

SHARING KNOWLEDGE ON THE USE AND CONSERVATION OF WATER FOR FOOD PRODUCTION



REVIEWING OUR TEACHING/TRAINING AND LEARNING PRACTICES





PROCESS OF REVIEWING YOUR OWN CURRICULUM / TRAINING PROGRAMME IN RELATION TO RWH&C PRACTICES



In order to review your curriculum, you should consider:

Content – In terms of the practices themselves, and the underpinning knowledge required to implement the practices. This should also include the ‘General Activities (or Skills), Applicable to and Underpinning many of the Practices’ as identified in the Navigation Tool.

Links between the various content components – Examining how well linked any practices may be to the essential underpinning knowledge or general activities or skills (if they are present). While much of the required knowledge may well be covered, its relevance and connection to RWH&C practices may not be clear.

The teaching and learning methods currently used – Are the methods currently used for teaching RWH&C practices appropriate and effective? Alternatively, are the methods of teaching providing space for integrating RWH&C where appropriate?

The forms in which information/knowledge is available to learners and trainees – Are the ways in which information and knowledge are made available to learners and trainees appropriate? Is the information/knowledge easily accessible in forms that are immediately useful?



REFLECTION QUESTIONS TO CONSIDER WHEN REVIEWING YOUR CURRICULUM OR TRAINING PROGRAMME (1)



1. How do we change what we are doing to get a better alignment between the curriculum and the agricultural system?
2. How can you develop articulation of policy and management practices with the practical application of climate responsive RWH&C initiatives on campus?
3. What are the issues that need to be addressed to ensure transitioning towards a climate responsive informed curriculum?
4. What role does your training programme play in developing a learning network within the community and articulate an effective knowledge flow for small-holder farmers?
5. What roles do smallholder farmers and indigenous knowledge play in your particular subject area, and are they relevant to include within this?



REFLECTION QUESTIONS TO CONSIDER WHEN REVIEWING YOUR CURRICULUM OR TRAINING PROGRAMME (2)



6. How can you integrate new approaches and practices such as rainwater harvesting for small scale food production?
7. What is your action plan to incorporate more climate responsive innovation concepts within your subject content, lectures and practical sessions?
8. How can the agriculture curriculum or training programme enable the development of knowledge and competencies to allow transition towards climate responsive agriculture as a process of formative intervention and expansive learning?
9. Do you think lecturers and staff need training in climate responsive and sustainable agriculture concepts such as Rainwater Harvesting and Conservation?



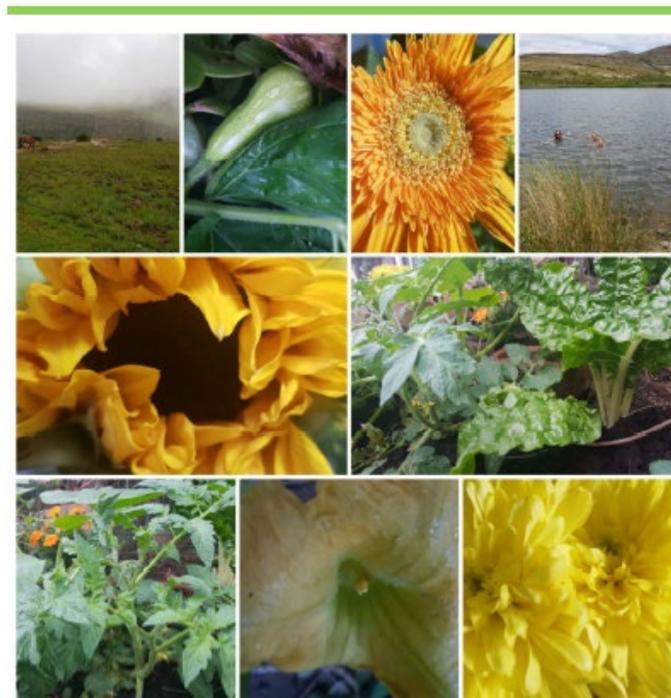
CURRICULUM REVIEW TOOL



The Climate-Smart Innovation Tool

The aim of the Climate-Smart Innovation Tool is to assist agricultural trainers to evaluate and innovate their teaching and learning practices / programme towards Climate-Smart responsiveness. The review tool is an innovative tool to prioritise Climate-Smart practices such as RWH&C and support the development of climate responsive extension and agricultural education. Available at: <https://amanziforfood.co.za/csit-resources/>

Climate-Smart Innovation Tool





CURRICULUM INTEGRATION TOOL



Possible Options for Integration into College Curricula

The WRC Amanzi for Food project worked with Agricultural Colleges to develop this simple tool to help identify the various options open for the integration of RWH&C components into existing curricula. These options, of course, also offer possibilities for the development of new curricula focussing on RWH&C and related topics. It also provides ideas for the integration of RWH&C elements into less formal training programmes.

Please click on the link below to access this document:

LINK

The tool will be very helpful when you work through Activity 2.2 in the core text, and in your work as you integrate RWH&C elements into your curricula and training programmes.



DRIVERS INFLUENCING AGRICULTURAL CURRICULUM INNOVATION



The Geographical and environmental setting of the college.

The agriculture curriculum is driven by the geographical setting and agricultural activities of the region in which the college is situated

Social and cultural background of students.

College students' knowledge base, social and cultural background plays a vital role in the development of the curricula. The knowledge and competencies that the students require to become successful after graduation are not the same knowledge and competencies that the students of 20 years ago required.

Demands of the agriculture sector, environment and economy

The focus of the agricultural sector has shifted away from commercial farming to the inclusion of small-holding farmers and homestead gardening. Challenges that the sector needs to overcome include racial disparities, climate change, food insecurity, water scarcity and unemployment

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