

Brief notes on the discussions of Group Two question.

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What transformation of Agricultural Engineering curriculum is necessary to support the transformation and industrialisation of agriculture in Africa towards Agenda 2063 and beyond?

Requirements to adopt and adapt curricula

- We are on a journey of transformation from a traditional approach, and this needs to be sped up,
- Change systems thinking and break silos in the minds,
- There is a need to develop soft skills while keeping hard engineering,
- Need soft engineering skills to function and survive and work in the new environment,
- There is a need to get accreditation bodies to follow up and confirm adaptations and changes in curricula,

Constraints to transformation

- Logistics need to be improved to allow students to use new platforms,
- There is a need to transform lecturers themselves (student is a picture of the lecturer),
- We need to learn how to talk to stakeholders (politicians, policy & decision makers, and development partners) in order to sell our services,
- Specific modules are to be developed to prepare graduates in AE to function in national and international spaces,
- Current engineering training puts focus on hard engineering and making students to lack soft engineering skills,
- A holistic and systems approach is needed in the transformation of the curricula,
- We need to leave the colonial type of training,

Objectives of transformation

- Following Covid 19 we need hands-on experience to change ourselves,
- Mixed mode 75% soft and 25% hard (brick and mortar) system of training,
- There are more and more young lecturers with no hands-on experience,
- We need to upscale academicians, and let them go for training to upscale their knowledge,
- Share system of accreditation on subregional level to allow mobility of students and lecturers,
- We need to harmonise and have uniformity of standard curricula,

Thanks.