

## 2<sup>nd</sup> PARTNERSHIP WORKSHOP ON TERTIARY AGRICULTURAL EDUCATION IN AFRICA

### FINAL REPORT

#### Background and Synthesis on Workshop Objectives, Processes and Results/ Next Steps

Wageningen, Netherlands, March 26-28, 2012

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### [Wageningen Workshop Group Photo](#)



## EXECUTIVE SUMMARY

The importance of addressing capacity gaps to enable Africa to achieve its 6% sustainable growth in agriculture has been widely articulated within Africa and explicitly addressed in the Communiqué from the Ministerial Conference on Higher Education in Agriculture in Africa (CHEA, Kampala, 18th November 2010). The need to invest in a radical transformation of the tertiary agricultural education (TAE) system to ensure that they can meet these needs has been highlighted in the Framework for African Agricultural Productivity (FAAP) and has resulted, through a series of workshops and discussions, in the development of TEAM-Africa – the Tertiary Education for Agriculture Mechanism in Africa.

This Mechanism has been established to facilitate the integration of TAE into CAADP processes and plans, to catalyze change in TAE institutions to produce graduates able to identify, analyze, and resolve real-world problems, and to mobilize and harmonize investments to achieve the critical mass needed to meet these needs. The Regional Universities Forum for Capacity Building in Agriculture (RUFORUM) and the African Network for Agriculture, Agroforestry and Natural Resources Education (ANAFE) will be key implementing partners – with the Forum for Agricultural Research in Africa (FARA) being a key facilitating partner of TEAM-Africa.

A meeting addressing academic experts, Development Partners (DPs) and African TAE-leaders took place in Ås, Norway in October 2011, at which the ‘TAE Partnership’ was launched. This partnership was initiated to mobilize broad support for TEAM-Africa in its efforts to raise the profile of investment in TAE transformation and to coordinate and articulate ways to foster collaboration and harmonization of TAE initiatives in Africa. A follow-up meeting was held in Wageningen, in March 2012 which brought together an ever-wider group of academic institutions, networks and DPs from Europe, the US and Africa. The main purpose of this 2<sup>nd</sup> TAE Partnership workshop was to provide an opportunity for development partners and African stakeholders to articulate the importance of TAE transformation to development; to share experiences and discuss lessons learned from past and current programs of support to TAE in Africa; to better understand the TEAM-Africa concept and Africa’s plans for reforming TAE and how best to support them; and to establish a joint work program outlining concrete actions for the TAE Partnership to increase coordination and alignment of DPs’ support for TAE in Africa. The meeting also provided the opportunity to introduce the recently appointed Coordinator for TEAM-Africa<sup>1</sup>.

Participants agreed that the hallmark of TEAM-Africa is to coalesce networks, alliances, and consortia to bring high-leverage economies of scale to transforming TAE in Africa to meet the CAADP goals in a way that dramatically reduces poverty. TEAM-Africa’s objectives are in line with this perception:

1. To help facilitate and guide the transformation of African tertiary institutions, in line with the FAAP principles and within the framework of CAADP;
2. To raise the profile of TAE and enhance its value-contribution to economic development;

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<sup>1</sup> A website for the TAE-Partnership workshops was established. Relevant documents relating to the TAE-Partnership can be found on that website. Going forward, the website might be revised to become a useful tool for the members. The current address is as follows: <http://www.tae.wur.nl/UK/>

3. To increase the overall level of financial and technical support to TAE in Africa; and
4. To bring greater coherence to investments for TAE in Africa.

Consequently, TEAM-Africa is planning to:

- (i) Articulate a shared strategic vision for TAE transformation and capacity building in Africa;
- (ii) Provide information for priority setting in investments in TAE to all interested parties but especially to DPs and African TAE institutions;
- (iii) Provide guidance on best approaches to transformation and investment in TAE;
- (iv) Work to integrate TAE into CAADP Investment Plans;
- (v) Do all of the above, while promoting common principles of support to TAE working through and strengthening existing and promising new TAE networks.

Guiding principles on how to work together with African partners for more effective engagement in transforming TAE were developed in working groups and in the plenary sessions and are incorporated in this Workshop Report. They emphasize those elements that are necessary to further the spirit of the Paris Declaration and Accra Agenda for Action and that are rooted in good practice, leading to more sustainable initiatives. These guidelines are specific to TAE and form the basis for engagement with TEAM-Africa. These principles apply to all partners – donors and DPs, including northern universities and consortia - in their efforts to transform TAE in Africa. The principles specific to the African partners were not directly addressed in the meeting and are still to be developed through TEAM-Africa

The meeting agreed that the TAE-Partnership and the two workshops in Ås and in Wageningen provided an opportunity to begin to better collaborate, to start joint mapping and analysis exercises, and to start implementing more coordinated initiatives for TAE in some initial countries including Tanzania, and Benin. A cross-country collaboration among horticultural professionals wishing to strengthen TAE in that area was also noted, as well as many more concrete steps as outlined in the full report. The TAE-Partnership agreed to continue to raise awareness on TAE and TEAM-Africa, to work together to support the integration of the defined principles and to promote greater collaboration within existing and future activities. TEAM-Africa will be formulating its vision and strategy and will validate these widely in Africa, while at the same time working with FARA, RUFORUM, and ANAFE to sensitize TAE institutions on the type of transformation needed and on how to begin pursuing this through the CAADP process. In Wageningen, the TAE-Partnership expressed their commitment to support TEAM-Africa, as requested, in designing the Strategic Plan for TAE in Africa, and, in later phases, implementing its vision and strategy.

A concrete list of action points in the near- and medium-term future was developed and is presented in the final section of this report.

## **1. Background and Vision: The Need to Transform Tertiary Agricultural Education (TAE) in Africa**

Agriculture remains sub-Saharan Africa's dominant economic sector, accounting for 40% of GDP, 25% of exports, and 60-80% of employment across the continent<sup>2</sup>. Growth in this sector, especially productivity growth among the continent's millions of smallholder farmers, would make a major contribution to broad-based poverty reduction and to the wider economic growth needed to transform African economies<sup>3</sup>. Yet agriculture in Sub-Saharan Africa has performed worse than in any other region of the world over the past five decades. Per capita production of cereals over that time has fallen by about 15%; cereal yields have risen less than 50% over the same period, compared to rises of 180% to 300% in Asia. Meanwhile, Africa's share of world agricultural trade fell from 5%-6% during the 1960s and 1970s to 2% in 2000, before recovering somewhat to 3.5% by 2008 (FAOSTAT, October 2011).

Reversing agriculture's poor performance is an urgent priority for the continent, made more so by several worldwide and African trends. First, climate change is likely to make Africa's food security and agricultural productivity challenge greater, as much of the continent is expected to experience increased drought and extreme weather events. Second, evidence suggests that, for the foreseeable future, agricultural commodity prices in world markets will remain well above levels of the past four decades (OECD, 2011), and prices in nearly all African countries have, since 2008, persistently exceeded previous levels (HLPE, 2011; Tschirley and Dèmbélé, 2011). These high prices present great opportunities for farmers with the knowledge and resources to respond with higher production; yet this new price environment will not automatically spur broad, substantial production increases. Using this new price environment to spur broad-based productivity growth that includes smallholder farmers, will require greater investment in improved technology (e.g., improved germplasm, animal breeds better matched to agro-ecological zones and extreme weather events, better water management and rotational systems), greater accessibility and quality of support services (e.g., agricultural advisory services), as well as input and output markets for smallholder farmers. In order to manage all of the above points effectively, the more human capital will be crucial.

If African governments do not make (and Development Partners do not support)<sup>4</sup> these investments, high prices will continue to harm rural net buyers and the urban poor, and potentially stimulate political unrest.

Within Africa, two trends are influencing the nature and magnitude of agriculture's challenge. First, the continent is urbanizing more rapidly than any other area of the world, and per capita income growth since 2000 has been among the highest in the world. Because much of this income growth is occurring

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<sup>2</sup> World Bank (2007) *Cultivating Knowledge and Skills to Grow African Agriculture*. Washington, DC: The World Bank.

<sup>3</sup> World Bank (2008). *Agriculture for Development*. Washington, DC: The World Bank.

<sup>4</sup> The term "Development Partner" in this paper refers to northern partners in a broad sense and their partnership with African partners in promoting African development. This can include donor agencies, research and training institutions including universities, private sector with interest in and commitment to an African development agenda, NGOs, and others.

in urban areas<sup>5</sup>, these two trends are driving an explosion in demand for marketed food and a rapid change in the types of foods that consumers want. These patterns make agricultural productivity growth even more urgent, at the farm level but also increasingly in the post-farm system of processing and marketing<sup>6</sup>.

A second trend, linked to the first, is a substantial increase in foreign direct investment in African agriculture, forestry, and rural tourism sectors<sup>7</sup>. These investments have been characterized as “land grabbing” by many observers. Indeed, they threaten dispossession for some rural households and raise legitimate concerns about local sovereignty and their impact on equitable growth. Yet this trend may also present real opportunities for a sector and continent that have had, as documented in the Framework for African Agricultural Productivity (FAAP), enormous difficulties generating productivity-enhancing investment over at least the past four decades. Understanding the threats and opportunities posed by this phenomenon is of high importance, if it is to be turned to Africa’s developmental advantage.

These trends mean that the technical skills required by African food systems over the next thirty years will increase dramatically and will shift, in a relative sense, from those focused on farm productivity and employment in the public sector to those focused on post-farm value-added, related policy and regulatory issues, and employment in the private sector. Tertiary Agricultural Education (TAE) (including post-secondary vocational and technical schools, universities, and other post-secondary training institutions) has a central role to play in facilitating this required upgrading and relative shift by producing the extension agents, other technicians, agronomists, plant breeders, food scientists, nutritionists, applied engineers, agribusiness specialists, supply chain specialists, regulatory authorities, policy analysts, entrepreneurs and other professionals that the continent’s rapidly changing food and agricultural systems need to achieve robust growth and channel it in socially beneficial directions. The TAE sector is also central to producing the “knowledge creators” that can continue developing these skills in new generations.

Yet Africa’s TAE system has been largely neglected for at least three decades and, with some exceptions, is now poorly prepared to address this enormous task. Enabling the system to make its needed contribution will require, as indicated by the FAAP, “a radically new approach” - a transformation - in the way these institutions go about their job.

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<sup>5</sup> Definitive data are lacking on rates of per capita income growth in rural and urban areas. However, the continuing higher rates of poverty in rural areas, stagnant agricultural productivity, and much higher rates of capital investment in urban areas suggest that most recent income growth is concentrated in urban areas.

<sup>6</sup> Post-farm systems are expected to become more relevant, due to rising urbanization and growing per capita incomes in Africa, resulting in an increased demand for processed, high-value and packaged convenience foods. It will be crucial for the agricultural sectors to respond to these needs and to adjust to it, and to address all aspects of agricultural value chains, from production via processing, to marketing. For the education sector, it will be crucial to respond to the required skills all along the value chains in the agricultural sector, and to ensure that the human capital needed to address these new challenges will be available.

<sup>7</sup> Most foreign direct investment (FDI) data is not sufficiently disaggregated to develop a detailed quantitative assessment of these trends. FAO (2009) suggests that domestic investment in rural areas has increased greatly over the past five years (“Land Grab or Development Opportunity?: Agricultural Investment and International Land Deals in Africa”). UNCTAD (2009) provides more focus on agriculture and highlights growth, but only through 2008 (“World Investment Report 2009”).

The purpose of this report is to tell the story of how Africa is organizing itself to effect this transformation, and how Africa's Development Partners (DPs; donors, northern and increasingly southern universities, networks of Higher Education, and other institutions including private sector and NGOs focused on development issues; see footnote #3) are organizing themselves to support the emerging African vision for transforming TAE. This report is a follow-up to the report on the 1<sup>st</sup> Partnership Workshop on TAE in Africa launching the 'TAE Partnership', held in Ås, Norway, in October 2011. While not precisely definable in terms of membership, the TAE-Partnership consists of those development partners and African TAE stakeholders that have shown an active interest in TEAM-Africa by participating in the Ås meeting, follow-up engagement to that meeting via email and conference calls, or in the Wageningen meeting. This present report builds on that previous one. It builds on the same background information and includes a summary of findings and results from the Ås workshop report; however, it mainly focuses on the findings and results from the Wageningen Workshop<sup>8</sup>. As such, this report is intended to fully inform readers of the rationale for and evolution of efforts over the past 18 months in the area of TAE in Africa.

The report starts by providing background information on The Comprehensive Africa Agriculture Development Program (CAADP) of the African Union (AU)/New Partnership for Africa's Development Planning and Coordinating Agency (NPCA). CAADP has been central in promoting more evidence based discussion about what is required in Africa's agricultural sectors in bringing together a wide range of stakeholders to undertake this analysis and make decisions, and in helping stakeholders develop a common, harmonized set of programs to address their priorities. CAADP thus provides the broad framework for the African and DP response on reform needs in TAE. Section 3 then focuses on a specific initiative within CAADP - TEAM-Africa – whose purpose it is to provide leadership, vision, and practical advice to facilitate the transformation agenda in TAE. The major role of TEAM-Africa itself will be to facilitate, convene and advocate for TAE in Africa. Section 4 places TEAM-Africa in the broader agenda of transformation of African TAE education, while section 5 describes the actions that DPs have taken up to the Ås workshop to support such transformation. Section 6 then focuses on results from the Wageningen workshop, while section 7 closes with guidance on the way forward, including a table of concrete actions to be taken by TEAM-Africa and by the TAE Partnership in support of its activities.

## **2. The Comprehensive Africa Agriculture Development Program (CAADP)**

African countries have been organizing themselves for several years to address food security and poverty reduction in the agricultural sector, primarily through CAADP. CAADP was launched in 2003 as a framework for advocacy and action crafted through extensive consultation with a broad range of stakeholders. Its goal is to support African countries in reaching and sustaining higher economic growth through agricultural-led development that reduces hunger and poverty, improves food and nutrition security, and drives growth in exports. As a program of the AU, it emanates from and is fully owned and led by African governments and enjoys wide consensus on objectives, implementation processes, and

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<sup>8</sup> A related meeting was held in Washington, D.C. in December 2011. The purpose of that meeting was primarily to inform U.S. and Canadian DPs regarding TEAM-Africa and gain their support. The meeting did not bring together the broad array of partners that Ås and Wageningen did, had less African participation, and did not deliberate and provide actionable recommendations for the partnership and TEAM-Africa. We thus are not referring to that meeting as a "Partnership Meeting."

partnership principles. CAADP represents a major departure from past practice by putting the agricultural agenda at the forefront of the development debate in Africa. As part of this NPCA initiative, CAADP fully reflects NPCA's broad principles of mutual review and dialogue, accountability, and partnership.

### *Progress to Date*

CAADP has gained significant traction in the last several years. As of February 2012, over 30 countries and one Regional Economic Community (REC) have gone through a CAADP-assisted process of taking stock of their current agricultural programs and developing strategies to raise growth, reduce poverty, and improve the sustainability of economic activity in the sector. All these countries have also completed CAADP Roundtable events at which a broad set of stakeholders review the strategy and sign CAADP Compacts signaling their commitment to implement the strategy. 19 countries are involved in the next step - drafting or reviewing their CAADP Investment Plans (IPs), which are meant to be comprehensive multi-year plans for the agricultural sector that become the basis for agricultural Medium Term Expenditure Frameworks (MTEF) with the Ministry of Finance. Most of these countries have held Business Meetings to encourage their governments, DPs, the private sector and other stakeholders to support these Investment Plans. The process is rapidly progressing, and additional African countries are continuously entering into CAADP.

### *CAADP Pillar IV (Agricultural Research, Advisory Services and Education)*

CAADP is framed around four Pillars:

- I Sustainable Land and Water Management;
- II Development of Infrastructure and Improved Access to Markets;
- III Increased Food Supply, Reduced Hunger, and Improved Response to Food Crises; and
- IV Dissemination and Adoption of Improved Agricultural Technologies and Investment in Agricultural Research – thus focused on Agricultural Research, Advisory Services and Education.

New initiatives to reform and invest in TAE in Africa fall under Pillar IV, which cuts across all pillars. The Forum for Agricultural Research in Africa (FARA) is the Lead Institution for Pillar IV, and thus plays a central role in helping define the TAE transformation agenda.

While there is growing recognition of the tremendous need for re-investment and reform, support to TAE remains low and attention within CAADP has been extremely limited. Two factors help to understand the lack of inclusion of TAE in CAADP processes: First, the CAADP Pillar IV material that countries use to develop their policies and plans do not sufficiently address TAE. Second, the ministries of education and closely related ones (including ministries of employment, youth, professional training etc) that oversee TAE and its institutions have not typically been involved in CAADP country-level planning, which is almost entirely led by ministries of agriculture. As a result, very few countries have sufficiently addressed the capacity development that is essential to achieving CAADP goals including annual agricultural growth of 6%.



### *CAADP and the FAAP (the Framework for African Agricultural Productivity)*

FARA, the lead institution for Pillar IV, coordinated the development of the FAAP to guide and support Pillar IV experts to mainstream agricultural research, advisory services and education into CAADP. Endorsed by the African Heads of State at the African Union Summit in Banjul, the Gambia in June 2006, the FAAP lays out nine guiding principles for the design and implementation of all activities within Pillar IV. Concerning TAE specifically, the FAAP suggests 14 characteristics that a “radically new approach” to TAE must exhibit if it is to be effective. The overarching message is that TAE institutions in Africa must attract and retain the best brains to work in a collaborative fashion across institutions to resolve identified societal problems, and to continuously create a new generation of technicians and knowledge professionals to do the same<sup>9</sup>. Participants in the Ås and Wageningen workshops agreed that there is need to further develop the rationale and approach to institutional reforms and investment to strengthen tertiary education in agriculture. Therefore, it is envisaged that TEAM-Africa and FARA will jointly develop a “FAAP Companion Document” focussing on guiding principles and operational approaches specific to the support of TAE in Africa.

Beyond improving the performance of individual initiatives, the FAAP highlights the need to replicate and expand Pillar IV programs through increased investment that flows through much less fragmented mechanisms than has been the case in the past. This need was also recognized during the workshop in Ås. It was emphasized that DP support to TAE has been extremely fragmented and uncoordinated to date. Several donors have shown a renewed interest in investing in African TAE, but there has been little if any coordination across these initiatives and, at times, little coordination with TAE institutions in the countries receiving the investments. The limited attention until recently, to TAE within the CAADP framework – which presents Africa’s primary mechanism for coordinating investment in the agricultural sector across donors, government, and private sector – is both a symptom of, and a contributor to this lack of coordination. African governments and DPs recognize these challenges, and funding for the sector has begun to increase along with interest in greater coordination. Over the next several years, there exists the real possibility of much greater funding from DPs, African governments (with increased fiscal resources due to rapid economic growth), and potentially from new large-scale private investors in Africa’s rural sector. A key question, which needs to be addressed now, is how to define the needed reforms, and how to coordinate the new investments to achieve the maximum positive impact.

### *CAADP and TAE*

Africa’s leaders have for some time been calling for reform and renewed investment in TAE. Increased consultation, analysis and planning culminated nearly two years ago in the Ministerial Conference on Higher Education in Agriculture in Africa (CHEA), which was organized jointly by RUFORUM, ANAFE, the World Bank and CTA, and the EU Technical Centre for Agricultural and Rural Cooperation, and that took place in Kampala, in November 2010. Among the outcomes of the CHEA, as articulated in a communiqué from the attending Ministers of Agriculture and Ministers of Education, were calls for:

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<sup>9</sup> See Annex 1 for a listing of the nine FAAP Guiding Principles, the 14 points related to TAE, and a slight evolution of those points suggested in the Zurich meeting following on the Conference on Higher Education in Africa (CHEA) held November 2010 in Kampala.

- (1) The development of an African strategic plan for TAE in Africa;
- (2) Increased investments in higher education in agriculture to be included as an integral part of the CAADP process through the development of technical tools to provide guidance for planning and investment in TAE and through much more systematic engagement of people from the TAE community in CAADP processes at every level; and,
- (3) A renewed and vigorous emphasis by African governments on restoring the quality of higher education in agriculture.

The need to strengthen TAE is also increasingly recognized by Africa's DPs, who are signaling new interest in supporting TAE in Africa. Various DPs are considering new operations on TAE in Africa and/ or exploring ways of expanding their existing support for partnerships between African universities and programs in the donor countries, or on capacity building in African TAE more generally.

Reflecting this increasing interest on the part of the DPs and in response to the CHEA Communiqué, FARA, with World Bank support, convened a CAADP Pillar IV Donor Retreat in Zurich, in January 2011, to consider how to implement these three imperatives. The meeting included representatives of leading African TAE networks and DPs and resulted, among other things, in the creation of a TAE Working Group. The main purpose of this Working Group was to further discuss requirements and required arrangements for implementing and coordinating reforms for TAE in Africa within the framework of CAADP, and to support the establishment of a respective mechanism (later known as the TEAM-Africa). The Working Group has been led by the Regional Universities Forum for Capacity Building in Agriculture (RUFORUM), and included the African Network for Agriculture, Agroforestry and Natural Resources Education (ANAFE), and FARA, with participation of a number of partners including NPCA, DPs, higher education associations from outside Africa, and others. Following the meeting in Zurich, the TAE-Working Group met again in London, in March, 2011, and continued to interact on a regular basis through telephone discussions, assisting in organizing meetings to promote DP support for the emerging African agenda on TAE.

### *Mainstreaming TAE into CAADP Processes and Plans*

To begin the process of integrating TAE into CAADP Investment Plans (IPs), FARA undertook a review of IPs in early 2011, to establish the degree to which TAE had been considered in these plans. Despite the inclusion of training and education in the FAAP, the review showed that most IPs do not even mention capacity building as a precondition for achieving agricultural growth and transformation; among the plans that do mention capacity building, most do not allocate any funding for such initiatives.

In response to these findings, FARA and the World Bank organized a workshop in close collaboration with TEAM-Africa, RUFORUM and ANAFE, in Ouagadougou in March 17-18, 2012, and invited African education specialists who have been involved in the development of their countries' IPs. This workshop aimed at discussing the challenges and opportunities for including TAE into IPs. The workshop defined concrete next steps to better integrate TAE into these IPs. The next steps were presented and discussed at the 2<sup>nd</sup> TAE-Partnership workshop in Wageningen. These suggested actions include:

- (i) To improve the involvement of relevant actors in CAADP by establishing Groups at national level (CCCEdu Groups<sup>10</sup>, or CAADP Core Country Education Groups) focused on integrating TAE into CAADP IPs;
- (ii) To address the adequacy of staffing and quality of training in TAE institutions by commissioning a study to develop a human capital action plan with short-, medium-, and long-term components. Among the short-term components will be a process of self-assessment of TAE institutions, to be facilitated by TEAM-Africa;
- (iii) To source support for the inclusion of TAE into the CAADP process, including TEAM-Africa and the CCCEdu Groups, by developing a medium-term-expenditure framework and including this in the countries' IPs;
- (iv) To raise awareness of the required role for TAE in CAADP processes and plans and improve the effectiveness of TAE through a range of actions in the short-, medium-, and long-terms<sup>11</sup>.

The workshop report of this meeting is currently being finalized, outlining the discussed challenges and opportunities for mainstreaming TAE into CAADP processes and plans, the agreed actions and planned concrete next steps. A follow-up meeting is planned for mid 2012, including CAADP countries' focal points and country representatives, to discuss the way forward, to start implementing the agreed actions and to secure funding from African governments and CAADP institutions.

### **3. TEAM-Africa: Bringing Leverage to the Transformation of TAE in Africa**

#### *The Origins of TEAM-Africa*

In responding to the call for scaling-up investments in TAE, the TAE-Working Group recommended that African TAE networks and their development partners design a mechanism to determine and articulate the preferred modalities, processes, and approaches through which support for reforming and strengthening TAE in Africa might be structured and implemented. The resulting mechanism, referred to as the Tertiary Education for Agriculture Mechanism in Africa (TEAM-Africa), was conceived to have the following overall objectives:

1. To bring greater coherence to investments in TAE in Africa;
2. To increase financial and technical support as well as attention to TAE; and
3. To help facilitate and guide the reform and transformation of African TAE institutions, all within the framework of CAADP.

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<sup>10</sup> Spoken: Triple C Edu Groups.

<sup>11</sup> In this regard it was noted in the workshop undertaken in Ouagadougou as well as during the Wageningen workshop, that it is important to ensure that not only the Ministry of Agriculture is addressed within the framework of CAADP, but also the Ministry of Education. It was noted, that this is one of the current major challenges in ensuring mainstreaming of TAE into CAADP processes and plans. There was agreement that it will be crucial, as part of CAADP processes, to engage more actively with Ministries of Education, as well as with related ministries, such as Ministry of Economy, Planning, Environment, and with Local Governments and others, that all affect the rural landscape and the viability of Agriculture. Concrete steps address this challenge will be further discussed by TEAM-Africa, FARA and their partners.

The Mechanism was envisioned to contribute to these overall objectives by (1) Articulating a shared strategic vision for TAE capacity building in Africa; (2) Providing information for priority setting in investments in TAE; (3) Providing guidance on best approaches to investment in TAE (4) Integrating TAE into CAADP Investment Plans; and (5) Supporting harmonization of donor support to TAE<sup>12</sup>. . Over the longer term, it is anticipated that TEAM-Africa will continue to assess Africa's TAE sector and to interact at a high level with DPs, African governments, and TAE institutions and their stakeholders to coordinate support to African TAE transformation and ensure that the continent's vision and plans for TAE adjust as needed to new developments within the sector.

The TAE Working Group identified the need for a small secretariat to develop and coordinate implementation of TEAM-Africa. It decided that TEAM-Africa would be housed at the RUFORUM Secretariat in Kampala, Uganda and be jointly implemented by RUFORUM and ANAFE, known as the "Joint Implementing Partners" (JIP). Being situated within these two networks will allow TEAM-Africa to build on the work they are already carrying out in support of African TAE institutions and to use their established relationships to reach out to the vast majority of TAE institutions all over Africa - in anglophone, francophone and lusophone countries. Draft documents describing the proposed mechanism in more detail have been shared with the AUC's Commissioner of Rural Economy and Agriculture and with the CEO of NPCA. Both have since indicated their strong support for the initiative.

### *The Phasing of TEAM-Africa Activities*

TEAM-Africa's establishment and evolution is currently envisaged to be supported in three phases:

**Short-Term Preparation Phase (ca. 6 months from mid-March 2012):** The contracting of the TEAM-Africa Coordinator marks the beginning of this six month start-up phase. Basic funding for this phase was secured through the CAADP Multi-Donor Trust Fund (MDTF) managed by the World Bank. During this start-up phase, additional funding for RUFORUM and ANAFE hosting and supporting the TEAM-Africa Coordinator in implementing its work plan is envisaged. Direct support to TEAM-Africa as a fully established legal entity requires that it develop a multi-year draft Strategic and Operational Plan as the basis for this support. This broader strategic vision for TAE and the Strategic Plan for pursuing this vision will need to be developed with wide stakeholder consultation, and ultimately be agreed upon by the stakeholders as well as by the appropriate continental bodies such as the AU. As completing this process will take time, a first draft will be developed during the first six-month preparation phase to enable preparations for establishing a potential TAE specific MDTF.

As outlined in the Coordinator's TOR, other activities to be undertaken by TEAM-Africa during this start-up period will include:

- Work with the JIP to build a strategy to sensitize relevant stakeholders on the design and strategic direction of TEAM-Africa; and ensure adequate buy-in through consultation with

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<sup>12</sup> The objectives and "strategic thrusts" were slightly revised during the Wageningen Partnership meeting. See the section "Results from the Wageningen Workshop".

relevant stakeholders, including but not limited to tertiary agricultural education networks and institutions highlighting the importance of engagement in the CAADP process;

- Work with the JIP to design and implement a program of self-assessments by African TAE institutions to take stock of existing initiatives to reform and transform themselves;
- Develop a draft “companion document” to the FAAP that more fully elaborates the implications of the nine FAAP Guiding Principles for the manner in which TAE transformation is pursued, drawing on the 14 guidelines specific to TAE that the FAAP develops;
- Begin the process of developing the TEAM-Africa Strategic Plan based on the discussions at the CHEA, the two Working Group meetings in Zürich and London, the two TAE-Partnership meetings in Ås and Wageningen, the meeting on mainstreaming TAE into CAADP which took place in Ouagadougou, and guided by the JIP as well as by the FAAP principles and the yet to be developed draft companion document to the FAAP<sup>13</sup>. The Strategic Plan will address, among other things, the governance structure of TEAM-Africa in its first draft form based on the advice of the JIP, FARA, and the TAE-Working Group including the World Bank;
- Develop a draft one-year work plan and budget for TEAM-Africa to begin at the end of the six-month start-up period. The work plan will be developed by the TEAM-Africa Coordinator in consultation with the JIP and the CAADP Pillar IV Expert at FARA, with input from the TAE-Partnership as appropriate, under the arrangement outlined in the TOR.<sup>14</sup>

**Short-term Role of the TAE-Partnership:** The TAE-Partnership launched in Ås and strengthened in Wageningen agreed to stay engaged in, and supportive to, activities during this preparation phase of TEAM-Africa and subsequently. Partnership activities may include serving as ambassadors to donor agencies to help secure funding, as well as advising and supporting TEAM-Africa in the development of the Strategic Plan and other preparatory activities, as requested by the TEAM-Africa Coordinator.

**Medium and Long-Term: Establishment of TEAM-Africa Secretariat/ Implementation (ca. 5 years):** It will be important to support TEAM-Africa in a longer-term, more sustainable way. This includes enabling TEAM-Africa to plan for activities over more than a six-month period, and to receive and manage its funds, and to also allow it to hire a small number of additional staff to implement its Strategic Plan.

TEAM-Africa will need continued support from DPs, either bilaterally or through a MDTF specifically focused on TAE; the Strategic and Operational Plan will form the basis for this support. It will outline the strategy for reforming TAE in Africa that TEAM-Africa is planning to implement, and which broader components donors would commit to support by pooling their funds into a TAE-MDTF. Based on this 3- to 5-year Strategic Plan, TEAM-Africa will in addition, develop more specific annual work plans and budgets, against which progress would be reported on a bi-annual basis to the supporting donors.

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<sup>13</sup> Please note that these processes might have to be initiated in parallel, and a Strategic Plan might have to be drafted before the FAAP Companion Document. These details are to be worked out by the TEAM-Africa Coordinator in collaboration with the JIP.

<sup>14</sup> Because the World Bank, during this transitional phase is financing TEAM-Africa, it will also provide input and will have to formally approve the workplan. It will, however, follow the guidance of the Coordinator, JIP, and Partnership in its decision.

An additional expected source of funding will be through the CAADP IPs. By integrating TAE into the CAADP processes and plans, an expected result will be increased and longer-term funding for TAE from African governments and Development Partners, as budgeted for in the countries' IPs.

As re-emphasized in the Wageningen workshop, securing and harmonizing donor support by pooling funds around the Strategic Plan is essential for effective support. At the same time both the plenary sessions and the working group emphasized the importance of providing the TAE networks underpinning TEAM-Africa with support to continue to benefit from their widely recognized contributions to TAE transformation. Aligning support around a broader African Strategic Plan for TAE in Africa that leverages the abilities of these networks would allow DPs to ensure harmonization within the framework of CAADP and TEAM-Africa, avoiding the current fragmentation in support of African TAE while enhancing ownership by the African partners. To date, various potential donors have expressed interest in channeling their funds through a mechanism such as a MDTF for TAE, including USAID and several European governments and development agencies. Given the interest of these donors, the Bank has already begun preparing the establishment of this arrangement. More detailed consultations will be required to determine the way forward and the requests for establishing a MDTF.

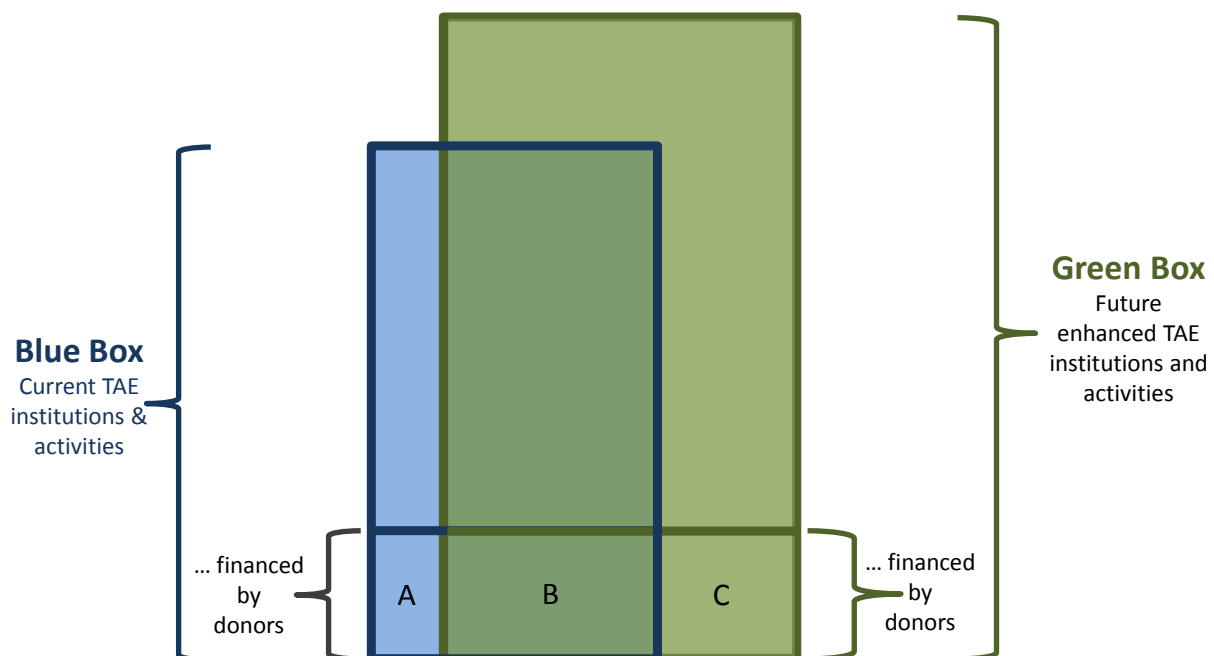
Medium-term Role of the TAE-Partnership: During this longer-term phase, the TAE-Partnership can play a strong role in advocating for TEAM-Africa and for harmonizing TAE initiatives, while working towards additional, further harmonized support from their national DPs. In addition, it will be crucial to bring experienced African minds to bear on this vision, while receiving input from DPs, academics and other development experts where desired, if TEAM-Africa is to establish the kind of intellectual leadership needed to effectively guide TAE reform and re-investment in Africa. Together with stable funding and staffing, this will enable TEAM-Africa during the medium- and longer-term period to widely validate the draft Strategic Vision and Plan across the continent, and to finalize it, which will orient long-term investments in TAE in Africa.

#### **4. TEAM-Africa in the Broader Reform and Re-investment Agenda**

TEAM-Africa will play an important coordinating, facilitating, and convening role in the broader reform process of TAE in Africa. Figure 1 captures key elements of the broader reform and re-investment agenda to be promoted and coordinated by TEAM-Africa. The “blue box” represents current TAE institutions and activities on the continent, some of which are financed by DPs, some by African governments and other sources. The “green box” represents the strategic vision for African TAE institutions and activities to be promoted by TEAM-Africa. This vision will identify the types of reforms in governance and incentive structures, new approaches to teaching, research, and outreach, and new investments needed to build the TAE capacity and to make it a key contributor to rural transformation, economic growth, and poverty reduction. The new vision and approaches will be broader, and will go beyond what TEAM-Africa can undertake on its own. However, TEAM-Africa's role will be to make a major contribution to defining and promoting this vision as well as to facilitate, convene and coordinate TAE players and reform initiatives in Africa.

Three points stand out in the figure. First, it is anticipated that the total set of activities and resources for TAE will increase substantially, both through increased African government investment and increased donor support; thus, the green box is larger than the blue box. Second, some current activities might be poorly aligned with the vision in the “green box” (→ the non-overlapping portion of the blue box, which includes funding both by African governments and by donors), while others will be consistent with the new vision (→ the overlapping portion of the blue and green boxes). Third, some of the new activities will differ substantially from anything seen currently, based on innovative thinking about how African TAE institutions and their partners need to operate differently to achieve their mission in the new environment they face (→ the non-overlapping portion of the green box). Over time, the expectation is that TAE activities, whether financed locally or by DPs, will progressively migrate to approaches consistent with the new vision.

**Figure 1: Schematic depiction of TEAM-Africa vision**



In this new setting, three broad donor financing modes will co-exist for DPs support to TAE<sup>15</sup>:

- i. Some donors might choose to continue bilateral financing of activities that may not be fully aligned with the Strategic Plan and vision (box A). Reasons for incomplete alignment may include the fact that the Strategic Plan has yet to be developed while these initiatives are already planned and/or

<sup>15</sup> The relative sizes of all the boxes in the figure should not be taken too literally. However, we do mean to suggest that (i) the total funding to TAE, as stated above, is expected to increase – thus the green box is larger than the blue box, (ii) many current activities are expected to be consistent with the new vision, thus area A is smaller than area B, and (iii) bilateral donor funding consistent with the new vision may remain larger than pooled funding. (thus area B is larger than area C), though this will depend on many factors and may not necessarily hold in practice.

being implemented. In the longer-term, such arrangements may persist due to DP's political agendas and guidelines in support of TAE in Africa.

Among those DPs committed to aligning their support with the new vision, at least two broad financing modes will be available, with the purpose of further harmonizing support for TAE in Africa and avoiding the currently recognized fragmentation:

- ii. Some donors might bilaterally finance activities that are more or even fully consistent with the new vision and Strategic Plan (box B). Such support would also include various currently planned initiatives, including some by USAID, European countries and EU<sup>16</sup>, as well as the regional World Bank project (see Box), which has entered its preparation phase, with implementation starting in early 2013. Other donors have also indicated their interest in supporting this financing mode, though they have not yet made commitments.
- iii. Some donors might pool funds, e.g. through a Multi-Donor Trust Fund focused specifically on TAE (box C). This arrangement would enable DPs to fully align their support with the Strategic Plan by channeling their funds through an MDTF established to support implementation of this plan, which in turn is grounded in the framework of CAADP and its processes.

**Example of Linking Capacity Building Investments with TEAM-Africa:**  
**The World Bank 'African Centres of Excellence (ACE) Programme**

*One example of a directly financed capacity development initiative closely linked to TEAM-Africa is a currently developed World Bank cross-sectoral, regional program. The proposed World Bank program aims to strengthen the capacity of targeted aspiring African Centers of Excellence (ACE)<sup>17</sup> and their associated neighboring and national institutions to deliver quality training and research in Science, Technology, Engineering and Mathematics (STEM), Agriculture, and Health sciences. The program will work through a new concept for building and sustaining capacity and excellence in tertiary education. The program will support a selected number of institutions with a regional mandate, so that they can emerge as regional, African Centers of Excellence in specific areas of expertise over time. These institutions will also serve as hubs to support, as well as draw from regional networks and other partner institutions located either in the same country or in neighboring countries in the region.*

*Stakeholder meetings with African partners from the three mentioned sectors have taken place to discuss and further the concept of the initiative (in Accra, December 2011; in Ouagadougou, March 2012), and a working group has been established out of these meetings (named the IDA-Programme Working Group<sup>18</sup>). This ACE-*

<sup>16</sup> For further information in initiatives from European countries – please find the full report “Capacity Development for agricultural research for development”, compiled by EIARD and AGRINATURA (finalized in January 2012) on the EIARD website: <http://www.eiard.org/>

<sup>17</sup> During the workshop in Wageningen, the terms Centres of Excellence vs. Centres of Leadership were discussed. Participants perceived that Centres of Leadership would have a stronger role in supporting and building capacity in neighboring institutions/universities. This was felt to be of great importance, given the vast gap in capacity between the best African institutions and many of the others. Centres of Excellence were perceived as having a lesser role in such capacity building – they would admit students having enough funding, not engaging actively in building capacities of the institutions around them. As conceived in the World Bank Cross-sectoral regional program, however, “Centers of Excellence” will support institutional capacity building via their engaged partner institutions (see above), and thus will take up some role that in Wageningen was attributed to Centres of Leadership.

<sup>18</sup> The International Development Association (IDA) is the part of the World Bank that helps the world's poorest countries, aiming to reduce poverty by providing interest-free credits and grants for programs that boost economic growth, reduce inequalities and improve people's living conditions. IDA complements the World Bank's other lending arm—the International



*Programme Working Group has had initial discussions on the process - specifically on the selection process and criteria for selecting the ACEs, as well as on the content and the concept as a whole – specifically on the envisaged activities and respective indicators. The Group committed itself to further work together with the Bank to support the development and implementation of the initiative. TEAM Africa, RUFORUM, ANAFE and FARA actively participated in these meetings and are representing the Agricultural Sector in the Working Group.*

*This initiative is one example of a capacity development investment that is closely linked to TEAM-Africa but not directly funding it: Its concept note is being significantly influenced by TEAM-Africa through their participation in the Working Group; the initiative will be aligned with the TEAM Africa Strategic Plan for TAE in Africa (draft to be developed by autumn 2012); and a more active coordinating role of TEAM-Africa and its partners is considered under component three of the program which will focus on regional networks and their role in coordinating and managing the program. In further shaping the concept, this potential role for TEAM-Africa will be further evaluated by the Working Group and the Bank.*

Discussants at the workshop agreed that, regardless of the funding mechanism, competitive approaches to the disbursement of funds to TAE institutions should be used whenever possible. For example, the MDTF could potentially include competitive sub-grant mechanisms focused on institutional capacity building in relation to TAE; donors in their bilateral funding could also use such mechanisms. Properly designed and operated, this approach would sharpen African universities' competitive competence and enable them to take stronger ownership of their own process. Discussants agreed that donor-driven projects can often be unduly conditional and skewed in ownership towards DPs, thus undermining the very reforms that are needed in the African TAE sector.

#### **Multi-Donor Trust Funds**

*Multi Donor Trust Funds (MDTFs) are attractive to many donors, as they provide a practical a means to implement the principles donors signed-up to in the Paris Declaration on Aid Effectiveness (2005) and the Accra Agenda for Action (2008). These principles include a commitment to greater harmonization of donor support, ownership of development initiatives by African partners, alignment with their agendas, managing for results, and mutual accountability among DPs and African institutions. MDTFs provide the opportunity to put these principles into practice while reducing the administrative burden for the donor institutions, as they are normally managed by one institution only, e.g. by the World Bank.*

*Relating to the mentioned principles, some of the benefits of the MDTF are as follows:*

*Ownership: African institutions receive funding from the MDTF based on 3- to 5-year Strategic Plans and annual work plans and budgets. Such direct funding enables the recipient to better plan how to use these funds to implement their plans and to take ownership of the activities and their results.*

*Alignment: A MDTF is grounded in an over-arching Strategic and Operational Plan. This plan is developed by the African partners often with support and advice as requested from DPs. Donors contribute to the MDTF only if they support this Strategic Plan, ensuring better alignment with the African agenda*

*Harmonization: Recipient institution may fund several activities through an MDTF, allowing better coordination and harmonization across them. By increasing coordination and reducing (in principle) administrative costs, a MDTF allows donor funds to have greater impact than they would have individually.*

*Managing for Results and Mutual Accountability: Under a MDTF, recipient institutions report against their Strategic Plan and, in more detailed fashion, against their AWP. The recipient develops a results framework based on its Strategic Plan, clearly outlining expected results, indicators, baselines and annual targets. Progress reports submitted every six months are based on this results framework. This arrangement reduces the reporting burden of the receiving institutions and enables development agencies and donors to more easily follow substantive progress and use of funds and report this back to their governments.*

*In addition, donors can choose to use the capacity of the Bank to manage funds and to strengthen the recipients' procurement, financial management and reporting/ M&E systems as well as the related capacities (rather than the recipients having to establish new systems for every donor). This reduces the workload of funding institutions significantly, while ensuring quality and results.*

## **5. How Donors are Organizing themselves to Support TEAM-Africa**

The CHEA, the two TAE Working Group meetings in Zurich and London generated strong momentum and African ownership behind the TEAM-Africa concept. In an effort to support this ongoing Africa-led process of developing and eventually implementing an agenda for TAE, the World Bank worked with the TAE Working Group to organize the 1<sup>st</sup> TAE-Partnership Workshop held in Ås, Norway in October, 2011. This workshop was intended to be a first step in launching a broader, actively engaged partnership among DPs, academic TAE experts and African TAE leaders to provide coordinated support to the African TAE agenda – called the TAE-Partnership<sup>19</sup>. The Ås meeting was followed by the 2<sup>nd</sup> TAE-Partnership Workshop held in Wageningen, Netherlands, in March, 2012. This section reports on the results of the Ås workshop and on events following Ås and leading-up to the Wageningen workshop. Section 6 then focuses on outcomes from the Wageningen workshop.

### *Results from the Ås Workshop*

The Ås workshop was divided into two parts<sup>20</sup>. The first day and a half set the stage: taking stock of recent TAE initiatives in Africa; highlighting existing and emerging frameworks, principles and mechanisms for supporting TAE; and reviewing and discussing lessons learned. In the second part of the workshop the participants divided into two groups, each with the purpose of conducting a SWOT analysis (Strengths, Weaknesses, Opportunities and Threats) on TAE in Africa. Based on this analysis,

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<sup>19</sup> One of the key purposes of the TAE-Working Group formed in Zürich, following the CHEA recommendations, was to support the establishment of a coordination and facilitation mechanism for transformative TAE investments in Africa, which later came to be known as TEAM-Africa. With the hiring of the TEAM-Africa Coordinator, this role has been largely fulfilled. The Working Group also supported the establishment of the TAE Partnership, which includes the Working Group members, but goes beyond to include more active partners as outlined above. While working groups may be needed in future for other specific purposes, they can be drawn at the time as appropriate from members of the broader TAE Partnership..

<sup>20</sup> See the Ås report for more detail, including a characterization of the SWOT method.

each group was to identify priority actions for the partnership of DPs, academic experts, and African leaders in TAE emerging out of the meeting<sup>21</sup>.

The SWOT analysis was organized around a broad objective: defining and implementing a process of reform of and re-investment in African TAE institutions to create a TAE *system* that contributes effectively to economic and social development in Africa through human and institutional capacity improvement in agriculture. The teams identified emerging strengths in African TAE institutions, but also found serious and systemic weaknesses that constrain these institutions' ability to deal with the challenges they face. Yet both teams identified more promising opportunities than threats in the external environment in which these institutions operate. *Opportunities in the face of institutional weaknesses highlight the need for serious reform in Africa's TAE system.* Thus, the workshop's analysis provides further endorsement for the findings articulated in the FAAP (FAAP, section 3.1.4, page 19) and accepted by the broader African political process.

**Key opportunities in the external environment:** Opportunities identified by the groups include:

- Africa has had among the highest per capita economic growth of any region (save East Asia) over the past decade. If combined with improved fiscal mechanisms, this growth should provide more internal resources to fund African TAE;
- Demand for and access to tertiary education is rising rapidly. Increased student numbers are creating serious problems for TAE institutions to maintain quality, but they also present an opportunity to have much broader impact on human capacities;
- CAADP and TEAM-Africa provide an opportunity to further increase funding and achieve greater coherence in TAE investments;
- Donors have shown renewed interest in agricultural development in Africa, and they realize the important role TAE can play in this. Hence, they reacted with substantial increases in funding since the mid-2000s and more increases expected;
- Donors have very recently also become committed to promoting true partnerships between northern and southern institutions based on mutual interest;
- The range of DPs has expanded as India, China, and Brazil have become deliverers of development assistance, bringing additional resources and new perspectives to old challenges;
- Rapid change in Information and Communication Technology (ICT) introduces new possibilities for low-cost worldwide collaboration and improved learning in TAE institutions.

**Key strengths among African TAE institutions:** These opportunities in the external environment are paired with at least two key strengths among African TAE institutions. First, several important regional initiatives for TAE and regional MSc and PhD programs have been launched in recent years (e.g., RUFORUM and ANAFE and the Collaborative Master's in Agricultural and Applied Economics (CMAAE) in East and Southern Africa), joining more established entities such as AERC and AAU. A second strength is that increasing numbers of African TAE institutions are realizing that the locus of demand for graduates is shifting to the private sector and to training (such as experiential learning and interdisciplinary,

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<sup>21</sup> We'll refer to this in the rest of the paper as "the partnership".

participatory research) that promotes the development of problem-solving skills required on-farm and in post-farm activities. Both of these strengths – emerging, potentially robust regional initiatives and greater engagement of some universities with their rapidly changing economic and social environment – will be important bases for more effective TAE in future.

**Challenges in the external environment:** Not all factors in the external environment are positive. First, institutional divisions and weak cooperation between ministries of education and ministries of agriculture, and between research, extension, and education, have to be overcome if TAE is to be transformed into an effective engine of change in African countries. Second, bandwidth remains inadequate, expensive, and inaccessible to many, undermining use of the internet as a dynamic research and teaching tool. Third, agriculture is increasingly seen by students as an unattractive field of study. Finally, some African institutions have expressed that the incentive structure in donor-country universities may sometimes undermine their ability to help African TAE institutions do the kind of applied, problem-solving research and capacity building that African countries need.

**Major weaknesses of African TAE institutions:** The groups identified five major internal weaknesses that must be addressed. Most broadly, engagement with developmental and societal challenges, and innovation in teaching and learning methods to go with it, are still incipient and are resisted in many quarters. Better links between research, education, and extension/advisory services will be one key element in successfully addressing societal challenges, as will the development of curricula that better meet the needs of the full range of TAE stakeholders.

Second, internal budgets for TAE remain woefully inadequate, leading to degraded infrastructure for teaching, skills enhancement and research, and insufficient funding for research and outreach. A third weakness relates to poor incentives for faculty to dedicate themselves to their university duties. Low salaries, inadequate facilities, often non-existent operating budgets, promotion policies and issues related to the intellectual independence of researchers all contribute to the problem. Relatedly, peer review and performance evaluation of faculty are frequently poor. Modern methods in these areas, linked to a new vision of the role of TAE institutions in the economy and society, will be crucial elements in improving performance. To be effective and sustainable there must be national commitment and financial allocation to this transformation, converting the CHEA commitments and FAAP principles into reality.

The final important weakness is low and declining ability to teach vocational and technical skills, which are in demand by and meet the needs of both the private and public sectors. The reasons for the disappearance of so many vocational and technical schools, and effective means to reverse this trend, need to be better understood.

**Priority actions by the Partnership:** After completing their SWOT analysis, the groups identified a list of priority actions to be undertaken by the TAE-Partnership. These are reflected in the table at the end of this document, which updates the list of priority actions defined in Ås, and adds activities agreed to in the Wageningen workshop.

### *From Ås to Wageningen*

The 1<sup>st</sup> TAE-Partnership workshop in Ås identified the need for a second workshop to be held within several months. The World Bank and Wageningen University and Research Center (Wageningen UR) agreed to jointly organize this workshop. In preparation for the Wageningen meeting, concrete progress was made on four fronts.

First, ANAFE –with support from CTA (the ACP-EU-Technical Centre for Agricultural and Rural Cooperation)- organized a sensitization workshop on November 28-30<sup>th</sup> 2011 in Ouagadougou, to engage French speaking African higher agricultural education institutions in CAADP processes. This workshop was held in response to concerns voiced in Ås that, while TAE institutions as a whole have not been adequately engaged in the CAADP process, this lack of engagement was especially notable in francophone and lusophone countries. Rectors, Vice Chancellors and Presidents of Universities, together with their Deans of Agricultural, Environmental and Natural Resources Faculties, General Directors of Colleges, and regional and international partners agreed to support TEAM-Africa as a key tool for ensuring inclusion of TAE in CAADP Investment Plans.

Second, FARA and the World Bank organized a stakeholders meeting in Ouagadougou on March 17-18<sup>th</sup> 2012, as referred to above (See Section 2). This workshop discussing challenges and opportunities for including TAE in the CAADP IPs and defining some concrete next steps to better integrate TAE into these IPs, was a key step in advancing the inclusion of TAE into CAADP.

A third concrete step was the signing of a MoU by RUFORUM and ANAFE, clarifying roles and responsibilities of their networks and staff in supporting TEAM-Africa, as well as their specific role in the JIP (Joint Implementing Partners) giving guidance to the TEAM-Africa Coordinator. It was also agreed that RUFORUM would host TEAM-Africa at its headquarters in Kampala, Uganda. Based on this MoU, RUFORUM and ANAFE will be financially supported through the CAADP MDTF managed by the World Bank during this initial six-month start-up phase to enable them to provide adequate support to the TEAM-Africa Coordinator.

Fourth, the TEAM-Africa Coordinator was recruited through a competitive process. The Coordinator was contracted for an initial period of six-months, based on TORs developed jointly by RUFORUM, ANAFE, FARA, and the WB with support of the Working Group<sup>22</sup>. The Coordinator will be hosted by RUFORUM in Kampala and begin work in April 2012.

### *Results from the Wageningen Workshop*

The Wageningen workshop was structured to provide an opportunity for DPs and African stakeholders to discuss a range of issues from past, current, and planned future programs of DP support to Africa's agenda for TAE transformation. Expected results included:

- Recommendations on how donors and their northern- and African partner institutions can better coordinate their capacity building initiatives and align them with the emerging African agenda for TAE;

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<sup>22</sup> See Annex 2 for the final Coordinator TORs

- Agreement on specific guiding principles for this coordination and alignment, and
- Agreement on a work plan clearly outlining actions, responsibilities and timelines for partners to implement the recommendations over the following 6-12 months;

In addition to various presentations to bring participants up-to-date on progress, the workshop included two sets of working group sessions<sup>23</sup>. On day two, panel discussions on experience in Tanzania and Benin in which multiple northern universities have formed partnerships with universities in (i) Tanzania - Sokoine University of Agriculture, and (ii) in Benin - Universite d'Abomey-Calavi, Universite de Parakou, and Lycee Technique, were followed by discussion in two separate working groups. Participants were subsequently divided into three working groups to discuss (a) modalities for coordination, (b) donor principles for engagement, and (c) TEAM-Africa purposes and structure. This section reports explicitly on the Tanzania and Benin working groups and on the TEAM-Africa working group, then draws from all these groups and all presentations and discussion to outline a set of guiding principles for the emerging TAE partnership.

### *Benin and Tanzania Working Group Sessions*

Case studies in Tanzania (Sokoine University of Agriculture) and Benin (Universite d'Abomey-Calavi, Universite de Parakou, Lycee Technique) were presented by representatives from the universities in the two countries, and/ or representatives from the northern partners institutions and the respective donors from the USA, Norway, Denmark, Sweden, the Netherlands and Belgium. The presentations of lessons learned and ideas for better coordination were then discussed in working groups, presented back to the plenary, and discussed in plenary (the full presentations and working group results are available to participants on the workshop website and available on request to other readers).

Key themes that emerged from this process included:

- Donor support to agriculture and especially to TAE has been steadily declining, and existing support in Africa is fragmented and less effective than it could be if it were better coordinated;
- Better harmonization and coordination were stressed, but individual initiatives were also welcomed and the costs of excessive coordination were recognized. Participants accepted that there may be some overlap among efforts, but that initiatives should be mapped and partners should actively engage in joint lesson-learning.
- As development partners work to coordinate and align their support, African universities need to put the resulting support to best use by developing their own strategic plans and ensuring that such support contributes directly to its achievement. Discussants noted that a willingness to reject support that is not properly aligned could be a powerful tool to impose needed disciplines on both sides in these partnerships;
- These university strategies should be aligned with CAADP and shared with all related ministries - Ministries of Agriculture, Education, and others such as Finance and Planning that influence TAE investments;

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<sup>23</sup> See Annex 3 for the workshop agenda and Annex 4 for a list of participants. Note, however, that the agenda was modified as the workshop progressed.

- Local ownership and true partnership, as opposed to dependency, can only be achieved by building collaboration on the basis of TTT: Trust, Transparency and Time. A long-term perspective on both sides is fundamentally important.
- Effectively advocating for greater TAE investment increasingly requires that its economic and societal returns be demonstrated, for two reasons: policy makers need to be convinced that such investments will further developmental goals, and TAE leaders themselves need to fully internalize that idea that TAE must actively contribute to real-world goals in this way;
- In keeping with the need for TAE to make concrete contributions to national development goals, participants emphasized that universities need to create monitoring and evaluation systems that (a) track the way graduates are absorbed into the labor market and (b) document and share the impacts from their activities on smallholder farmers, consumers, and more broadly throughout the food system;
- Contribution to real world problems can be enhanced by emphasizing more interdisciplinary collaboration on research and training as well as competence-based learning approaches.

### *TEAM-Africa Working Group*

This working group focused on three over-arching issues: (a) developing a clear statement that captures what sets TEAM-Africa apart and justifies DP and African support for its activities, (b) refining the statement of objectives for TEAM-Africa, and (c) identifying outstanding issues in TEAM-Africa’s design and operation that need to be clarified and offering recommendations for some of these issues.

The group agreed that “the hallmark of TEAM-Africa is to coalesce networks, alliances, and consortia to bring high-leverage economies of scale to transforming TAE in Africa to meet the CAADP goal of 6% agricultural growth per year” in a way that dramatically reduces poverty. The fundamental contention in this statement is that promoting active collaboration across existing and promising new TAE networks in pursuit of a truly African agenda on TAE will generate transformational change that could not otherwise be achieved.

Participants agreed to a refining of the objectives of TEAM-Africa that appear in the TORs for the Coordinator. Agreed objectives are to:

1. Help facilitate and guide the transformation of African tertiary institutions, all within the framework of CAADP;
2. Raise the profile of TAE and to enhance its value-contribution to economic development;
3. Increase the overall level of financial and technical support to TAE in Africa; and
4. Bring greater coherence to investments for TAE in Africa.

The working group agreed that TEAM-Africa would pursue these objectives by emphasizing **six strategic thrusts**, while working through and strengthening existing and promising new TAE networks. As outlined below TEAM-Africa will:

- i. Articulate a shared strategic vision for TAE capacity building in Africa;

- ii. Provide information for priority setting in investments in TAE to all interested parties but especially to DPs and African TAE institutions;
- iii. Provide guidance on best approaches to investment in TAE;
- iv. Work to integrate TAE into CAADP Investment Plans;
- v. Do all of the above, while promoting common principles of support to TAE and working through and strengthening existing and promising new TAE networks.

The final topic that the group grappled with concerned aspects of TEAM-Africa's design and operation. Table 1 lists the discussed topics and summarizes the working group's recommendations on each.

**Table 1.** Outstanding topics regarding TEAM-Africa's design and operation and recommendations from workshop working group on TEAM-Africa

Topic	Recommendation/Comment <sup>1</sup>
Advisory Board	<ul style="list-style-type: none"> <li>• Not an executive board<sup>24</sup></li> <li>• Need to add at least one private sector representative</li> </ul>
Executive	<ul style="list-style-type: none"> <li>• JIP (RUFORUM and ANAFE as constituent members) has executive authority</li> </ul>
Financing	<ul style="list-style-type: none"> <li>• Should be channeled and pooled through financing systems</li> </ul>
Staffing	<ul style="list-style-type: none"> <li>• Small secretariat needed but funding for it must be secured</li> </ul>
Relationship to existing networks	<ul style="list-style-type: none"> <li>• TEAM-Africa should clearly leverage and contribute to network activities</li> <li>• ANAFE and RUFORUM initially and subsequently to utilize their effective networks to implement the agenda;</li> <li>• To source financial support for strengthening RUFORUM and ANAFE, as key pillars for supporting integration of TAE into the CAADP process;</li> </ul>
TAE-Partnership	<ul style="list-style-type: none"> <li>• Should continue to support advocacy and resource mobilization</li> <li>• Not part of the governance structure of TEAM-Africa</li> <li>• Needs more African members</li> </ul>

<sup>1</sup> As presented by workshop working group and as gleaned from discussion

### *Guiding Principles for the TAE-Partnership*

The principles outlined in this section are derived from all the presentations, case studies, and working groups in the Wageningen workshop. We first delineate principles that apply to all partners – DPs including northern universities and African partners - in their efforts to transform TAE in Africa. We then discuss how these principles apply more specifically to donors, to Development Partners in the broader

<sup>24</sup> Please note that the TEAM-Africa Coordinator, with advice from the JIP, will develop a suggested governance structure within the 6-month start-up phase. This proposal will further suggest the required bodies, their roles and responsibilities as well as their composition.



sense (including universities), and to African partners. The principles specific to the African partners were not directly addressed in the meeting and are still to be developed through TEAM-Africa, but are believed to be supported by the full range of discussion in the workshop.

**Principles Relevant to all Partners:** At the **global level** the Paris Declaration and subsequent commitments address the importance of ensuring African ownership and sustainability by creating more equal partnerships that respond specifically to African demand and that serve the African-defined and led development agendas. All those working with TEAM-Africa are expected to provide support in the spirit of the Paris Declaration and to ensure that they work in a way that honors these commitments.

At the **continental level** TAE reform initiatives will work within the CAADP framework, as outlined above. The primary objectives of all TAE initiatives should be to transform TAE in line with the FAAP TAE principles and to ensure the full engagement of all relevant stakeholders along the value chain. This refers more precisely to the knowledge loop from farm and consumer to university and back to farm.

*Specific recommendations at this level from the Working Groups were that (i) deliberate efforts are made to incorporate TAE transformation in CAADP Compacts and Investment Plans, and (ii) initiatives specifically link to one or more of the FAAP TAE principles for transformation<sup>25</sup>.*

At the **national level** TAE transformation initiatives should address national priorities and frameworks (national PRSP, vision statements e.g. Kilimo Kwanza, development programs, etc) and link to them in a way that enhances FAAP TAE principles. Initiatives should especially be designed to understand and respond to the evolving national demand for university graduates with specific analytical and problem-solving skills and for technicians with solid vocational training.

*Specific recommendations are that project proposals should reflect how these national priorities and frameworks are being addressed and how the activities respond to skill needs identified by the private sector, civil society and government agencies.*

At the **institutional level**, African universities should be encouraged to develop strategies that grow their institution in line with national priorities and in keeping with the FAAP principles and that DPs should align their activities with these strategies and priorities. Paraphrasing from the meeting, this means that “TEAM-Africa will **not** promote the spending of money on business as usual – rather the objective will be to achieve the radical educational transformation required to generate the change agents and champions needed to meet CAADP goals”.

*Specific recommendations from participants are that TEAM-Africa and the TAE-Partnership actively engage to promote the transformation needed to meet the aspirations of the CHEA Communiqué. Where faculty or institutional policies, priorities and strategies do not encourage the needed transformation and do not respond as necessary to changing food, agricultural and educational systems, initiatives focus on working with universities and vocational training colleges to achieve alignment with the FAAP principles, rather than simply working outside the frameworks.*

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<sup>25</sup> See Annex1 for a list of these principles

A closely related principle is that DPs should embed their initiatives within the partner institutions' operational and administrative structures to ensure legitimacy, strengthening of those structures, and sustainability. This is a crucial prerequisite for success, since new approaches to research and teaching need to be institutionalized within university rules, regulations, and guiding visions through Vice Chancellors' endorsement and Senate approval.

*The specific recommendation is that, where the operational and administrative structures are weak, DPs work with the partner institution to achieve the upgrading needed to ensure required levels of transparency and accountability.*

Application of all the above principles is likely to create real ownership and lead to sustainable change. Synthesizing across this discussion, the Wageningen conference proposes the following **core requirements to facilitate equal partnerships**:

1. **Strengthen to the maximum feasible degree participation of all relevant stakeholders in the initiative.** This should be done internally, with students, faculty, administration (management at all levels), and alumni; and externally, with farmers, community leaders, government agencies, policy-makers, civil society organizations, private sector, and regional and international partners, agencies and networks.

*Recommendation: Not all these stakeholders are to be included in every initiative. All, however, should be explicitly considered in the initial concept formulation and those with a direct stake should be invited to participate in design and, where appropriate, implementation. All projects should make specific provision for the communication of results and lesson sharing across stakeholders.*

2. **The design, ongoing governance, and budgeting of initiatives should be transparent to all parties.** Budgeting should show all costs of design and implementation, including coordination costs. Well-functioning partnerships are built on trust and respect, which are impossible without full transparency.

*Recommendation 1: Donors should share bid processes and results, and budgets, with all implementing institutions including local partners. Information sharing should be explicitly included in project design.*

*Recommendation 2: Project proposals should fully budget for the transaction costs of coordination, especially where these are at multiple levels. Proposals should not just assume that the local partner can easily fulfill this function with their own financial resources.*

3. **Sufficient time must be allocated to ensure full engagement for equal partnership:** Workshop participants recognized that this can sometimes mean delays to ensure that all relevant stakeholders are on board. Yet the consensus was that pursuit of this principle is necessary for both equality and sustainability. Donors must understand that short deadlines can be counterproductive for quality and shared ownership, especially when new partnerships are being established or local operational structures are under-developed.

*Recommendation: Ensure sufficient flexibility to allow for such delays. Allocate adequate time to ensure that, to the maximum feasible degree, all are on board with good problem analysis and capability screening to provide the conditions for sustained impact.*

4. As part of maintaining transparency, a communication strategy to share ideas and lesson learning should be a key part of initiative design. Communication with stakeholders is best articulated early in the planning and not left to the end. To create interest among relevant external stakeholder they should be kept informed throughout

*Recommendation: all projects should specify how they will communicate objectives, results and lessons with the range of interested stakeholders.*

**Principles Specific to Donors:** Donors should honor all the principles outlined above so that they encourage equal partnerships in the spirit of the Paris Declaration. This promotion can be pursued in different ways: from direct institutional support through support to competitive funding mechanisms for specific types of research or training, and through various funding mechanism, e.g. from bilateral support through basket funding or trust funds. In applying the above principles donors are likely to engage in, and should strive to engage in, the following behaviours:

1. Meet with universities and government agencies jointly during initiative design to secure better harmonization of initiatives and to share lessons learned. Ensure that initiatives respond to local needs and don't duplicate existing knowledge and experience.
2. **Work through the CAADP framework to promote the incorporation of TAE reform into CAADP Compacts and Investment Plans.** TAE transformation needs ambassadors and the value-contribution of TAE to CAADP goals needs to be better articulated to reflect its importance. If donors embrace the TEAM-Africa vision they should actively advocate for incorporation of TAE reform into CAADP Investment Plans as part of their support for achieving the CAADP objectives.
3. **Strengthen capacity of TAE institutions to respond to needs of the private sector.** "Private sector" should be broadly defined to include farmers, traders, industry, multinationals and relevant local and international NGOs working in agriculture and agri-business. This strengthening can be done by encouraging private sector involvement from partnership establishment to evaluation.
4. **Work to agree on common approaches to reporting, monitoring and evaluation of TAE reform initiatives.** Harmonization on these aspects would reduce the transaction costs of project implementation for all those involved so that time and resources can be shifted from administration to implementation. Basket or trust funding would be especially effective in supporting such harmonization.
5. **Support initiatives to promote greater lesson sharing in TAE:** This can be done most effectively by giving adequate support to the TEAM-Africa secretariat, enabling it to facilitate both vertical and horizontal learning.
6. **Assist in developing secure funding for TAE reform, for TEAM-Africa and for the networks sustaining this effort:** Preferred funding modes included Multi-Donor Trust Funds and Competitive Basket Funding, though bilateral support that applies these principles is also acceptable. In any case, initiatives should be conceived with at least a ten year time line (or as close to this timeframe, as governments can commit to), as sustainable educational reforms take time (see core requirement No. 3. above).

**Principles for International Partners:** International partners (universities, other training institutions, NGOs) should honor all the principles outlined above under Principles Relevant to all Partners. By applying these principles in their specific context, these partners should strive to demonstrate the following approaches:

1. **Fully Engaged Partnerships:** Partners should actively promote governance structures with effective representation of all relevant stakeholders, clear lines of communication, and equitable distribution of resources given partners cost structures, existing resource endowments, and management capacity. Partnerships should utilize the competitive strengths of each partner when allocating tasks, should allow adequate time for coordination and implementation, and should provide sufficient resources for effective joint action. Budgeting will be fully transparent.
2. **Strengthening of local partner governance structures:** Changing learning paradigms involves radical alteration of thought processes and operational procedures, and affects the whole institution: its values, its self-image, its rules and regulations, its approach to teaching and examination of students and promotion of faculty. Leadership's strong support is a crucial prerequisite for success. International partners need to work with the leadership of TAE institutions to develop a common vision for achieving such change.
3. **Strengthen linkages between TAE institutions and the national innovation system,** including National Agricultural Research Institutes, ministries of agriculture, health, and others, the broader private sector and civil society. Innovation capacity is not just an additional skill or knowledge set; it is a different way of seeing the world and interacting with it. The changes in mindset must be stimulated by change in the learning paradigm and by linking students and researchers closely with farmers, traders, agri-businesses, and communities.
4. **Embed research projects and learning systems into the full value and knowledge chain:** Even if addressing only one specific component along the chain, ensure that it is contextualized. This can be done by establishing vertical partnerships throughout the value and knowledge chain and bringing university administrations on board to understand the issues and the need for change. It is important that reforms help to dismantle the wall between classroom and practical reality, through mechanisms such as internships, field studies, guest lectures, experiential learning, action research, and others.
5. **Develop initiatives that contribute to moving from the “knowledge container” to the “knowledge creator” approach to training:** Educational transformation is not fundamentally about changing the curriculum but about changing the learning paradigm (Figure 2). It is to acknowledge that today the most important skill to give students in TAE is the ability to handle the learning loop: Analyze a problem – try a solution – reflect on the results – learn from this process– add knowledge and skills if required – analyse again– try again – reflect again. Available knowledge now expands exponentially. Students cannot accumulate all the knowledge they need in formal studies. But this exponentially expanding knowledge is easily accessible through modern communication technologies and the web. As a result, knowing how to access and use knowledge is more important than storing it. Operating in this new way requires a

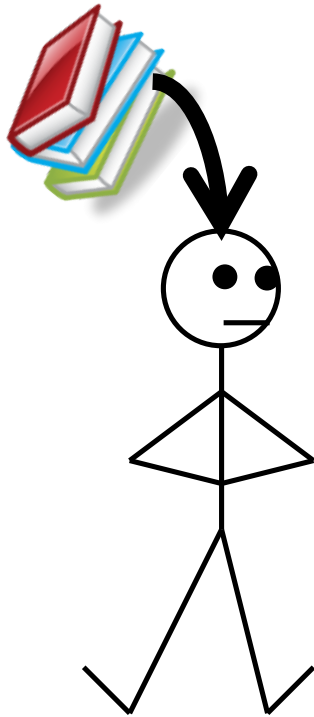
different learning environment both mentally and physically. The biggest challenge to making these changes is not the students but the current faculty and teaching staff.

6. **Recognise and support champions of TAE reform and the activities they are already carrying out.** Many TAE institutions in Africa have innovators who may be taking this approach but with little institutional support. Supporting these individuals and their activities can give quick gains and ensure greater visibility for TAE reform. International partners need to identify these change agents, work with leadership to support them and their approaches, and thereby build a critical mass for change.
7. **Work together with other projects,** or at least share lessons and ensure greater harmonization of activities at individual institutions.

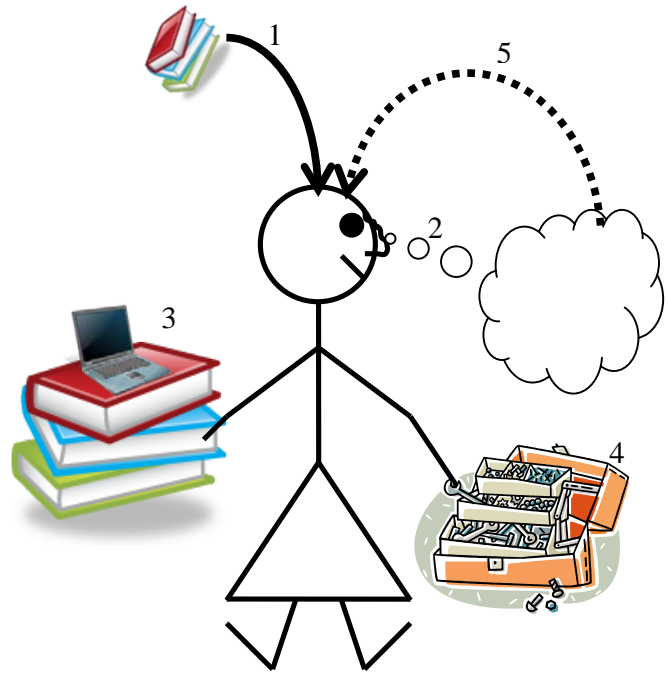
**Principles for African Partners:** These specific guidelines are still to be developed through TEAM-Africa, in a form consistent with the overall guiding principles outlined above.

Figure 2. TEAM-Africa's vision for change of learning paradigm within TAE

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



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



Too often at present, students are passive receivers of knowledge with little ability to use it once they complete their formal studies (left side of the figure). In future, less emphasis will be put on accumulating factual knowledge (1). Instead, students will be taught to see and analyse real-world problems (2), and to reflect on whether the knowledge they received in their formal studies is adequate to address the problems (1) or if they need to gain more knowledge (3). In interacting with the world graduates will through experiential learning be equipped with a toolbox of skills and methods (4) which they apply to real-world problems (2). They will also learn to reflect on the results of their work (5). By doing so, they will evaluate the biases they bring to their analysis and will modify as needed the “window” through which they see the world (inspired by Kolb, D 1984 *Experiential Learning: Experience as the source of learning and development*).

### Aligning to TEAM-Africa

One of the questions raised focused on “What does it mean to be aligned with TEAM-Africa”? The TEAM-Africa working group discussed this question and proposed some principles to be followed by African TAE institutions and DPs working on **TAE if they are to be associated with the TEAM-Africa initiative. However, these will need to be further developed through TEAM-Africa, hand-in-hand with**

developing their Strategic Plan and the FAAP Companion Document, and in a form consistent with the overall guiding principles outlined above. The proposed principles are that partners should:

1. **Agree to work within the guiding principles** of Team-Africa as outlined above and as they will be further developed in the FAAP Companion Document;
2. **Inform TEAM-Africa** of the intention to work in this area and keep them up to date on developments, providing project outlines
3. **Agree to share outcomes of activities and lessons learned** and post relevant materials on the TEAM-Africa website, or provide links to the relevant website.

An example of an activity that would align with TEAM-Africa was proposed at the workshop, where the various donors and partners at Mekelle University would come together, assess their activities in light of the FAAP TAE transformation principles, share lessons learned and then share these with TEAM-Africa.

In addition, as DPs and African TAE institutions develop their institutional capacity development activities, they should consider the ‘good practices’ listed below. Not every issue needs to be programmatically addressed by every initiative, but each issue *does* need to be taken into account in project design, and any potential constraints they pose to success should be clearly articulated. The list is drawn from the working groups and plenary, is not exhaustive, and is expected to be reviewed and revised as needed in the FAAP Companion Document. The proposed key points to be considered when developing activities:

1. **Labor market:** What are the current and likely future demand for skills in the public, private, and civil society sectors of the country and region where the investment is taking place?;
2. **The local TAE institution’s resource envelope:** Is it sufficient for the mandate the institution will need to carry out? Is the mix of sources appropriate (government support, students fees, outside support other sources of income)? What can be done to increase the resource flow, especially the institution’s ability to compete successfully for research grants and other grants.
3. **Infrastructure for learning and research:** Is the set of auditoria, laboratories, group rooms, libraries, facilities for computer and internet access, and means of access to the field, among others, sufficient? If not, what are the feasible investments with highest payoff?
4. **Institutional systems:** Are the governance structure, administrative systems, formal and informal rules and regulations, faculty and student incentives systems, remuneration levels and policies, and other institutional aspects conducive to the institution carrying out its mandate in a transformed approach to TAE? What improvements can be made and which would have the highest payoff?
5. **Faculty and administrative capacity:** Are the skills and commitment of the faculty sufficient for the institution’s transformed mandate? Is there a long-term faculty development plan in place? Is it adequate? Are there financial and career incentives in place to motivate faculty to support the changes?
6. **Institutional links to stakeholders:** Has the institution clearly identified its internal, rural, urban, national, private sector, civil society, and international stakeholders? Has it put in place programs to identify and meet their needs, including faculty incentives to engage in this way? Did these programs also address issues and demands existing at policy level?

7. **Communication systems:** Does the institution have a clear communications strategy for making its work known to its stakeholders, for soliciting and processing stakeholder input (a two-way flow of information), and for using that feedback to improve their programs?
8. **Other TAE reform initiatives:** What other capacity development initiatives are ongoing at the institution **and how can the current initiative best add value to them?**

## 7. Conclusions and the Way Forward

It was broadly agreed that the 2<sup>nd</sup> TAE-Partnership workshop in Wageningen, has helped to continue to build the Partnership and to deepen the understanding of TEAM-Africa and the need to support its agenda for transformation in Africa in a more coordinated way. The focus of the workshop was on how developing partners and international universities, colleges and networks could best support and partner with TEAM-Africa, working in close collaboration with RUFORUM, ANAFE, and FARA, to realize the objectives first articulated in Kampala and further elaborated in Zurich, London and As.

The purpose of the 2<sup>nd</sup> TAE-Partnership workshop was to provide an opportunity for development partners and African stakeholders to discuss:

- (i) Lessons learned from past and current programs of support to TAE in Africa;
- (ii) Africa's plans for TAE (as expressed by the leaders of the TEAM Africa initiative) and how best to support them;
- (iii) Possible forms through which development partners might increase the coordination and alignment of their support for TAE in Africa;
- (iv) Next Steps towards achieving better coordination of development partners, and further alignment with the African agenda for TAE.

The guiding principles and requirements for aligning with TEAM-Africa outlined above were derived from the workshop working groups and they chart the way forward for donors and other DPs in support of the African agenda for reforming TAE, in the spirit of Paris and Accra principles and within the CAADP framework. These principles and requirements are expected to be reviewed and revised as needed in the proposed FAAP Companion Document, which will be widely vetted to ensure broad support in and beyond Africa.

The Action Table below reflects the agreed actions in follow-up to the Wageningen workshop.

The TEAM-Africa Coordinator is in place and will begin developing a Strategic Plan for TAE transformation, while encouraging working within the CAADP framework and working towards greater inclusion of TAE into CAADP processes and plans. One of the first tasks of the TEAM-Africa Coordinator, now in office, will be to work on prioritizing the several actions outlined in the Table of Actions, together with the JIP, and to align them with his Terms of Reference. At the same time members of the TAE Partnership are encouraged to look at their activities going forward, to follow-up on the action points listed in the table, and to see where they are able to align their initiatives and actions with others, and within the guidelines agreed upon in the Wageningen workshop. The whole TAE-Partnership is



encouraged to regularly update the Partnership on progress towards these actions – on concrete activities, achievements and proposals.

It became obvious, that Africa has mechanisms in place and has on its agenda the critical importance of a radical transformation of its TAE in order to ensure that agriculture contributes more significantly to African economies and that it is able to achieve its goals for sustainable growth and poverty reduction; there are many international institutions ready to partner with the African TAE-Partners, and this document has used workshop results to develop a workable first draft of principles for partnering going forward. All the participants at the workshop as part of the TAE-Partnership expressed their support to share the concept of TEAM-Africa and the urgency of investing in TAE transformation with their home institutions and donor organizations.

**<sup>26</sup> Actions Led by TEAM-Africa, with Support from Partnership as Requested (next 6 months)**  
(See TOR for TEAM-Africa Coordinator & Supporting Contract with RUFORUM/ANAFE)

Priority Actions	Leadership	Supporting Participants (upon request)	Comments	Responsible person for follow-up and ensuring activity is carried out in time
1. Develop <u>1-page leaflet</u> on TEAM-Africa for broad distribution	Coordinator	JIP; Partnership members to assist in broad dissemination of information on TEAM-Africa	Broad commitment to use this and other mechanisms to promote the idea of TEAM-Africa  Can also be posted on the website	Hamidou Boly
2. Create awareness of and credibility for TEAM-Africa	TEAM-Africa Coordinator ; TAE-Partnership;	ANAFE & RUFORUM; DPs with partners in Africa; NPCA/CAADP; FARA; African VCs	<ul style="list-style-type: none"> <li>Awareness has increased dramatically with meetings in Washington, Ouagadougou (2X), elsewhere</li> <li>Work of FARA, ANAFE, RUFORUM, others</li> <li>Include RECs and SROs and CAADP focal points</li> </ul>	n/a
3. Clarify financial apparatus for TEAM-Africa	TEAM-Africa Coordinator; WB	WB; ANAFE; RUFORUM Coordinator, FARA	<ul style="list-style-type: none"> <li>Needs to happen soon</li> <li>Budget submitted to WB</li> <li>Develop financial management plan using RUFORUM and ANAFE systems as basis</li> </ul>	Hamidou Boly
4. Clarify how TAE networks will be strengthened and facilitated to support the TEAM-Africa agenda	TEAM-Africa Coordinator; JIP	WB FARA	<ul style="list-style-type: none"> <li>Sensitise partners in networks to include FAAP principles in the programmes</li> <li>Use opportunity of network meetings to share information on CAADP programme</li> <li>Budgetary support to ANAFE and RUFORUM to cover extra staffing and operations needed</li> </ul>	Hamidou Boly
5. Develop a suggested governance structure for TEAM-Africa	TEAM-Africa Coordinator;	JIP; WB; FARA; NPCA; AAU	<ul style="list-style-type: none"> <li>Should have “development partners”, not necessarily WB</li> <li>Agreement to have WB leading the partners</li> <li>Meeting to clarify role and procedures for Advisory Board</li> </ul>	Hamidou Boly

<sup>26</sup> Please note that the Action Tables – action points and responsibilities- might be refined and expanded over time.

6. Develop guidelines for <u>integrating TAE into CAADP</u> Investment Plans, then work to ensure such integration	TEAM-Africa Coordinator; FARA	RUFORUM, ANAFE; NPCA; CAADP national focal points; National Deans and VCs; RECs; TAE-Partnership members to offer support as needed and requested.	<ul style="list-style-type: none"> <li>FARA did review of TAE in CAADP IPs (Irene)</li> <li>7. 3CEdu groups at country level (CAADP Country Core Group for Education)</li> <li>8. Use ANAFE and RUFORUM national and regional chapters to achieve broad reach</li> </ul>	Irene Frempong
9. Develop a “companion document” for FAAP focused specifically on TAE	TEAM-Africa Coordinator; FARA	JIP TAE-Partnership	<ul style="list-style-type: none"> <li>Should include review and revision as needed of “Guiding Principles for TAE Partnership” and “Requirements for Alignment with TEAM-Africa” in this document</li> <li>Need to clearly lay out how it relates to the other pillars of CAADP</li> <li>Engage a consultant with clear TORs</li> </ul>	Hamidou Boly, Irene Annor-Frempong
10. Develop a communications strategy for TEAM-Africa	RUFORUM	TEAM-Africa Coordinator; JIP	<ul style="list-style-type: none"> <li>Work with a communications expert to develop a strategy</li> <li>Establish and host the Website for TEAM-Africa as soon as possible</li> </ul>	Adipala Ekwamu
11. Draft a strategic vision and strategic plan for African TAE transformation and investment	TEAM-Africa Coordinator	JIP, FARA, (TAE-Partnership)	<ul style="list-style-type: none"> <li>Through consultations</li> <li>Meetings to validate</li> </ul>	Hamidou Boly
12. Design and launch program of <u>self-assessment</u> of TAE institutions	TEAM-Africa Coordinator; JIP;	FARA; TAE-Partnership	<ul style="list-style-type: none"> <li>Tools for self assessment developed</li> <li>Derive from, FAO; Wageningen; CTA experiences</li> </ul>	Hamidou Boly

**TAE-Partnership Activities in Support of TEAM-Africa (next 6 months and ongoing)**  
**(Building Knowledge and Aligning Support)**

Priority Actions	Leadership	Participants (upon request)	Comments	
13. Continue process already begun of deciding how to pursue TEAM-Africa agenda in horticulture sector in Africa	GlobalHort Centers of leadership on hort in Africa	Agrinatura, Ruforum, Anafe, FARA	<ul style="list-style-type: none"> <li>Survey on THE with results disseminated among horticultural science community (ISHS)</li> <li>New survey targeting the employers in horticulture and their needs of skills (note first report to appear in Chronica Horticulturae Vol. 52(2) June 2012) – see <a href="http://www.globalhort.org/activities/capacity-building/">http://www.globalhort.org/activities/capacity-building/</a></li> </ul>	Remi Kahane
14. Participation in global conference on ag research for development in Punta del Este, Uruguay. Include TEAM-Africa	Natural Resources Institute University of Greenwich for Agrinatura	TEAM-Africa Coordinator	<ul style="list-style-type: none"> <li>Information to be shared</li> </ul>	Tim Chancellor
15. Further define possible linkages between the TAP and TEAM-Africa	FAO	TEAM-Africa Coordinator; Ruforum; Anafe; FARA	<ul style="list-style-type: none"> <li>Link up with FAO</li> </ul>	Stephen Rudgard
16. Send in application to ACP/EU EduLink for activities that would support the TEAM-Africa agenda – in response to a forthcoming RFP!	SCIENCE - Faculty of Life Sciences, University of Copenhagen	TEAM-Africa Coordinator	<ul style="list-style-type: none"> <li>Compile experiences on edulink support and draw lessons learnt</li> </ul>	Carl Erik Schou Larsen
17. Tell the exciting stories of transformations that have already started in African TAE	Wageningen UR	RUFORUM ANAFE	<ul style="list-style-type: none"> <li>Form a network of scholars to look at this</li> <li>Include lessons learned from investment interventions (meta-level, strategy oriented)</li> <li>Many studies have been done (SEMCIT Good Practices to be shared)</li> <li>Need to draw key lessons from these in designing <u>strategic plan</u></li> </ul>	Arjen Wals, Wouter Leen Hijweege

<p>18. Universities, each, to organize annual meetings with their partners to present new and ongoing activities on TAE reform and harmonize them</p>	<p><u>Benin</u>: Abomey Calavi University</p> <p><u>Sokoine</u>: Sokoine University,</p> <p><u>Stellenbosch</u>: Stellenbosch University (?)</p>	<p><u>Benin</u>: Université de Liège, University development coopération: consortium of Belgian French speaking Universities, French Development Agency, DAAD, Wageningen UR (?)</p> <p><u>Tanzania</u>: SLU, UMB, Ohio State University, and other partners (DPs, Northern universities, government and TAE institutions etc)</p> <p><u>Stellenbosch</u>: ??</p> <p>For each or them: TEAM-Africa Coordinator will be informed and participate wherever feasible and useful, CAADP Focal Points will be invited, government representatives engaged in CAADP will be engaged</p>	<ul style="list-style-type: none"> <li>• Can Ministry and CAADP working group at national levels be involved?</li> <li>• Also other stakeholders</li> <li>• Ministerial meetings of agric and education research meetings</li> <li>• Use AU ministerial meetings channel</li> </ul>	<p><u>Benin</u>: Brice Sinsin, Yannik Hallet (?), Pieter Windmeijer</p> <p><u>Tanzania</u>: Vedasto Muhikambele, David Kraybill - (?)</p> <p><u>Stellenbosch University</u>: Linus Opara (?)</p>
<p>19. Follow-up if other universities would also organize annual meetings with their partners to present new and ongoing activities on TAE reform and harmonize them – approach Makerere directly and discuss the idea with CAMES</p>	<p>Anafe, Ruforum</p>	<p>TEAM-Africa Coordinator</p>		<p>For CAMES: Adipala Ekwamu &amp; Aussetou Yaye; For Makerere: Patrick Okori (?)</p>

20. Continue to map key actors and investments in TAE (the blue box)	For European countries: AGRINATURA; for Scandinavian countries: SLU; For US: USAID		<ul style="list-style-type: none"> <li>• EIARD and AGRINATURA reports covering European countries</li> <li>• AGRINATURA: EC and Member States</li> <li>• SLU: Scandinavian data</li> <li>• Has also been ongoing in US</li> </ul>	For European countries: Didier Pillot; For Scandinavian countries: Carolyn Glynn; For the US: Susan Thompson
21. Forward looking study of changing food and agricultural systems, and broader changes in society, and implications for needed skills, needed reforms in teaching approaches, curricula, etc.	UTL/ISA MSU	SLU Agrinatura	<ul style="list-style-type: none"> <li>• MSU study proceeding with Makerere, U. Pretoria, Stellenbosch Univ., focused on consumer-driven changes in food system;</li> <li>• UTL/ISA pursuing funding to add component on communications technology and broader societal changes</li> <li>• Get dialogue going within Partnership</li> </ul>	Luis Mira da Silva, Dave Tschirley
22. Update and combine workshop websites	Wageningen UR, APLU (?)			Hille Frey, Petra Schlooz
23. Clarify the structure of the TAE Partnership and the way it is organized (who will have the lead, facilitate etc.)	TAE-Partnership		<ul style="list-style-type: none"> <li>• Refer to previous meetings</li> <li>• Joint meeting of TEAM-Africa and Advisory Board and WB to clarify role</li> <li>• Identify and propose African champions in TAE and CAADP principles</li> <li>• Advocacy</li> <li>• Technical and Resource mobilization</li> </ul>	WB & Hamidou Boly
24. Convene regular (every 4-6 weeks) conference calls as having taken place since the Aas workshop, to stay engaged and update each other	WB	Wageningen		Hille Frey

25. Organize the 3 <sup>rd</sup> TAE Partnership Workshop	TEAM-Africa Coordinator, World Bank	TAE Partnership	<ul style="list-style-type: none"> <li>To be discussed in the next TAE Partnership Conf Call</li> </ul>	Hamidou Boly, David Nielson, Hille Frey
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## ANNEXES

### ANNEX 1: FAAP GUIDING PRINCIPLES AND APPLICATION TO TAE

FAAPS “Guiding Principles” are listed on page 14, where it states: “In order for Africa’s agricultural productivity efforts to be successful, they should reflect the principles of:

1. Empowerment of end-users to ensure their meaningful participation in setting priorities and work programmes for research, extension, and training to ensure their relevance.
2. Planned subsidiarity to give responsibility and control over resources for agricultural research, extension, and training activities at the lowest appropriate level of aggregation (local, national and regional).
3. Pluralism in the delivery of agricultural research, extension, and training services so that diverse skills and strengths of a broad range of service providers (e.g., universities, NGOs, public and the private sectors) can contribute to publicly supported agricultural productivity operations.
4. Evidence-based approaches with emphasis on data analysis, including economic factors and market orientation in policy development, priority setting and strategic planning for agricultural research, extension, and training.
5. Integration of agricultural research with extension services, the private sector, training, capacity building, and education programmes to respond in a holistic manner to the needs and opportunities for innovation in the sector.
6. Explicit incorporation of sustainability criteria in evaluation of public investments in agricultural productivity and innovation programme (fiscal, economic, social and environmental).
7. Systematic utilisation of improved management information systems, in particular for planning, financial management, reporting, and monitoring and evaluation.
8. Introduction of cost sharing with end users, according to their capacity to pay, to increase their stake in the efficiency of service provision and to improve financial sustainability.
9. Integration of gender considerations at all levels, including farmers and farmer organizations, the private sector, public institutions, researchers and extension staff.”

Speaking directly to TAE, FAAP states on pages 19 and 20 that “... support for strengthening agricultural education should promote a radically new approach to solving individual and institutional problems and maintaining global standards. To be effective it must, among other things:

- Create competitive working conditions that attract and retain the best brains which requires establishing standards for institutional reforms (in structure and programmes), as well as increased and better utilization of resources.
- Establish links between national, sub-regional, regional and global institutions.
- Make curricula more responsive to development needs.
- Improve access to locally relevant educational materials based on agricultural research experiences in Africa.
- Breakdown the institutional and programmatic separation between universities and NARIs which result in inefficient use of capacity and unproductive competition.
- Enhance the quality of the delivery of education by upgrading knowledge and skills of researchers and educators.
- Enhance teaching and training in technologies that could make faster progress in addressing African agricultural constraints, including biotechnology and ICT.
- Contextualise teaching in the management of risk and uncertainty related to smallholder agriculture, e.g., climate change, globalization, and international agreements and conventions.
- Prepare students better with the skills and tools they need for developing and implementing knowledge-based innovation systems.



- Improve integration of land use and environmental topics (including biodiversity, bioenergy, carbon sequestration, etc.).
- Enhance the enrolment of women, commensurate with their predominant role in the sector.
- Establish links in the education system from formal teaching to professional training.
- Create synergies among institutions and curricula in education, research and extension.
- Improve aspects of value adding, marketing and agri-business.”

Following the Conference on Higher Education in Africa held in Kampala in November 2010, a number of Africans and DPs committed to TAE met in Zurich and suggested a slight further elaboration of these 14 points. These are:

1. Create competitive working conditions that attract and retain the best brains;
2. Establish mutual support and development links between national, sub-regional, regional and global institutions;
3. Make curricula more responsive to development needs;
4. Improve access to locally relevant educational materials based on agricultural research experiences in Africa;
5. Create closer links between universities and the National Agricultural Research and Extension systems, and those civil society and private sector agencies working in development to create small-farmer orientated agricultural innovation systems; Ensure[MO2] that universities have the resources, capacity and willingness to carry out problem-solving research that has impact and is clearly communicated to farmers and government.
6. Enhance the quality and training in technologies and policies that could make faster progress in addressing African agricultural constraints;
7. Enhance teaching, research and training in ways that could make faster progress in addressing African agricultural constraints through a more problem-based learning approach that engages students in action research with farmers;
8. Contextualize teaching in the management of risk and uncertainty related to smallholder agriculture, rising world food prices and anticipated climate change;
9. Better prepare students with the range of soft and technical skills they need for developing and implementing knowledge-based innovation systems, working with farmers;
10. Improve integration of land use, environment and market issues into programmes with more emphasis on inter-disciplinarity;
11. Enhance the enrolment of women and the active participation of women in all aspects of agricultural development;
12. Establish a climate of co-operation, teamwork and ethics, encouraging creativity and social commitment.
13. Create synergies among institutions and curricula in education, research and extension and make available opportunities for disadvantaged rural students to gain access to HAE;
14. Provide high quality learning experiences in all components of the value chain, from production to consumption. Create mechanisms to integrate civil society organizations and the private sector into the strategic development of university priorities and operations.

## ANNEX 2: TEAM-AFRICA COORDINATOR TOR

### **COORDINATOR FOR THE MECHANISM FOR IMPROVING TERTIARY AGRICULTURAL EDUCATION IN AFRICA**

#### **Terms of Reference for the Position of Consultant-Coordinator**

##### **A. BACKGROUND INFORMATION**

**Introduction.** Agriculture is the major driver of economic development in most African countries, and is particularly important to the poor with agriculture dominating employment. Limited human capital in Africa's agricultural sector is a significant constraint to enhancing the performance of local agricultural institutions for sustainable growth and poverty reduction in the Continent. Developing the skills to service the sector is vital to achieve robust and sustained growth in African agriculture and to facilitate its adaptation to environmental, economic and social changes in response to technological advances and climate change.

The improvements achieved over recent decades in African primary education, while important, are insufficient to generate the knowledge and skills necessary to support and sustain the productivity increases and subsequent economic growth required to significantly reduce poverty. Economic development is, to a large extent, driven by people with professional skills and higher level knowledge that enhance the ability of small-scale farmers and other actors throughout the value chain to solve local-level problems so as to enhance productivity and incomes and to build systems that respond to change. Therefore, progress is also needed at higher levels, specifically in tertiary agricultural education to support agriculture.

At the university level, the context has changed considerably. While student enrolment continues to significantly increase<sup>27</sup>, partly due to increased completions from primary and secondary education programmes but also due to burgeoning private programmes within the universities as they find alternative ways to increase funding, the quality of the products delivered by African universities is widely acknowledged to be unable to match end-user requirements. At the same time, the number of universities is increasing albeit with some post-secondary training facilities being upgraded to university status but often of low quality and with staff and other resource constraints. Some of the key challenges being faced by universities are: (a) decreased funding and investments for higher education and research; (b) increased student enrolments with no parallel increases in staff and requisite facilities; (c) reduced opportunities for capacity building at MSc and PhD levels that would enhance staff development, and (d) a brain drain from African countries due to poor incentive frameworks - many of Africa's most talented agricultural students and professionals leave the continent for more promising opportunities abroad and in the private sector. In addition, as institutions struggle to cope with significantly increased numbers and fewer resources, they become further alienated from engaging with farmers and other stakeholders in the agricultural sector. For these reasons, as indicated in the Framework for Agricultural Productivity (FAAP),<sup>28</sup> radical transformation of the tertiary agricultural education (TAE) institutions is required to make them more relevant to small-scale farmers and other actors along the value chain and to the current global realities in today's increasingly complex and rapidly changing environment.

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<sup>27</sup> Two good examples are Makerere University and Cheikh Anta Diop university in Uganda and Senegal respectively. Both of these have moved from approximately 2500 in 1986 to close to 50,000 students today. This trend has been observed in a number of other universities, including the University of Nairobi, Kenyatta University in Kenya; Eduardo Mondlane University in Mozambique amongst others (Mohamedbhai *et al.*, 2008)

<sup>28</sup> The Framework for African Agricultural Productivity (FARA, 2006) has been endorsed by the Africa Union as the framework for Pillar 4 of the Comprehensive Africa Agriculture Development Programme (CAADP).

African TAE institutions thus must supply the skills demanded by growing private and civil society sectors to encourage rapidly evolving national agricultural innovation systems<sup>29</sup> while simultaneously responding to gaps in public agricultural education and research institutions. To do so, they need to alter the mix of skills they provide, strengthening all degree/certificate levels. Second, these institutions will need to engage more actively than they have in the past with the private and public stakeholders that require certain competencies and skills; curricula will need to be kept abreast of changing circumstances, and students will need to receive the kinds of training and practical experience that allow them to meet the needs of employers and be more productive in the workplace. These technical challenges cannot be met without scaling up investment in TAE nor without significant institutional reform and transformation.

Africa recognizes the need for strengthening and harmonizing support to TAE. Africa's leaders have called for reform and renewed investment in TAE. Increased consultation, analysis and planning have culminated most recently in the Ministerial Conference on Higher Education in Agriculture in Africa (CHEA) which took place in Kampala, in November 2010. Among the outcomes of the CHEA, as articulated in a communiqué from the attending Ministers of Agriculture and Ministers of Education, were calls for:

- (4) The development of an African strategic plan for TAE in Africa;
- (5) Increased investments in higher education in agriculture to be included as an integral part of the CAADP process through the development of technical tools to provide guidance for planning and investment in TAE and through much more systematic engagement of people from the TAE community in CAADP processes at every level; and,
- (6) A renewed and vigorous emphasis by African governments on restoring the quality of higher education in agriculture.

Increasing Interest of Development Partners in TAE. The need to strengthen TAE is also increasingly recognized by Africa's Development Partners (DPs), who are signalling new interest in supporting TAE in Africa. The World Bank USAID, DFID and other DPs are currently considering new operations on TAE in Africa and/ or exploring ways of expanding their existing support for partnerships between African universities and programs in the donor countries, or on capacity building in African TAE more generally.

Reflecting this increasing interest on the part of the DPs and in response to the CHEA Communiqué, a TAE Working Group (WG) was formed to consider how to implement these three imperatives. The WG has been led by RUFORUM, ANAFE, and FARA with participation by a number of partners including NPCA, DPs, higher education associations from outside Africa including APLU, AGRINATURA and others. The WG has met twice – first in connection with the CAADP Pillar 4 Donor Retreat in January, 2011; secondly in London, in March, 2011; and continues to interact on a regular basis through telephone discussions.

Establishment of the 'Tertiary Education for Agriculture Mechanism – (TEAM-Africa). In responding to the Call for scaling-up investments in TAE, the Working Group has recommended that African TAE networks and their development partners design a mechanism to determine and articulate the preferred modalities, processes, and approaches through which support for strengthening TAE in Africa might be structured and implemented. Such a mechanism, tentatively referred to as the Tertiary Education for Agriculture Mechanism (TEAM-Africa) would have the following overall objectives: (1) to bring greater coherence to investments in TAE in Africa; (2) to increase overall level of financial and technical support as well as attention to TAE; and (3) to help facilitate and guide the reform of African TAE institutions, all within the framework of CAADP. The Mechanism will contribute to these overall objectives by (1) Articulating a shared strategic vision for TAE capacity building in Africa; (2) Providing information for priority setting in investments in TAE; (3) Providing guidance on best approaches to investment in TAE; (4) Integrating TAE into CAADP Investment Plans; and (5) Supporting harmonization of donor support to TAE.

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<sup>29</sup> An Agricultural Innovaty System is a network of organizations, enterprises, and individuals focused on bringing new products, new processes, and new forms of organization into economic use, together with the institutions and policies that affect their behaviour and performance (World Bank, 2007).

The TAE Working Group identified the need for a small secretariat to develop and coordinate implementation of TEAM-Africa. TEAM-Africa will be housed at the RUFORUM Secretariat in Kampala, Uganda and be jointly implemented by RUFORUM and ANAFE, the the joint Implementing Partners (JIP). For the initial six months, a Coordinator-Consultant will be hired by the World Bank on a consultancy basis to oversee the nascent activities of TEAM-Africa as outlined in the scope of work below. The expectation is that following this initial consultancy, the position of a Regional Coordinator will be required for a longer-term period. In this case, a job description for such a staff position will be developed on the basis of the results of the consultancy, at the end of the initial six month period.

The Coordinator-Consultant will, on substance, report to the JIP. The JIP will comprise the Executive Secretaries of RUFORUM and ANAFE with support from the World Bank. During the initial six-month period, the role of the JIP will be to oversee timeliness of deliverables, and review and endorse quality of deliverables of the Coordinator-Consultant prior to submission to the contracting institution, the World Bank. The JIP will meet at least once a month (but is expected to meet more often in the initial months). The JIP will facilitate discussion on the longer-term governance and institutional arrangements for TEAM Africa. An MoU detailing this arrangement will be finalised to be signed by ANAFE and RUFORUM.

It is anticipated that TEAM Africa and its activities will be guided by an Advisory Board chaired by FARA. Other details on the composition and roles of the Advisory Board will be determined after further discussions within the six-month start-up phase.

Draft documents outlining these arrangements have been shared with the AUC's Commissioner of the Department of Rural Economy and Agriculture (DREA) as well as with the CEO of NPCA. Both have informally indicated their strong support.

The role of the TAE WG over the course of the six-month period will be to provide technical and other advice to the JIP. Within the six-months start-up phase, the WG will further discuss and determine its composition, its role and scope of work as well as the frequency of interaction.

## **B. OBJECTIVE OF THE ASSIGNMENT**

The overall objective of this six month assignment is to undertake activities related to the early establishment of TEAM-Africa and of the TEAM Secretariat, as described under Section C 'Scope of Work' below.

## **C. SCOPE OF WORK**

The Coordinator-Consultant will have the following responsibilities and will carry out the following tasks over the six month period of this assignment;

1. Be responsible for the overall coordination and administration of TEAM-Africa activities;
2. Represent TEAM-Africa at meetings and other relevant fora;
3. Work with the JIP to build a strategy to sensitise relevant stakeholders on the mechanism design and strategic direction of TEAM-Africa; and ensure adequate buy-in through consultation with relevant stakeholders, including but not limited to higher education networks and institutions highlighting the importance of engagement in the CAADP process;
4. Work with JIP to design and implement a programme of self-assessments by African TAE institutions to take stock of existing reform initiatives, building on ideas being developed into a concept note by the Working Group. The purpose of the self assessments will be to attract funding for undertaking TAE reforms through regional and national level mechanisms. Specific activities include:
  - a. Further developing the concept note, and finalising a plan for the programme;

- b. In consultation with stakeholders, designing self assessment tools and approaches for undertaking the self assessments;
  - c. Encouraging participation of TAE institutions in the self-assessments;
  - d. Oversee the implementation of the self-assessment programme, and compiling a report on the results and drafting the final report;
  - e. If funding is available in the six-month period, identify and oversee regional consultants to support the implementation of the self-assessment programme and the drafting of the final report. Design an incentive arrangement to channel assessment findings into the CAADP processes at country level. The aim will be to enhance donor interest in the reform processes and leverage support to undertake more thorough reforms.
  - f. Identify relevant issues and 'tools' from the self assessments for mainstreaming TAE into CAADP processes at the country level.
5. Work closely with FARA to recruit a consultant to develop a set of tools and guidelines to support the integration of TAE into CAADP Investment Plans. (Input for this may also originate from the self assessment findings). Specifically, this involves development of: (a) a FAAP Companion Document, (b) written material and tools to supplement the CAADP Post-Compact Guidelines, and (c) an action plan for distribution and use of the developed material. The consultant will provide technical backstopping support to the process.
  6. Initialize the process of developing the TEAM-Africa Strategic Plan based on the discussions of the Working Group meetings, the JIP, TEAM-Africa activities/workshops, and the guidelines and principles laid out in the FAAP and the developing companion document. The Strategic Plan will include issues on the legal structure of TEAM-Africa in its first draft form based on the advice, or interaction with the JIP and WG;
  7. Develop a one-year work plan and budget for TEAM-Africa to begin at the end of the six-month consultancy period. The work plan will be developed in consultation with the CAADP Pillar 4 expert at FARA to ensure TEAM-Africa reflects the activity on education in the Pillar Four Strategic and Operational Plan.
  8. Prepare monthly technical and financial reports on the progress of achievement of agreed targets and goals of the mechanism;
  9. Organise and prepare the reports of meetings of the JIP and the Advisory Board;
  10. Provide input into the development of funding proposals for support to TEAM-Africa, as requested by the JIP.
  11. Undertake any other tasks, as may be assigned by the JIP.

#### **D. CONSULTANT'S PERFORMANCE CRITERIA/ DELIVERABLES**

**The Coordinator-Consultant is expected to undertake the services with the highest standards of professional and ethical competence and integrity. Within the assignment period, s/he will submit the below listed deliverables to the World Bank, following their approval and endorsement by the JIP.**

- i. A monthly brief report summarizing
  - a. activities carried out in the previous month including achievements, developments and emerging issues;
  - b. outline upcoming activities for the following month;
  - c. brief updates after all meetings and relevant fora attended, summarizing major discussion points, persons met, institutions visited and planned key follow-up actions for the Secretariat;
  - d. brief updates on context, planned and achieved results, and follow-up activities from sensitisation meetings/ workshops and other relevant fora organised and conducted; this report will be submitted by the 30th of each month);

- ii. Self-assessment programme based on the working paper, dated April 26, 2011 finalized and implemented by the 30<sup>th</sup> of Month 5 of the assignment. Specifically, the following deliverables will be expected:
  - a. Final proposed program for the self assessments by African TAE institutions; submitted by the 30<sup>th</sup> of Month 2;
  - b. Review process developed (including identification of review panel) to undertake selection of TAE institutions to be supported; submitted by 30<sup>th</sup> of Month 2;
  - c. Self assessment tools and approaches (including survey) for undertaking the self assessments finalised and submitted by the 30<sup>th</sup> of Month 2;
  - d. A draft report containing detailed analysis and recommendations of the self assessments of African TAE institutions; submitted by the 30<sup>th</sup> day of Month 5;
  - e. Final version of the self-assessments incorporating comments by the JIP, and the Advisory Board submitted by the 25<sup>th</sup> of Month 6;
  - a. Description of incentives for channelling assessment findings into the CAADP processes at country level submitted to the JIP by 25<sup>th</sup> Month 6;
  - b. List of tools and issues from the self assessments for mainstreaming TAE into CAADP processes at country level identified by 25<sup>th</sup> of Month 6.
- iii. In consultation with FARA, carry-out the recruitment process of, closely work with, and oversee the work of a consultant to develop tools and guidelines to support integration of TAE into CAADP Investment Plans; ensure submission of the following outputs from this consultant:
  - a. The draft FAAP Companion Document; submitted by 30<sup>th</sup> of Month 3;
  - b. Written materials and tools to supplement the CAADP Post Compact Guidelines; submitted by the 30<sup>th</sup> of Month 4;
  - c. The application of the developed material to ensure the integration of TAE into CAADP Investment Plans in consultation with Pillar 4 experts to ensure integration with the Pillar Four Strategic and Operational Plan; submitted by 15<sup>th</sup> of Month 4;
- iv. A draft Strategic Plan<sup>30</sup> outlining the major components of a TEAM-Africa Strategic Plan developed in regular consultation with the JIP; submitted by the 30<sup>th</sup> of Month 6;
- v. A one-year work plan and budget for the TEAM Secretariat for the period immediately after the six-month term of the assignment; developed in close collaboration with the JIP and Advisory Board; submitted by the 30<sup>th</sup> of Month 6;
- vi. Brief minutes of all JIP, and WG and Advisory Board meetings submitted to the JIP 3-5 days weeks of meetings; Materials developed as requested by JIP to support funding proposals.

#### **E. DURATION OF ASSIGNMENT**

The work shall be carried out over a period of six months, starting on September 1st 2011, to be finalized by February, 28<sup>th</sup> 2012. The total number of working days for this assignment will be 150, with at least 23 working days per month.

#### **F. LOCATION OF ASSIGNMENT**

The Consultant will be hosted at the RUFORUM Secretariat in Kampala, Uganda.

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<sup>30</sup> The consultant is not responsible for the part of the Strategic Plan that determines the staffing structure and related sections of the Strategic Plan.

## **G. REPORTING**

The Coordinator-Consultant will be contracted through the World Bank and s/he will submit reports and deliverables to the World Bank for approval, after endorsement by the JIP. The World Bank in consultation with the JIP will provide final approval of all consultant deliverables and payments. The JIP will oversee the quality and timely submission of the consultant's work and his/her deliverables, and regularly discuss and give comments on them to be incorporated by the Coordinator-Consultant before their final submittal to the World Bank.

## **H. RESPONSIBILITIES OF RUFORUM, ANAFE and the World Bank**

In addition to the responsibilities described above including roles in the JIP, WG, Advisory Board and others, RUFORUM, ANAFE and the World Bank will have the following specific responsibilities: The RUFORUM Secretariat will facilitate and support where necessary, the consultant's work in the day-to-day management of TEAM-Africa, including hosting the TEAM, providing office space, travel organisation including ticketing, technical backstopping support, and administrative support services such as financial and procurement services. The Coordinator-Consultant will work with RUFORUM to facilitate the engagement of RUFORUM's partner institutions in TEAM-Africa and to identify synergies with RUFORUM activities including the National Forums. ANAFE will facilitate the work of the TEAM Coordinator by linking him/her to the ANAFE Regional Agricultural Forums for Training (RAFTS) Committees within the four sub regions of East/Central, Southern, Humid Tropics and West Africa. The Chair and the Senior Education Fellows of the RAFTs will work closely with the Coordinator-Consultant to build synergy with ANAFE activities and develop a strategic approach for engaging ANAFE members particularly the French speaking TAE institutions. The World Bank will recruit and contract the Coordinator-Consultant, oversee his/her assignment and provide payments to the Consultant after approval based on the submission of deliverables, following prior endorsement by the JIP.

## **I. REQUIRED QUALIFICATIONS AND WORK EXPERIENCE**

The following qualifications are required:

- A PhD in Agriculture, Education or related sciences
- Substantial professional experience in managing and/or familiarity with tertiary agricultural education programmes and institutions in Africa;
- Experience in managing agricultural, and/or educational and development related institutional reforms and/or programmes will be an added advantage;
- A good understanding of the institutional developments in higher education and research;
- Good knowledge of CAADP and related processes and agricultural innovation systems in Africa;
- A track record that shows the ability to work with a broad range of stakeholders;
- Excellent communication and writing skills in English;
- Ability to communicate in French will be an added advantage.
- Ability to work with minimum supervision and secretarial support;
- Experience in working with international development partners will be an added advantage;
- Willingness to travel regularly within Africa and beyond;

## **J. APPLICATIONS/ CONTACT INFORMATION**

Potential applicants are advised to apply by January 5th.

For more information on TEAM-Africa, please send an email to [secretariat@ruforum.org](mailto:secretariat@ruforum.org) or [anafeafrika@cgiar.org](mailto:anafeafrika@cgiar.org)

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## **ANNEX 3: AGENDA FOR WAGENINGEN WORKSHOP<sup>31</sup>**

### **Workshop to Discuss Support to African Tertiary Agricultural Education (TAE)**

**Wageningen, Netherlands**  
**March 26-28, 2012**  
**WORKING AGENDA**

#### **Purpose of the Workshop**

The Workshop follows on earlier discussions at the Kampala Ministerial Conference (Nov. 2010), the first TAE-Partnership workshop launching it in Ås, Norway in (Sept. 2011), and at subsequent meetings in Ouagadougou (Nov.2011) and Washington DC (Dec.2011). Given the level of renewed interest in African TAE, several development partners have initiated the series of discussions to explore how they might scale up and coordinate their support for TAE initiatives in Africa. This workshop is intended to further strengthen this TAE-Partnership and to be the next step in that effort.

The Workshop will be structured so as to provide an opportunity for development partners and African stakeholders to discuss:

1. Lessons learned from past and current programs of support to TAE in Africa;
2. Africa's plans for TAE (as expressed by the leaders of the TEAM Africa initiative) and how best to support them;
3. Possible forms through which development partners might increase the coordination and alignment of their support for TAE in Africa; and
4. Next Steps towards achieving better coordination of development partners, and further alignment with the African agenda for TAE.

#### **Expected Outputs:**

- Recommendations on how Development Partners, northern and African partner institutions can better coordinate when implementing capacity building initiatives;
- Recommendations on how Development Partners, northern and African partner institutions can better coordinate when implementing university partnerships;
- Recommendations on how Donors and northern partner institutions can further align their activities with the African agenda for TAE;
- Agreement on a Code of Conduct outlining the modus operandi for development partners on their support to TAE going forward, with the objective to better coordinate and further align their activities with the African agenda for TAE;
- Agreement on a work plan clearly outlining actions, responsibilities and timelines for the above mentioned partners to implement the recommendations over the following 6-12 months;

### ***DAY 1: Monday March 26***

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<sup>31</sup> Please note that this agenda was adjusted during the workshop; however the structure and the main points stayed the same, changes applied mainly to the timing.



## **[PART 1: OVERVIEW – Recent Developments on TAE in Africa]**

- 8:00**                    **Registration and welcome coffee**
- 9:00**                    **Opening and Introductions**
- Welcome (Martin Kropff, Wageningen University and Research Centre)  
                            **Introduction to the Workshop:** Overview of goals and objectives; Presentation of the program  
                            (Huub Löffler, Workshop Facilitator)
- 9:30**                    **Setting the stage: Overview of recent developments related to Tertiary Agricultural Education (TAE) in Africa:** Achievements since September 2010 - Conferences and workshops in Kampala, London, Ås, Ouagadougou and Washington DC  
                            (*David Nielson, World Bank*)  
                            Reference documents: Kampala Resolution (Nov 2010), Workshop Report of TAE-Partnership Meeting in Ås, (Oct. 2011), Ouagadougou Resolution (Nov. 2011), Washington DC Summary Report (Dec. 2011)
- 10:00**                    **Overview of recent developments in Africa related to TAE and TEAM Africa, and vision for the future**  
                            (*Moses Osiru, RUFORUM & Sebastian Chakeredza,, ANAFE*)
- 10:30**                    **Coffee**
- 11:00**                    **Overview of CAADP Pillar 4 and status of TAE in CAADP Investment Plans:**  
                            Findings from CAADP TAE “Expert Group” Workshop (Dakar March 2012): Action Plan - Next Steps  
                            (*Irene Annor-Frempong, FARA*)  
                            Reference document: (i) Action Plan; Ouagadougou, March 2012; (ii) Framework for African Agricultural Productivity (FAAP);
- 11:30**                    **Plenary discussion on morning session (*Facilitator*)**
- Comment: All three presentations in the morning session on Day 1: 30 minutes- divided into 15 minutes of presentation + 15 minutes for clarifying questions/answers. The plenary discussion at 11.30am will refer to all three previous presentations.*
- 12:30**                    **Lunch**

## **[PART 2: OVERVIEW – CAPACITY BUILDING PROGRAMMES: Lessons Learnt and Suggestions for Better Coordination Mechanisms for DPs going forward]**

- 13:30**                    **FAO: Tropical Agriculture Platform**  
                            (Presenter: *Stephen Rudgard, FAO*)
- 14:00**                    **Presentation on results from the EIARD Report**  
                            (Presenter: *Tim Chancellor, University of Greenwich*)
- 14:30**                    **Presentation on results of the ‘Scandinavian Initiative’**  
                            (Presenter: *Carolyn Glynn, SLU*)

- 15:00**      **Update on the World Bank cross-sectoral, regional project**  
(*Presenter: World Bank*)
- 13:30**      **Thematic Case Study:** Opportunities of a thematic approach at the continental and sub-regional level - a case study on horticulture  
(*Presenter: Remi Kahane, GlobalHort*)
- 16:00**      **Plenary discussion: Discussion on better coordination mechanisms on capacity building programmes**
- Comment: All four presentation in the afternoon session on Day 1: 30 minutes- divided into 15 minutes of presentation + 15 minutes for clarifying questions/answers. The plenary discussion at 15.30am will refer to all three previous presentations of the afternoon.*
- 17:00**      **Closing – Review and Reflection of Day 1; Outlook for Day 2** (*Facilitator*)
- 17.30**      **Day 1 Closed**
- 18:30**      **Informal Dinner at conference venue** – Some thoughts on the workshop topic (*Wim Andriessse, WUR*)

## Day 2: Tuesday March 27

### **[PART 3: UNIVERSITY PARTNERSHIPS: Lessons Learnt and Coordination Mechanisms going forward]**

- 9:00**      **Introduction of the parallel working groups and the session's objectives**  
(*Wim Andriessse, WUR; Didier Pillot, Agrinatura*)

**Comment:**

*One of the objectives of the workshop is to bring greater coherence to investments by development partners in support of tertiary agricultural education in Africa. Therefore, in this session, a number of 'country cases' will be presented leading to a comparative assessments of lessons learnt from different approaches of capacity development and institutional change projects. The case studies will focus on university partnerships implemented in two selected countries in Africa: Benin and Tanzania. The cases will be presented in the plenary, which will be followed by break-out sessions which aim to (i) briefly discuss the lessons learnt from the perspectives of the target institutions, the implementing institutions and the donors; and (ii) to discuss and come to conclusions on the need to, and ways on how to reach better coordination between these programmes, based on the lessons-learnt. The discussion will be opened up to discuss similar structures in other countries implementing university partnerships.*

- 9:30**      **Presentations in Plenary: Coordination in University Partnerships**

**(a) Example 1: Tanzania:** Presentations on partnerships between Sokoine and USAID/ Norway/ Denmark/ Sweden

**(b) Example 2: Benin:** Presentations on partnerships between universities in Benin and the Netherlands/ Norway/ Belgium

<b>10:30</b>	<b>Discussion in 4 working groups</b>  <i>(Coffee in Working Groups)</i>
<b>12:00</b>	<b>Brief Report on Progress in Working Groups and Questions</b> <i>(1 presenter per group, 5 minutes each)</i>
<b>12:30</b>	<b>Lunch</b>
<b>13:30</b>	<b>Plenary: Taking stock – revisiting the objectives – Q&amp;A</b> <i>(Facilitator)</i>
<b>14:30</b>	<b>Working Groups continue</b>  <i>(Coffee in Working Groups)</i>
<b>16:00</b>	<b>Presentation of working groups results</b> <i>(Each Working group announces one speaker, each group 15 minutes to present; Facilitator)</i>
<b>17:00</b>	<b>Q&amp;A - Reflections and Discussion</b> <i>(Facilitator)</i>
<b>17:30</b>	<b>Closing – Review and Reflection of Day 2; Outlook for Day 3</b> <i>(Facilitator)</i>
<b>17:45</b>	<b>Day 2 Closed</b>
<b>18:00</b>	<b>Social Event - Dinner</b>  <i>Welcome speech by host DGIS</i>

### *Day 3: Wednesday March 28*

#### **[PART 4: HARMONIZED SUPPORT – The Way Forward]**

*(Please note that the detailed programme for Day 3 might be slightly adjusted, depending on the results of Day 1&2.)*

<b>8.30</b>	<b>Code of Conduct</b> <i>(Presenter: Leif Christoffersen, Consultant; 10 minutes presentation &amp; 20 minutes discussion)</i>
<b>9:00</b>	<b>Reflections on how the results from the Working Groups can best be put into Use – Specific Focus on TEAM Africa</b> <i>(Joint Presentation: Hamidou Boly, TEAM Africa Coordinator/ Adipala Ekwamu, Ruforum/ Sebastian Chakeredza, Anafe)</i>
<b>9:30</b>	<b>Coffee</b>

<b>10:00</b>	<b><u>Panel Discussion:</u></b> Response to reflections of TEAM Africa & The Way Forward - Reminder of meeting's objectives - Consolidation and concrete suggestions on the way forward <i>(Facilitator)</i>
<b>11:00</b>	<b><u>Plenary Discussion:</u></b> on the reflections on the working groups and on the panel discussion <i>(Facilitator)</i>
<b>12:00</b>	<b>Lunch</b>
<b>13:00</b>	<b>Resulting Key Action Points for the Africa-led processes</b> <i>(TEAM-Africa Coordinator)</i>
<b>13:30</b>	<b>Presentation of summary on achievements of the workshop</b> <i>(David Nielson, World Bank &amp; Huub Löffler)</i>
<b>14:00</b>	<b>Discussion and Reflection – Agreement on the Code of Conduct and on the Way Forward</b>
<b>15:30</b>	<b>Closing</b> <i>(Wim Andriess, WUR)</i>
<b>16:00 PM</b>	<b>Day 3 closed</b>

#### ANNEX 4: PARTICIPANTS LIST FOR WAGENINGEN WORKSHOP

##### **Workshop to Discuss Support to African Tertiary Agricultural Education (TAE)**

**Wageningen, Netherlands**

**March 26-28, 2012**

##### **PARTICIPANTS LIST**

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