

Conversation Space Discussion

TVET – Curriculum Development

Team members

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Recommendations for the Agriculture TVET Curriculum Development Process

1. Define who the curriculum target users are
2. Plan a stakeholder needs assessment
 - a. Identify key stakeholders
 - b. Create data collection instrument(s) and methodologies
 - i. Questionnaire
 - ii. Focus Groups
 - iii. Interviews
 - iv. Workshops
3. Conduct the assessment
4. Utilize assessment data to develop intended curricular outcomes which include technical content and soft skills relevant to the intended focus area
5. Determine the format and duration of delivery for the intended curriculum
6. Form the curriculum development team with careful consideration of:
 - a. Political, practitioner and cultural needs
 - b. Providing balance of content expertise with curriculum development and pedagogical expertise
7. Write the curriculum – this is not a process to be rushed!
8. Conduct training for educators who will implement the curriculum
 - a. Consider mechanism for Quality Control and Accreditation when applicable
9. Pilot test the curriculum
10. Fully implement the curriculum
11. Monitor curriculum implementation and collect educator, student and stakeholder feedback for the purposes of curriculum evaluation/impact measurement.
12. Plan and conduct regular review of the curriculum with planned revisions on a pre-determined frequency

Challenges with Agricultural TVET Curriculum Development in Developing Nation Contexts

(presented in random order)

1. Securing necessary instructional equipment and resources to effectively implement curriculum
2. Engaging busy teachers in the curriculum development process
3. Risk of competing content interests on a multi-disciplinary team may lead to lack of curriculum focus/purpose
4. Lack of measurable standards at the national or regional level
 - a. Non-existent accrediting agencies
 - b. Who is responsible for quality assurance/standardization when multiple institutions (both public and private) offer similar curriculum/training
5. Shortage of available time and funds to develop effective curriculum with the appropriate stakeholder involvement in the process
6. Identifying qualified educators
7. Retaining qualified educators who have received curriculum and training on curriculum implementation
8. Who has the mandate to initiate the curriculum development process at a multi-institutional level?
9. Potential for conflict between governmental entities, among institutions, between potential public and private partners resulting from lack of a clear mandate for any of the aforementioned entities to initiate the process
10. Governmental agencies who prefer to play a larger role than is beneficial leading to dictating process/procedure and implementation rather than simply regulating
11. Lack of repercussions of poor curriculum (there are always consequences but are there penalties for delivering an inferior curricular product?)
12. Difficulty in identifying curriculum development expertise as part of the team
13. “Walking the Talk” investing the time and resources necessary to do great work
14. Lack of political will to “own” the process
15. Conflicting interests of development agencies and end-user needs
16. Conflicting internal interests among educational and institutions involved as well as between educational institutions and political institutions
17. Curriculum coordination across educational levels for seamless integration as opposed to overlaps or gaps from one level to the next
18. Lack of focus on the needs of the life-long learner