Offered in diverse settings, frequently not institutionalized
- Continuous, without fixed terms of class
- Derives its value through positive field results

### **Types of changes desired in teaching, and how these relate to one-another:**

Theoretical Knowledge

Practical Understanding

Specific Skills and Expertise

New Attitudes and Approaches

12. *Providing an effective learning environment is a crucial factor in the teaching / learning process. It is by this criterion that all teaching and learning must be judged. Effective learning experiences are those which result in the maximum desired behavior changes in the learner. Actual experience involves more than simply getting into position to learn. (Leagan 1971).*

13. It is very important in all targeted training measures to take into account the experiences which students have already acquired and the learning styles which they prefer

14. Potential places to target: Stakeholders in the Ziguinchor Region (UASZ, LTAEB, CNFTEFCPN) who are involved in FtF crops (corn, millet, rice, sorghum, etc.)

15. The goal is to create a structure, process, and mechanisms for change through which learning will take place

## 16. Methods for working with training groups and personnel

1. Personal communication with individuals using a questionnaire or more open survey technique. The key points are then collected in a summary document.
2. Organization of workshops, either on site or elsewhere
3. The Accelerated Method for Participative Research or participatory learning action
4. Group evaluation of previous results

## 17 Training Needs Assessment (TNA)

The needs assessment will allow the facilitator to have a better knowledge of farmers' management practices and constraints which must be addressed in the teaching program.

Information to be collected from farmers for assessing training needs:

1. Name of the Farmer:
2. Address / Village
3. Size of the Field
4. What varieties are cultivated
5. Uses Slash and Burn? Yes  No
6. Tools used for field preparation (Plow, Rake, Shovel, Level, etc.)
7. Date of sowing
8. Spacing (both for planting and thinning)
9. Fertilizer (Type, Quantity, Regime)
10. Weeds and herbicides
11. Harvest and yields
12. Post-Processing
13. Phytosanitary aspects
14. Proportion of crop sold and market identification
15. Business and entrepreneurship side of the operation
16. Training Needs:
  - a. Current relationships with educational structures
  - b. Primary training required on the site
  - c. Prospects for forging a partnership for agriculture training