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R H E A
REBUILDING HIGHER EDUCATION IN AGRICULTURE: SOUTH SUDAN



TEAM-Africa

Tertiary Education for Agriculture Mechanism

**Building agricultural capacity in Sub-Saharan
post-conflict countries
Regional case study**

**Sheraton Kampala Hotel, Kampala, Uganda ,
August 21, 2013**



Hamidou.boly@yahoo.fr





Outline

- I. Who we are? TEAM-Africa Vision – Mission, Objectives**
- II. TEAM-Africa and Post Conflict in Sub-Saharan Africa :
Analyse the causes and propose solution on**
 - Better governance,
 - Update Curricula,
 - Improve staff incentive and student enrolment, and
 - Sustainable financial support
- III. Conclusion**

I - TEAM-Africa: Who we are?

A radically transformed TAE system that can contribute effectively to meet CAADP vision on elimination of hunger, poverty and food insecurity in Africa

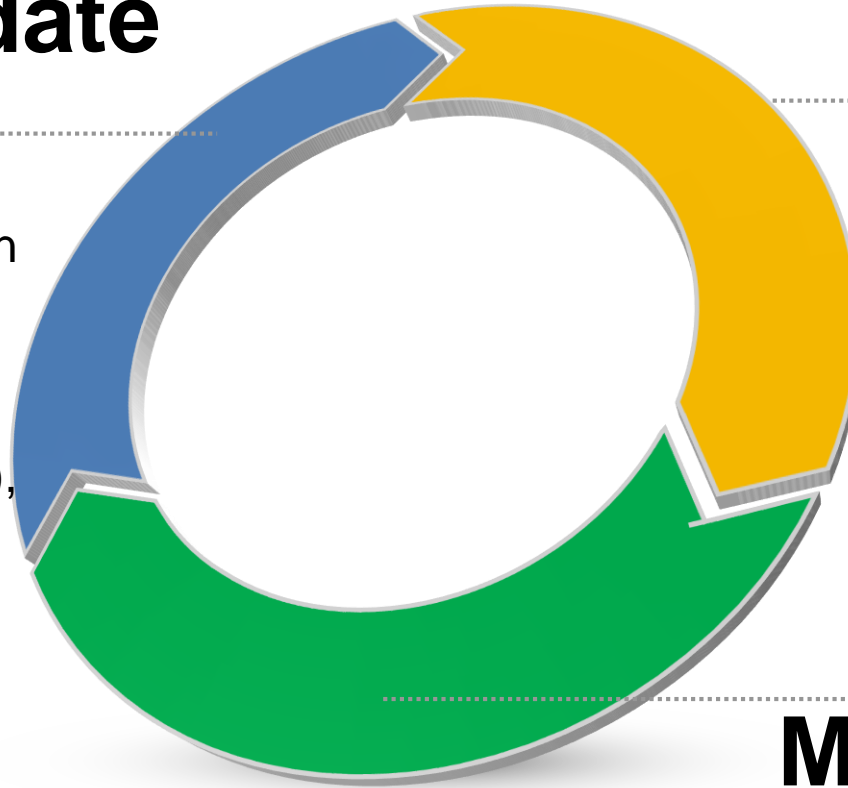
Mandate

the 2010 Ministerial Conference on Higher Education in Agriculture in Africa (CHEA), Kampala, Uganda

Vision

Serve as a continental platform for advocacy, synergy building, and enhancement of policy for TAE systems

Mission



Tertiary Education for Agriculture Mechanism for Africa

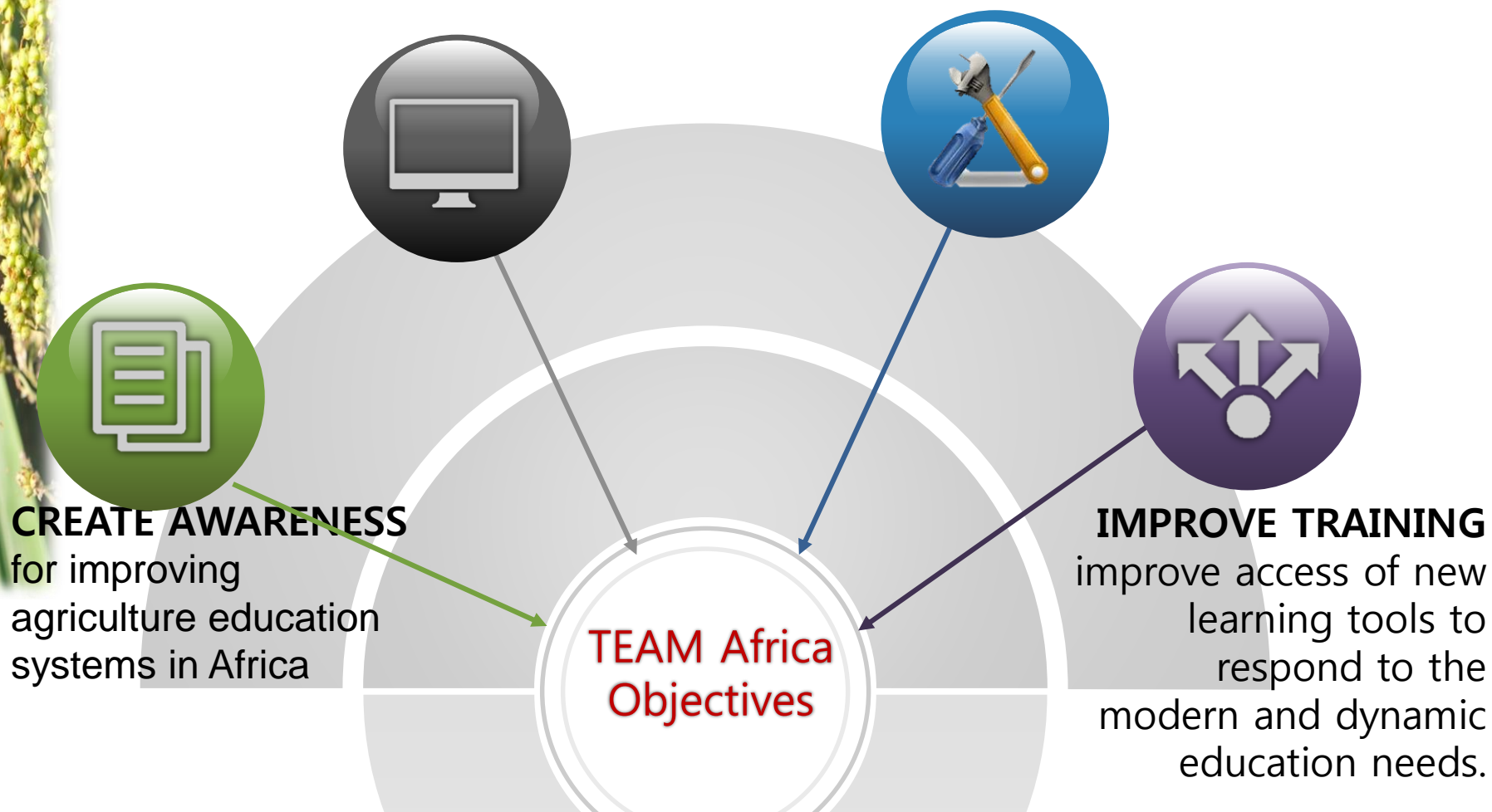


MAINSTREAM TAE

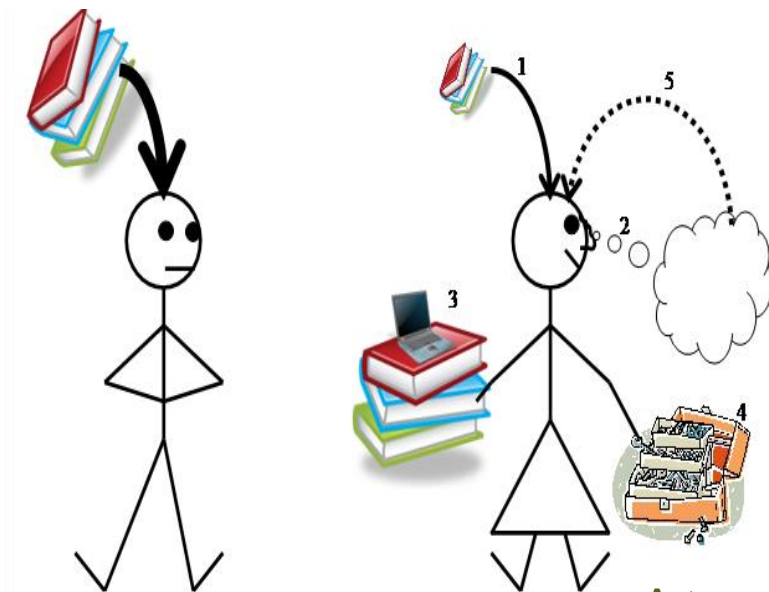
into the framework of CAADP processes and plans and strengthen the relationship between Education, Research and Extension services

REFORM

Supports TAE reforms by self assessment, strategic planning, greater coherence and coordination between institutes, networks and development partners



TEAM-Africa's vision for change of learning paradigm



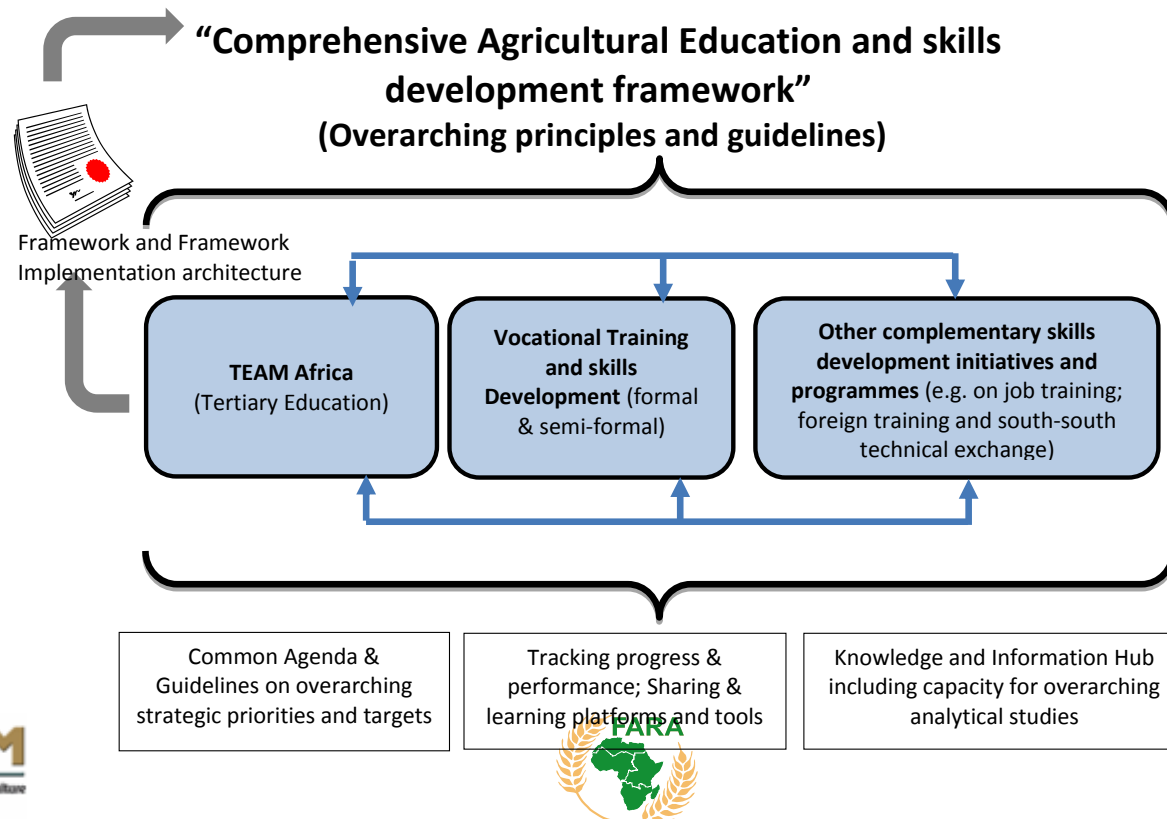
Today's approach to TAE in Africa mainly produces **Knowledge Containers**

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

Toward a Comprehensive Agricultural Education and Skills Development Framework (CAESDEF)”

A continental level policy framework to stimulate and coordinate the drive on agriculture education (Tertiary, Technical and vocational) and skills development around a shared vision and common agenda **within CAADP momentum** .

Outcomes: An Agriculture Tertiary and Vocation Training systems for a critical mass of highly effective institutional and policy capacity able to generate desired levels (number and quality) of work force for Africa Agricultural improvement.



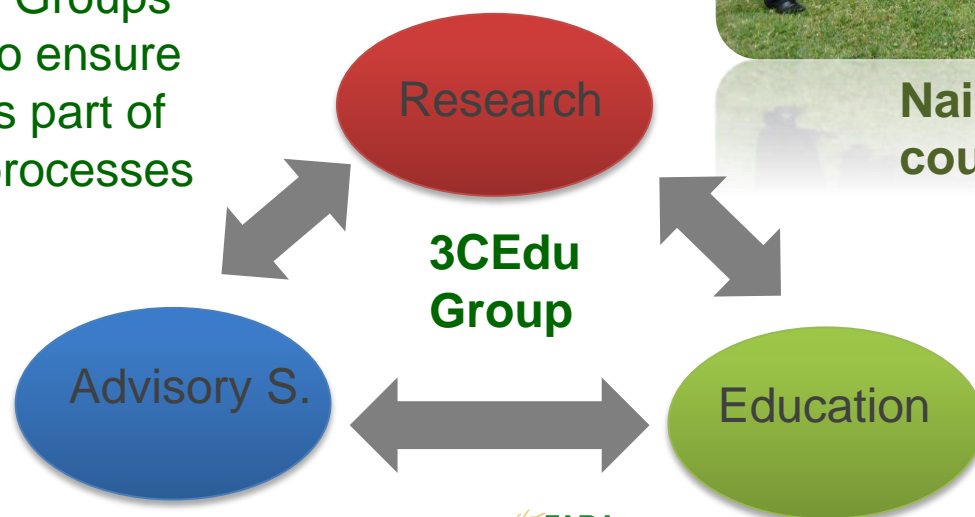
Formation of CAADP Countries Core Education Group (3C Edu Groups) with FARA

Context:

In the CAADP processes, TAE is mentioned as a issue, but TAE institutions are rarely included in the Investment Plan and Business meetings.

VISION:

Creation of CAADP Country Core Edu Groups (3C Edu Group) to ensure education sector is part of national CAADP processes



Nairobi WS with 12 countries



ACTIVITIES IN PROGRESS :TAE Institutional Transformation (TIR)

Objective:

to assist the TAE reform processes (governance, curricula reform, new training methods, improve students' enrollments and staff incentives, and sustainable finance mechanism).

Activity I: Technical panel meeting to Share experiences on the best practises and lessons learnt from previous self-assessments and reform processes in TAE in Africa and agree on procedures for TAE Institutional Reform (TIR).

•**Activity II: Roundtable seminar with TAE leaders (Deans and Vice chancellors) to agree on a road maps for Institutional transformation strategy processes** including Self-Assessment with presentations, procedures, guidelines and tools for use by the institutional teams and Launch the TAE investment plan processes.

•**Activity III – Planning processes at university and TAE levels with** retreat seminar to build a participatory approach and TIR Investment plans with TAE stakeholder (teachers, Students, countries CAADP representatives, farmers and private associations...).

Activity IV – Joint workshop to review findings from universities internal priority processes within TIR and Finalize TIR Investment plans,

Prospective Study

(in collaboration with Sweden (SLU) and Portugal (ISA/UTL))

Objectives

- To identify and analyze with a medium to long term perspective and a continental based focus: What changes are expected in the agri-food sector and TAE, and how these changes will affect the development of TAE (including higher education, R&D and technology transfer)

Activities

- **Stage 1:** *Systematic review of the existing knowledge and status quo*
- **Stage 2:** *Implement a Prospective Study in africa using the Delphi method* Identify 10-20 countries to implement the study and select regional partners and country level TAE / agriculture and food specialists Design, produce, validate and apply the questionnaire within a Delphi approach, and analyze results Create a focus group to discuss and validate results
- **Stage 3:** *Integrate: Present, Revise, Discuss*

Outcomes

- Produce a final document to be integrated in TEAM-Africa strategic vision and strategic plan for African TAE transformation and investment.



II. TEAM-Africa and Post Conflict in Sub-Saharan Africa : Type of Conflicts in Africa (Post independence period)

Wars of independence, Algeria, Angola, Namibia and former Rhodesia; some of these wars have left deep scars on the social fabric, e.g., in Angola;

Rebellions: start as local guerilla movements against central and despotic governments; in some cases the rebellions succeed in overthrowing the governments (Uganda, Chad, and Ethiopia);

Interstate disputes: Burkina–Mali conflict (1986), Chad–Libya conflict over the Aouzou strip (1973–94), or Cameroon–Nigeria standoff on the Bakassi Island (since 1962).

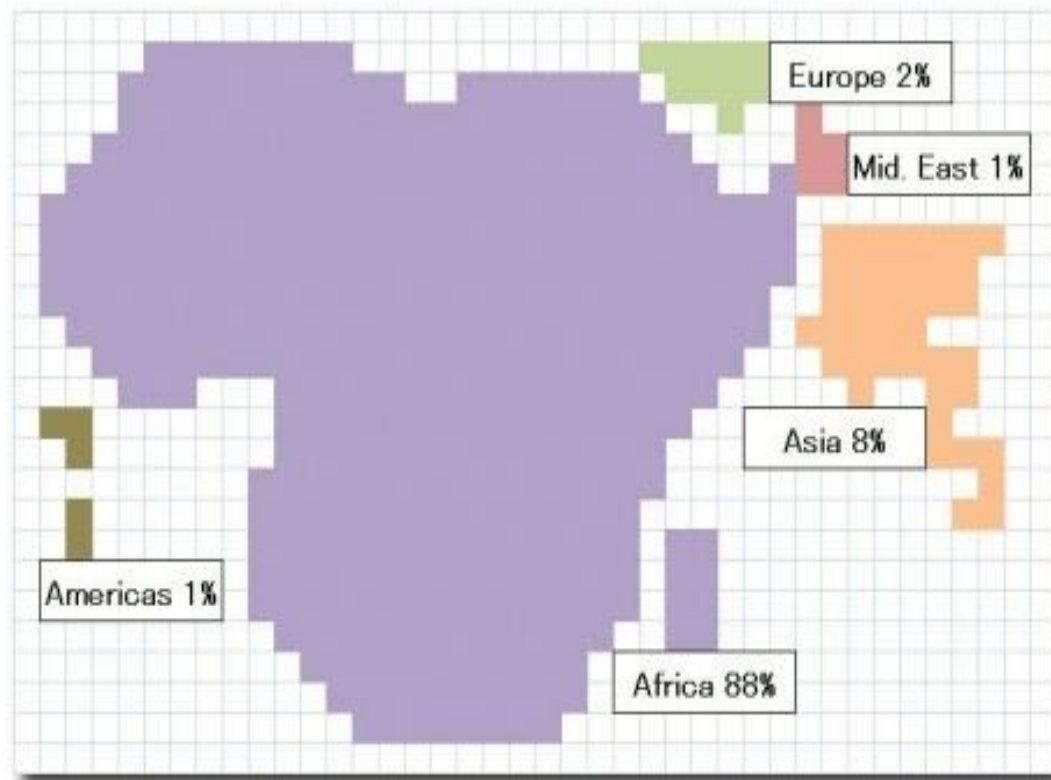
Secessionist conflicts: in Senegal (Casamance since the mid–1980s), in the Democratic Republic of Congo (Katanga since 1960), and particularly in Nigeria (Biafra 1967–70);

Cold War influences: East and West competed for spheres of influence, waged war by proxy, and supported client states through financial, political, and military assistance with mercenary forces.

In 21s, ***civil or internal conflict*** appears in many countries to protest and request better, freedom and equality, democratic and fair elections of leaders, transparency and accountability in governance.



- 1/2 African countries are in post-conflict or protracted crisis situation
- Conflict death tolls between 1990 and 2007 where the square area of continents/regions corresponds to their proportion of conflict death tolls:





Causes of African internal conflicts – Long Term

History.

- Pre-colonial to the anti colonial struggle and the formation of states, sometimes underlies local antagonisms and may explain the lack of the state's legitimacy.
- Deep fault lines on religious, cultural, or economic aspects such as those between Muslim and Christian and animist societies and between coastal and interland populations.

Demographic change:.

- Increase of Demographic growth (3.4%) and large migrations to cities (Urbanization) which changes in traditional cultures (Tuareg in Mali) and authority (in Côte d'Ivoire)
- competition for scarce water resources is creating tension.

Poverty, illiteracy, and unemployment.

- Widespread poverty and inequality bring a broad range of social tensions.
- Illiterate and large-scale unemployment are easy targets for war recruiters and political extremists (recently with rebels in Mali).

Competition toward natural resources:

- Rich natural resources brings the possibility for rebel groups to either exploit natural resources or
- to easily tax their production and transport.



Short-term causes

• *Erosion of the state*

- Poor governance, endemic corruption, and economic failure can weaken the state to the point that it gradually loses control over large stretches of territory. Typical steps in the erosion process include fiscal collapse, degradation of basic social services, paralysis of the transport system, greater insecurity caused by the collapse or criminalization of the security forces, and market and state fragmentation.

• *Exclusionary policies and discrimination*

- In countries where one group is dominant, there may be attempts to oppress minorities, or even to commit genocide.

• *Mismanagement of economic rents*

- If small minority controls the state (so called “patrimonial states”) appropriates economic rents linked to specific exports (such as oil, cocoa, timber, diamonds, gold).

• *Sub-regional instability*

- Probability is high ($r=0.55$) that a country neighboring a conflict will also slide into war. Often, a large number of refugees in an area puts pressure on local natural resources, heightens social tensions, and creates instability in host communities.

• *Easy access to small arms*

- Since the end of the Cold War, small arms have become easily available at low cost from both regular army stocks and from the international market.

University Campus Mis-Management

- Thirst for freedom for young student and weak expectation for future jobs opportunity. → Call for Changes!!!



Causes of conflicts *related to University mis-management*

University systems are still conceptualized under past colonial format with strong relationship with Government policies and control

Inconsistent Public Perceptions of Universities:

Governments seem to have an ambiguous attitude towards universities: pool of intellectual capital for the country; on the other hand, they are a potential political force for opposition, civil society and contestations forces.

Traditionally, universities appears to serve governments rather the societies.

Inappropriate governance structure:

University leaders and board members appointment seems to be guided by political mechanisms rather than based on managerial and meritorious recruitment.

In many Francophone universities (with the exception of Benin and Niger), the strong interference of government policies in the designation of university leaders brings many riots and represent a source of conflicts (Côte d'Ivoire, Mali, Togo, Burkina Faso, etc).

Lack of clear vision and financial resources:

A lack of vision and financial support continues to hinder building adequate infrastructure, tools for modern training and establish attractive working condition for students and trainers.

Universities are facing financial difficulties with a drastic reduction of public funding and donor support when compare to the need of training by younger generation ('massification' constraints).





Way Forward with University Reforms in post-crisis

Post conflict bring Opportunity for Change

1. New Governance mindset and style:

- Better governance with Election of board members and leaders based on individuals' merits not political affiliation or other subjective criteria.
- University objectives should be aligned with national priorities and market requirements with an Increased support to workforces development, Vocational and Technical training (Short or long courses):
- University should consider setting up permanent mechanisms for monitoring the job market in order to adapt their curricula to respond to changing employment opportunities and to shifting skill demands (e.g., due to market opportunities and technological advances).
- Implement self-assessment and Quality control procedures.

FARA e-Capacities software:

an Electronic mapping of Capacities of Agricultural institutions in Africa which provides a customized web-based solution to record and report on the capacity available and the demand for specific skill sets

Information is consolidated and analyzed by integrated reporting tools in order to identify the gaps between supply and demand, and accordingly where investments in capacity development need to be focused



Way Forward with University Reforms in post-crisis

2. Reforming and updating curricula and teaching methods:

Learning in many TAE institutions date to independence period and need reforms with Modern learning, based on dialogue, critical thinking, cases studies, practical experiences, project incubator, integrated use of ICT, communication, leadership

Curricula need to be upgraded and reformed to produce graduates who are ready workers, innovative, constraints solvers with entrepreneurial skills (Introduce Biotech, Biosecurity, Quality control, Processing, Value Chain addition...)

TAE innovation e-Learning platform by CDI, KIT, CTA and ICRA, in collaboration with Networks (RUFORUM and ANAFE).

The key platform features can be put into three categories; Joint learning, Resources and Networking with the following topic-lines:

**Curriculum development based on the labour market
Organising Stakeholders' involvement in education towards competency based education.**

Quality assurance mechanisms.

Access to international and endogenous knowledge.

Managing of change processes at TAE institutions.

Managing of change processes at TAE institutions.
Access to international and endogenous knowledge.

Way Forward with University Reforms in post-crisis

3. Staff incentives and stimulation of Students enrolment:

- Provide good salaries and incentives through recognition of performance in teaching, research and possibility for career advancement.
- Define the strategic needs (comparative advantages of the country) and develop wider range of courses, renamed in more appealing terms:
 - short term courses for Technical and Vocational training courses for workforces
 - Bachelor and MSc programs (at countries level with pyramid organization)
 - PhD programs (Long term in collaboration with Regional or International Partners)
- Create Competitive funds and build university research capacity.
- Encourage networking with Research and extension services at the national, regional and international level.
- Support the poor students with social helps and encourage girls and women enrolment.



Way Forward with University Reforms in post-crisis

4. Sustainable Financial mechanism

The biggest challenges for TAE institutions are to find innovative methods to ensure sustain financial resources to support reforms in HE (infrastructure, laboratories and practical training...) rather to support students studying overseas or student social support (accommodation, transport...).

- The public funding need to be complemented with:
- Public-Private Partnerships (Cotton industries
- Cost sharing with end-users
- Easy Loans to students
- Support private initiatives in education systems with accreditation mechanism and Quality assurance control.

Case Study: Sahel Initiative with UN and MDG

Context:

- FARA and GFAR workshop on strengthening capacity for agricultural innovation in post-conflict and protracted crises countries Sept. 2012, in Kigali, Rwanda
- UN, MDG, DPs, African experts met in Dakar (March 2013) to analyse the sources of Sahel instability with many War (Mali, Lybia, Algeria...) and find sustainable solutions

Outcomes: Create a specialized center for education in the Sahel to mobilize partners and improve governance, educative systems and improve the quality of teaching.

Specific activities will include to:

- Adapt the education systems to nomadic populations of the Sahel
- Develop strategies to integrate conventional education with Koranic schools/education
- Develop school infrastructures adapted to the Sahel environments (cost/efficient)
- Develop vocational training programs for youth in agriculture, renewable energy, food technology,
- Develop adult education programs in resource management and new productive technologies

At the university level

- Create a network of Sahelian universities for training in sustainable agriculture and pastoralism, use of solar energy, through online classes ...

Conclusion: Pre-requisites for success

- ✓ Continental Policy and National leadership commitment to Strengthen the whole Education through clear vision and concrete support;
- ✓ An agreed national Investment plan for Education and implementation measures;
- ✓ University managers with clear Vision, strategic plan, implementation mechanism with permanent monitoring and Evaluation of impacts;
- ✓ Sustainable Financial mechanism from the public sector, Privates enterprises and Development Partners;
- ✓ Governance structure allowing free administrative decision, set curriculum, conduct research and sign agreement with partners, support women and disadvantaged groups;
- ✓ Mechanism for accreditation and quality control process.

THANK YOU!!!