



Mobilizing Regional Capacity Initiative (MRCI) Project Number, 326

Experiential Learning Validation Workshop Report



Bamako, Mali
20th to 21st May, 2011

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Summary

A workshop was carried out in Bamako Mali from the 20th to 21st May to validate findings from studies carried out in The Gambia, Senegal, Mali, Burkina Faso, Niger, Benin, Ghana, Nigeria and Cameroon to determine the level and extent of integration of experiential learning in tertiary agricultural institutions. In total, 23 participants from these nine countries participated in the workshop. Additionally, three participants from Malawi (Afri-fishnet), Bioversity International and ICRA participated to share experiences on experiential learning.

The workshop process included highlighting workshop objectives, defining key experiential learning concepts, presentation of country reports, discussions on country reports, experiences from other programmes on experiential learning, group work on lessons learnt, constraints and opportunities on integrating experiential learning, what institutions need to do to integrate experiential learning and the way forward.

Results from country presentations showed that although some experiential learning was taking place in the institutions, the extent was still too low. This was compounded by the fact that lecturers had received very little training if any on experiential learning and there was no adequate human resource capacity to promote the mode of curriculum delivery. The institutional policies were also hampering integration of experiential learning as there was no recognition of lecturers who endeavored to integrate this mode of curriculum delivery. There was however, a huge amount of goodwill from institutional leaders, lecturers, farmers and students, who all agreed on the importance of experiential learning. It is one sure way in which graduating students will be able to understand the dynamics of rural development.

The major constraints currently on integrating experiential learning include inadequate human resources, financial resources and absence of policy framework for recognition of the new paradigm. The involvement of ANAFE in the CAADP process and the real rewards in contextualizing learning and opportunity for lecturers and students to carry out relevant research with communities are opportunities to implementing experiential learning.

Institutions should endeavor to involve farmers and the private sector in the curricula delivery, regularly review curricula involving major stakeholders, build win-win partnerships with farmers and the private sector and develop policy incentives to encourage the institutionalization of experiential learning. The results were validated recognizing that the findings were a true reflection of what existed in the training institutions. Two Deputy Vice Chancellors, Director of a training institution and a farmer coordinator were among those who proposed and seconded the adoption of the findings.

In general for the way forward, participants felt that these results need to be widely shared across all institutions in sub-Saharan Africa; in the current reforms for the License-Masters-Doctorate (LMD) in West Africa, experiential learning needs to be taken on board. Various platforms should be used to raise awareness on the need to integrate experiential learning in training institutions. Finally prototype courses need to be developed and shared across institutions so that the mode of training can easily be scaled up.

Acknowledgements

This validation workshop was held through the generous support of the Association of African Universities (AAU) for which we are very grateful. We also thank the local organizing committee headed by Prof. Fafre Samake of the Institut Polytechnique Rural de Formation et de Recherche Appliquée (IPR/IFRA), Mali. We also thank the institutions which sent participants to the validation workshop. This reflects the importance they attach to the need to integrate Experiential Learning in the curriculum. We envisage scaling up Experiential Learning Training activities to other regions in Sub-Saharan Africa.

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Acronyms and Abbreviations

AAU	Association of African Universities
AHT	Africa Humid Tropics
ANAPE	African Network for Agriculture, Agroforestry and Natural Resources Education
CAADP	The Comprehensive Africa Agricultural Development Programme
ECA	East and Central Africa
FAO	Food and Agriculture Organization of the United Nations
FARA	Forum for Agricultural Research in Africa
GCHERA	Global Consortium of Higher Education and Research for Agriculture
GDP	Gross Domestic Product
ICRA	International Centre for Development Oriented Research in Agriculture
ICRAF	The World Agroforestry Centre
IFS	International Foundation for Science
IPR/IFRA	Institut Polytechnique Rural de Formation et de Recherche Applique, Mali
LMD	License-Masters-Doctorate
NGO	Non Governmental Organizations
RAFT	Regional Agricultural Forum for Training
SA	Southern Africa

Introduction

Tertiary agricultural education training in sub-Saharan Africa (SSA) has come under concerted criticism that it is not delivering in producing graduates that are able to work with communities. This has been identified as one of the major hindrances to making smallholder agriculture perform. Agricultural productivity in Africa has stagnated and it is the only continent where hunger and poverty are projected to get worse in the 2020s. Integrating experiential learning in course delivery is the only way that can ensure preparedness of graduating students to work with communities as they will better understand the dynamics of rural development. This will also be in line with the university reforms going on particularly in West and Central Africa.

“Experiential learning” by definition is: *“a credit-bearing, educational experience in which students participate in an organized service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility”*. The central reference point for discussion of experiential learning comes from the work of Kolb and Fry (1975) as depicted in figure 1. This consists of four elements, namely [1] Concrete experience, [2] Observation and reflection, [3] formation of abstract concepts and [4] testing in new situations.

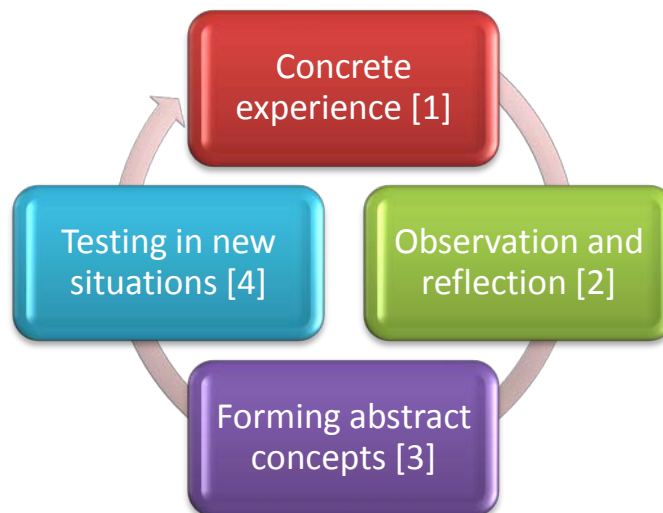


Figure 1. Model of experiential learning (Kolb and Fry, 1975)

The learning cycle can begin at any one of the four points highlighted though the cycle should be taken as a continuous spiral. Two critical aspects which stand out are: 1. The use of concrete experience to test ideas and 2. The use of feedback to change practices and theories. The emphasis has been that the experience is largely obtained within the community.

This workshop was carried out to validate studies carried out in nine West African country institutions in Senegal, Niger, Mali, Burkina Faso, Benin, Ghana, The Gambia, Nigeria and Cameroon. The studies were carried out to determine the level and extent of integration of experiential learning in tertiary agricultural education institutions in the Sahel and Africa Humid Tropics regions. Participants to the workshop were invited from all the nine participating countries.

Participation

This validation workshop was carried out in Bamako Mali from the 20th to the 21st of May, 2011. In total, 23 participants coming from Universities and colleges (Lecturers, Deans, Directors and Deputy Vice Chancellors), took part in the validation workshop. These were drawn from Nigeria, Mali, Burkina Faso, Niger, Senegal, Cameroon, Benin, The Gambia, Ghana and Kenya. Three other representatives from Malawi (Coordinator of Afri-fishnet), International Centre for Development Oriented Research in Agriculture (ICRA) and Bioversity International were invited to share their experiences in experiential learning.

Workshop Process

The validation workshop lasted for two days (See Programme in Appendix). The programme was structured to cover the following areas:

- Workshop objectives
- Key Experiential Learning concepts
- Country reports
- Discussion on country reports
- Experiences from other programmes on experiential learning
- Group work on aspects of existing Knowledge, Integration, Management and Capacity of experiential learning in institutions
- Plenary discussion on what institutions need to do to integrate experiential learning in tertiary agricultural education and policy recommendations
- Validation and Way forward

Opening Session

Dr. Marie Louise Avana Tientcheu (University of Dschang, Cameroon), the Vice Board Chair of ANAFE welcomed all participants to the meeting on behalf of the ANAFE Board. She highlighted to the participants on the importance of Experiential Learning and thanked the Association of African Universities (AAU) for having supported this work. She also thanked all participants for having taken time to attend this important workshop. Finally she thanked the Executive Secretary of ANAFE for having organized this workshop and wished all participants fruitful deliberations over the two days.



Prof Fafre Samake, the Director General of the Institut Polytechnique Rural de Formation et de Recherche Appliquée (IPR/IFRA), Mali opened the workshop on behalf of the Minister of Education of Mali who was supposed to have attended the meeting. He thanked the organizers for having chosen Bamako, Mali as the venue of the validation workshop on experiential learning. He noted that experiential learning was in line with policy recommendations of the government of Mali in tertiary agricultural education. He was therefore very happy to be associated with the meeting and was looking forward to having the workshop recommendations which he will share with the Minister of Education. He then led the participants in self-introductions before declaring the workshop open. The list of participants is shown in participants list in the appendix.

Workshop Objectives

Dr. Sebastian Chakeredza, the ANAFE Network Manager made a presentation giving firstly a background to ANAFE, secondly an overview of the Experiential Learning Project and thirdly, the objectives of the validation workshop.

He informed participants that ANAFE was established in 1993 by 29 institutions. The objective then was on integrating Agroforestry into tertiary agricultural education curricula. Since 2003 however, the mandate has expanded to cover agriculture, agroforestry and natural resources management training. ANAFE currently covers the whole of SSA with chapters in southern Africa (SA), East and Central Africa (ECA), Africa Humid Tropics (AHT) and the Sahel regions. ANAFE also works through partners like Forum for Agricultural Research in Africa (FARA), Food and Agriculture Organization of the United Nations (FAO), World Agroforestry Centre (ICRAF), Association of African Universities (AAU) and International Foundation of Science (IFS).

The Experiential learning project was developed given the shortcomings in graduates currently being produced. It is generally acknowledged that these graduates are not able to work with communities in agricultural development activities. Experiential learning would equip them with the necessary skills to better understand and contribute to the dynamics of rural development. The four objectives of the experiential learning project are:

1. Determine the level and extent of integration of experiential learning in tertiary agricultural institutions in the Sahel and AHT
2. Build capacity of lecturers in tertiary agricultural education institutions in the practice of experiential training
3. Scale-up best-practices in experiential learning to SSA tertiary agricultural institutions and
4. Engage policy makers on the need to integrate experiential learning in tertiary agricultural institutions

Under objective 1, studies were carried out in The Gambia, Senegal, Mali, Burkina Faso, Niger, Benin, Ghana, Nigeria and Cameroon. Consultants engaged in these countries would present their findings which will be validated. In the validation process, effort will be made to seek additional information on common constraints and opportunities in experiential learning. The main questions therefore for the validation workshop were:

1. Are the results representing what is on the ground?
2. What issues are missing?
3. What further information can be added?

Following Dr. Chakeredza's presentation, the Chair invited comments. The Chair noted that we needed to develop strategies for incorporating experiential learning. Participants wanted to know why ANAFE was focusing on tertiary level alone and not basic education. It was noted that at the time of establishment of ANAFE the mandate was to focus on tertiary level training. However, of recent, projects were being carried out at basic and secondary school levels promoting Farmers of the Future and Farmer Learning Resource Centres.

Key experiential Learning concepts

The Trainer, Dr. Nour Eddine Sellamna from the International Centre for Development Oriented Research in Agriculture (ICRA) made a brief presentation on the key concepts of experiential learning. Dr. Sellamna noted that we needed to look at learning first before we consider experiential learning. Learning involves three stages:



Dr Nour Sellamna, Trainer on Experiential Learning (ICRA, France)

1. Getting information that forms data which is given to recipients
2. Experience and reflection on information. This information is then translated to knowledge.
3. Application of knowledge to enhance behavior change

In order to transform information into knowledge there is a need to have reflective capacity. In the past, training was easier because the trainer had mastery of all knowledge which was transferred to students. Currently, knowledge sources are diversified. The trainer therefore mobilizes knowledge of everybody. Experiential learning is not a method but a theory on how people learn. Americans coin the term “Problem Based Learning”. Others advocate for “Case Based studies”, “Project Based Learning” and “Discovery and Action Research Learning”.

Dr. Sellamna noted that, experiential learning is characterized by the following:

1. It is learner and not teacher centred
2. It focuses on developing practical competency
3. It is a group driven with diversified sources of information
4. It has a facilitator to guide the process and
5. It is pegged on adult learning model where people develop a need for an experience

Comments/Questions and Responses from Dr Sellamna presentation

- Q. We have been exposed to a practical approach to teaching and learning that involves financial commitments. Has there been a cost analysis to the approach?
- A. On the cost of learning, there is no clear cost basis which has been derived. Certainly there are costs to be factored, but this has to be within the normal learning methods.
- Q. At what point can we verify that the students have learnt experientially and not just got knowledge. We need to get a clear difference of the different approaches such as discovery approach.
- A. We know that people have learnt new knowledge through the practice that we have
- Q. Experience needs to be based on facts, when are they raised. If there are difficulties in the tests, how do we include them?
- A. The test of new situations is a temporary conceptualization and adaptation is vital

Participants felt the need to discuss further on knowledge, skill and competencies

Country Reports

Benin—Dr. Achille Assogbadjo

Dr. Assogbadjo gave an overview of agricultural production and contribution to the Gross Domestic Product (GDP) of Benin. Food insecurity and degradation of natural resources characterize the operational environment. There is a reduction of support to Higher Education. There is a need to forge new partnerships between education actors at different levels.



A total of 60 % of the lecturers interviewed were aware of experiential learning. Less than 10 % of students acknowledged its use in the training programme. A total of 60 % of farmers had a link with researchers. Academic staff admitted the inadequacy of application of experiential learning citing poor coordination of the concept. From Lecturers standpoint, experiential learning entailed more on field visits, internship and field activities with farmers. There is a need for retooling lecturers on experiential learning.



Burkina Faso—Dr. Rasmata Bakyono

Results from Burkina Faso showed that, 54.5 % of the institutional leaders and 55 % of the lecturers understood the concepts of experiential learning. However, experiential learning is poorly institutionalized. The leaders and lecturers appreciated that experiential learning was a better training model but could not be widely applied due to cost implications. There was a need for ANAFE to develop a manual on experiential learning.

Cameroon—Prof. Florence Fonteh

From Cameroon, results showed that graduates were not adequately trained to work on practical aspects of agriculture. Universities had less understanding of experiential learning (44 %) compared to colleges (80 %). Institutions did not have a structured way of rewarding lecturers who were integrating experiential learning in their courses. Most lecturers got training on experiential learning from seminars and would want to have projects with communities. However, they noted that the linkage between the institutions and farmers is poor. The institutions felt the need for more research, enhanced contact and resource mobilization to implement experiential learning widely.



The Gambia—Mr. Nyada Yobah Baldeh

In The Gambia, Mr. Nyada Yobah Baldeh noted that some institutions had gone as far as setting up an office on experiential learning. Institutions noted that experiential learning had benefits for both students and staff. Students also acknowledged the need to have experiential learning. It could be helpful if a model course could be developed on experiential learning which then could be used to train other lecturers. Currently, lecturers only get in-house training on experiential learning. More resources, it was felt, needed to be devoted to support experiential learning.



Ghana—Prof. I.K. Asante

In Ghana, 83.3 % of the respondents were well versed with the theory and practice of

experiential learning. Therefore knowledge is not the problem, but implementation is. Forty per cent of the respondents acquired the knowledge in schools. A majority of the institutions did not have a specific office to coordinate aspects of experiential learning. There is a need to seek adequate resources to champion the implementation of experiential learning. Working in partnerships could also help the implementation.

A number of lecturers also noted that to implement experiential learning would require more time than what is currently available during the semester.



Mali—Prof. Mahamoudou Famanta

In Mali, 23 % of the students admitted that they knew about experiential learning while 63 % of the lecturers knew about it. The lecturers highlighted that farmers and the private sector needed to be involved in experiential learning. The lecturers support experiential learning and see its importance in the training programme. However, students need to embrace the concept.

Nigeria—Dr. Marie Louise Avana Tientcheu

Dr. Marie Louise Avana Tientcheu also highlighted the place of agricultural production in the Nigerian economy. Agriculture contributes 41 % to the GDP of Nigeria. Among the institutions surveyed, 78 % of the administrative staff knew about experiential learning and 93 % of the lecturers also said they knew about experiential learning. Largely, lecturers are involved in experiential training through research. The lecturers need to be retooled in the theory and practice of experiential training.



The lecturers felt the need to strengthen the practice of experiential learning in the institutions. ANAFE was requested to carry out an inventory on institutions so as to share prototype models on experiential learning and scale up the study.

Niger—Dr. Adamou Amoukou

Dr. Amoukou gave an overview of Niger agricultural production activities. He noted that Niger is largely dry. It has a population of 14.3 million people. From his findings, 92 % of the respondents were well versed with experiential learning. Most activities in this domain involved laboratory work while working with communities was not emphasized. There were also no incentives given to lecturers to encourage them to integrate experiential learning. Types of experiential learning included work on school farms, research and field trips. The relationship between the institutions and communities were not strong.



Senegal—Dr. Mame Samba Mbaye

Results from Senegal showed that experiential learning was well developed in the country. There was a coordinating structure for experiential learning in some institutions, while it was lacking in others. Experiential learning was found to be beneficial to students, lecturers and farmers. In the reforms for the License-Master-Doctorate (LMD) that have been initiated, there is a need to integrate experiential learning.



Constraints to experiential learning included financial and human resources. The types of internship currently being practiced include paid internships, field trips and class sessions. Lecturers however needed to be motivated to implement experiential learning. Farmers are keen to be involved in experiential learning.

General Comments and questions on the Country Reports

- From the country reports, it was clear that there is some experiential training taking place in the institutions, however the extent was low and this needed to be improved
- There is a need to look at retooling lecturers as they were not trained in this pedagogical practice in their training programmes.
- In integrating experiential learning, we need to be aware that our students will have to compete globally. So the mode of experiential learning should be to reinforce what is

being learnt in class and not to make technicians of everyone who is trained. Students at university need to have an in-depth analysis of the subject matter.

- There is a need to develop a strategy on what our educational institutions need to do to take up these recommendations and also synthesize the individual country reports into a regional synthesis report.
- There is also a need to set up incubators where graduating students can get further hands-on training in enterprises of their choice.
- Experiential learning needs to be made attractive for students and loans availed for graduating students to set up enterprises
- There is a need to involve policy makers and ensure that within the institutional framework for promoting lecturers, experiential learning is taken on-board
- Higher Education should be more proactive in raising resources and not just depend on the exchequer if aspects of experiential learning are to be taken on board.
- There is a need to look seriously into the infrastructure of experiential learning involving such institutions as the extension services and the private sector
- The Distance learning programmes need to be factored into the whole matrix of experiential learning.
- There is a need to share best-practices/prototypes on experiential learning across SSA

No	Question	Response
1	We did not get mention of the reforms that have been instituted in making university education link with community development?	The reforms under LMD was not mentioned but was factored. LMD seeks to enhance EL, but it was not factored upfront as we need to see what is happening before suggesting recommendations where strengthening of LMD will come in
2	In Benin, we need to get more light on perception of lecturers	The Student representation in the survey was higher than that of lecturers as they were more cooperative.
3	The samples we do not see companies/private sector as they are missing in the sample	Training is more than education hence we need to look at learning domains to be addressed - knowledge, skills and attitude.

Group Discussions



Group discussions followed the format presented in Figure 2. Participants reflected on the lessons they had learnt and constraints from the country reports as pertaining to current state of knowledge, integration, management and capacity for experiential learning in the Sahel and AHT regions.

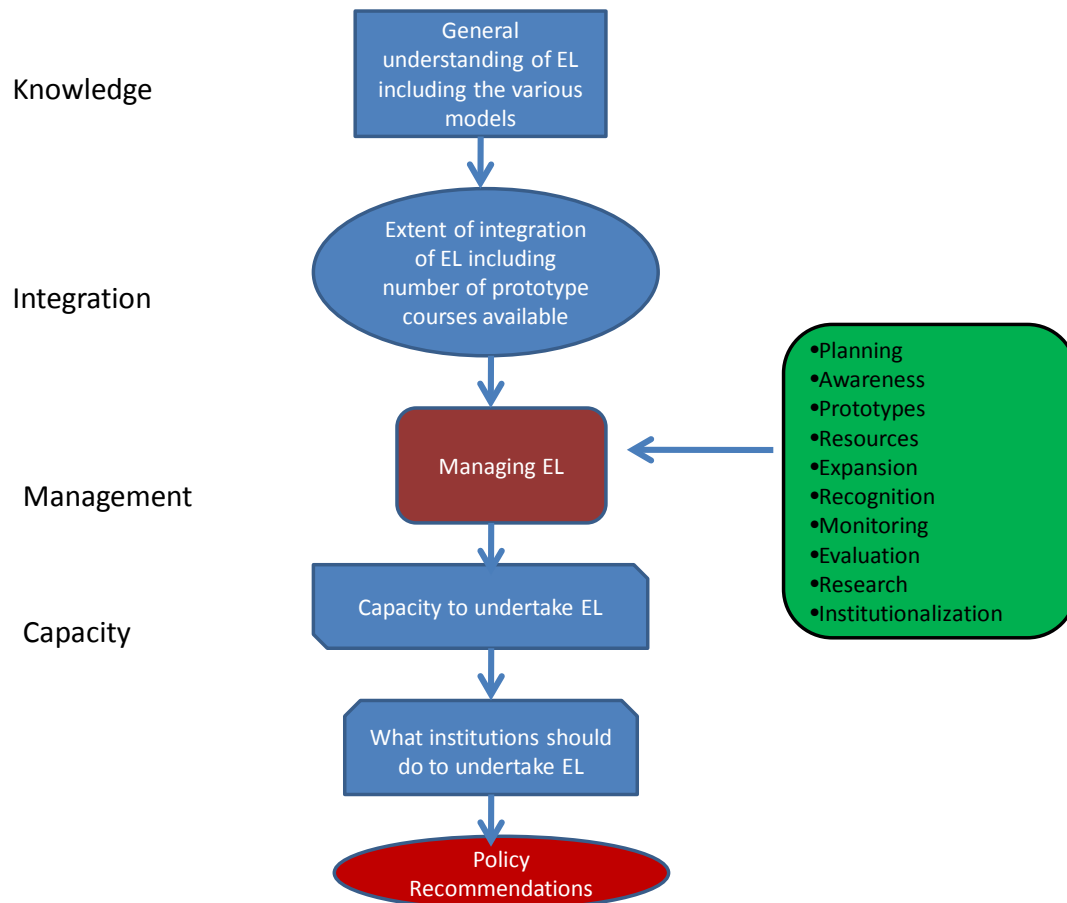


Figure 2. Flow diagram for group work reflection on lessons and constraints to knowledge, integration, management and capacity for experiential learning

Lessons Learnt, constraints and opportunities to integration of experiential learning

The Lessons learnt and constraints to integration of experiential learning are summarized across all groups as follows:

Lessons Learnt:

- There is weak institutionalization of experiential learning and there are few success stories and therefore poor tools to serve as models for scaling-up
- There is limited coordination of experiential learning within institutions. There is a need for an office in the universities to coordinate these activities.

- There is a need to differentiate the integration of experiential learning between Anglophone and Francophone systems to get better insights on potential for integration
- Capacity of institutions to enhance experiential learning is low due to low human resources and financial resources. However, technical colleges tended to have better integration of experiential learning.
- There is a need to raise awareness among policy makers on the importance of experiential learning
- There is a need to develop and share prototypes on models of experiential learning
- Although some institutions have farms, there is no clear structure on how these can be used to enhance experiential learning
- There is a need to value farmer innovation and research work
- There are institutions within the Sahel and AHT regions which have made significant progress in experiential learning. These can be used to bring others on board the methodology.

Constraints:

- The human resource base of trainers with knowledge on experiential learning is still limited.
- It is not easy to change from old to newer methods of curricula delivery. Key levers need to be identified which can be used to bring about the necessary changes.
- There is weak relationship among educational institutions, extension services and farmers
- There are no readily available prototype courses on experiential learning available

Opportunities

- Educational reforms such as the LMD currently being carried out can be used to integrated experiential learning in the curriculum
- Integration of experiential learning offers an opportunity for relevant research and contextualized teaching
- The ANAFE ES will use the meeting of the AAU VCs in Cape Town to push the agenda for experiential learning forward
- The involvement of ANAFE in CAADP under the capacity building theme is opportune. This is a platform which can be used to push the agenda for experiential learning forward
- Bioversity's diversity field fora, Malawi's example under Afri-fishnet, and further examples from ICRA can be used as examples on how to integrate experiential learning.
- The interdisciplinarity of experiential learning is a significant advantage. Farmers' problems will be looked at in a holistic manner.
- In the application of experiential learning, there is an opportunity of looking at the whole value chain approach

Further group discussions considered the following questions:

1. How can student learning be improved. What will be the responsibilities of the lecturers?
2. What changes are necessary at the University to embrace the new teaching paradigm? Can this be synergized with the LMD reform?
3. What partnerships are needed to support Experiential Learning?
4. What recommendations can you give to policy makers?

The Summary of the responses across groups are presented in Table 1.

Table 1. Summary on policy recommendations and measures to undertake to improve student learning

No	Question	Responses
1	How can student learning be improved. What will be the responsibilities of the lecturers?	<ul style="list-style-type: none"> • Introduce new technologies of communication technologies using video-link such as has been used in aviation • Enhance teleconferencing • Develop pedagogical skills • Professionalization of training • Contextualize teaching • Enhance practical involvement • Use community plots for demonstration • Organize workshops and training • Enhance demand driven projects • Farmers need to be invited to offer tutorials on experiences • Design courses for farmers on new technologies • Incentives for farmers needed • A feedback mechanism needs to be put in place • University to respect cultural norms of the community • Farmers to develop needs and suggest to universities • Have joint identification of development challenges • Jointly elaborate activities to be undertaken by students • Group learning through workshops and multidisciplinary teams of students • Respect indigenous knowledge systems • Students to respect institutional code of conduct • Farmers need to commit time to work with students • Institutions to provide resources for farmers and students • Students need to optimize the learning process provided

2	What changes are necessary at the University to embrace the new teaching paradigm? Can this be synergized with the LMD reform?	<ul style="list-style-type: none"> • The university needs to help in problem identification and build capacity of communities to solve them • Partnerships need to be built with all the actors Include the EL concept in curricula • Enhance coordination of experiential learning within institutions • Review of curricula needed • University reward system should recognize experiential learning • On LMD synergy, there is need for higher sensitization on EL
3	What partnerships are needed to support Experiential Learning?	<ul style="list-style-type: none"> • Under ethics and responsibilities, we need a partnership that is equitable and transparent • Partnership with NGOs and other actors • Between university and development partners • University and farmer organizations • Engagement with private sector where they have vested interests
4	What recommendations can you give to policy makers?	<ul style="list-style-type: none"> • Recognition by policy agents such as CAMES • We need to enhance inter-disciplinarity • Develop policy incentives for action • Harmonize policy implementation structure • Training support • Training policies developed and reviewed • Budgetary allocation for training to be increased • Develop a conducive environment for strategic partnership such as tax incentives • Infrastructure development • Provide efficient extension services

Validation

The results were validated by the participants. One person proposed and was seconded by three other people to validate the results. The persons including their comments are presented in Table 2.

Table 2. Validation Comments

No	Name	Position	Comment
1	Prof. Brice	Deputy Vice Chancellor Abomey Calavi University, Benin	<i>"I agree with the findings from these studies and taking into account the discussions we have had. As learning is a continuous process experiential learning has potential of developing new learning approaches"</i>
2	Prof. Fafre Samake	Director General IPR/IFR, Mali	<i>"We have experiential learning going on all the time and we are in a dynamic system and generation of innovations is vital for which this study provides results to"</i>
3	Marie Adams	Farmer Coordinator, The Gambia	<i>"Having listened to the presentations, experiential learning stands as a key intervention to improve the livelihoods of farmers that I represent".</i>
4	Prof Nacro Hassan Bismarck	Deputy Vice Chancellor, Bobo Dioulasso University, Burkina Faso	<i>"The quality of the analysis is good and the ANAFE methodology was adhered to hence we agree with the results".</i>

Way forward

A number of key steps were agreed upon by the participants and the consultants as the way forward:

Participant	Way forward
Prof B. Sinsin	There is a need for the establishment of a desk for experiential learning at each university
Prof E. Kaunda	There is a need for ANAFE and other partners to hold a workshop under the LMD reforms to have experiential learning to be translated to at least 16 Francophone universities. Anglophone universities should also be included.
Prof F. Samake	ANAFE should develop a policy brief and share with decision makers
Prof J. Nanema	In the meeting for VCs in Cape Town, we need a communiqué to give them
Prof B. Sambou	Each country should organize a meeting to share experiences with others to give emphasis to decisions made at this workshop
Prof N. H. Bismarck	The Sahel RAFT needs to develop a strategy for taking experiential learning into member organizations
Prof. L. Zongo	Farmers organizations need to develop ways of sharing results with students to learn from

Prof. M. Sanwidi	There is a management Board on 25 th of May and he will give a report of the 2 days meeting and bring Confederation Paysanne du Faso (CPF) to better involvement in the process.
Ms. Marie Adams	In the programmes of farmers, experiential learning will be prioritized
Dr. M. Kaire	We will develop ways of strengthening partnership and collaboration
Dr. S. Keita	Need to have a way of resource mobilization in place to scale up the idea
Dr. N. Sellamna	The need to prioritize recommendations and choose few with wide impact. The group that realized that there is no prototype material on experiential learning means there is a need to take up the challenge and develop a prototype. ICRA will build a data base on experiential learning.
Prof Florence Fonteh	Distance learning student spend much time out of lecture halls, hence ANAFE to coordinate with practitioners of DLPs to make students more active
Dr. R. Vodouhe	Enhance collaboration
Dr. Saliou Ndiaye	Each one to use the tool for experiential learning achieved here and incorporate in the LMD reforms. We need to share what we have received with our institutions and country at large.
Dr. Mipro Hien	Develop ways of supporting local communities
Dr. Marie Louise Avana Tientcheu	There is much information that is not expressly known by lecturers hence the need to sensitize at institutional level by sharing reports and not just wait for workshops. At each institution, there is some experiential learning activities. Let's look at the strengthening the structures.
Consultants	
Dr. I. Amoukou	We need to have a way of getting feedback on results and have lecturers sensitized on experiential learning
Dr. A. Assogbadjo	We need to develop a report to submit to all our stakeholders
Dr. R. Bakyono	There is a need to develop a synthesis report and present to university in Ouagadougou so that they know experiential learning is moving critical
Dr. Mame Samba Mbaye	We need to help networks of training for the improvement of experiential learning
Dr. Famanta Mahamoudou	Consultants have to give feedback on results. A follow-up needs to be made by ANAFE
Prof. I. Asante	We should not forget the mandate of the university that is Basic research that should not be replaced with experiential learning even though it is very good. There should be less reliance on external funding for experiential learning. We need to carefully identify and recognize all stakeholders in experiential learning
Mr. Nyada Yoba Baldeh	Gambia membership will be activated by his follow-up. We need to prioritize recommendations. We need to have a working group that will

	synthesize recommendations and look at prototypes and the way forward.
Mr. J. Aucha	A workshop report will be produced and shared with all participants.
Dr. S. Chakeredza	We need to have a critical mass of practitioners on experiential learning developed
Dr. A. Drame Yaye	<ul style="list-style-type: none"> • We need to get names and contacts of rectors and institutional leaders; • There will be a meeting of VCs in Cape Town, hence EL will be featured • GCHERA, a conglomeration of Anglophone Universities will be made and the ES will follow on this to make the Francophone agenda raised.

Closure

Dr. Marie Louise Avana Tientcheu closed the meeting noting that the workshop and proceeded beyond mere validation of the results from individual country studies and has in addition developed very clear succinct action plans. She was very satisfied with the outcome and was looking forward to further implementation of the agreed upon action items. She wished everyone a safe journey back home.

Appendices

Programme



Time	Activity	Responsible	Chair
Day 1: Friday 20th May 2011			
0800 – 0830 hrs	Registration	Josephine Oyoo	
0830 – 0900 hrs	Welcome Remarks & Introduction	Prof. Samake Fafre, DG, IPR/IFRA	Prof. Samake Fafre, DG, IPR/IFRA, Katibougou, Mali
0900 – 0910 hrs	Opening Remarks	Aissetou D. Yaye, Executive Secretary of ANAFE	
0910 – 0920 hrs	Workshop Objectives and Programme	Sebastian Chakeredza	
0920 – 0950 hrs	Presentation of key Experiential Learning Concepts	Nour Sellamna	
0950 – 1000 hrs	Discussion on objectives and concepts		
1000 – 1030hrs	Health Break and Group Photo		
1030 – 1150 hrs	Presentation of country reports 20 minutes each) <ol style="list-style-type: none"> 1. Benin 2. Burkina Faso 3. Cameroon 4. Gambia 	Achille Assogbadjo Rasmata Bakyono Florence Fonteh Nyada Yoba Baldeh	Prof Jacques Nanema, Coordinator, AGRINOVIA, Burkina Faso
1150 – 1210 hrs	General discussion on the presentations		
1210 – 1250 hrs	<ol style="list-style-type: none"> 5. Ghana 6. Mali 	Isaac Asante Mahamadou Famanta	
1250 – 1315 hrs	General discussion on the presentations		
1315 – 1430 hrs	Lunch Break		
1430 – 1530 hrs	Country reports presentation continued <ol style="list-style-type: none"> 7. Nigeria 8. Niger 9. Senegal 	Marie Louise Avana Amoukou Adamou Samba Mbaye	Prof Emmanuel Kaunda, Former Principal, Bunda College, University of

1530 – 1600 hrs	General discussion on the presentations		Malawi
1600 – 1630 hrs	Health Break		
1630 – 1800 hrs	Working Group session	4 groups	
1800 hrs	End of Day One		
Day 2: Saturday 21st May 2011			
0800 – 0815 hrs	Recap and evaluation of Day 1	James Aucha , ANAFE	Prof Brice Sinsin, Vice Rector, Research, University of Abomey Calavi, Benin
0815 – 0915 hrs	Group presentation	Rapporteurs	
0915 – 0945 hrs	General discussions	All	
0945 – 1015 hrs	Presentation on Experiential learning in Fisheries	Prof Emmanuel Kaunda (Malawi)	
1015 – 1040 hrs	General discussions on Fisheries report		
1040 – 1100 hrs	Break		
1100 – 1130 hrs	Presentation on Diversity Field Fora	Raymond Vodouhe (Bioversity International)	
1130 – 1150 hrs	Discussion on Diversity Field Flora		
1150 – 1220 hrs	AGRINOVIA presentation	Prof J. Nanema	
1220 – 1300 hrs	Discussion on AGRINOVIA presentation		
1300 – 1415 hrs	Lunch Break		
1415 - 1425 hrs	Introducing discussions on “ <i>what institutions need to do to integrate experiential learning in tertiary Agricultural education and policy recommendations?</i> ”	Bioversity, ICRA and ANAFE	Dr. Nour-eddine Sallemna
1425 – 1525 hrs	Group discussion on “ <i>what institutions need to do to integrate experiential learning in tertiary Agricultural education and policy recommendations?</i> ”		
1525 – 1610 hrs	Presentation of Group results <i>what institutions need to do to integrate experiential learning in tertiary Agricultural education and policy recommendations?</i>	2 groups	
1610 – 1630 hrs	Break		
1630 – 1730 hrs	Discussion on the process and way forward		A. Yaye
1730 hrs	Closure		

Participants

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