



Integrating Experiential Learning into Curriculum: Experiences from Sokoine University of Agriculture

**Parallel Event: Positive Youth Development and
Experiential Learning in University Outreach**

Carolynne I. Nombo

Context -1



SUA's vision:

- **To be a leading university in the provision of quality knowledge and skills in Agriculture and allied sciences**
- **Training programs**
 - **35 undergraduate Programs, 80% direct entrants**
 - **50 Master programs**
 - **PhD**

Context-2



- **Emphasis on youth engagement in Ag.**
- **No background in Ag. or negative perception**
- **Real experience of the field**
- **Become farmers themselves or assisting farmers**
- **Experiential learning becomes crucial**
- **Thrust on learning by doing**

Means

On-campus training



Outside Campus





On campus

- **Curriculum are designed to maximize learning**
- **In classes - Work/study assignments, Case studies and seminar presentation**
- **Laboratories and demonstration plots**
- **Field visits e.g. Using PRA tools, participatory variety selection**
- **Challenge: Large classes and limited Resources**



Extra curricula activities

- **Clubs**
 - **Rural Development Volunteers**
 - **Gender Club**
 - **Environmental Club**
- **Usually mentored by academic staff**
- **Hands-on learning and leadership responsibilities**





Off-campus

- **Field placements for 5-8 weeks for undergraduate and diploma programs**
- **Field attachment – Vet. medicine program for 15 weeks**
- **Mostly supported financially by the Government**
- **MOU with institutions such as NGOs, Prisons, etc**





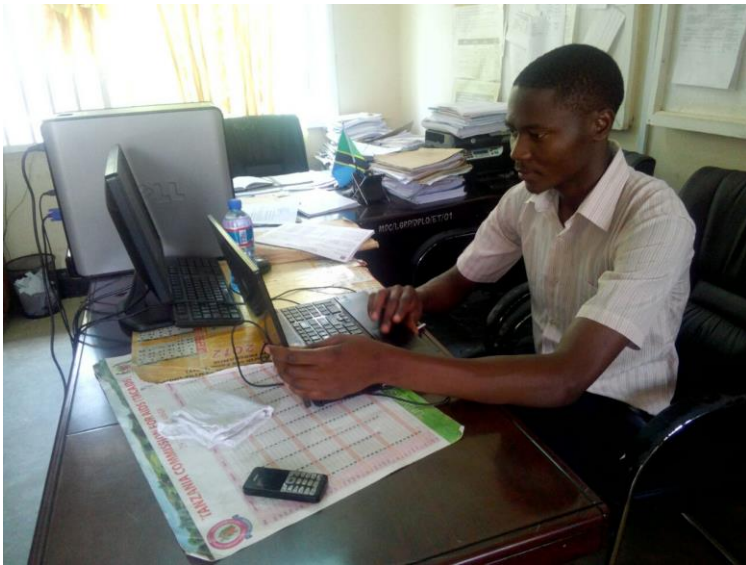
Objectives of FPT-2

- **Learn aspects of human relations and recognize personnel issue in the field**
- **Opportunity for potential employers and other stakeholders to assess our students**
- **Create a foundation and opportunities for employment in public and private sectors**



Objectives of FPT-1

- Interpret and translate various theoretical and analytical aspect of classroom study into actual practice in field
- Expose students to concrete production and service delivery activities on the field
- Acquit students with working environments and enable them appreciate constraints in agricultural production and service delivery





On station -1

- **Supervisor/mentor**
 - Prepare a suitable training program for the students,
 - Assist the student in carrying out the proposed program
 - Examine and sign student's reports and logbooks once a week
- **Student general assessment in terms of their performance and interpersonal skills**



On station-2

- **Visit by SUA supervisor**
 - **One-on-one oral assessments with the student on her learning**
 - **Oral interview with station mentor on student's work performance**
 - **Opportunity to get feedback on the skills needed by employers**
- **Marking technical report of the student – As a result of student reflection**
- **Graded as PASS/FAILURE**



Challenge

- **Getting less relevant places - lack adequate material and human resources for proper student learning and exposure**



Internship

- **Agribusiness Graduates**
 - **MOU with Israel Institutions to host graduates up to 1 year**
 - **Interact with universities at least once/week**
 - **Graduate with Diploma**



School Visits

- **Encourage students to take science and related subjects**
- **Some 2-3 hours interactions with students**
- **Help students explore career in order to make informed educational and career decisions**
- **Help students make connections their personal career goals and learn to plan for secondary school success**
- **There is a increased shift in students interest in taking sciences**

Visiting schools



Students hosted at SUA





Summary

- **Experiential Learning brings the university closer to the community**
- **Exposes students to field realities**
- **Make youth appreciate Ag. hence changed perception**

Thank you for your attention

