DAY 1 (10.02.2026)

Setting the Scene: Identity, Experience, and Learning Pathways

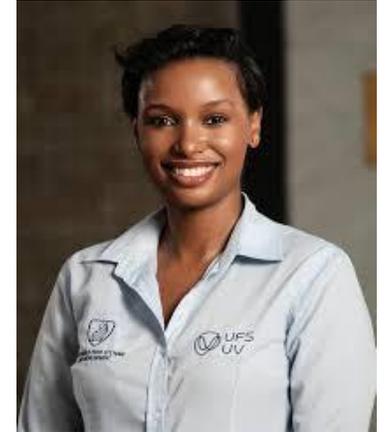# Meet the Organising Team

Prof Jan Swanepoel

Prof Hlamalani Ngwenya

Dr Anathi Makamane
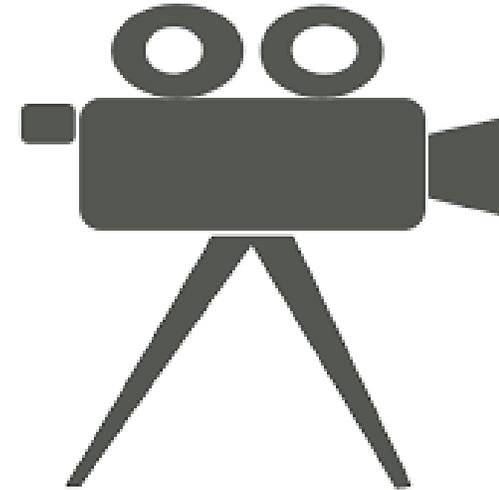
Yolisa Xatasi

Keoobametse Moloi

Experts and Presenters

Experts and Mentors

Experts and Trainees

Consent

Not for commercial purpose

Session 1

Professional Identity, Extension Practice, and Learning Pathways

Opening, Welcome and Objectives

Prof Jan Swanepoel

15'

TAGDev 2.0 is a collaborative initiative involving RUFORUM, the Mastercard Foundation, 12 African universities (and their partner universities), and GCHERA, aimed at enhancing the capacity of universities and TVET institutions to empower young people in Africa. The program focuses on driving inclusive, equitable, and climate-resilient transformations in agriculture and agrifood systems.

UFS Role: Project Coordinator | Lead institution for South Africa

Co-Creating Sustainable Solutions: A Collaborative Approach Empowering Emerging Farmers, Students, and Communities for Stronger Crop and Livestock Value Chains in South Africa

Key Outcomes

Expanded Work Opportunities for Women and Men

To create a significant number of new work opportunities specifically for young people in the agricultural sector.

Improved Climate-Resilient Production

The program emphasizes the importance of adopting agricultural practices that are better adapted to the challenges of climate change, ensuring long-term sustainability and productivity.

Enhanced Quality of Agricultural Education

The program emphasizes the importance of adopting agricultural practices that are better adapted to the challenges of climate change, ensuring long-term sustainability and productivity.

Sustainability and Strategic Partnerships

Sustainability and Strategic Partnerships: Ensuring the sustainability of the program through strategic partnerships with government, private sector, civil society, and educational institutions is a critical focus. This includes leveraging resources and enhancing the delivery of the program's objectives.

Result Areas and Targets – UFS and Partners (over 5 years)

Result Area One: Improved Work and Other Livelihood Opportunities for Young Women and Men

- 10,500 young women and men trained
- 75 start-ups enabled
- 21,250 jobs enabled
- 7 academic programs reviewed
- 5 university/TVET policies reviewed

Result Area Two: Improved Climate Adaptive Agricultural Production and Productivity

- 68,333 smallholder farmers engaged
- 13 climate adaptive technologies disseminated
- 3 farmer cooperatives strengthened
- 1 innovation platform established
- 916,667 trees planted

Result Area Three: Strengthened Quality of Agricultural Higher Education Outcomes

- 5 universities adopt transformative education agenda
- 180 university leaders trained
- 1+ policy engagement
- 1 commission considered

Achievements to date – UFS and Partners

Result Area One: Enhancing Livelihoods and Youth Empowerment

- 1500 youth capacitated in entrepreneurship skills
- 3 student youth businesses supported with seed funding
- 4 non-schooling youth businesses supported with seed funding
- 10 non-youth women (from Limpopo, Mpumalanga and Northen Cape) Trained in nixtamalization & entrepreneurship
- 10 non-youth women provided with resources to start their businesses
- Reviewed agriculture curriculums offered in the NAS faculty for entrepreneurial mindset inclusion.
- Repackaged modules offered in PGDip and MASTERS IN Sustainable Agriculture to include entrepreneurship and entrepreneurial mindset.
- Developed and introduced a new policy on Safeguarding and reviewed one policy on Universal Access.
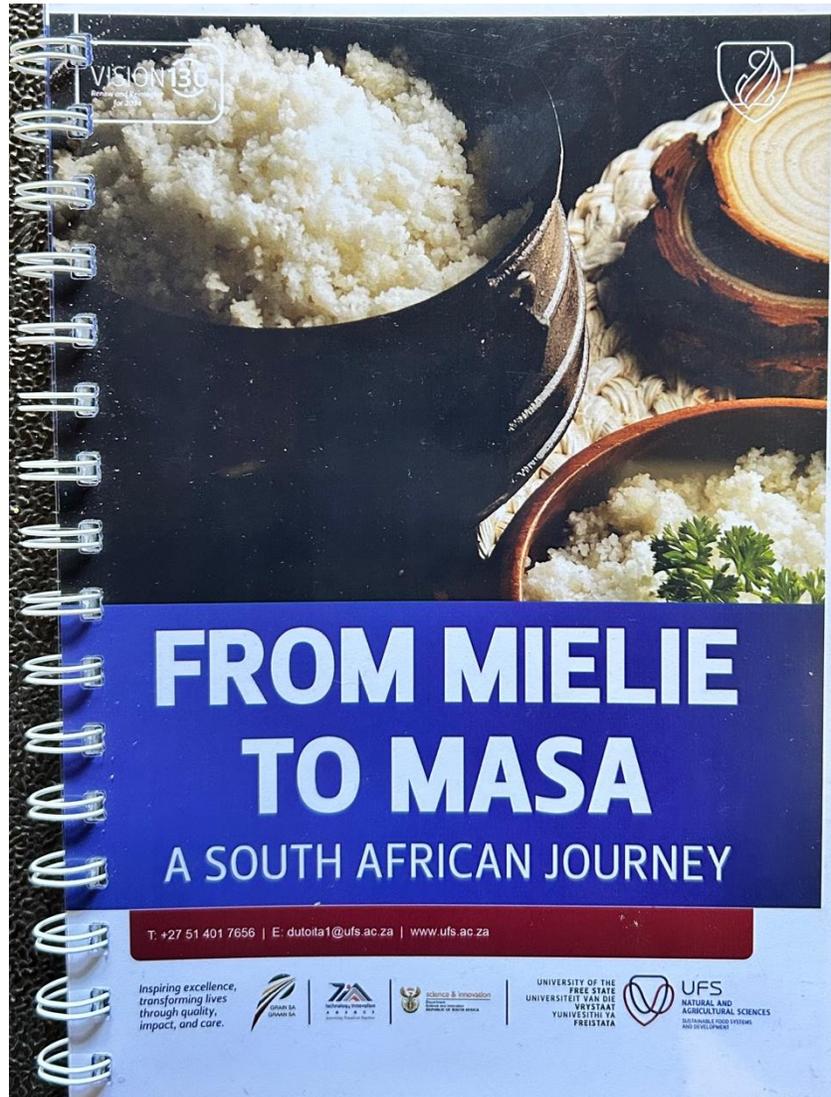
Recipe booklet

Table of contents

Achievements to date – UFS and Partners

Food Safety Training

- **ACCREDITED Online Course**
- Food safety for a **Person in Charge** course, in accordance with **Regulation 638** (R638) (2 days).
- Vendor's license: Eligibility to apply for the Certificate of Acceptance (COA).

Achievements to date – UFS and Partners

Result Area Two: Climate-Adaptive Agricultural Production

- 10 000 farmers trained and capacitated in herd management, health management, wool production via our partnership with the Department of Agriculture FS and the NWGA.

- Developed a training and implementation guide for the Free State Province for Climate Smart Agriculture approaches for crop smallholder farmers.

- Seminar on Climate Smart Agriculture

- Via the implementation guide for Climate Smart Agriculture, disseminated 5 climate adaptive technologies/strategies/techniques.

- 2500 trees planted around the Free State province in shared effort with the Department of Agriculture.

- Started the implementation of a communal ram project.

2025 achievements to date cont..

❑ We have planted 1 200 trees, 200 on our campus and 1000 in the Free State Communities

Result Area Three: Strengthening Agricultural Higher Education Outcomes

- Signed MOUs with 4 partners to date
  - FS Department of Agriculture
  - WC Department of Agriculture
  - National Wool Growers Association
  - Grain SA
- 2,100 community members trained in agro-processing (95% women)
- 4 bursaries awarded to Masters in Sustainable Agriculture
- 40 lecturers and business incubator managers retooled in Train the trainer initiative
- National Livestock Improvement Scheme developed (cattle, sheep, goats)
- Wool value chain partnerships established (NWGA, R1M investment)
- 3 direct staff recruited (APO, Finance Officer, Entrepreneurship Coordinator)
- 2 indirect (Coordinator, Safeguarding Officer)

- Eastern Cape
- Free State
- Western Cape
- KZN
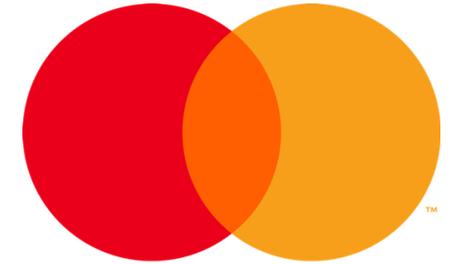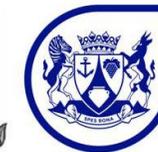
Purpose & Context

This **Good Agricultural Practices (GAP) Training** is a strategic intervention under TAGDev 2.0 to strengthen agricultural extension and advisory services across participating universities and partner institutions. The training addresses critical gaps in extension service delivery by building capacity, strengthening partnerships, and catalyzing knowledge sharing among agricultural stakeholders.

COMPONENT 1: Training-of-Trainers for Extension Agents

Objective:
Update extension agents' technical knowledge and knowledge-transfer skills to accelerate dissemination of agricultural innovations

Target Audience:
Extension agents, agricultural advisors, field officers, private sector, government, TVET and other professionals

Outputs:
• 1 Compendium of Good Agricultural Practices

Impact:
• Apply updated technical knowledge in field work
• Transfer knowledge effectively to farmers
• Document and report extension activities systematically
• Scale agricultural innovations across communities

COMPONENT 2: Strengthening Partnerships Among Agricultural Advisory Actors

Objective:
Strengthen partnerships to leverage advances in last-mile delivery of agricultural advisory and extension services

Impact:
- Build effective public-private partnerships
- Coordinate extension services for greater reach
- Leverage complementary strengths of advisory actors
- Implement collaborative last-mile delivery models
- Share resources and infrastructure efficiently

COMPONENT 3: In-Country Learning Events for Knowledge Sharing

Objective:
Catalyze knowledge sharing, advocacy, and networking among universities, TVETs, private sector, and stakeholders

Impact:
- Connect and collaborate across institutional boundaries
- Share innovations, best practices, lessons learned
- Advocate collectively for agricultural transformation
- Build sustainable networks for ongoing collaboration
- Identify and pursue joint opportunities

This GAP Training is an **investment in you and in the future of African agriculture**. The knowledge you gain, the skills you develop, the networks you build, and the knowledge products you create will have impact far beyond these three days.

You are not just learning about documentation, GAP, and partnerships - you are becoming architects of agricultural transformation.

Welcome to this journey. Let's make it count.

Overall purpose of the ToT

To strengthen the technical, reflective, and communicative competencies of professionals, enabling them to implement **Good Agricultural Practices (GAP)** effectively and to document, analyse, and communicate their practice as credible evidence for professional development, policy learning, and applied science.

Learning Outcomes (1)

Explain and apply

Core principles of **Good Agricultural Practices (GAPs)** across diverse agrifood system contexts, in alignment with relevant national, regional, and international standards;

Analyse

Day to day practice using systems thinking, recognising and navigating interactions between technical, social, institutional, environmental, and market dimensions of agrifood systems;

Apply

The Wearing Scientific Goggles (WSG) framework to transform routine extension and advisory activities into structured, ethical, and practice-based inquiry;

Document, analyse, and validate

Field-based experience systematically and ethically, in accordance with professional standards and research integrity requirements;

Learning Outcomes (2)

Integrate

Appropriate digital technologies and responsible AI tools as decision-support and documentation aids in extension and advisory practice, while maintaining professional judgement, data integrity, and ethical accountability;

Develop

At least one high-quality, practice-based knowledge product (e.g. case study, technical note, reflective practice report, policy brief, practitioner-authored article, or concept proposal) suitable for professional, policy, or academic use;

Critically reflect

On professional identity, accountability, and agency, positioning extension and advisory practitioners as knowledge producers and contributors to applied science, innovation, and policy learning;

Design and articulate

An individual action plan for continued documentation, publication, mentorship, participation in a community of practice, and/or progression into further academic study.

TAGDev 2.0
Transforming African Agricultural Universities to meaningfully contribute to Africa's Growth and Development

UNIVERSITY OF THE FREE STATE
UNIVERSITEIT VAN DIE VRYSTAAT
YUNIVESITHI YA FREISTATA
UFS

RUFORUM
Capacity Building in Agriculture

In partnership with
mastercard foundation

Training modalities

The delivery of the modules follows a **bottom-up, practice-led approach**, rather than relying on predefined or externally imposed content.

Your lived experience, day-to-day work, and contextual realities form the **primary source of learning material**.

Concepts, tools, and frameworks will be **introduced progressively** to help you make sense of, analyse, and strengthen your own practice.

The design enables the **generation of knowledge from practice**, supports reflective and ethical documentation, and strengthens your capacity to translate experience into evidence that is relevant for professional development, policy learning, and applied science.
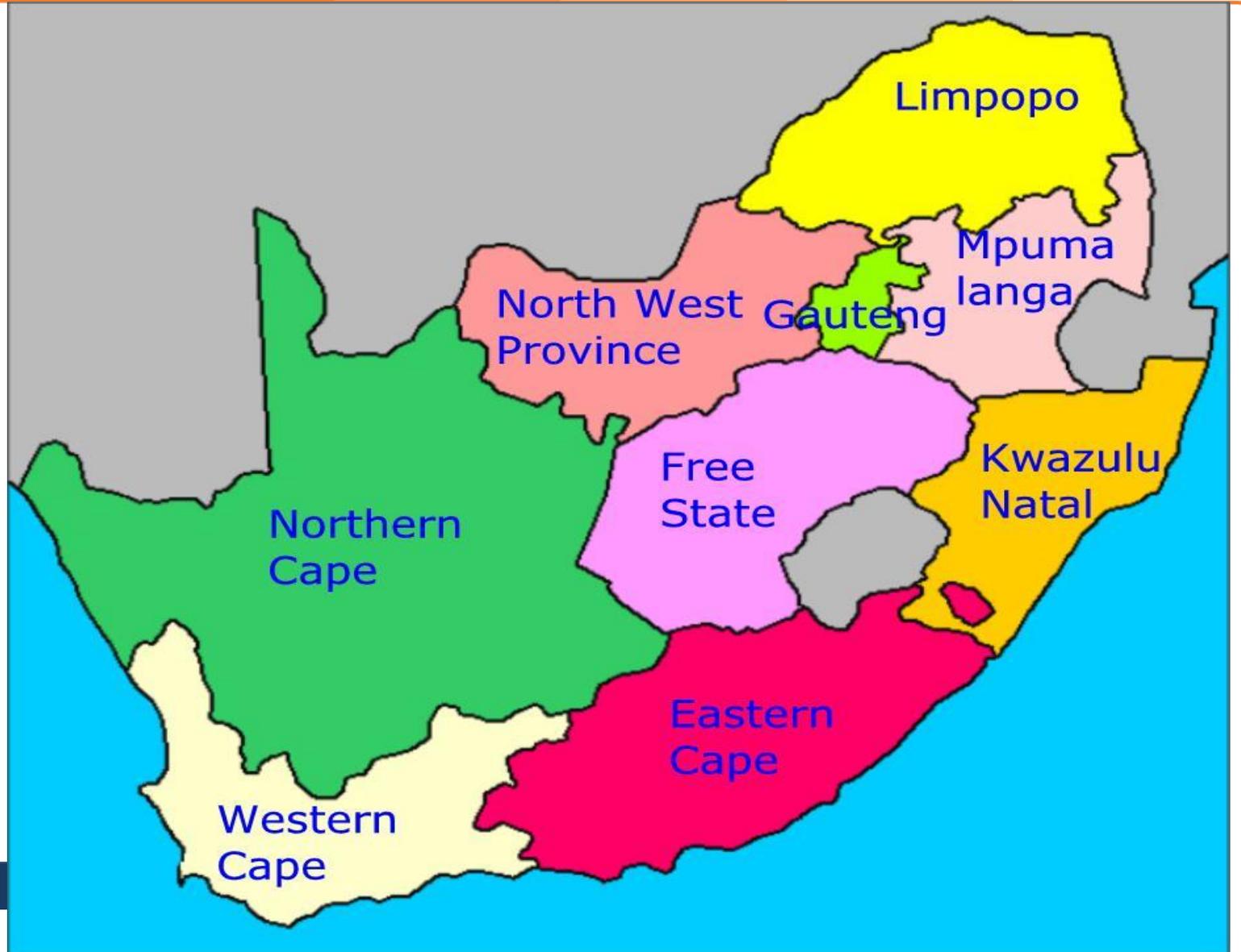
Who is in the Room?

Who is in the room?

Who is in the room?

University Academia

Research Institutions

Technical education

**Colleges
TVET Institutions
Skills & Training**

**Government
Public Sector
Regulation & Council**

Others?

Private sector

**Private Sector
Business
Industry**

**Farmers
Producer Organisations
Agripreneurs**

NGO
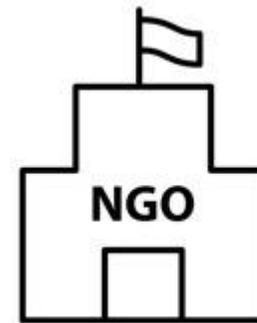
**NGOs, Civil Society
Development Organisations**

Personal Reflection — Before the Elevator Pitch

Take a few quiet minutes for personal reflection

"Think about your **day-to-day work** and ask yourself.
*What is the **part of my work** that carries learning, tension, or insight, something others could learn from if it were captured properly?"*

"As you reflect, jot down short notes—not full sentences—under these four prompts."

Prepare a 3 minutes Pitch- Good Practice

Reflection ?

👨🏽 **WHO ARE YOU, AND WHAT DO YOU DO?** *(30 sec)*

Name + what you actually do
Your role or **day-to-day** work (in practical terms, not your job title)

⚒️ **WHAT WORKS?** *(60 sec)*

One GOOD PRACTICE from your day-to-day work
(What do you do that makes a difference? Or that is innovative or make an impact?)

⚙️ **WHY IT WORKS** *(45 sec)*

What makes it effective?
(Method • relationships • timing • mindset • context etc)

👥 **WHO BENEFITS?** *(30 sec)*

Who else could use or benefit from this good practice?
(Others with a similar challenge or context)

💡 **KEY LESSON** *(15 sec)*
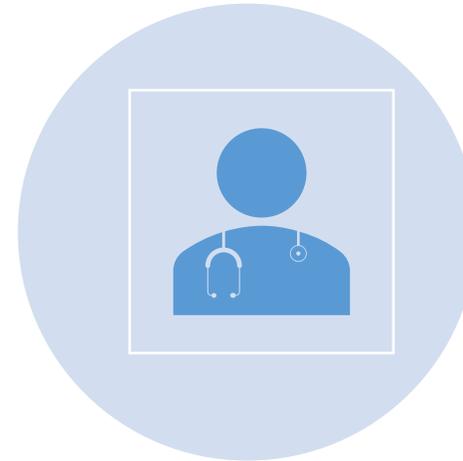
What is the key lesson or insight worth sharing

⏱️

20'

Elevator Pitch sharing and identification of Peer Learning Teams

Prof Hlami Ngwenya, Dr Anathi Makamane and Dr Thabiso Mokhesengoane

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RUFORUM Capacity Building in Agriculture

mastercard foundation

Instruction for Small Ground Round Robin – 3 minutes Elevator Pitch

Group set-up

Form **5 small groups of 10 participants**

Each group works **in parallel**

Instructions to Participants

In your small group, you will take turns to share:

Who you are What you do One good practice from your day-to-day work that carries a lesson worth sharing

Each person has **3 minutes** to speak. Please keep strictly to time.

Timing per Round

10 people × 3 minutes = **30 minutes**

Allow **10 minutes** for transitions, brief clarifications, and settling

Total per round: ~40 minutes

Process

Conduct the round robin in your group (**Round 1**)

Repeat the same process with **new group compositions**

Total rounds: 2

This allows you to:

- Refine your message

- Test your good practice with different listeners

- Notice what resonates across contexts

TRAINING   COACHING   DIRECTION   SUPPORT

—— MENTORING ——

GOAL   ADVICE   MOTIVATION   SUCCESS

What to Look Out For

As you listen—and as you repeat your own pitch—notice:

👂 What resonates:	💬 What sparks curiosity:	🔁 Patterns:	🔍 Your own refinement:
What feels useful or familiar?	What makes you want to hear more?	What keeps coming up across groups?	What do you sharpen or simplify each round?

Presentations 3 minutes Pitch- Good Practice

👨 WHO ARE YOU, AND WHAT DO YOU DO? *(30 sec)*

Name + what you actually do
Your role or **day-to-day** work (in practical terms, not your job title)

🛠 WHAT WORKS? *(60 sec)*

One GOOD PRACTICE from your day-to-day work
(What do you do that makes a difference? Or that is innovative or make an impact?)

⚙ WHY IT WORKS *(45 sec)*

What makes it effective?
(Method • relationships • timing • mindset • context etc)

👥 WHO BENEFITS? *(30 sec)*

Who else could use or benefit from this good practice?
(Others with a similar challenge or context)

💡 KEY LESSON *(15 sec)*

What is the key lesson or insight worth sharing

⏱ 10:30-12:30

Individual Reflection and synthesis

Based on the **rounds you have just completed**, take a few minutes to **synthesise** and summarise your Good Practice

Reflection

Your task

Write one **good practice idea** you want to share—clearly, in bold—on **one A4 sheet**."

This may be the same practice you started with, or a **refined version** shaped by repetition.

12:30-12:40

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Identification of Peer Learning Teams (PLTs)

Now that you can see the **good practices** in the room, your task is to identify **who you want to keep learning with**.

Instructions

- Walk around and read the **A4 good practice sheets**.
- Look for **people** whose practices:
  - relate to your work,
  - Resonate,
  - address similar challenges, or
  - spark your curiosity.

Form your Peer Learning Team

- Group yourselves into **Peer Learning Teams of 4-5 people**.
- A PLT is **not about hierarchy or expertise**—it is about **shared learning interests**.

"Who do I want to continue learning and reflecting with?"

TRAINING COACHING DIRECTION SUPPORT

— MENTORING —

GOAL ADVICE MOTIVATION SUCCESS

Lunch & Networking

13:00 – 14:00

Session 2
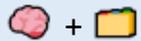# Good Agricultural Practices (GAPs) in a Systems Context

Good Agricultural Practices (GAP)

Identifying & Prioritising (GAPs)

While listening to the presentation on GAPs and drawing on your own experience:

STEP 1: INDIVIDUAL REFLECTION (5')

🧠 + 🗂️

- Identify **3 key Good Agricultural Practices (GAPs)** from your work environment.

- Write **1 idea per card** (total: **3 cards per person**).

🔄 ROUND 1: FIRST PEER FILTERING (10')

- Find **3 other participants** you have **not spoken to yet**.
- Each person shares their **3 GAP cards**.

As a group:

- Discuss similarities, differences, and relevance.
- **Collectively discard 3 cards**.
- Outcome: Each person keeps **2 cards**.

🔄 ROUND 2: SECOND PEER FILTERING (8')

- Find **3 new participants** (preferably people you have not yet engaged with).

- Each person shares their **2 remaining GAP cards**.

As a group:

- Discuss again and challenge assumptions.
- **Collectively discard 3 more cards**.
- Outcome: Each person is left with **1 final GAP card**.

📢 PLENARY SHARING

🎤 / 📣

Step 4: Plenary Sharing (10–15 minutes)

- Write **your name** clearly on your remaining card.
- One by one, briefly **share your GAP in plenary** (30–60 seconds each).

Final reflections

Observe

Relate

Reflect

Observe how these GAPs relate to the ones you identified during your morning self-reflection.

- What is **similar**?

- What is **different**?

- What feels **reinforced** or **challenged**?

End of Day 1
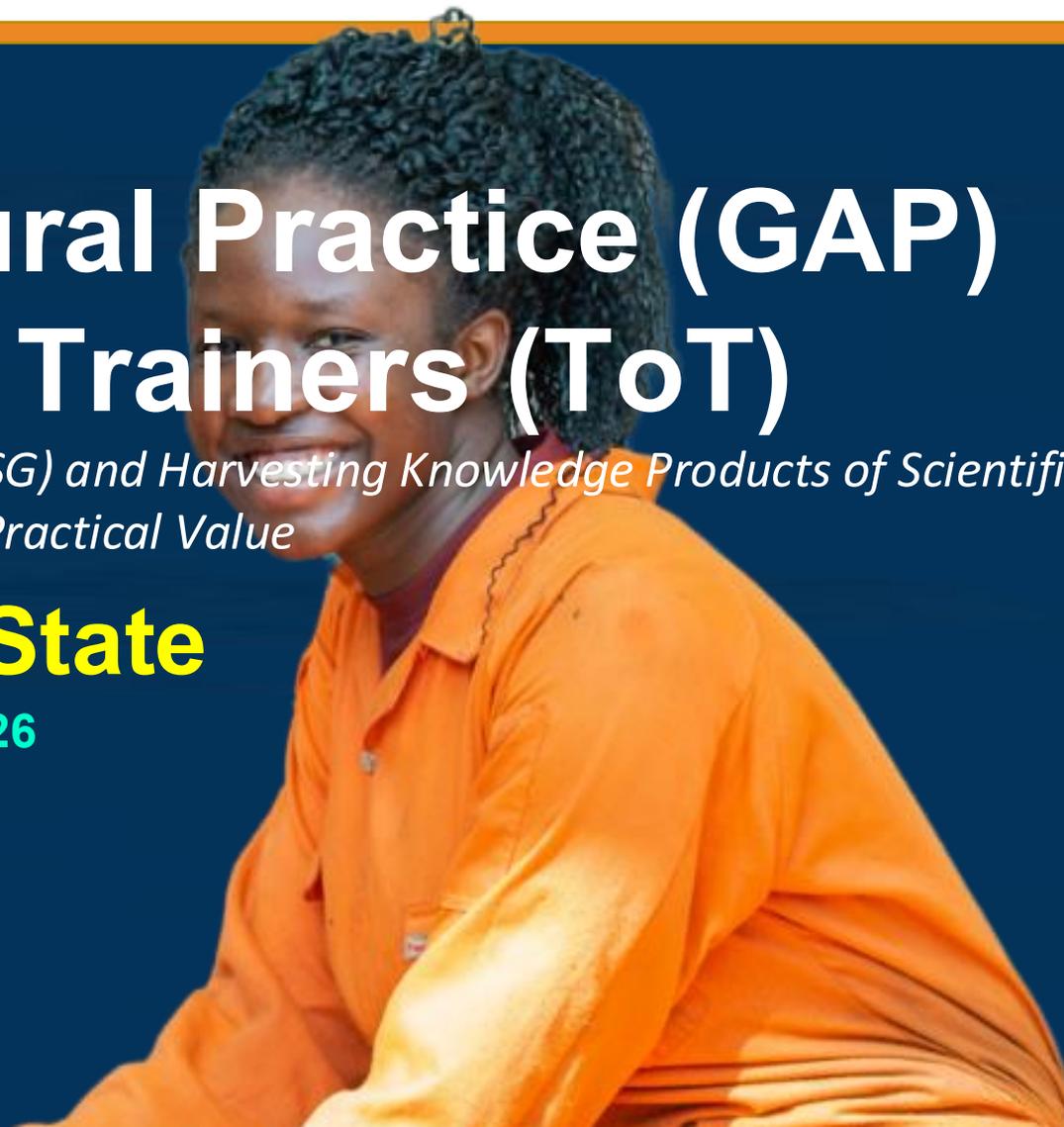
DAY 2 (11.02.2026)

Deepening: Good Agricultural Practice, Wearing Scientific Goggles & Knowledge Products

Program Overview

Session 3: Wearing Scientific Goggles (WSG) framework and application

Session 4: Knowledge Products, Documentation Outlets, and Ethical Practice

Session 5: Digital Tools, AI, and Alternative Documentation Formats

Recap of Day 1

Session 2

Wearing Scientific Goggles (WSG) framework and application

One Shift, Many Ripples

Let me take you through **my personal story** that led to the birth of the Wearing Scientific Goggle initiative

Nine months ago - Threshold Moment

New role:

Research Chair in Communication for Innovation

Clear expectations:

Publish, supervise, wear the badge of science

Reality:
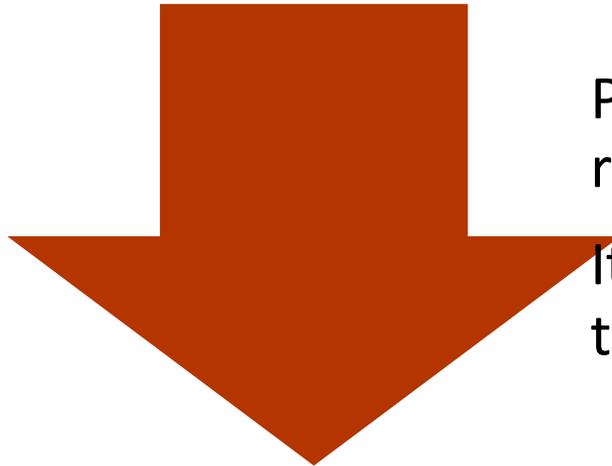
Living between academia and practice

These two worlds, different languages

Academia asks for rigour, frameworks, citations.

Often doesn't always see the value of lived practice

Practice demands presence, adaptability, and relationship.

It doesn't always have the space or tools to turn lived insight into scientific evidence.

I lived in the Two worlds for 33 years

ACADEMIA | PRACTICE

THE THRESHOLD MOMENT

High School Colleges
AgriSETA

Technical education

University Academia

Research Institutions

Government

International NGOs
- **Africa-wide**
- **Global**

NGO

Private Sector

Private sector

Farmers
Producer Organisations
Agripreneurs

Over 600 Multistakeholder engagements

- Global
- Continental
- Regional
- National
- local levels

Over 60 countries

- (25 in Africa) and beyond
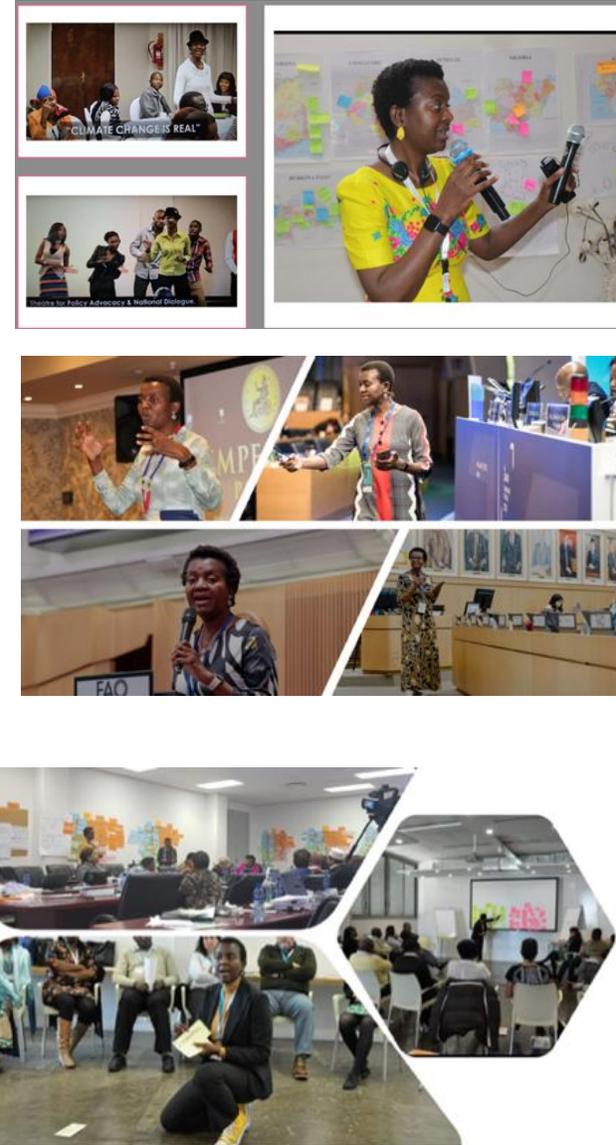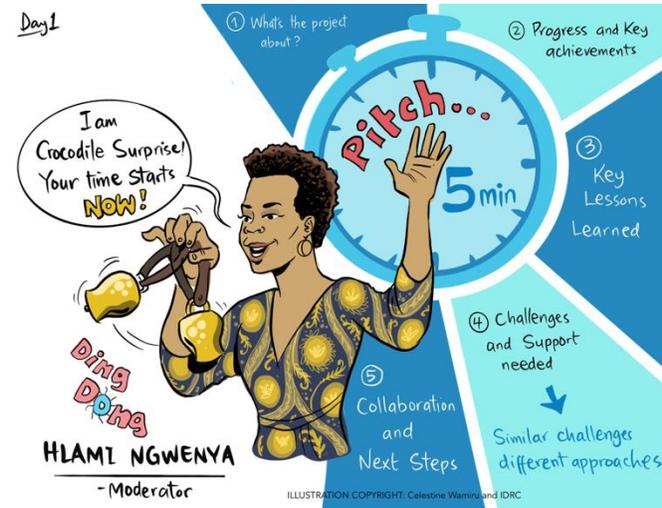
The Birth of Wearing Scientific Goggles

When I stepped into the **Research Chair** position, I began to ask:

- What **kind of research** should I drive?
- How can we really bridge the **gap between Theory and Practice**?
- How I can I bring my experiences as an **academic and practitioner** into the intersection

And then it hit me.
"…most practitioners are already doing research. They just do not call it science."

Then it hit me

Most practitioners are already doing research. They just do not call it science."

Most professionals that I came across have their "Little Professors" in the tummies, but they do not know it

There is GOLD in field, that remains untapped

I reached out to what I now call my Scientific Goggles

Not physical tools, but a **mindset**.

A shift in how we should see own work.

A lens that reveals the science embedded in everyday practice

I couldn't sleep for days

I could feel the **dopamine effect** and motivation

I was so awake to the possibilities.

Thanks to my little daughter for this image

The hypothetical story of Ana and Grace

Ana

Grace

What are the real challenges?

∞ **The Practitioner Paradox**

Practitioners **solve complex challenges in real time**, they innovate and hold tacit knowledge, generating valuable insights, **tacit knowledge**, **sits on massive data** without meaning, the write reports for compliance.
They achieve impact that **remains as anecdote** and lack tools to articulate as evidence
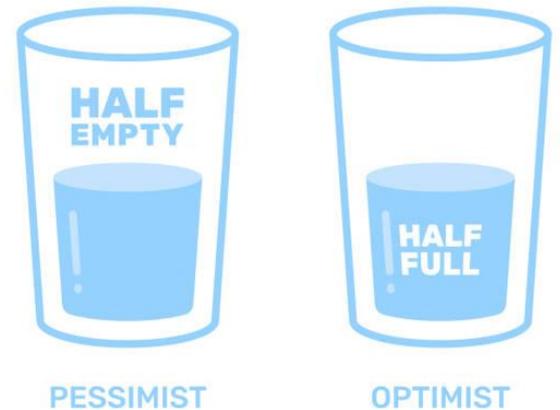
The real challenge

∞ **Bias information Distortion of reality**

The stories told through media and sometimes scientific processes tend to be biased and distort the reality

Narratives tend to be negative, limitation and yet the reality of the ground could be positive and rich

HALF EMPTY

HALF FULL

PESSIMIST   OPTIMIST

Who tell the story and for what purpose?

The real challenges

The Epistemic Mismatch

There is a misalignment between how practitioners generate knowledge (through experience, iteration, and tacit learning) and how institutions recognize knowledge (through peer-reviewed publications and formalized metrics).

This mismatch marginalizes practitioner knowledge and limits pathways for recognition.
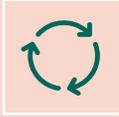
The real challenge

The Theory–Practice Divide

Academic research is methodologically rigorous but often disconnected from implementation realities.

Meanwhile, practitioner insights are grounded in context but lack validation in scholarly discourse.

This divide prevents **cross-pollination** and co-evolution of theory and practice.

The real challenge

Implementation as Compliance, Not Learning

Current governance frameworks, logframes, donor reporting, Annual Performance Plans frame implementation primarily as **delivery against predefined outputs**.

This compliance mindset leaves little space for experimentation, reflection, or systemic adaptation.

The real challenges

Invisible Implementation Knowledge

Beneath every project or policy lies a reservoir of tacit knowledge, emergent practices, improvisations, and decisions that were made under uncertainty.

Current systems are not designed to perceive, capture, or validate these insights, leaving a critical knowledge base untapped

The real challenges

The Scaling Gap: Outcome versus process knowledge

We often want to scale the outcomes; but ignore the process knowledge that led to that outcome

The real challenges

Dilemma and tension between work and study

Many practitioners are trapped between work and inspiration to further their studies

Other many challenges

How we select research topics

- (and access to data)

- Research to understand, versus research to generate (regenerative research)

Other many challenges

Honorary Doctorates

- Honour without knowledge contribution

And in the end, the **most valuable knowledge**, rooted in lived experience

- Remains trapped
- Undocumented
- Under-analyzed
- Unshared

Some of the best practitioners will never be recognised as legitimate knowledge producers

Identity + Reframing = Dopamine effect and Motivational Chemistry)

*If practitioners **wear scientific goggles** and are equipped to see themselves as knowledge creators, they will experience increased intrinsic motivation, creative self-propelled energy, ownership of their work*

The Dopamine effect is real

Reflection + Structure = New Knowledge

*If practitioners are supported with enabling structures (frameworks, templates, facilitation processes, they will **systematically transform lived experience** into context-specific knowledge products of both scientific and practical value.*

Thus contributing to new knowledge

Embedded Inquiry + Systems thinking = Better Implementation and Impact

If reflective inquiry is systematically integrated across the project lifecycle and guided by systems thinking, the quality, implementation and adaptation will improve significantly.

Field-Based Learning + pattern recognition = New Theories of Change

*If practice-based knowledge is systematically captured and analyzed through deliberate pattern recognition, new frameworks, tools, and **new theories of change** will emerge that enrich the science of delivery and accelerate systemic transformation.*

Academic Institutional Change

To effectively support the Wearing Scientific Goggles, academic institutions need to change to meet practitioners where they are

Co-authorship is very crucial

Methodological Anchor

Participatory Action Research

Action Oriented Learning

Systems thinking

Appreciative inquiry

Testing the model as a meta-action research- Diverse case context

ONGOING DONOR PROJECT

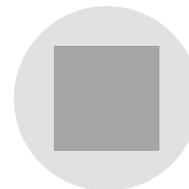GOVERNMENT

FARMER ORGANISATIONS

INDIVIDUAL INNOVATORS

ACADEMIC AND RESEARCH INSTITUTIONS

REGIONAL NETWORKS

PRIVATE SECTOR SETTTIING

The uptake is instant

The Dopamine Effect
the hammer

Once you wear your scientific goggles, → every meeting, dataset, every activity → becomes an opportunity for research and deeper learning.

Why it matters?

This isn't just about **scientific papers**.

- It's about giving practitioners the **tools and language** to validate their experience.

- It's about **reclaiming lived experience as valuable knowledge** of scientific value

- Pathways for personal growth

- It's about building an inclusive system where knowledge *flows both ways (Academia-Practice)*

It is about Knowledge Democratization

Focus group discussion on WSG and implications for practitioners —

Reflection

Innovate and Solving complex adaptive problems in real time

What deep experiential knowledge, but only locked in your heads (tacit)?

How much data, have you collected over the years or are you sitting on and you rarely harvest its meaning

How many good reports for compliance have you submitted; but you have never used to contribute to body of knowledge

How much meaningful impact, have you achieved but has never be validation or you have never been recognised for it

OPPORTUNITYISNOWHERE

Health Break & Networking

10:30-11:00

Lunch & Networking

13:00 – 14:00

End of Day 2

End of Day 2

DAY 3 (12.02.2026)

Knowledge translation, Writing and Action Planning

Postgraduate studies: Preparing a thesis

🧭 1. Identify Your Topic

Select a clear, focused research area

Ensure relevance to your discipline

❗Problem Statement

Define. the **gap in knowledge**

Justify why the problem matters

Indicate how your study will address the gap

🎯 3. Research Objectives

Translate the problem into **action points**

State what you will *do* in the study

Research Methodology

This explains HOW you will conduct the study.

🔷 Approach / Design

Qualitative / Quantitative / Mixed methods

Case study, survey, experimental, etc.

👥 Population & Sampling, 🛠 Data Collection Instruments, 📊 Data Analysis Strategy, ⚖️ Ethical Considerations

⏱ **60'**

Case Studies

📌 **Project Overview**
Project name • Location • Duration • Objectives

Introduction / Background
Context • Challenges • Target group

Problem Identified
Key issues faced in the project

4 🛠 **Methods Applied**
Approaches and processes used

Intervention / Innovation
Technologies • Practices • Solutions introduced, 📊 **Results & Impact**
🏆 Achievements
🗹 Statistics (numbers, %, ratios)
👤 Testimonials

📷 **Images**
Photos showing the project and impact

⏱
60'

Policy Briefs

📌 Understand the Purpose of the Policy Brief

🔍 Gather Field Evidence

🗣️ Capture Farmer & Stakeholder Voices

💡 Propose Practical Policy Solutions

👥 Participate in Validation Processes

⏱️

60'

End of Day 3