

TEAM-AFRICA

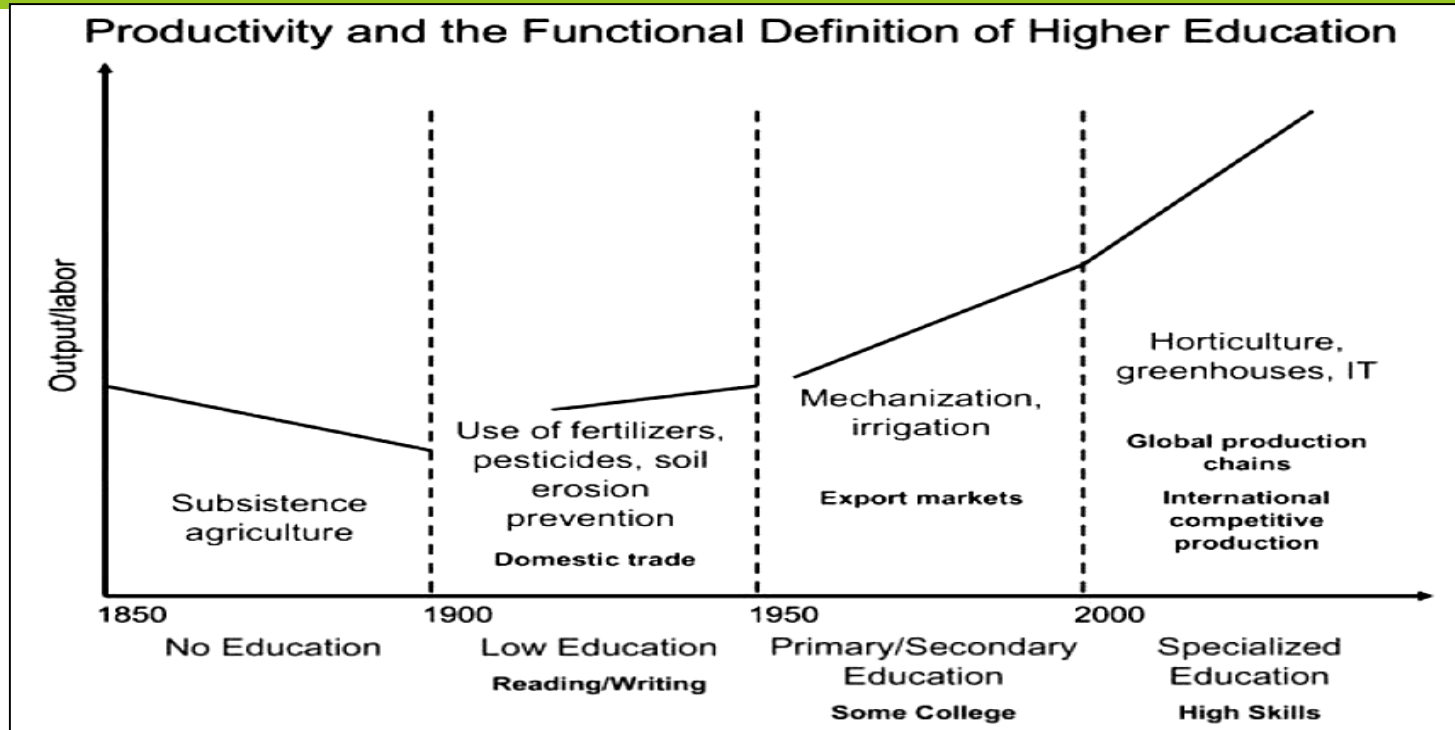
TERTIARY EDUCATION FOR AGRICULTURE MECHANISM

*How to attract motivated students of high quality in TAE,
particularly youth and women*

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Why improve tertiary education?

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Challenge 1. Low enrollment rate

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Agriculture =

70-80% of employers

30-40% of GDP

20-30% of exports

Tertiary Education=

05-1% of population

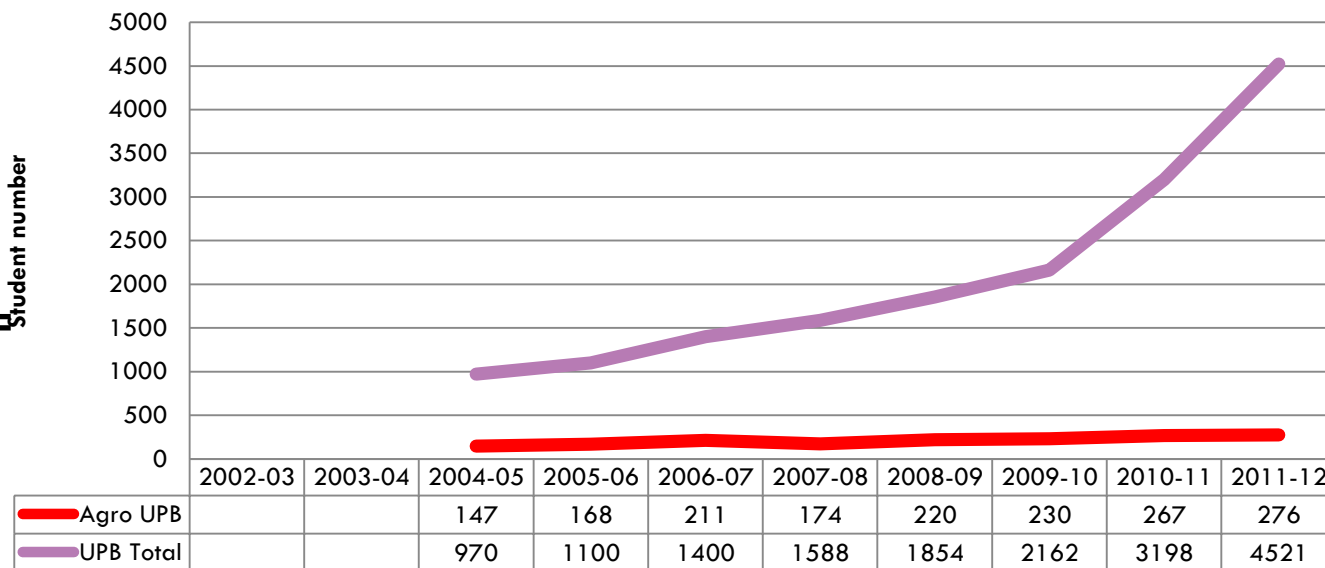
5-10% of Secondary

Tertiary Agric. Educ. =

5-3% of HE

Decreasing of
enrolment rate

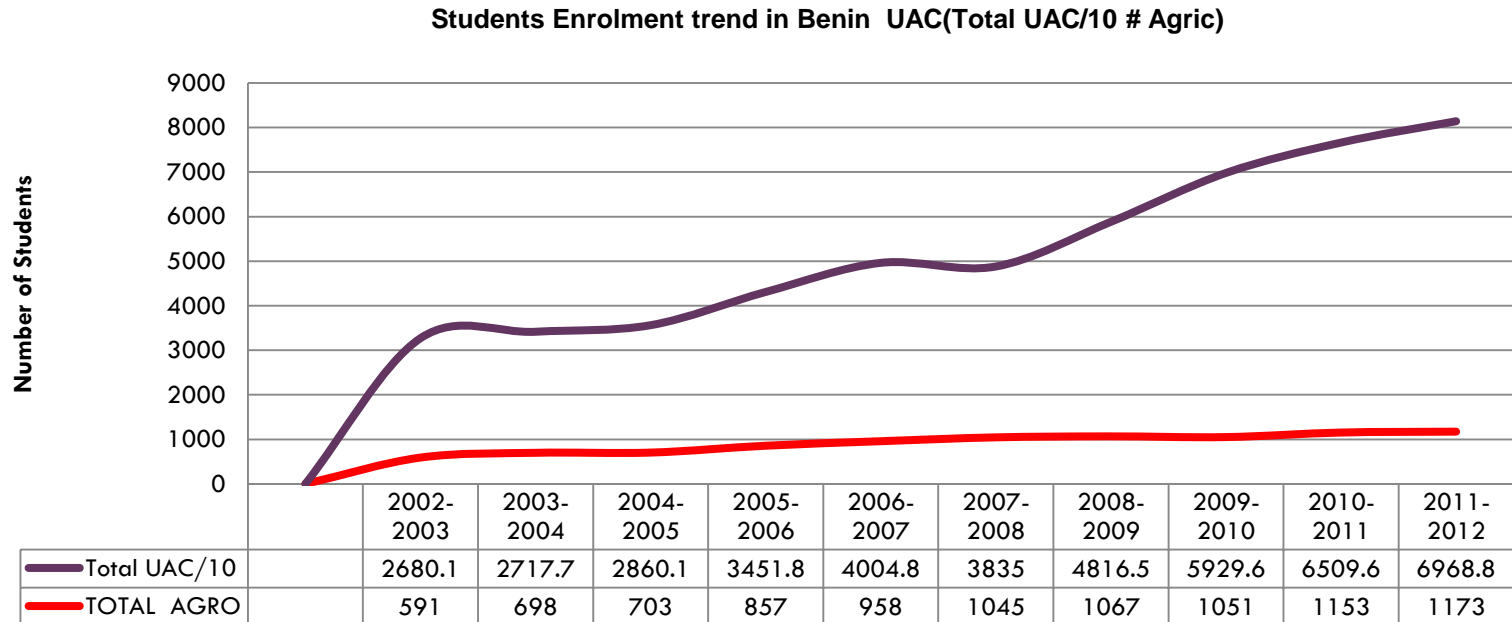
Student Enrolment in Burkina UPB (Total and Agric)



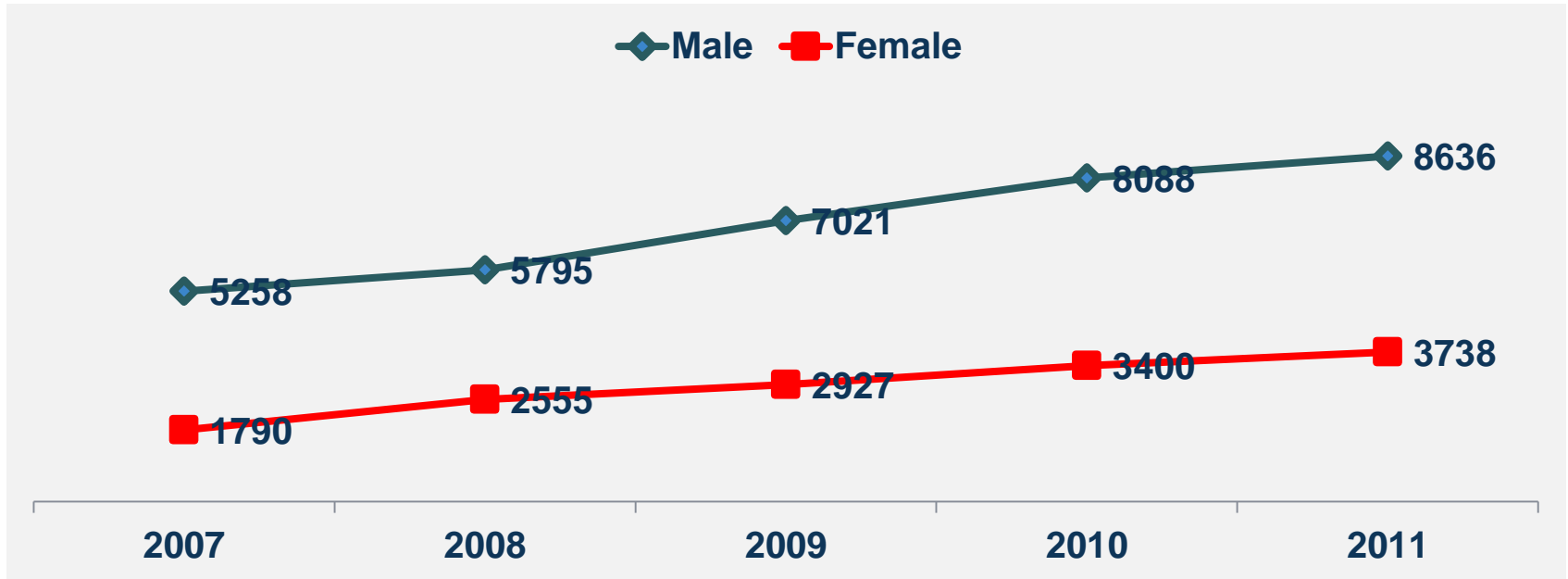
Low enrollment cont. Benin case

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□ Student Enrolment Trend in Benin (Total UAC/10 # and Agric)



Challenge 2. Gender gap (Rwanda)



Challenge 3. Student quality



Why improve tertiary education in Africa?

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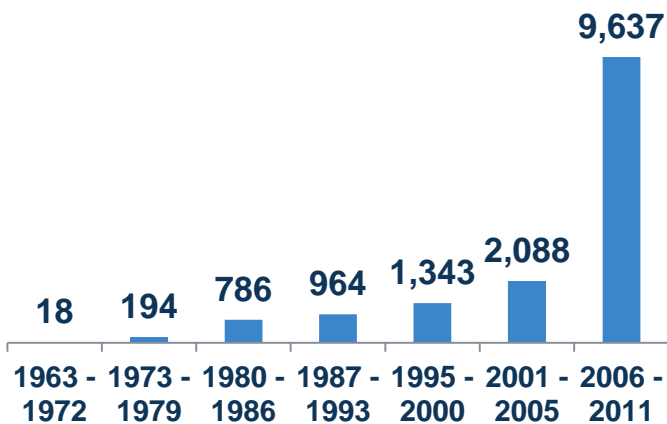
Region	Researchers per million population
Africa	70
Middle East	130
India	130
Asia	340
Latin America	550
Europe	1990
North America	2640
Japan	4380



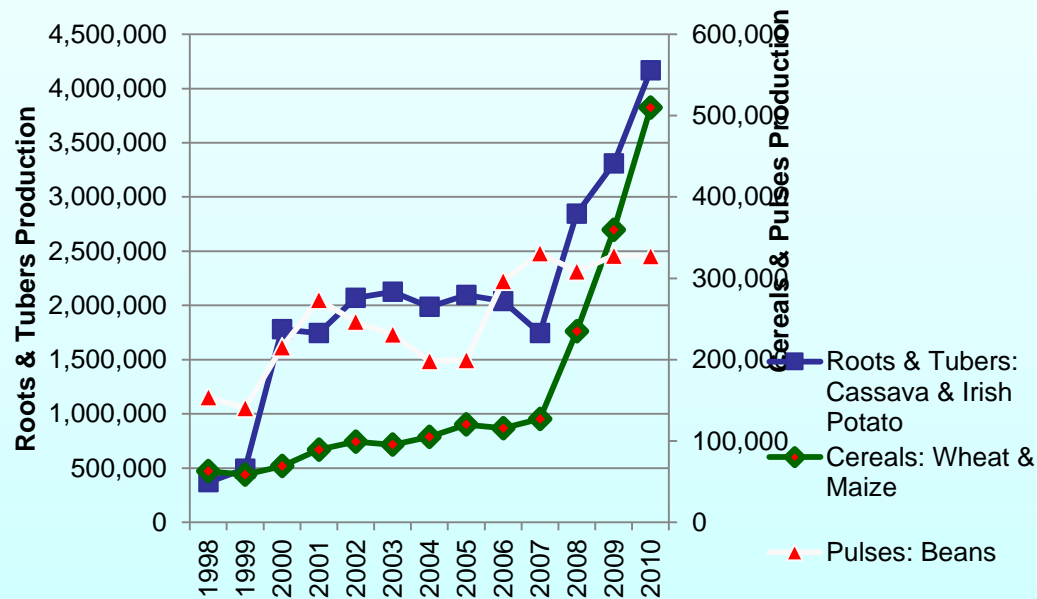
Fill the GAP

Rwanda show the way!

Graduation since 1963-1993



Food Production Evolution



A new trajectory for AgEd.



Way to motivate and attract students in TAE (1)

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Make Ag education more appealing to target group

- Change the image of agriculture education from poverty to prosperity (by creating awareness at primary and secondary school and special recruitment program targeting women)
- Structure career paths around appealing themes: marketing, agribusiness, Biotech, Bio-informatics, Agric entrepreneurship
- Expand and increase the MSc and PhD programs on our agric product constraints
- Opt for accreditation to secure high quality of education programs

Make learning environment more relevant and attracting

- Use good guest lecture,
- field visit, case based and experiential learning, internships,
- Modernize teaching by use of ICT

Way to motivate and attract students in TAE (1)

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Facilitate business creation capacity

Through private public partnerships
support entrepreneurial graduates

- * Start-up venture capital
- * Business development mentorship
- * Access to loans and land

Social Support to students

increase scholarship for
MsC and PhD

Gender sensitive
infrastructure (dormitories,
rest rooms, etc)

Pre-requisites for success

Broad recognition that the current TAE learning paradigm is obsolete

Continental Policy and National leadership commitment to Strengthen the whole Ag-Education system (TVET+TAE)

Clear vision & strategic plan, willing to endorse implementation mechanism by University leaders and

Governance structure allowing free administrative decisions

Sustainable Financial mechanism from: the public sector, privates enterprises and development partners

Mechanism for accreditation, quality control process and self assessment

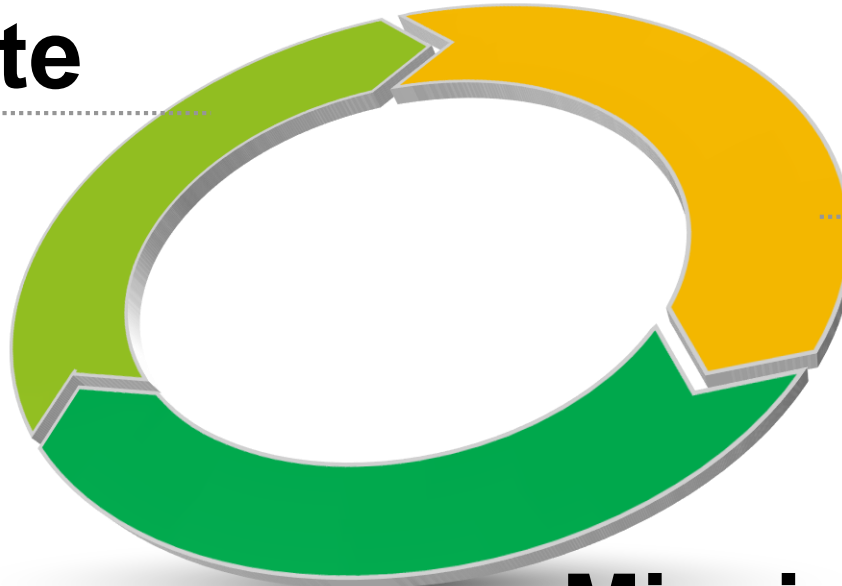
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What TEAM-Africa is Doing

Tertiary Education for Agriculture Mechanism

Mandate

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



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

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

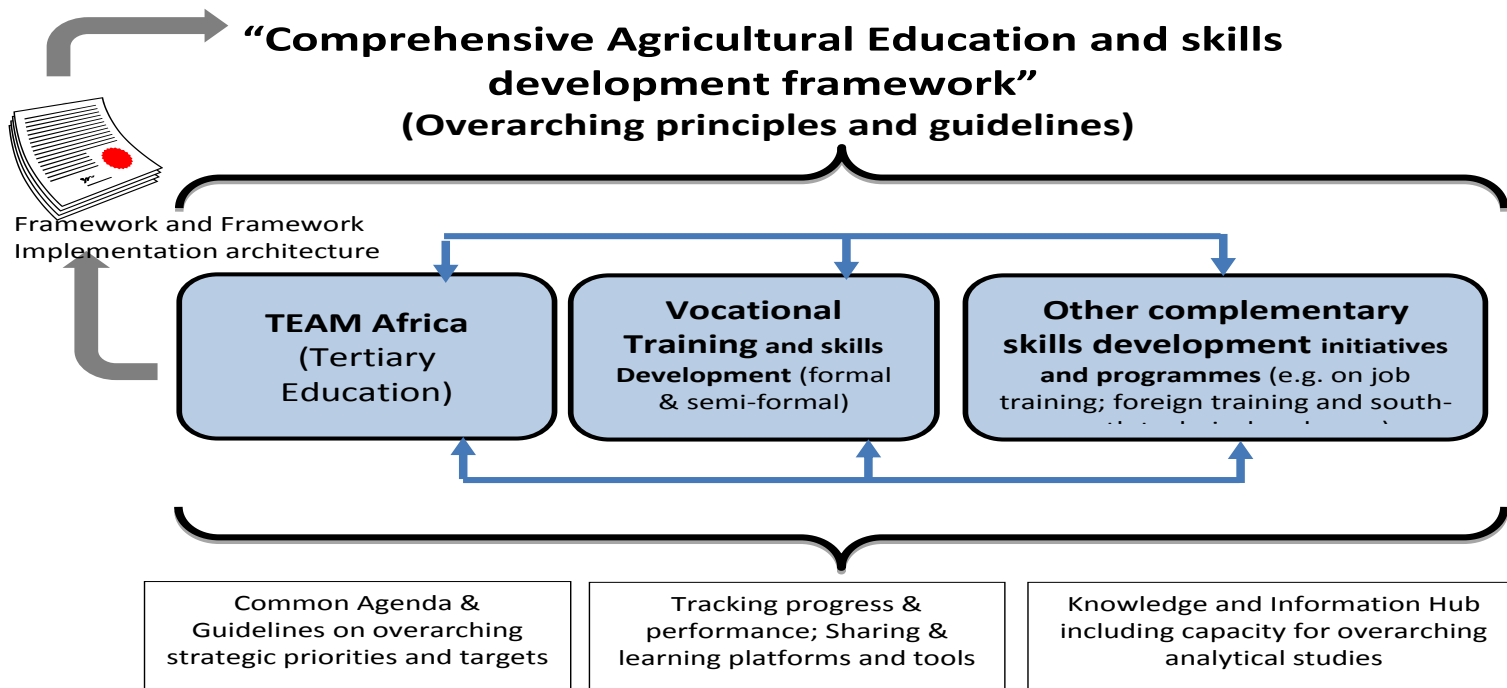
REFORM

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



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 within CAADP momentum.



Prospective Study

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

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□ Objectives

- To identify and analyze with a medium to long term perspective :
 - 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 Questionnaire in Africa using the Delphi method*
- **Stage 3:** *Integrate: Discuss and Validate*

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

Post-Conflict support: Sahel Initiative with UN and MDG

Context: UN, MDG, DPs, African experts met in Dakar 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 vocational training programs for youth in agriculture, 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; for Mali, Senegal, Niger, Burkina and Mauritania.

ACTIVITIES IN PROGRESS :TAE Institutional Transformation (TIR) 1

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✓ Objective: to assist the TAE reform processes

- **Activity I: Technical panel to synthesize and Share best practises and lessons learnt from previous reform processes and agree on procedures for TAE Institutional Reform (TIR).**
 - ❖ **Governance issues: How to improve the current governance structure?**
 - ❖ **Teaching and learning: How to assess the quality and relevance of teaching? ANAFE and RUFORUM**
 - ❖ **Enrollment of students: How to increase enrolment and quality of students?**
 - ❖ **Working condition to attract best brains: How to attract and retain highly qualified staff?**
 - ❖ **Financial aspects: How to secure adequate funding and financial management?**

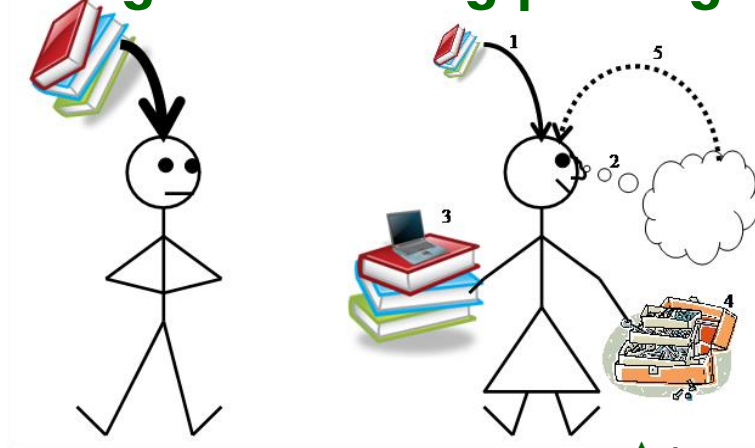
ACTIVITIES IN PROGRESS :TAE Institutional Transformation (TIR) 2

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- ❑ **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 and Launch the TAE investment plan processes.
- ❑ **Activity III – TIR Planning processes at university and TAE levels with retreat seminar to build a participatory approach with TAE stakeholder (teachers, Students, countries CAADP representatives, farmers and private associations...).**
- ❑ **Activity IV – Review findings and Finalize TIR Investment plans and start implementation,**

*What we are doing now,
Is what we have been expecting for long time...*

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**

THANK YOU!!!