



ANAFE:

Improving the Quality, Relevance and Application of Agricultural Education in Africa

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Outline

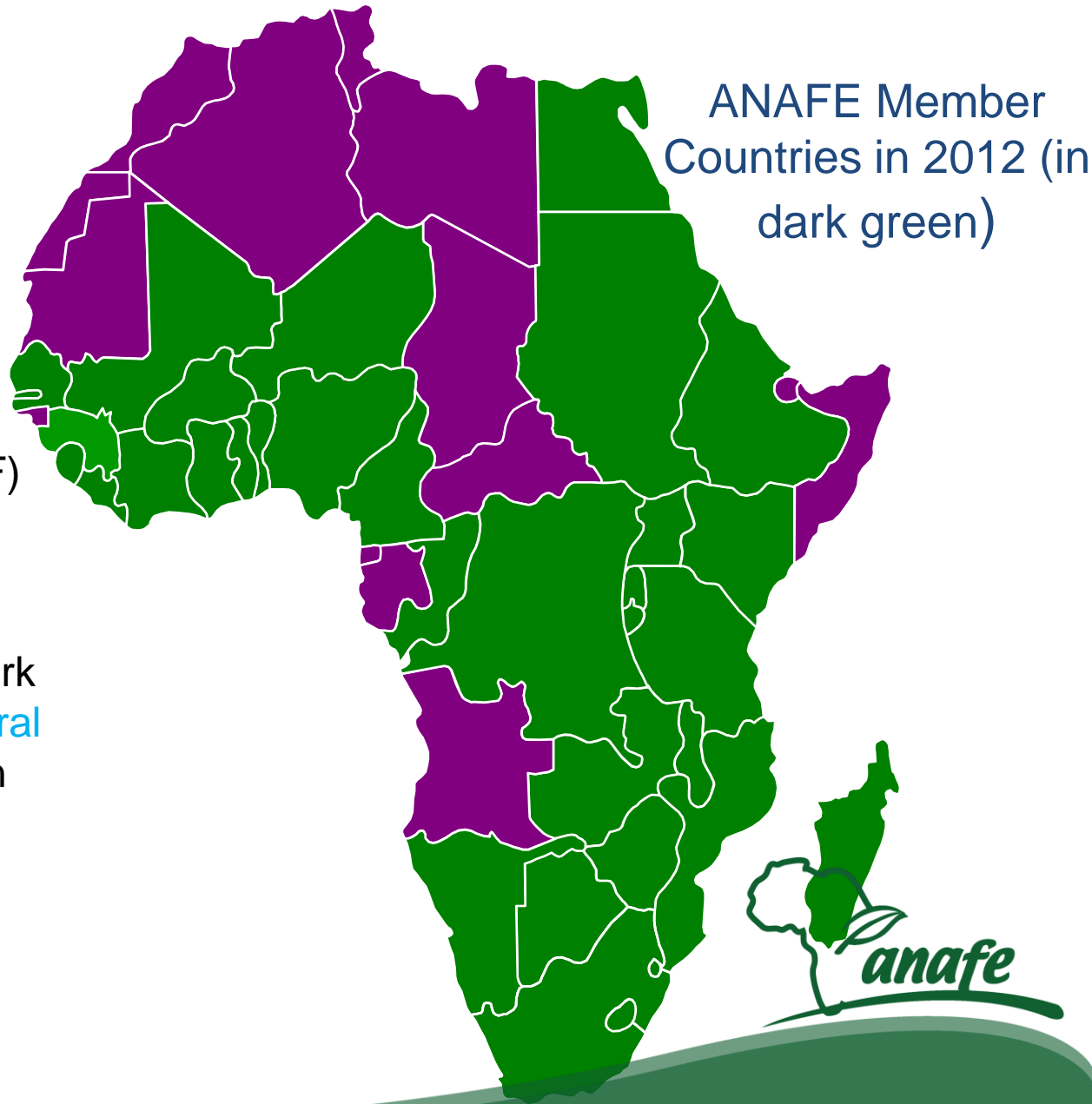
- Overview of ANAFE
- Activities and *modus operandi*
- Contributions
- Future Plans



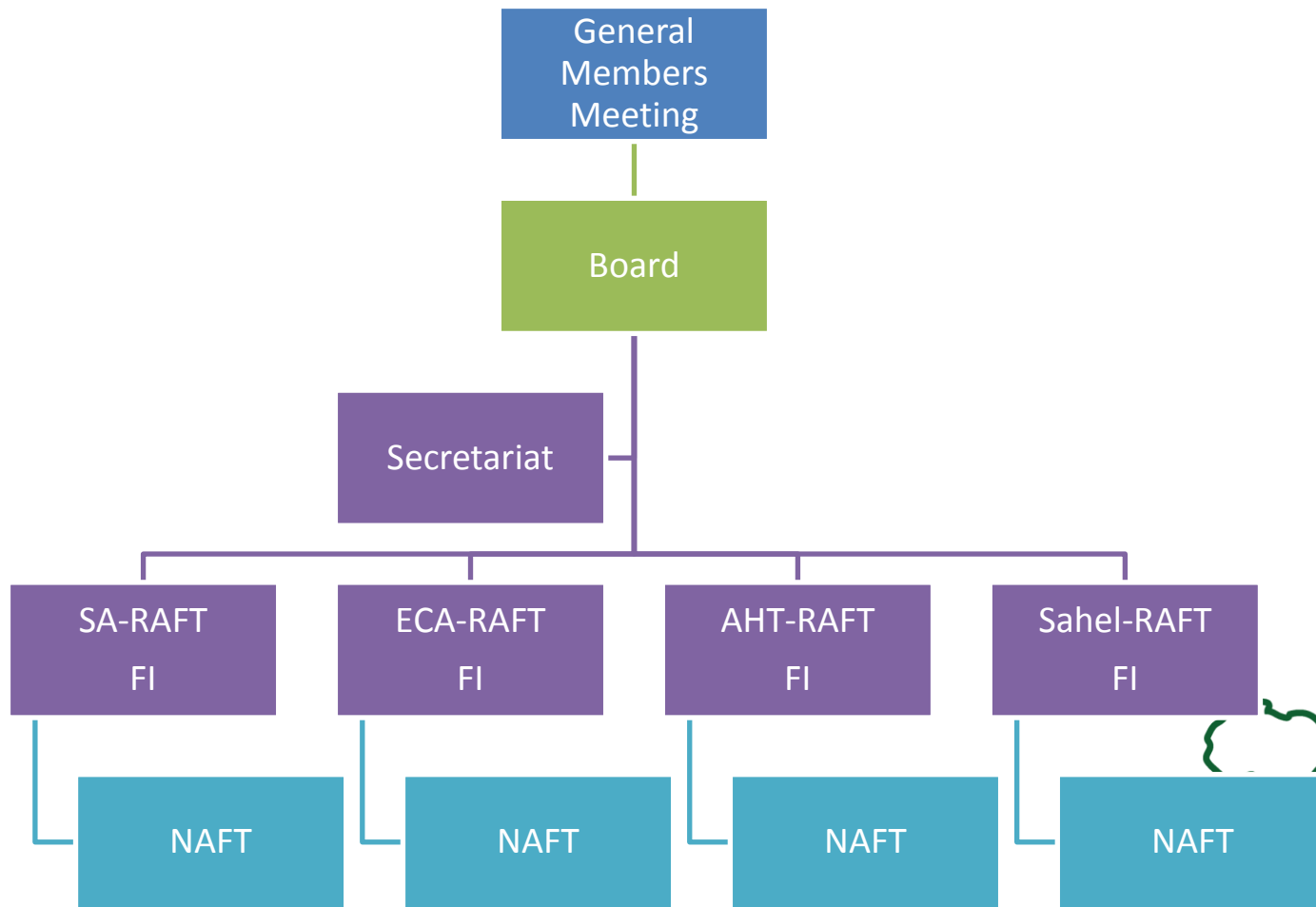
Membership

Created in 1993 by 29 TAE institutions with the assistance of the World Agroforestry Centre (ICRAF)

Currently in 2012 the network is made up of 135 [Agricultural Colleges and Universities](#) in 35 African countries



Organizational Structure



Key Partnerships



**UNITED NATIONS
UNIVERSITY**

UNU-EHS

Institute for Environment
and Human Security



**INTERNATIONAL
FOUNDATION FOR
SCIENCE**



Centre Technique de Coopération Agricole et Rurale ACP-UE

Technical Centre for Agricultural and Rural Cooperation ACP-EU

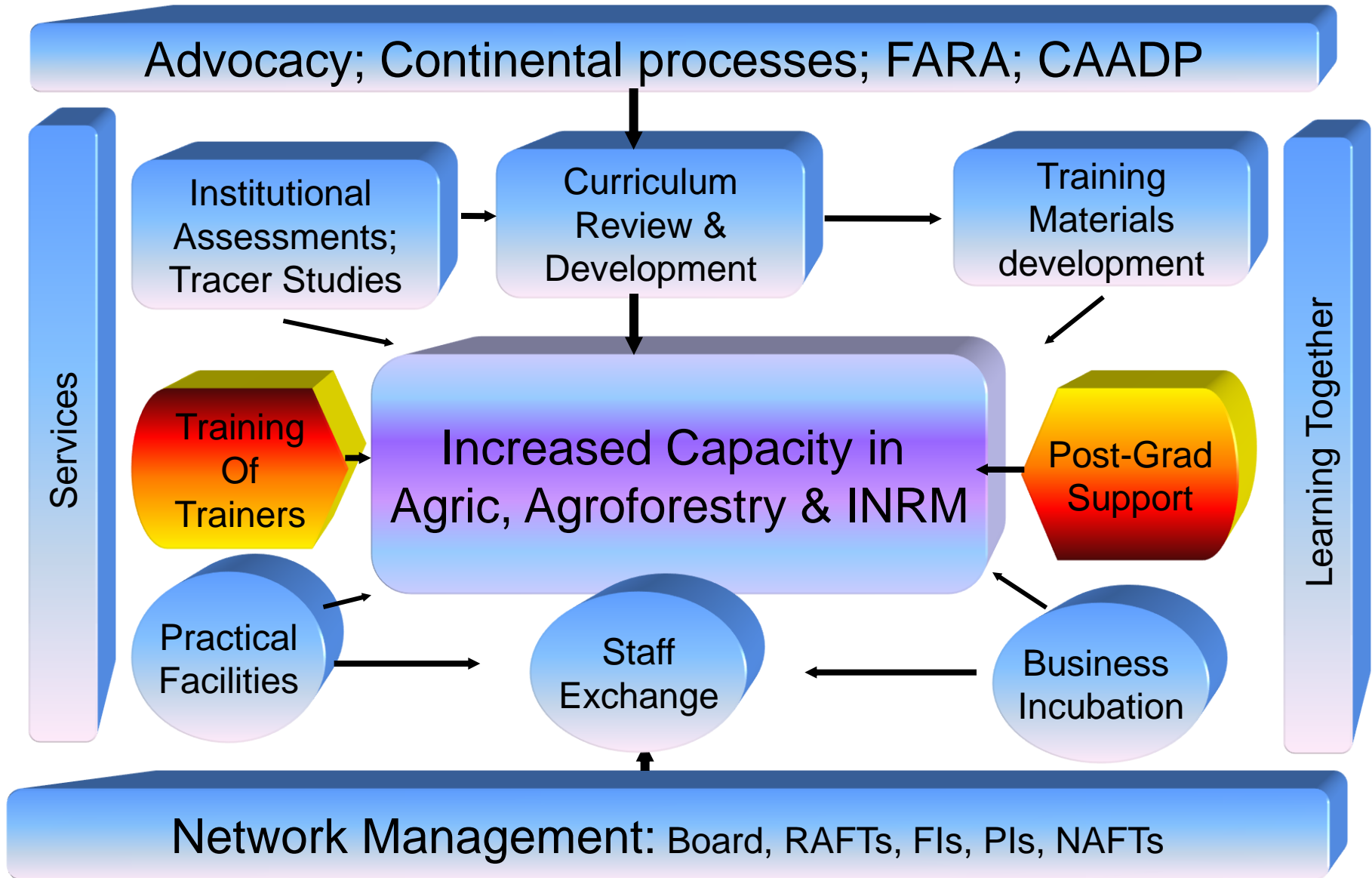


ANAFE Vision & Mission

- **Vision**
 - A vibrant network leading in agricultural education for development
- **Mission**
 - To improve the quality, relevance and application of agricultural education for development



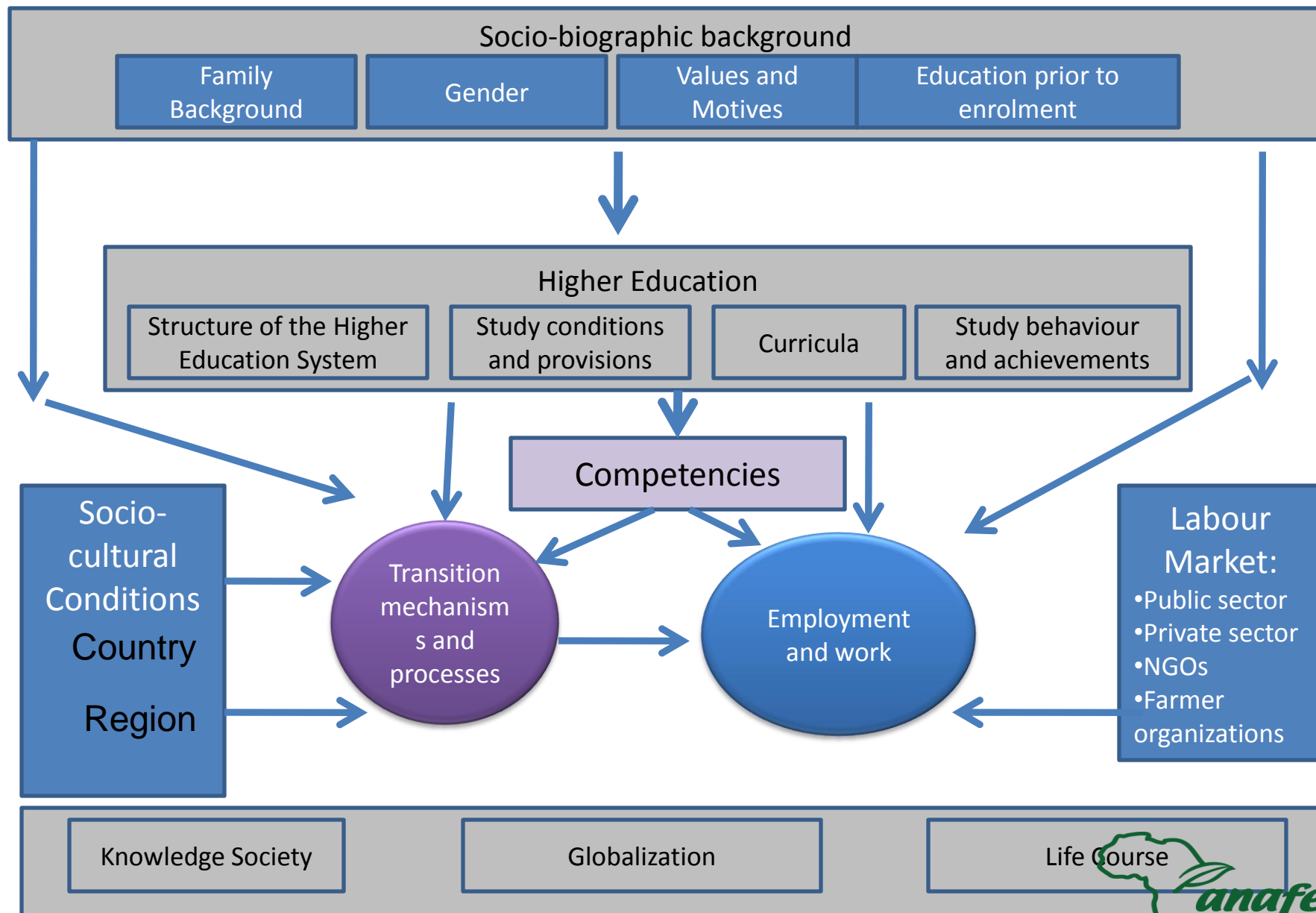
Key Activities



Self Assessments

Area	Aspects
Governance and Management	Mission and Purpose; Organization and Governance; Public Disclosure; Integrity; Policies
Infrastructure	Physical and Technological Resources; Library and other information resources
Finances	Attracting finances; budgetary procedures; support to students
Teaching and Learning	Faculty; Students; Learning innovation; Support systems
Research, Publications and Innovation	Research policy; IPR; Recognition for publications
Community/Societal Engagement	Policy for societal engagement; Experiential learning
Programme Planning and Management	Planning and Evaluation of programmatic issues
Curriculum Development	Targeted to learning outcomes
Curriculum Delivery	Guiding students in the learning process
Assessment	Standard assessment procedures
Programme Results	Monitoring of students progress





Key Findings from Tracer Studies

Level	Summarized Key Competence Deficiencies
Certificate	Limited competence with ICT, inadequate theory/depth, poor communication skills
Diploma	Limited ICT competence, poor communication skills, inadequate theory, limited data analysis skills,, limited report writing skills
Bachelors	Lack of practical experience/hands on skills, poor communication skills, poor writing skills, limited managerial skills
Masters/ PhD	Poor communication skills, insufficient managerial and financial management skills, insufficient skills in proposal and report writing skills, insufficient hands-on skills

Curriculum: DACUM Process

Activity	Key Players	Output
Planning	Policy makers and Educators	Review of existing information Training area analysis Workshop fixtures Identification of workshop facilitator Selection of workshop participants
DACUM workshop	Facilitator Stakeholders (Participants)	Knowledgeable participants on the DACUM process Agreement on span of positions Identified duties (general competencies) Identified tasks for each duty A refined DACUM chart
Analysis of DACUM Chart	Educators	Statements of training behavioral objectives for each of the tasks
Course Development	Educators	Sequenced topics Developed syllabi Time allocation for the training activities
Identification of training resources	Policy-makers Administrators Educators	Resources for teaching A monitoring and evaluation mechanism



Curricula reviewed by ANAFE from 1993-to date

Discipline/ Level	Certificate	Diploma	1 st Degree	Post-graduate	Total
Agriculture	2	4	15	2	23
Forestry	7	8	6	2	23
Other (Rural development/ Horticulture)	1	2	3	0	6
New Agroforestry Programmes	0	4	5	6	15
Total	10	18	29	10	67



Contextualized Learning Materials

Surveying, synthesizing and analyzing the underlying causes for the lack of relevant learning resources

Launching one pilot project in each of the 4 sub-regions for groups of African Agricultural writers to develop locally contextualized learning resources

Reviewing and publishing materials developed

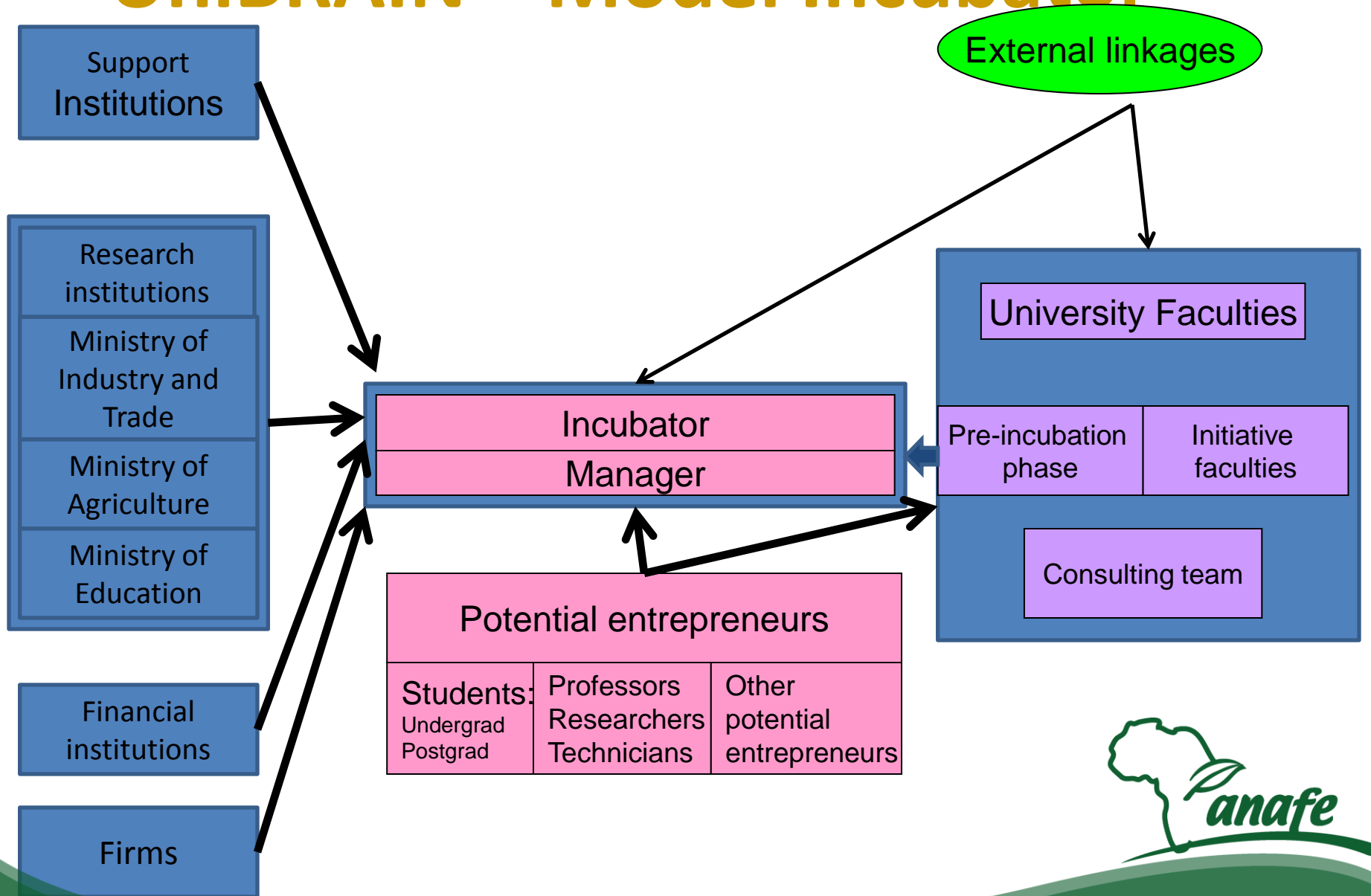


Materials Produced

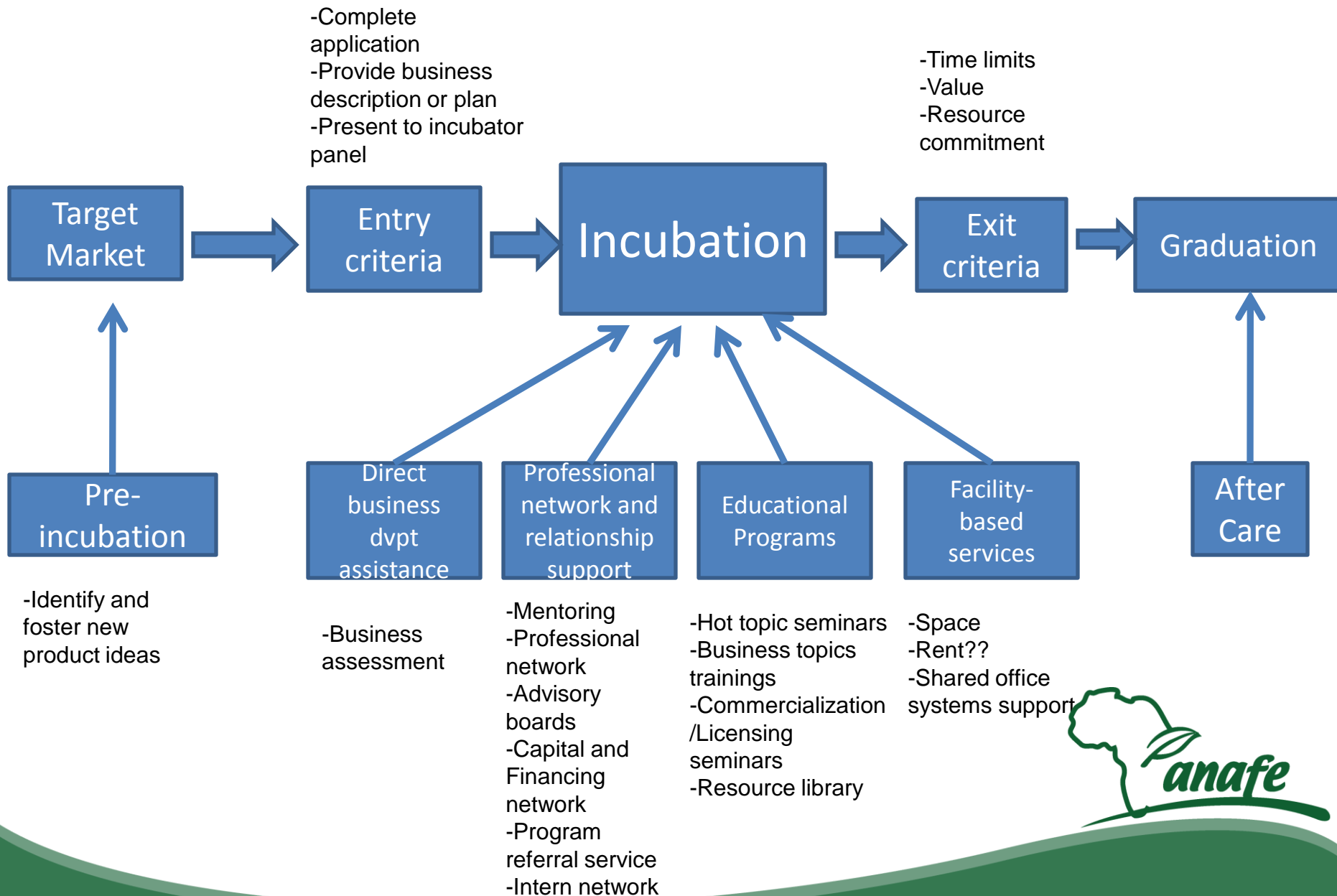
1. A review of some Agroforestry Technologies in Africa
2. Smallholder Ruminant Livestock Feeds and Feeding in Sub Saharan Africa
3. Sustainable Production of Selected Cash Crops: Coffee, Sugarcane and Tobacco
4. Climate Change Adaptation in African Agriculture and Natural Resources Management: Experience from Africa
5. Milk Production and Processing
6. Introduction to Natural Resources Management
7. Soil Fertility and Management
8. Sustainable Management of pests of selected crops in sub-Saharan Africa: Vegetables



UniBRAIN—Model Incubator



Incubation—The Process



Training of Trainers

- Pedagogy and Andragogy
- Resource Mobilization
- Contextualized Learning Materials Development
- Innovation Systems approach to curricula delivery



SASACID: Projects and expected outputs

Project	Expected Output
Refocusing agricultural learning objectives and improved curricula	Refocused agricultural education objectives and improved curricula
Establishing the capacity of agricultural scientists	High quality and locally contextualised agricultural learning resources
Building capacity for innovation systems approach	Synergy and institutional links in agricultural policy, research, education, industry and practice
Strengthening capacity for agribusiness education and training	Graduates with knowledge and skills in agricultural business enterprising
Managing risk and uncertainty	Resilience: Increased capacity on managing risks and uncertainty in agriculture
Strengthening methods of teaching and learning	Teaching and learning methods and tools and sharing of agricultural information enhanced

Way Forward

- More focused Tracer Studies
- Curricula Content—Context
- Curricula Delivery—Experiential Learning; Internships Model
- Innovation Systems
- Mainstreaming education into CAADP processes
- Business Development
- Institutional Governance



THANK YOU

<http://www.anafe-africa.org>

