



United Nations  
Educational, Scientific and  
Cultural Organization



UNESCO Chair in Social Learning and Sustainable Development



WAGENINGEN UNIVERSITY  
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# CTA/WUR Inception Workshop on

**“Mainstreaming Tertiary Education in ACP ARD Policy Processes:  
Increasing Food Supply and Reducing Hunger”**

## TEAM-Africa

**Tertiary Education for Agriculture Mechanism**

**Toward transformation of Tertiary Agriculture Education**

Wageningen , The Netherlands September 18-21, 2012.

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# Presentation Plan

I. TAE Context and Challenges

II. TEAM-Africa Vision – Mission – Objectives

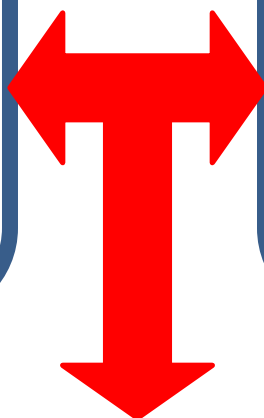
III. Activities toward transforming TAE in Africa



## I - CONTEXTE OF TAE

- Weak Governance System
- Inappropriate learning approaches
- Unstructured operational management

- Desafection of Youths
- Graduates are Knowledge Containers rather than knowledge creator and ready workers
- Not responding to societal needs



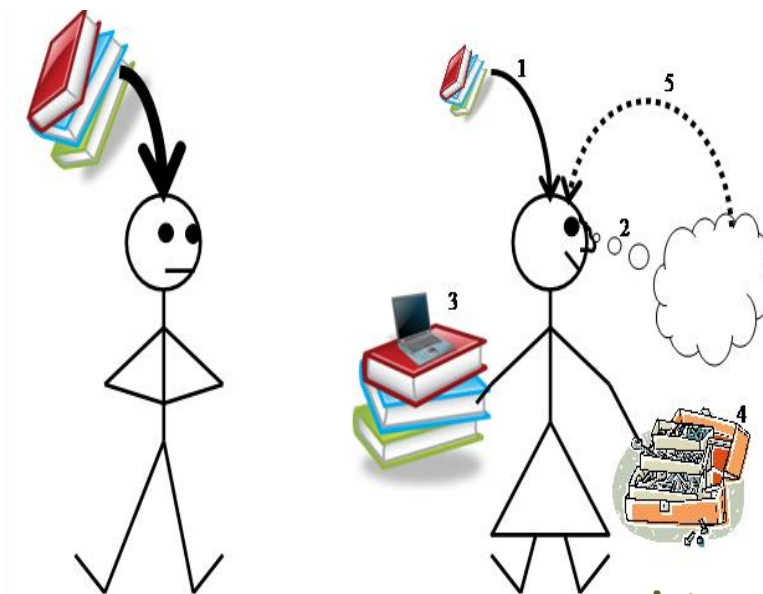
**Urgent need to Transform TAE in Africa  
as mentioned by CAADP and FAAP**



# CHALLENGES in TAE

- Increase youth and gender-balanced access to higher education in Agriculture;
- Create better responsiveness and anticipation with labour markets and societal demands;
- Dramatic scale up of financial investment in TAE in Africa
- Align and integrate development partners support for TAE activities within African development policies (AU/NEPAD/CAADP).
- Change graduates learning paradigm to move from being knowledge containers to knowledge creators and ready workers;
- This means TAE transformation is really needed now.

# TEAM-Africa's vision for change of learning paradigm



Today's approach to TAE in Africa mainly produces **Knowledge Containers**

A transformed approach to TAE in Africa will be designed to produce active **Knowledge Creators**



## II - TEAM-Africa VISION

Facilitate a radical transformation of the Tertiary Agricultural Education (TAE) systems in Africa according to FAAP principles

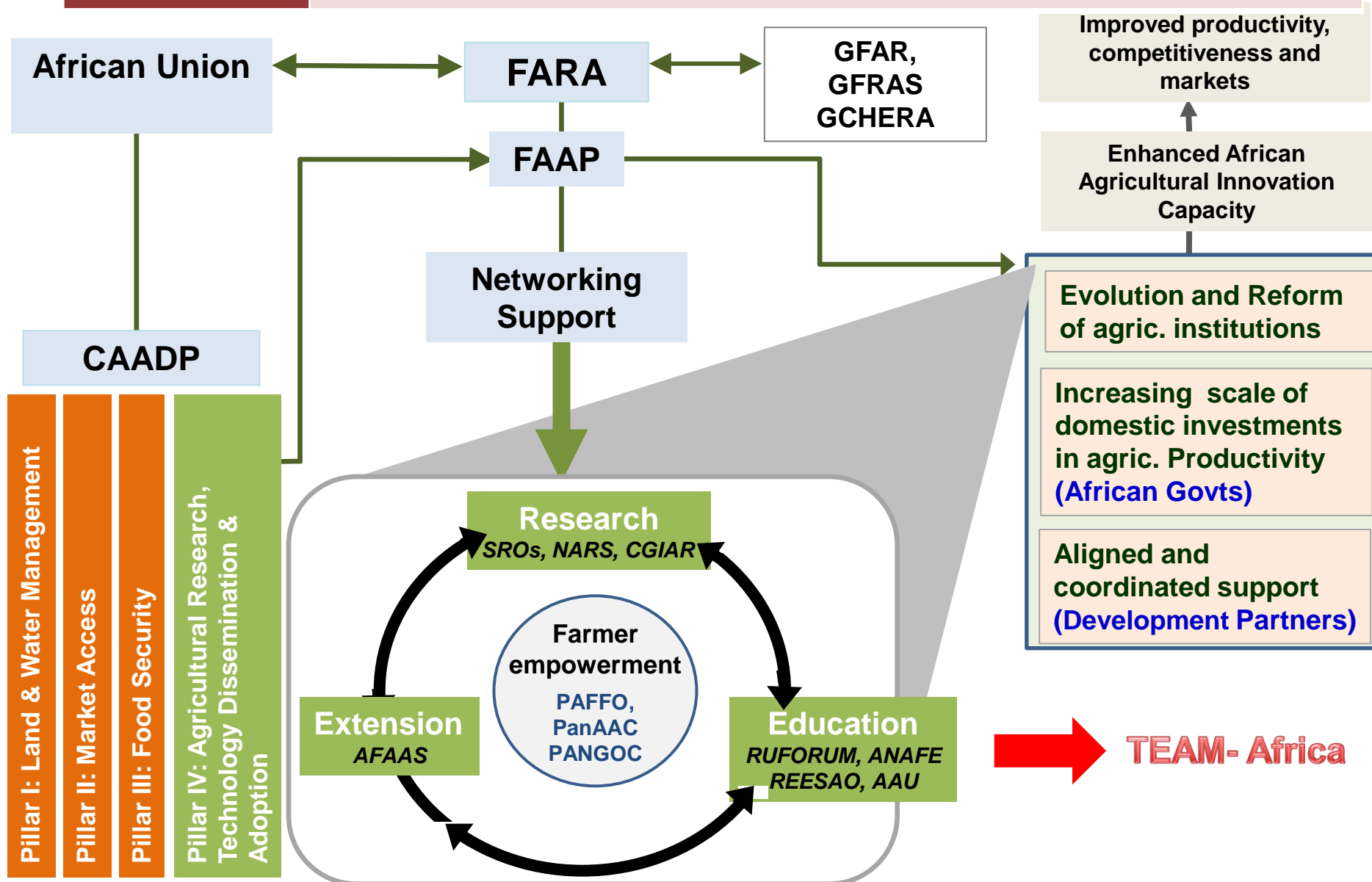
And

Enable mainstreaming of TAE into CAADP processes.



# CAADP Vision

Hunger eliminated, and poverty and food insecurity reduced through sustainable agriculture-led development that preserves the natural resource base.





# TEAM-Africa MISSION

Serve as a continental platform for networks and alliances to:

- Create awareness of the scope and scale of the problem and needed transformation of TAE;
- Facilitate greater coherence and coordination of initiatives in TAE;
- Support reforms to improve TAE efficiency and effectiveness;
- Mobilize resources to leverage innovation and apply research to improve agriculture impact within the framework of CAADP and FAAP guidelines.





# TEAM-Africa Objectives

To mobilize all the TAE stakeholders on TAE radical transformation;

To help and facilitate greater coherence and coordination of TAE partners for a radical reform needed for TAE;

To improve TAE management with guidelines for a better use of new ITC tools in governance, teaching and learning methods.

To promote inclusion of TAE institutions, in the framework of CAADP processes while ensuring that FAAP principles are well applied in the countries.



# TEAM-Africa Partners

- TAE networks as implemented partners:

**ANAFE** African Network for Agriculture, Agroforestry & Natural Resources Education

**RUFORUM** Regional Universities Forum for Capacity Building in Agriculture

- Forum for Agricultural Research in Africa (FARA) as Facilitating Partner;

- AUC/NEPAD, AAU (Association of African Universities) as Advisory Board:

- Development partners, TAE experts, Donors, NGOs, Private sectors as TAE-Partnership

# TAE-Partnership mobilisation





### III - Transformation of Tertiary Agriculture Education in Africa by

1- Using FAAP principles for strategic planning and

2 - Establishing a development partner coordination mechanism.

Deploying TEAM-Africa mission will involve strategic **changes in TAE** themselves and in the support provided by **development partners** with:

A Better governance structure and Significant increase in the number and quality of graduates, improved quality, relevance and impact of research, and effective translation of scientific knowledge to help national agricultural development policies and strategies.

The development partners, whose support has been highly fragmented, should take this important opportunity to coordinate their efforts and align their activities with the strategic direction of the TAE institutions.



## Transformation of Tertiary Agriculture Education in Africa

This stock-taking exercise and analysis will provide:

An update on the current status of cooperation between TAE institution and the members of the TAE-Partnership;

Analyze of weaknesses and strengths at both sides of the partnerships.

Lessons learnt as reference base for the planning and implementation of new collaboration programs; and provide recommendations, based on these analyses.

A structured process should now be implemented to support universities to align their strategic planning processes with FAAP principles.

This will include institutional self-assessments, and capacity building to strengthen TAE strategic planning in line with the FAAP principles.



## Transformation of Tertiary Agriculture Education in Africa

The first phase will consist of

- A participatory process in which TEAM-Africa will work intensively with three pilot universities (from Anglophone, Francophone, Lusophone countries) to conduct institutional self-assessments and adapt their strategic planning processes to align with the FAAP principles.

Concurrently, the institutional development partners will also review their support strategies, and take measures to coordinate their activities and align them with the strategic priorities identified by the institutions.

From the three cases, TEAM-Africa will develop a suite of tools and procedures for use by institutions across the continent.



# Transformation of Tertiary Agriculture Education in Africa

TEAM-Africa will be able then to:

- Develop an action plan to roll out the process to TAE institutions across the continent, including capacity building for teams of facilitators, a resource mobilization strategy, and a monitoring and evaluation plan.

The benefits of the proposed process can be summarized as follows:

- A clear understanding of the current status of institutional strategy in relation to the FAAP principles, and the current status of cooperation between TAE institutions and their development partners.
- Credible plans for institutional and educational reforms, both for themselves as well as for their respective stakeholders.

# Formation of CAADP Country Core Education (3C Edu) Groups

## • CONTEXTE

- In CAADP country round table, TAE used to be mentioned in the document but rarely involve in the Investment plans and Business meeting with % of their activities financed.
- A key consultative meeting of partners was held in Ouagadougou, Burkina Faso, in March 2012, and in Nairobi, Kenya on 29-30<sup>th</sup> of July to deliberate on the challenges and opportunities for including TAE into the CAADP investment plans.
- **As the CADP process continues, education sector seems to be left out – how do we rectify this and ensure that CAADP country teams engage with TAEs more effectively?**
- The 3C Edu Groups concept was initiated as part of CAADP Pillar 4 Expert Groups to ensure mainstreaming of TAE issues in the investment plans and subsequent implementation programs.
- The objective of these workshops was:
  - Discuss the formation of the 3C Edu Groups.
  - Discuss how to operationalize the 3C Edu Groups, working with the CAADP Country Representatives.

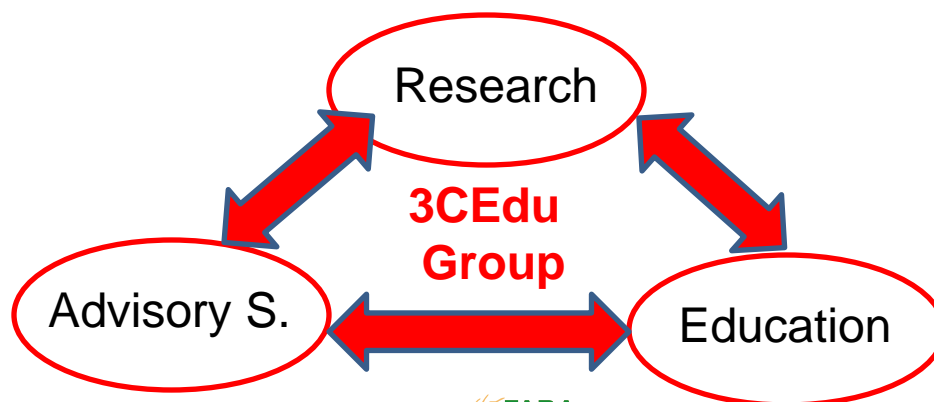
## Toward Formation of 3C Edu Groups

- Participants of these meetings included CAADP country focal persons and education representatives, sub-regional organizations, higher education networks, and the World Bank (List attached).

The fundamental issue was the integration of agricultural development and education sector –a planning challenge between ministries of agriculture and education.

**VISION:** *CAADP Country Core Edu Groups (3C Edu) needed to ensure education sector are part of national process*

There is need for high level engagement at ministerial level to ensure implementation of this beyond country focal person.





# Steps on Formation of 3C Edu Groups

Road Map to be facilitated by CAADP country manager

Identification of stakeholders (Country team, universities, Colleges...)

Sensitization workshop to discuss the establishment of the 3Cs. TOR for this meeting will include:

- Awareness creation
- Stakeholder engagements with CAADP as country teams.
- Electing an effective representation of 3Cs on the country team.
- Formalization of group at national level strengthen the representation of TAE in the CAADP process.

CAADP Country Focal Points should facilitate these meeting.

Sharing information through CAADP national Workshops

Planning and costing activities

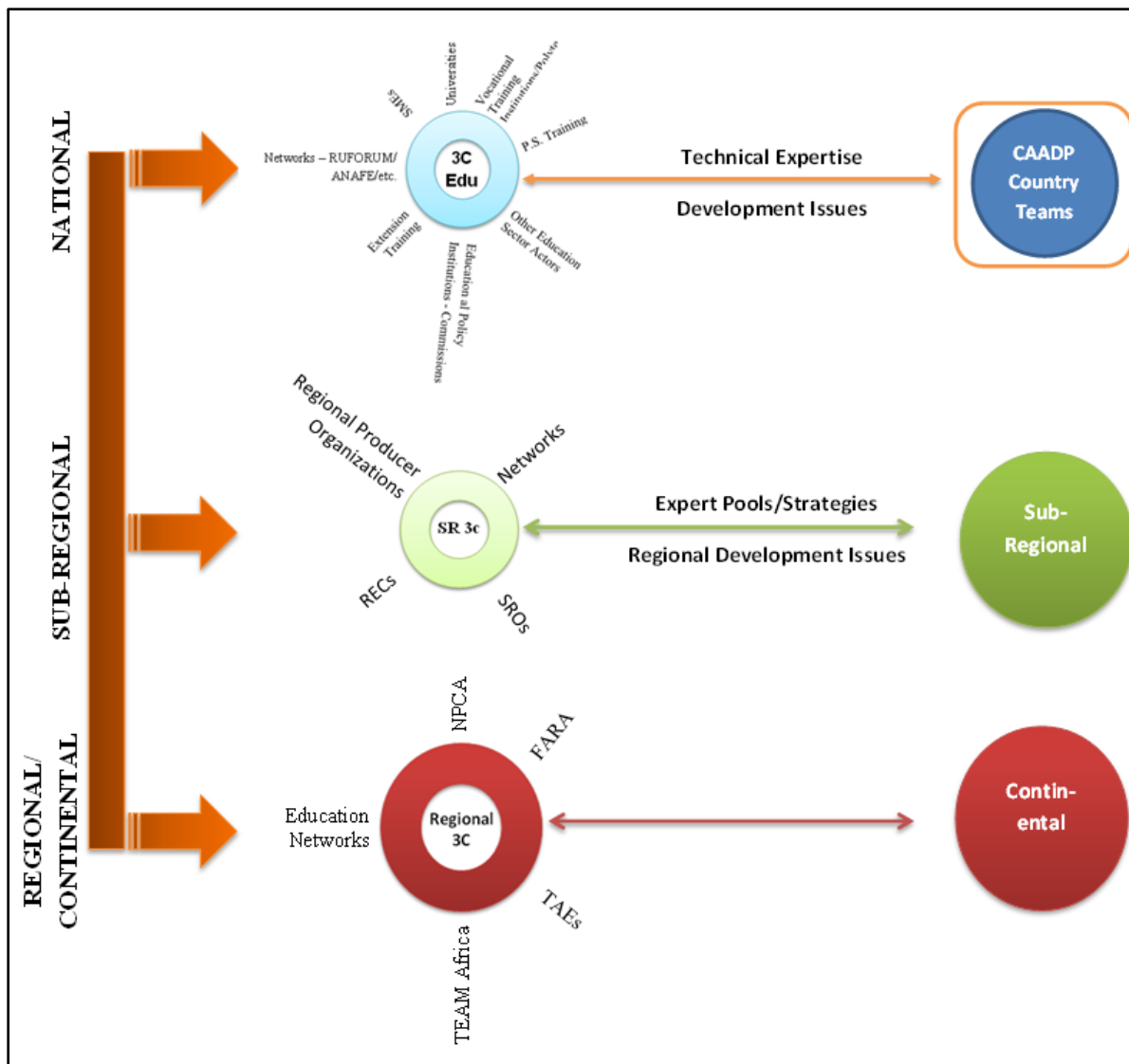
Lobbying for funding process

Building national network on 3C Edu

Launch of 3C Edu groups at sub regional and continental level under the leadership of FARA, TEAM-Africa, IFPRI, AU, WB

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# Formation of CAADP Country Core Education (3C Edu) Groups





## Others Activities with TAE-Partnerships

Food System Dynamics in Africa: Anticipating and Adapting to Change with Isaac Minde is Team Leader of the Modernizing African Food Systems (MAFS)

A prospective study of Tertiary Agriculture Education in Africa with Luís Mira da Silva (Technical University of Lisbon) and Dave Tschirley (Michigan State University)

TAE innovation e-Learning platform by CDI, KIT, CTA and ICRA, in collaboration with RUFORUM and ANAFE to be presented during the launching of TEAM-Africa, Friday 28 September, 2012 from 10-12h.

Building a Communication strategy (communication tools, website, domain with SLU Global, Uppsala, Sweden.

GCARD meeting preparation in Uruguay 27-28<sup>th</sup> of October 2012 and a side event on Building Capacities in Agriculture Based on Needs – launch of CGHERA in collaboration with Agrinatura on behalf of EFARD.



***What we are doing now, with TEAM-Africa initiatives,  
Is what we have been expecting***



**2<sup>nd</sup> PARTNERSHIP WORKSHOP ON TERTIARY AGRICULTURAL EDUCATION IN AFRICA**  
**Wageningen, Netherlands, March 26-28, 2012**  
**60 participants from 40 Dev Partner Organizations**

**THANK YOU!!!**