NEPAD Tertiary Education Dialogue
- Engaging Tertiary Institutions in the CAADP Process -
Held at the FARA secretariat offices,
28-30th July, 2009

Workshop Documentation

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This report documents the FARA/ NEPAD/ CTA/ INWENT- NEPAD Tertiary Education Dialogue held on the 28-30\textsuperscript{th} July, 2009 in Accra, Ghana. This report is not finally synthesised, but tries to capture the workshop output in a non-interpreted way.

THIS DOCUMENTATION IS MEANT TO BE A REFERENCE DOCUMENT for all participants and is intended to provide details of what transpired. Almost all results of the working groups and plenary sessions are documented.
Foreword

The New partnership for Africa’s Development (NEPAD) is a vision and strategic framework for Africa’s renewal. NEPAD is designed to address the current challenges facing the African continent. Escalating poverty levels, underdevelopment and the continued marginalization of Africa need a new radical intervention, spearheaded by African leaders, to develop a new vision that can guarantee Africa’s Renewal.

NEPAD’s principles include strengthening partnership between and amongst African peoples in order to deliver on the Millennium Development Goals (MDGs). One of NEPAD’s Sectoral Priorities, which guides this partnership is ‘Bridging the Education Gap’; this has four objectives which include “to promote networks of specialized research and higher education institutions” toward ensuring their relevance to Africa’s development agenda. NEPAD aims to improve on this objective by finding ways to engage with tertiary education and research institutions and sensitize them on NEPAD’s programs. Additionally, the NEPAD Capacity Development Strategic Framework (CDSF) identifies African Universities, tertiary and research institutions as key drivers of capacity development, with the potential to produce relevant knowledge and critical mass for the scientists, innovators and policy leaders for the continent. Getting the links and processes right at this level can yield dividends in terms of capacity to drive Africa’s development.

Universities are one of the most valuable resources which African countries possess, regrettably the capacity inherent in universities is hardly utilised for policy development and implementation. NEPAD strongly believe that universities in Africa can play a very strategic role, for example in CAADP implementation. They can support their national governments by inter alia, (i) undertaking research in CAADP related fields to generate new knowledge which can inform the development of agricultural policy; (ii) producing scholars conversant with the CAADP who subsequently become effective policy-makers; and (iii) becoming members of the Country Implementation Teams to provide technical support to the implementation process as Resource Groups and/or Technical Experts. Furthermore, linkage between universities and research institutions will help to enhance the backward feedback loop, where technical constraints are referred back to research stations for processing into relevant research themes.

To address the gap between tertiary institutions on one hand and NEPAD and national governments on the other hand, NEPAD, organized the stakeholder consultation in Accra, Ghana. This consultation was organized in collaboration with the African Network for Agriculture, Agroforestry and Natural Resources Education (ANAFE), the Regional Forum for Agricultural Capacity building (RUFORUM), the African Technology Policy Studies (ATPS), the Forum for Agricultural Research in Africa (FARA), the University of Ghana, the Maseno University of Kenya, the University of Malawi, University of Ghana, Legon and CTA. This workshop has developed a “Road Map” to that will guide the interaction and collaboration between NEPAD and African Centres of Knowledge. While the agriculture core group has taken shape, interaction of this group with other disciplines at the forthcoming platform will assist in bringing them into motion for important objective of harnessing Africa’s human resource.

Dr. Ibrahim Assane Mayaki - Chief Executive Officer of NEPAD Secretariat
Executive Summary
The NEPAD-Tertiary Education Dialogue met at the FARA Secretariat from 28th to 30th July 2009 to discuss the gap between tertiary institutions on one hand and NEPAD and national governments on the other hand. In particular, the meeting discussed the roles and contribution of universities and tertiary institutions in the CAADP process; the gaps within the tertiary institutions to respond effectively to the requirements of the CAADP implementation; strategies for strengthen tertiary institutions’ contribution and ways how to channel or engage in the process; ways to institutionalise such a process in the universities, and strategies to enable the universities respond to the challenges and needs of the African agricultural development agenda. The dialogue was attended by 67 representatives of stakeholders, including universities, national governments, civil society organisations (CSOs), non-governmental organisations (NGOs), national, regional and international research organisations, regional organisations, and NEPAD.

The meeting was officially opened by the Chief Executive Officer of NEPAD, Dr. Ibrahim Mayaki, keynote address was delivered by Dr. Monty Jones, the Executive Director of FARA, while welcome remarks were made by Professor B.K Ahunu, on behalf of the Vice Chancellor of the University of Ghana; and Professor Goolan Mohamedbhai for the Association of African Universities. In his remarks, Dr. Jones highlighted the significance of the timing of the dialogue; when the long planning phase of the CAADP is giving way to implantation; and the role of knowledge in fostering human development is a topical issue among many global partners, including the G8, the USA, Australian and Canadian Governments, all of whom have recently pledged to support African agriculture through the CAADP.

Dr. Mayaki, in his opening address, he challenged the universities and tertiary institutions to reflect on the need for transformative leadership in African development to ensure inclusive policy development and implementation. Particularly he called on all stakeholders of CAADP to ensure that at implementation level space is open to a wider number of actors, rather than the monopoly of the states and the external partners. He further noted that the priorities of NEPAD were mainly based on some key principle, such as political and economic integration. He therefore, urged universities to share the NEPAD vision and part of the driver towards achieving the goals by engaging their national government in identifying needs for capacity development to enhance the national development agenda. Universities were encouraged to become active minorities who have a motivation to see change in the way tertiary institutions interact with national government in development. He further noted that the role of NEPAD was to bring coherence between sectors, especially education and agriculture, provide guidance through various frameworks, including the CAADP and advocate for greater attention towards agriculture at all levels.

A series of lead presentations were made to explore issues around the engagement of Tertiary Education Institutions in the NEPAD-CAADP process. These were delivered by Mr. Martin Bwalya (Challenges and Opportunities in Capacity Development within the context of CAADP); Prof John Makumbe (Driving the NEPAD capacity development framework- what is the role of universities); Dr Kofi Abban (Building and managing the critical mass for science and technology in Africa: the strategy for the case of Fish science, Fisheries and Fish farming is SSA); Dr Noble Banadda (Integrating the universities innovation systems: A case for special education) and Dr Rufaru Madakadze (Capacity Building efforts by AGRA). This was followed in days two and three with facilitated group work.

The Dialogues identified the following key challenges for engaging tertiary institutions in the CAADP process
a) Challenges from the Tertiary institution side include

(i) How to change the organizational mindset in order to improve on innovative environment.

(ii) How to integrate CAADP into the University agenda, including reviewing the curriculum to make it more relevant to national development agenda; how to get universities to develop programs and research policies in line with the CAADP agenda; how to develop analytical and strategic thinking capacities within university students; this will improve quality students; and identifying entry point of the CAADP process can the tertiary institutions engage with.

(iii) How to engage stakeholders effectively, particularly how to address the communication gap between academics and policy makers; how to form strategic alliance between NEPAD and the universities; for example, what type of agreements/ scope of work need to be defined

(iv) How to contribute to the functioning of the country roundtable process, especially how to provide sufficient and good quality data to provide evidence for policies

(b) Challenges identified from the NEPAD/ CAADP side included

(i) How to mobilize and get buy-in from in order to get institutionalization of CAADP in tertiary institutions

(ii) How to mobilize and sustain funding for the CAADP initiatives, notably how to mobilize the required resources (human, financial) to give backing to the CAADP agenda as priority

(iii) How to improve binomial relationships, especially the need to improve the dialogue between Africa and its Development Partners to ensure that such policy visions as CAADP are widely shared by African stakeholders, especially those at country level.

Key issues were summarised into three key areas that need specially attention on the engagement between CAADP and tertiary institutions. These included

1. Relevance of graduates capacities to the CAADP agenda
2. Expertise necessary to effectively drive the CAADP process
3. Involvement of university and tertiary institutions in the development of the investment programs and funding

Following this, the Dialogue recommended that tertiary institutions can effectively contribute to the 3 areas of knowledge inputs into the CAADP Country process through a number of ways. The following are major ones:

(i) by raising awareness on the CAADP agenda;
(ii) participate in or conduct base-line studies, including M&E;
(iii) participating in analytical work;
(iv) mobilize networks of expertise (within country and in the wider research community in-country) in which universities or individuals are already involved;
(v) facilitating dialogue with policy makers; holding Think Tanks sessions around CAADP;
(vi) undertake joint research with other Universities, practitioners and Ministry (working groups);
(vii) conduct research dissemination among key stakeholders, including decision makers;
(viii) Use science, technology and innovations to redesign better farming systems, marketing, processing, service provision, education and extension for farmers.

Additionally, universities could improve their contribution towards the CAADP agenda by producing graduates that are relevant to the agricultural development agenda. Special attention should be focused on ensuring that the graduates are driven by science and able to achieve impact on agricultural development. Graduates should have the capacity for practical application of skills and knowledge, including having scientific, technological and analytical
skills, leadership (self motivation), and social/ cultural skills. Universities will have to work towards a change of the value system on agricultural perceptions. In addition, it is critical that the curriculum is addressed, particularly to ensure that the teaching system fits well to the needs and demands of the national agricultural development agenda.

With regard to way forward and implications for engaging universities in the NEPAD/CAADP process, the Dialogues recommended that:

1. the tertiary institutions should form part of the “active minorities” and mobilize more active minorities in support of NEPAD in general and CAADP in particular;
2. develop Communities of Practice and communities of interest to further the course of CAADP;
3. immediately link up with the CAADP Focal Points in their respective countries;
4. improve communication between CAADP and the universities;
5. To put in place programs at national, regional which reflect the NEPAD objectives;
6. NEPAD should provide an incentives to universities, such as recognition of those universities that are moving the course of CAADP;
7. NEPAD should engage the universities in the advocacy, building strong coherence and networking of NEPAD-CAADP issues towards attaining the 6% annual growth; and
8. The NEPAD should engage at the highest level with the universities (e.g. Vice Chancellor) and that this engagement should be institutionalized

In the end the Dialogue identified concrete Action Points necessary to take the process forward. These included, on the part of the universities (i) preparation of a report of the outcomes of the Dialogue for the purpose of information sharing and providing a feedback to their universities; (ii) provide feedback to the universities about the Dialogue in order to create awareness; and (iii) hold University wide seminar about CAADP for the purpose of sharing the experience. While NEPAD was tasked with (i) mobilizing NEPAD/ CAADP Focal Point to engage with the universities and other national research organizations through the CAADP Roundtables; (ii) to engage with the high level officials of universities; and (iii) to provide the “active minority” with the tool box or guide on how tertiary institutions should engage in the CAADP process.

Acknowledgements

NEPAD wishes to express sincere appreciation to the organising committee of the Dialogue Dr. Dr Aissetou Yaye of African Network for Agriculture, Agroforestry and Natural Resources Education (ANAFE); Prof Adipala Ekwamu of the Regional Forum for Agricultural Capacity building (RUFORUM); Dr. Kevin Urama of the African Technology Policy Studies (ATPS), Dr. Irene Annor-Frempong of the Forum for Agricultural Research in Africa (FARA); Dr. Francis Nunoo of the University of Ghana, Prof. Stephen Agong of Maseno University in Kenya, Prof. Emmanuel Kaunda of the University of Malawi; Prof. Agnes Mwang'ombe of University of Nairobi, Dr. Elizabeth Omino of PROTA; and Ms. Judith Francis of CTA. In the NEPAD Secretariat, Ms, Florence Nazare and Dr. Sloans Chimatro provided the internal coordination and linkages; while Ms. Unami Mpofu provided the untiring support at the InWent. Special thanks go Drs. Kofi Abban; Nobel Banadda, Monty Jones and Prof. Makumbe for delivering the keynote papers. The meeting would not have been possible without the funding which was provided by CTA, FARA, GTZ-InWent as well as the DFID-funded Partnerships for African Fisheries (PAF). Special thanks go to Dr. Jürgen Hagmann and Ms. Hlami Ngwenya both of PICOTeam for moderating and preparing the report of the Dialogue, respectively.
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1 OPENING CEREMONY

Dr Sloans Chimatiro from NEPAD briefly welcomed the participants to FARA and then introduced Prof Richard Mkandawire who was to chair the opening ceremony.

Professor Richard Mkandawire expressed that this meeting was both about celebrating and honour the role of tertiary institutions in general, and to explore the role of engaging them in the NEPAD/CAADP process. He stated that tertiary institutions are often perceived as Ivory Towers. They have been perceived as separated from the communities that they are intended to serve. This is also compounded by the fact that they are perceived as anti-government.

However, NEPAD-CAADP has realized the role that these institutions can play in the CAADP process, hence this dialogue aimed to explore how they can best contribute to the process.

With these few word, Prof Mkandawire introduced the people who were to give official opening speeches: These were:

- Dr Monty Jones on behalf of the host institution FARA
- Professor B.K Ahunu (Representing the Vice Chancellor of the University of Ghana) as the co-host
- Professor Goolan Mohamedbhai on behalf of the Association of African universities
- Dr Ibrahim Assane Mayaki- the Chief Executive Officer of NEPAD Secretariat

Below are the speeches that were presented by these four dignitaries. Some are the original speeches; while others are summaries by the rapporteur.

Welcoming remarks by the host institutions- FARA

Dr Monty Jones the Executive Director of FARA

After observing the protocol, Dr Jones said:

I wish to welcome all of you to Accra, to FARA and to this very important meeting. I wish on behalf of the Executive Board and staff of the Secretariat, to thank you all for accepting the invitation to participate in this meeting. I would like to specially recognize in our presence today the NEPAD CEO, His excellence Dr Ibrahim Mayaki.

I would like to thank the organizers for choosing FARA as a co-host of this meeting. Co-hosting such as meeting is in line with the FARA’s function of advocacy for research and capacity strengthening, supporting knowledge and information sharing, building partnership for Agricultural Research for Development (ARD) among its constituents. In all of these I should recognize the universities as active constituents.

I should also mention the significance of the timing for this meeting: when the long planning phase of NEPAD’s programs is giving way to their implementation; and the role of knowledge in fostering human development is a topical issue; for example:

- US President Obama highlighted it during his recent visit to Sub-Saharan Africa (SSA) (Ghana) observed that South Korea and Ghana had comparable Gross Domestic Product (GDP) per capita in the late 1950s, but now South Korea is about 10 times that of Ghana in large part due to the way South Korea has created, adapted and used knowledge and how it has built human resource to apply the knowledge.
- Recent G8 summit at L’Aquila where US$20 billion was pledged to support agriculture in developing countries over the next three years underscored
the critical role of scientific research and dissemination of its results (knowledge) in addressing persistent food shortage.

- Recent announcement of long term US$30m support from Canadian International Development Agency (CIDA) and the Gates Foundation for Africa’s Think Tanks to improve local decision-making on complex global issues well before their impact on the continent manifest.

- The fourth example relates to the fact that some African Governments are increasingly appreciating knowledge as a center of competitiveness and making efforts towards becoming knowledge economies, e.g. Rwanda, Malawi and South Africa.

Permit me to give a brief update about FARA which is the apex body, agreement with AU and NEPAD as Lead Institution to coordinate CAADP Pillar 4. CAADP recognize the vision for agricultural development – 6% agricultural production growth rate and attainment of the MDGs by 2015. The CAADP Pillar 4 relates to Research, Technology dissemination and adoption. FARA was appointment as a lead institution to coordinate the implementation of this pillar.

- With the endorsement of the CAADP, FARA and the Sub-Regional Organizations (SROs) revised their strategic plans, operational plans and FARA through extensive consultations developed the Framework for African Agricultural Productivity (FAAP).

- FARA focuses interventions through 5 networking support functions:
  - advocacy and resource mobilizations,
  - Access to knowledge and technologies;
  - regional Policies and Markets,
  - Capacity strengthening
  - Partnership ad strategic alliances.

- Implementation of our Medium Term Operating Plan (MTOP) started in 2008 and several region-wide initiatives are being implemented on the ground with our partners

- Effort is being made to increase investment in Africa with support of ARD-European, US, Brazil, and Chinese investments.

- Improving Africa economic growth is evident in some countries which are achieving 6% growth rate.

FARA’s knowledge development and capacity strengthening agenda is being implemented under the CAADP in collaboration with RUFORUM and ANAFE.

Tertiary Education institutions have a major role to play in the implementation of CAADP to build knowledge and capacity strengthening in cross cutting theme in all the pillars.

Our capacity strengthening efforts are being supported by DFID (Strengthening Capacity of Agricultural Research & Development in Africa- SCARDA) and for BASIC expecting support from the Danish and Australian governments.

Expectations from this meeting are:

- Increased awareness on AU-NEPAD programs and activities under the CAADP by Tertiary Education Institutions
- Clearly defined activities with timeframe and assigned responsibilities
- Clear added value ad support of Tertiary Education Institutions
- Tertiary Education Institutions involvement in international initiatives as a voice of Africa in capacity strengthening
• Tertiary Education Institutions are organized to contribute to achieving the CAADP objectives

Looking at the area of distinguished personalities behind this meeting gives me confidence that its objectives will be realized

I am hopeful that at the end of this meeting NEPAD and Tertiary Education Institutions in Africa will have a better understanding of how they can add value to each other and come up with a concrete roadmap on how they can achieve the CAADP objectives

I wish to end my welcoming remarks by thanking the organizers of this meeting, namely: NEPAD, ANAFE, RUFORUM, ATPS, CTA, Maseno University, Kenya, University of Malawi and of course the co-hosts University of Ghana and FARA, for their contribution towards getting the meeting this far. I also wish to register my appreciation to its funders in particular GTZ, InWent and CTA. We must make the hard work that has gone into the preparations and our time here to count by fully devoting our faculties to deliberations of the meeting.

I wish you all a very successful meeting, and while you are at it, remember to take some time out to enjoy the unique hospitality that Ghana offers. Let me again welcome you to this dialogue and wish you very fruitful discussion.

Thanks

A statement of welcome by the co-host- University of Ghana

Professor B.K Ahunu (Representing the Vice Chancellor)

After observing the protocol and greeting the participants, Professor Ahunu indicated that he was standing on behalf of the Vice Chancellor. He said a statement which he used to challenge the participants to use these three days to find ways which they can go far. Therefore, University of Ghana appreciated the efforts by NEPAD to bring together a consortium of tertiary education and research organizations to work together on a strategy to strengthen this collaboration. University of Ghana was ready and willing to join this partnership.

Remarks from the Association of African Universities

Professor Goolan Mohamedbhai (Association of African universities)

After observing the protocol, Professor Goolan Mohamedbhai said:

I would like to thank NEPAD for inviting the Association of African Universities to this dialogue between NEPAD and universities in Africa. This dialogue is so important because it is true that many universities are ignorant of the objectives ad activities of regional bodies such as NEPAD and the African Union, or of those of Regional Economic Communities. Many Institutions are also unaware of how they can contribute to achieving the MDGs or attaining the Education for All (EFA) targets. The reason, I believe is not because universities consider themselves as Ivory Towers but rather because they feel these are essentially government-led, political organizations, or that MDGs and EFA are matters to be dealt with by the governments and are not in the realm of higher education institutions. Yet resolving the development challenges that Africa faces, requires partnerships between all the continental stakeholders: governments, regional and sub-regional organizations, higher education institutions, the private sector and civil society in general. Every opportunity must therefore be
seized to bring those stakeholders together to enable them to learn from each other, to create understanding and to examine how they can work together towards a common goal.

Allow me first to say a few words about African higher education. After suffering from decades of neglect, ignored by the international development and funding agencies and abandoned by their own governments, African higher education institutions are now widely acknowledged as having a fundamental role to play in the economic, social and political development of Africa. And this was clearly reiterated at the UNESCO World Conference on Higher Education held in Paris earlier this month. But to effectively play that role they need to undergo major reform and revitalization. Many of them have already embarked on the process, but much more needs to be done. The majority of the Africa institutions, especially those that are public funded, face major challenges such as: shortage of funds; coping with masses of students, far in excess of what their campuses can accommodate; severe shortage of highly qualified faculty; poor quality of teaching and learning and ineffective ICT environment; negligible output of research; outmoded methods of institutional governance; and poor linkages with the productive sectors of the economy. In the fast growing global knowledge economy, Africa cannot afford a lag behind any further. Its higher education institutions must become key and participative institutions for knowledge production and knowledge dissemination that are vital for economic and social transformation.

African higher education institutions will never be able to achieve that goal if they do not collaborate among themselves, both nationally and regionally. They need also to create strong linkages with the private and industrial sectors, the rural communities, Non-governmental organizations, in fact all the key agents for national and regional development, so as to create a synergy that can help the African continent to meet the MDGs, to achieve economic growth and to bring its development at par with the other rapidly-growing developing regions of the world.

It is for this reason that the Africa Union, after wide consultation with all stakeholders, has included higher education as one of the 7 priority areas in its Action Plan of Education for Africa, spanning over 2006-2015. And the Africa Union has designated the Association of Africa Universities (AAU) as the lead agency for the implementation of the higher education components of that action plan.

Let me therefore say a few words about the AAU and its programs, especially those that could be of relevance to NEPAD, in particular to its Comprehensive Africa Agriculture Development Programme (CAADP). The AAU was founded in 1967 in Rabat, Morocco and has consist of over 200 public and private higher education institutions drawn from 45 countries across all official regions and linguistic areas of Africa. Its secretariat is Ghana, Accra. It is a forum of consultation; co-operation and information exchange among higher institutions within and outside Africa, and thus provide a platform for reflection and consultation on key issues affecting higher education on the continent.

It also assists its members in the many challenges that they face by running a series of pertinent programmes. Over the past few years, the many programmes and activities of AAU, funded by development donor and funding agencies, have helped to bring African universities together to develop their quality assurance systems, to cope with the effects of HI/AIDS, to promote gender equity and to form consortia to negotiate lower prices for internet access.
One of the AAU’s programmes is ‘Mobilization of Regional Capacity Initiative’ or MRCI aimed at strengthening African Higher Education institutions to enable them to act as catalyst for poverty reduction and sustainable development. The MRCI consist of a Challenge Fund from which grants are allocated to networks of institutions for projects on a competitive basis. So far 9 grants have been awarded and two of the projects are directly related to agriculture. The first one is for ‘improving the availability of agricultural learning resources in Africa’ awarded to the African Network for Agriculture, Agroforestry and Natural resources Education (ANAFE). The second grant is for ‘An assessment of the sustainability of agricultural practices and technologies for improving livelihoods and farm production levels in semi-arid regions of Mozambique and Zimbabwe’ awarded to a group of four universities, two in Mozambique and two in Zimbabwe. A new call for MRCI projects has just been launched with a deadline of mid October 2009 for submission of proposals.

The AAU also has an interesting academic staff exchange programme, which enables one African university to invite a staff from another university for teaching and research purposes over a period between one to three weeks. Another popular project is the award of small grants to graduates or university staff to assist them in completing their Master's of PhD dissertations.

The program Database of African Theses and Dissertations or DATAD for short, aims at providing in digital format, these theses and dissertations produced at African universities so as to make them available to researchers, especially in Africa. DATAD has yet to resolve a number of copy-write challenges, but eventually it should become a powerful tool for knowledge distribution in Africa.

The Roster of African Professionals (ROAP) enables African professionals and experts, not necessarily academics, to register online so that their services can be made available to AAU or those who seek advice from the AAU.

The AAU now has a new Core programme for the period 2009-2013 under the title ‘Renewing and Networking African Higher Education Institutions to meet Local and Regional Challenges’. It was approved at AAU’s general conference held in Abuja, Nigeria in May 2009. In addition to maintaining many of its ongoing projects and activities, the core programme has identified a few new areas of intervention. One of them is ‘strengthening University and industry linkages’. The AAU will most probable partner with the Association of universities and colleges of Canada for implementing this component, with the financial assistance of CIDA. The other is ‘Achieving Sustainable Development in Africa’ which will be implemented under four sub-themes, namely; Agriculture/food security, Water Resources management, Climate change and energy. Possible partners for this component can be UNEP, FARA and RUFORUM, although no definitive project has yet been identified.

I wish this Dialogue plenty of success and I hope it will achieve its objectives of defining areas of partnership and collaboration between NEPAD and higher education institutions. I also wish all participants fruitful deliberations.

Once again I would like to thank NEPAD for involving the AAU in this Dialogue. I am sure there are ways whereby NEPAD and AAU can collaborate, even if it simple through sharing of information.
Before ending, allow me to congratulate Dr Ibrahim Assane Mayaki on his recent appointment as CEO of NEPAD. I wish him well in his task and assure him of the support of AAU in the work of NEPAD.

Thank you

**Official opening statement - NEPAD CEO**

Dr Ibrahim Assane Mayaki

*The following points are a summary by the rapporteur and not the actual speech.*

In his welcoming speech, Dr Ibrahim Mayaki (the CEO of NEPAD) expressed that there is a general gap between theory and practice. He then challenged the participants to reflect on what is happening in the African countries in term of the behavior of our leadership.

**The behaviour of our leadership and the policy processes**

In our continent there are two critical factors. The strength of the democratic institutions and directly linked to it - good governance. When countries do not have good governance, also the role of tertiary education institutions is not satisfactory.

What do we notice in the processes of policy design in our countries. This processes are mainly state driven and there is often a kind of monopoly. The main relationship is the binomial between the state and the external agents; and does not involve the local stakeholders in the design and implementation of policies. This have to be reviewed. We need to open our eyes and look at these issues very critically.

At Implementation level, we have similar situation: we need an open process; open the space to a wider number of actors, rather than the monopoly of the states and the external agents.

Demographically, we have a young continent, with the majority of people 18 years of age. This is also an unequal continent, with the highest level of disparity between the haves and have-nots. If we do not create opportunities for education and employment for youth and the poor, we will end up with a politically volatile situation in Africa.

If we want to deal with these challenges effectively- we cannot do business as usual- we have to create a new paradigm. We have an immerse responsibility not only to awaken ourselves with a new paradigm, but also to put them in practice. We should bring transformation.

As for NEPAD, we are going to change NEPAD- we are going to open the space in which it is intervening. This means going beyond the RECs, but also involve the wider constituents. The structure which governs NEPAD are totally convinced that this transformation is necessary. However, with the new mandate, NEPAD becomes the technical arm of the African Union Commission, where we are responsible for translating the policies into visible programmes and projects. Under this configuration, it is critical that we involve all stakeholders in the design and implementation of these programmes.

Tertiary education and research institutions and a very important part of these stakeholders. Therefore, NEPAD is looking forward to this consultation to produce concrete strategies and mechanism which we can use to guide our relationship. With these remarks I declare this NEPAD-Tertiary and Research Institutions Consultations officially open.
Thank you

2 KEYNOTE PRESENTATIONS on NEPAD ENGAGEMENT WITH THE TERTIARY INSTITUTIONS

After the official opening, the session that followed was chaired by Ms Judith Francis of CTA. There were a series of presentations that were exploring issues around the engagement of Tertiary Education Institutions in the NEPAD-CAADP process. After every presentation, the participants were given a chance to ask questions for clarity. The issues that were raised are also captured following each presentation.

The following presentations were given:

1. Championing NEPAD vision for Africa’s future through science & technology and innovations: presented by Dr Monty Jones
2. Challenges and opportunities in Capacity Development within the context of CAADP: presented by Mr. Martin Bwalya
3. Driving the NEPAD capacity development framework- what is the role of universities: presented by Prof John Makumbe
4. Building and managing the critical mass for science and technology in Africa: The strategy for the case of Fish science, Fisheries and Fish farming is SSA: presented by Dr Kofi Abban
5. Integrating the universities innovation systems: A case for special education: presented by Dr Noble Banadda
6. Capacity Building efforts by AGRA: Presented Dr Rufaru Madakadze

Note: Although all presentations were made in power point, They were to word here, without modifying the context, in order to reduce the size of this file.

Championing NEPAD vision for Africa’s future through science & technology and Innovations (by Monty Jones)

Outline
- Role of Agriculture in Africa’s development
- NEPAD-CAADP
- Role of Science, Technology and Innovation
  - What is innovation
  - Current agricultural innovations in Africa
  - FARA’s role in advancing agricultural Science, Technology and Innovation in Africa
- Conclusion

Background: Africa’s development context

Economic performance

1960-2000
- Overall stagnation
- Decline in share of world trade from 3.5% to 1.5%
- Equivalent to annual loss of US$70 billion; approx 3x annual ODA to Africa

Development challenges
• Poverty: inequitable benefits of recent growth
• Food insecurity: population expansion faster than crop/livestock yields
• Markets: inefficient internal markets inefficient and unfavourable external markets
• Natural resource degradation (exacerbated by climate change)
• Limited human resource capacity, and weak and unaccountable government
• Poor infrastructure and service delivery
• Inadequate development, dissemination and adoption of agricultural technologies

Significance of Agriculture in Africa
• Agriculture is source of livelihood for most Africans. It employs 62% of working population in SSA (excl. South Africa)
• Agricultural development is the most effective pathway for reducing poverty in Africa (1% increase in cereal yield can lift 2 million people out of poverty)
• Agriculture is essential for food security. The 2008 food price crisis threatened stability in several countries
• Agriculture is key to economic growth. It contributes 27% of GDP; strong linkages through containing food prices, etc

African Agriculture- Challenges
• High population growth → cultivation in marginal areas → land degradation
• Poor infrastructure
• Unfavorable external markets; inefficient intra-African markets
• Institutional weaknesses
• New emerging issues i.e. climate change, food crisis, financial crisis

African Agriculture- Opportunities
• Improving socio-economy and policies
• Increased recognition of importance of agriculture
• Availability of arable land
• Information revolution
• Expanding markets for high-value agricultural products
• Availability of scientific tools and promising technologies

Reforms In African Agricultural Development
• Technologies (Science and community based innovations)
  - High yield varieties / breeds adapted to local conditions
  - Land and water conservation (NRM)
  - Improving crop and livestock health
  - Crop/ livestock management (integrated weed and pest control)
  - Post harvest

Importance of Research, Science and Technology and Innovation
• IFPRI studies identify increased investment in agricultural
• The Comprehensive African Agriculture Development Programme (CAADP) is a framework for:
  – National & regional planning, implementation & evaluation
  – Developing trade and development corridors
  – Improving cohesion & complementarity between donors

<table>
<thead>
<tr>
<th>Promoting knowledge-driven development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Continental</strong></td>
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<tr>
<td><strong>Sub-regional</strong></td>
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<tr>
<td><strong>National</strong></td>
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</tbody>
</table>

Approaches for improving agricultural productivity in Africa
• Technologies (Science & Community based innovation)
  - High yielding varieties /breeds adapted to local conditions
  - land and water conservation (NRM)
  - improving crop and livestock health
  - Crop/livestock management (integrated weed and pest control)
- Post-harvest handling and processing
- Effective Advisory Services (in context of innovation systems)
- Efficient market chains

**Innovation**
- IFPRI studies identify increased investment in agricultural research among the most effective ways to attain MDG targets.
- Other priority investment areas are: rural roads; irrigation; clean water and education
- Importance of Science & Technology (S&T) exemplified by the Asian green revolution

**Table 1. Regional variation in poverty levels**

<table>
<thead>
<tr>
<th>Development region</th>
<th>% Age of people living in poverty</th>
<th>% Age reduction in number of poor in relation to a 1% increase in crop yield</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAST ASIA</td>
<td>15</td>
<td>0.48</td>
</tr>
<tr>
<td>SOUTH ASIA</td>
<td>40</td>
<td>0.48</td>
</tr>
<tr>
<td>AFRICA</td>
<td>46</td>
<td>0.72</td>
</tr>
<tr>
<td>LATIN AMERICA</td>
<td>16</td>
<td>0.10</td>
</tr>
</tbody>
</table>

- An increase in agricultural productivity bears largest poverty reduction impact in Africa
- 1% increase in yield lifts 2 million people out of poverty


**Table 2. Pillar 4 of CAAD Performing, revitalizing, expanding ARD**

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop technologies, policies and institutional options to provide solutions</td>
<td>Integrated natural resource management</td>
</tr>
<tr>
<td>Test options in a participatory and iterative fashion</td>
<td>Adoptive management of appropriate germplasm</td>
</tr>
<tr>
<td>Develop mechanisms for wide-scale dissemination and adoption</td>
<td>Development of sustainable market chains</td>
</tr>
<tr>
<td>Empower resource-poor farmers in Africa</td>
<td>Policies for sustainable agriculture</td>
</tr>
</tbody>
</table>

**Innovations**
- Is all about change for development
- Combines generation of knowledge and putting it into use
- Is demand-driven
- Recognizes key contribution of research; but also draws on other sources of knowledge (tacit)
- Involves diverse range of actors (producers, users, intermediaries)
- Requires institutional mechanisms for eliciting the knowledge and facilitating putting it into use

**Innovations in Africa**
- The past 3 decades innovation focused on research to generate technologies
  - This registered several success in crop and animal breeding, soil fertility and natural resources (NR) management, policies and pest/disease management
- However, successes have not been widely adopted across the continent thus undermining the impact of the innovations
- Current innovations are built on past successes & addresses constraints concerning:
  1. Increasing investment & institutional reform
  2. Access to agricultural knowledge and information
  3. Policies and markets
  4. Human & institutional capacity
  5. Effective partnerships for agricultural innovation

**Agricultural Innovation within Africa's Framework for Agricultural development**
• Comprehensive African Agricultural Development Programme (CAADP)- African vision for 6% annual growth in agricultural production

4 pillars
• Pillar I: Improving land and water management
• Pillar II: Improving infrastructure and trade-related capacities for market access
• Pillar III: Increasing food supply and reducing hunger

Pillar IV: Improving agricultural research, technology dissemination and adoption
Pillar IV is responsible for innovation. It is organised into 4 themes
• Integrated NRM
• Adaptive management of appropriate germplasm
• Development of sustainable market chains; and
• Policies for sustainable agriculture

Table 3. Framework for African Agricultural Productivity (FAAP)

<table>
<thead>
<tr>
<th>To achieve</th>
<th>Working with</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Evolution &amp; reform of agricultural institutions &amp; services</td>
<td>Extension, research, training &amp; education</td>
</tr>
<tr>
<td>2. Increasing the scale of Africa’s investment in agriculture</td>
<td>African governments, private sector</td>
</tr>
<tr>
<td>3. Harmonizing investments</td>
<td>Development agencies, international financing institutions</td>
</tr>
</tbody>
</table>

Examples of innovations catalyzed by research
• How to integrate vertical and horizontal
• How to recognize horizontal movement
• How can we focus on Value addition in order to increase the value and the income
• What programs can the universities introduce to help the farmer
• How to create demand for academic services
• Capacity building innovation
  - Open and distance education
  - On-line training

FARA’s support to agricultural innovation organized around 5 networking support functions
• 3 main functions
  - Advocacy and constituency building
  - Promote functional partnerships and strategic alliances
  - Sharing and exchange of information and training

• 5 networking support functions
  - Advocacy and resource mobilization
  - Access to knowledge and technology
  - Regional policies and markets
  - Capacity strengthening
  - Partnerships and Strategic Alliances
Table 4. FARA-coordinated continent-wide agricultural innovation initiatives

<table>
<thead>
<tr>
<th>Networking support functions (NSF)</th>
<th>Initiative</th>
<th>Programmatic Thrust</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Advocacy and resource mobilisation</td>
<td>FAAP</td>
<td>Framework to guide agricultural productivity interventions</td>
</tr>
<tr>
<td>2. Access to knowledge and technologies</td>
<td>RAILS</td>
<td>Facilitating access to information and learning</td>
</tr>
<tr>
<td></td>
<td>DONATA</td>
<td>Enhancing the dissemination of technologies</td>
</tr>
<tr>
<td>3. Regional policies and markets</td>
<td>ABBPP</td>
<td>Policies on emerging technologies e.g. biotechnology</td>
</tr>
<tr>
<td>4. Capacity strengthening</td>
<td>SCARDA</td>
<td>Institutional capacity development for agricultural research and development</td>
</tr>
<tr>
<td></td>
<td>BASIC</td>
<td>Building Africa’s capacity to build its own capacity</td>
</tr>
<tr>
<td>5. Partnerships and strategic alliances</td>
<td>SSA-CP</td>
<td>Promoting innovation systems approach to agricultural Research</td>
</tr>
<tr>
<td></td>
<td>PAEPARD</td>
<td>Inter-regional collaboration between Europe and Africa</td>
</tr>
<tr>
<td></td>
<td>RAILS</td>
<td>Facilitating access to information and learning</td>
</tr>
</tbody>
</table>

Conclusions
- Agricultural development has the most potential to lift Africa’s economy
- Innovations from scientists and farmers are essential to increase productivity and spread benefits to the poor
- Mobilizing Science & Technology and Innovation requires:
  - Increased investment and efficient utilisation
  - Institutional reforms and strengthening local innovation capacity
- Accessible innovations at the right time, at the right format

Questions arising from the presentation
After the presentation by Dr Monty Jones, the participants were given a chance to ask questions for clarity. These are some of the questions and comments that were raised:

**Question:** In your presentation you indicated an increase of 1% yield of cereals can lift to 2 million people out of poverty. If there would be more effort to increase high value crops -could that not lift many people out of poverty?

**Response:** There is no doubt that
- We need to come up with figures

**Question:** Can you quantify how much money Africa looses because of poor infrastructure

**Response:** Just to give an idea- It cost something like 50$ (either per ton or so I am not sure) to import cereals from the USA which is several thousand kilometres. But it cost 100 $ to transport that food from Mombasa port to Kampala. People tend to go out and import food from outside, because locally there is poor infrastructure.
- Therefore, Africa is losing a lot amount of money due to poor infrastructure
Challenges and opportunities in Capacity Development within the context of CAADP (by Martin Bwalya)

PART 1
About CAADP
- What is new/ Unique
- CAADP is about ..
  - How to harness Africa’s own capacities and resources to drive and sustain the continent’s development agenda – starting with enhanced and sustainable agriculture productivity
  - Quality investment programmes (evidence-based, informed by and consistent with technological adaptation, best returns on investment, based on and supporting local capacity development)
  - Quality in implementation arrangements (institutional arrangements, inter-sectoral value, policy alignment, competencies, responsibility, etc…)  
  - Enabling / empowering the continent (people) to pursue the development agenda (knowledge, skills/competencies, etc…)
  - CAADP puts a premium on knowledge, on skills, on learning …

NEPAD-Agricultural- Comprehensive Africa Agriculture Development Programme (CAADP)
CAADP is a common framework, tool and process for the restoration of African agriculture in supporting an agriculture-led growth agenda

Why CAADP?
Framework to “enable/stimulate/facilitate” countries and the continent to achieve this growth target

The implementation of CAADP is based on 5 key areas or functions that are critical towards achieving the 6% growth in Agriculture. These include:

1. Harnessing Africa’s own strategic thinking (on future perspective and scenarios)
2. Advocacy for agriculture (communication and lobbying) - It is about getting people to internalize NEPAD and begin to embrace the CAADP principles and live them
3. Support to country processes for development of better quality investment programs
4. Mobilizing partnerships for investment (programmes); and
5. Pursuing the commitment by government to allocate 10% of their national budgets to agriculture (this should be validated through peer review, M & E)

The CAADP Pillars

CAADP Pillars are primary impact areas required to reach the 6%.
- Building and Sustaining Africa’s Ability to meet its livelihoods
- Environmental resilience and
PART 2- CAAPD implementation (practices and processes)
Core AU institutions charged with stimulating, facilitating and supporting the CHANGE

CAADP implementation
- Main Point of “departure” is that the CAADP agenda will be achieved when African Governments, Institutions, development partnerships and policies are strengthen to stimulate and sustain quality and effective design and implementation of Investment programmes for enhanced agricultural growth in Africa
- The Country CAADP roundtable process is the main instrument for CAADP implementation

PART 3- Realizing CAADP value (practices and processes)
Key features of CAADP implementation
- The CAADP roundtable
  - Government appoint country CAADP Team
  - Comprehensive diagnostic /analysis is undertaken
  - Dialogue and inclusive consultations are conducted
  - Programme design, financing and implementation / review is done

Country level implementation: 4 key components in the country process
1. Engagement and entry point

**Benchmarks - Engagement and entry point**

<table>
<thead>
<tr>
<th>Engagement and Partnership development</th>
<th>Government buy-in and assume leadership responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Key stakeholders engaged around a common commitment to move with the CAADP agenda (including development partners)</td>
</tr>
<tr>
<td></td>
<td>Public awareness and information support on the CAADP agenda</td>
</tr>
<tr>
<td></td>
<td>Formal Launch of the CAADP Agenda implementation</td>
</tr>
</tbody>
</table>

Primary impact areas to lead to the 6% (CAADP Pillars)

- Pillar I: increasing area under sustainable water and land management
- Pillar II: Improving infrastructure and trade-related capacities for market access
- Pillar III: Increasing food supply and reducing hunger
- Pillar IV: Improving agricultural research, technology dissemination and adoption

2. Evidence based planning
- Analytical work
  - Which/what analytical work and why
    - Determining, access and incorporating the analytical work
    - Developing and managing capacity and competencies for analytical work
  - Stimulate and facilitate systemic capacity and need for knowledge and analytical skills

- Technical issues (technical options/best practices/potentially viable/feasible sub-sectors)
- Policy analysis (policy pathways necessary to drive the 6% growth)
- Ecosystems analysis (a natural resource audit)
- Institutional analysis: capacities and competencies analysis, governance, stakeholder analysis
- Financial/Economic analysis: Including a Public Expenditure Review (PER) study; Cost:Benefit Analysis
- M&E- Tools / Peer review mechanisms

- Support/Guide to the design of investment programmes
- Provision of tools and analytical instruments for:
  - M&E
  - Stocktaking
  - Stakeholder analysis
  - Reviews – Cost/Benefit analysis; PER; Sector performance, etc…
  - Institutional capacity assessment
  - Identification of priority drivers of growth
- Provision/access to lessons learnt
- Fostering alignment to leverage resources and to achieve economies of scale
- Guide in the application/adaptation the principles of CAADP/NEPAD
- Development/nurturing network of expertise

### Evidence-based planning

<table>
<thead>
<tr>
<th>Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence-based planning</td>
</tr>
<tr>
<td></td>
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</tbody>
</table>
Reports of studies submitted and discussions, negotiations and formulation informed by the outputs of analytical work

3. **Building alliances with investors (Public, Private, Development Partners) for financing**
   - Priorities and/or Investment Areas Identified
   - Building of coalition for implementation
   - Investment Interests identified
   - Agreement on kinds of investment instruments
   - Investment Programme Design (Delivery Mechanisms, programme resource requirements, financial commitment, M&E Framework)
   - Alignment (clear articulation of steps taken with existing initiatives)
   - Clarification of Expectations
   - Agree on scope and modalities for the CAADP COMPACT

<table>
<thead>
<tr>
<th>Building alliances for investment (Public, private and Development Partners)</th>
<th>Validation workshop: national consensus on the drivers of growth and priorities &amp; levels of investments required</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Agreement of the identified priority areas of investments by national and international partners (CAADP compact)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Design, M&amp;E and peer review system</th>
<th>Initial set of core investment programmes developed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Clearly articulated implementation modalities with the roles of key players clarified</td>
</tr>
<tr>
<td></td>
<td>Capacity requirements for programme implementation defined and integrated into the programme design</td>
</tr>
<tr>
<td></td>
<td>Cost assessed and required resources mobilised and committed (including Government investment financing) for specific investment programmes</td>
</tr>
<tr>
<td></td>
<td>M&amp;E framework agreed</td>
</tr>
<tr>
<td></td>
<td>Monitoring mechanism in place and linked to the peer review mechanism</td>
</tr>
</tbody>
</table>

- Implementation mechanism arrangements put in place
- Monitoring mechanism in place and linked to the peer review mechanism
- Reviews – e.g. PER, Performance analysis
- Agreement on kinds of investment instruments
- Performance improvement targets agreed
- Impact and necessary adjustments agreed
- Adaptation/feedback mechanism identified and put in place
- New programmes developed
- Institutional learning (including cross-learning) mechanism identified

**PART 4: What does it mean for Pillar Institutions?**

1. What is this “knowledge”
2. How do we realise the value of “knowledge input” in CAADP
WHAT ... (Knowledge Products)
- What knowledge and knowledge systems informs the analytical work?
- This includes understating the systems and context under which agriculture is operating
- Including technical tools for analytical work;
- This also involves understanding the key elements of the policy framework;
- It includes institutional analysis;
- Furthermore, it entails understanding the potential impact on agricultural growth of the resultant development

Part 5: Building and nurturing capacity for supporting CAADP implementation
System/Mechanism for supporting CAADP Implementation
What should this team have to stimulate and manage/drive this change?
Characteristics of the team
- Inter-institutional / multi-partner
- Multi-disciplinary; multi-sectoral
- linked to relevant mandate-authority
- Effective management/Coordination
- Strong policies and formulation capacity
- Systemic human and organizational capacity

Investment programmes

Table 5. Major lessons / shifts in the CAADP Country process

<table>
<thead>
<tr>
<th>From</th>
<th>To (recently revised CAADP Process)</th>
</tr>
</thead>
<tbody>
<tr>
<td>One focal point to drive CAADP in the countries</td>
<td>A Country implementation team to manage the process strategically and professionally</td>
</tr>
<tr>
<td>Facilitation through RECs and consultants</td>
<td>Facilitation through a CAADP Resource Group, composed of RECs, AUC, NEPAD and, Pillar Institutions</td>
</tr>
<tr>
<td>Compact as a major focus of the CAADP process</td>
<td>Focus on impact and outcomes of the process, negotiated with the countries, leading to improved performance and capacities to reach 6 % growth</td>
</tr>
</tbody>
</table>
Primary focus on government in implementation | Focus on collective responsibility for implementation and delivery by all major stakeholders. Capacity and institutional arrangements and implementation modalities are part of planning

‘Instruction’ to implement CAADP by higher level | Exploring value addition by CAADP with the countries and design implementation accordingly

Mechanical and rather static process | Focus on organisational development and quality of a strategic process design and management with the required competence to do it and continuous learning

Use of ‘isolated consultants’ | Use of the knowledge system and institutions to build fundamental relationships, arrangements and capacities which link planning to knowledge, information and networks (‘Building functioning systems’) 

Isolated donor support for country implementation | Work plan-based funding from Multi-Donor Trust Fund (MDTF) and other

Stocktaking exercise | extended stocktaking, diagnosis and analysis base linked to information needs on-going analysis and information support focus on building and nurturing local/systemic capacity for analysis and knowledge generation

Initial engagement focus on administrative appointment of CAADP focal point person | Facilitate dialogue and consultations for informed decision on Government and stakeholder buy-in
- Mainstream and align CAADP into national development strategies (review of value of CAADP to existing strategies and plans/programmes)
- CAADP functions internalized including aligning to relevant decision making bodies
- Government leadership but inclusive undertaking with ownership and responsibilities across a wider network of players

Questions arising from the presentation

After the presentation by Mr. Martin Bwalya, the participants were given a chance to ask questions for clarity. These are some of the issues that were raised:

Question: The way our universities operate- we may have to change our university culture- we need to look at what knowledge is generated and how it can be utilized for the CAADP
- In the universities we create knowledge for publication of papers, basically we generate products with which use to communicate among our own peers- we need to start looking at the way in which we are doing business so that we can engage more effectively with the development process
- How can NEPAD help us in the process of changing that culture?

Response: The element around the cultures of how knowledge is generated and the incentives structures for the universities. These are some of the things that block the universities faculties from playing an active role in the mainstream development processes, such as CAADP, at country level
- NEPAD can link the universities with the knowledge-users and create the demands for appropriate knowledge
- Therefore, closing the gap between the universities and other institutions is crucial

Question: Some of the universities are there to generate knowledge, but there are different forms of knowledge. Most of the governments do not fund universities, therefore, the universities tend depend on writing proposal to the outside funders, who then set the pace and direction where the research should go.
• If government does not sponsor research, then other external agents will influence the kind of research and knowledge generated. This will happen regardless of whether or not this research is in line with what the country needs.

Comment: If government is not funding research, how can we as researchers develop products that governments demand?

Driving the NEPAD capacity development framework- What is the role of universities (by Prof. John Makumbe, University of Zimbabwe)

Why these institutions important?
• They are Centres of excellence
• They are critical entry points for Capacity Development Strategic Framework (CDSF)
• They play cardinal roles especially in relation to Cornerstones 3\(^1\) and 5\(^2\)
• Some are already involved in Capacity Development (CD) work by virtue of their mandates
• They tend to be multi-disciplinary in terms of their programmes and courses

What can these institutions do?
• Get the CDSF institutionalised and internalised through their research, teaching and community service
• They can interface with community leaders
• Incorporate CDSF tenets into their courses and programmes across disciplines – mainstreaming
• Develop new courses focused on CDSF tenets
• Create communities of learners and practitioners in relation to the CDSF
• Encourage researchers to undertake research on NEPAD / CDSF issues
• Conduct baseline studies to determine supply and demand for CD in their countries
• Organise and supervise competitive essays on NEPAD / CDSF on a regular basis
• Create professional chairs in all faculties – possibly funded by local businesses
• Facilitate leadership transformation beginning with the leaders of their institutions
• Publish papers on NEPAD / CDSF activities and relevant topics
• Formulate staff and student exchange programmes within Africa under NEPAD/CDSF
• Conduct summer / winter schools focused on NEPAD / CDSF materials within RECS and across the continent

Constraints
• Limited capacity of capacity builders
• Limited financial resources
• Limited technical resources (e.g. ICT)
• Conservative and slow to accept change
• Suspicious of new ideas – resistance to change
• Approach may upset the “apple cart” – and turf wars may result however, “where there is a will there is a way”

Questions arising from the presentation
After Prof. Makumbe’s presentation

\(^1\) Knowledge based and innovation-driven processes that enhance fact and evidence based decision making and encourage increased investments in knowledge and scientific institutions and science and technology;
\(^2\) Adaptive capacity development institutions driving a progressive agenda for capacity development and producing entrepreneurial client-oriented cadres; and (iii) utilizing African potentials, skills and resources for development by mobilising
Comments: Prof. Makumbe has been very practical, as NEPAD we will explore some of the things that he suggested. For example:
- Essay competitions by young people
- NEPAD Chairs- we are keen to explore that idea too
- We are also keen about defining priority for research in which universities can take part

Question: The changing paradigm- How many young farmers should be trained; and how can university help solve this problem?

Response: Taking someone through university is not training a farmer, but rather someone who has an interest in agriculture. Training a farmer takes much more than that. It is being more practical. There are many people who are very excellent farmers, but they have never been to universities. The interface therefore becomes critical for the CDSF. It is about hands-on training and being in the field.

In terms of agricultural development, we will never satisfy the demand for practical hands-on farmers

Building and managing the critical mass for science and technology in Africa: The strategy for the case of Fish science, Fisheries and Fish farming is SSA (by Dr. Kofi Abban, The Ghana Water Research Institute- Accra)

Introduction
He started by defining capacity building in fisheries science
- BUILDING:- Creating, Engineering, Construction
- CAPACITY:- Ability to do, effect change and, or create an understanding; not to do something
- WHERE:- In individuals, institutions and systems
- FOR WHAT:- Scientific knowledge of fish for application in fisheries (capture fisheries and culture of fish) as technologies

- Knowledge of fish as an organism is basic to fisheries and aquaculture as covered by
  - SYSTEMATICS
  - TAXONOMY
  - EVOLUTION

- Systematics:- Study of diversity of organisms and their relationships
- Evolution – the study of the process by which diversity of organisms is produced and
- Taxonomy – the process by which variation is arranged into a useful order

To Facilitate Process
- Sub-Saharan African (SSA) University Fisheries Units (e.g. Departments) should ‘let down their walls’ – to make changes and partner with others
- The universities should not try to specialize in and do everything,
- But rather they should emphasize their strong points and work together to complement each other’s weak points

Strategy for SSA institutional capacity building
- NEPAD ‘s Capacity Development Strategy Framework (CDSF) expects our centers of learning (Universities, other tertiary and Research Institutions) to produce relevant knowledge and drive capacity development
NEPAD Tertiary Education Dialogue

- Reference to Fisheries (Capture and Culture), the relevant national, sub-regional, SSA or African region ISSUES are:

  “(i) fish production, (ii) demand, (iii) trade, utilization of fish, (iv) post harvest (losses) management, (v) dealing with deficits of supply of fish and (viii) policy development and implementation”

What should the Institutions do?
- Provide Relevant Knowledge & Information on the issues listed above, and in the process make themselves relevant to Africa's Development

Current Policy Research Questions
- Will current trends of fish demand continue?
- Where will supply come from?
- What will happen to Trade and fish Prices
- What are the implications for sustainable exploitation of the oceans and coastal areas?
- Can Aquaculture reduce pressure on capture fisheries?
- What are the implications for the poor people?
- What are the entry points for making the “Blue Revolution” more favorable to Africa and the poor people who depend on fish for food security and livelihood?

Making Africa's Tertiary Institutions and Centers Relevant to Development – A Strategy

For Institutions to be Relevant,
- An Institutional DECISION is required
- Generation of data probably through graduate student research works
- Implying establishment of research subjects consistently followed up by students
- Staff compilation of data and analysis
- Periodic release and communication of up-to-date publications
- Unplanned “instant statements based on data” when necessary, targeted at policy-makers and the public

POLICY

Strategic focus, objectives, SDG, (for a policy
Policy reviews
Developing action plans and actions for strategies
Some issues arising from the presentation
After the presentation the participants raised some issues such as:
  • Institutions have to change their culture- how?
  • How to integrate all the actors that work in the sector (e.g. private sector)?
  • How do universities make themselves relevant to the national development agenda?
  • How do we make ourselves relevant in our countries? We can only achieve relevance if we address the issues which farmers and government need; then they (government and farmers) will look for us (universities)
  • If you sit in your big walls, the government will not come; rather you should go the government and justify your relevance
  • The quality of the research is also important: good quality will create demand for knowledge (and hence relevance)
  • The other issue is duplication of work- How different is your universities from others?
  • It might be important to work with policy-makers and fishers/farmers
  • The results of our work should be the one that is speaking for us (i.e. good work will be make a good advocate for us)
  • NEPAD cannot go to individual countries, but they can help connect the countries with relevant partners and other service providers
Integrating the universities innovation systems: A case for special education (By Dr. Noble Banadda, Uganda Industrial Research Institute)

Presentation outline
- Innovation and Innovation Systems
- Creating Innovation Systems (IS)
- Innovation in educational Sector
- Hindrances: University perspectives
- Must fight/win battles
- Integrating universities into IS
- Role of universities in IS
- Importance of universities in SI
- Policies for Innovation Systems
- Conclusions

Innovation and Innovation Systems
Universities are expected to:
- To contribute to international competitiveness of nations
- Stimulate To stimulate wealth creation
- To support the growth of sustainable
- To create Innovation-
- Conduct teaching
- Conduct research
- Carry out outreach for Economic Development

Innovation: the process of making changes to something established by introducing something new; may refer to both radical or incremental changes to products, processes or services

- Innovation is a process that is:
  - Cumulative
  - Nonlinear
  - Path dependent
  - Context dependent
  - Continuous
  - Interactive – Firms do seldom innovate alone, but rather work in teams
  - Innovation System - a system for generating and diffusing new technologies - every country has such a system, even if it is weak or low in capacity.

Innovation takes place in complex systems of companies, knowledge institutions, financial institutions and within a extensive regulatory, social and cultural framework

Innovation is based on complex learning processes involving a large number of persons, all with different educational backgrounds and experiences

Innovation thrives on spillover and unexpected combinations of persons, existing knowledge and technologies

Towards creative thinking
- At present, financial resources going into research in many African countries aim at:
- Short time objectives with identifiable outcomes (which by definition do not recognize or value true creativity)
- We need to value true creative thinking for it is foundation for innovation – space must be created to allow this to happen
- Provisions need to be made to give our brightest scientists and scholars the funding and time to pursue their own ideas, unencumbered by:
  - Milestones
  - Interim reports
  - Outcomes

Truly creative research has a strong element of non – predictability!!!
Creating Innovation Systems

- Identify potential cooperating partners
  - For funding research and activities
  - There is a need to protect creativity by use of patents
  - Support business development
  - Create good publicity
  - Undertake marketing of innovative ideas (products)
  - Develop relevant policies & sensitize policy makers
- Emphasize trainings: particularly in entrepreneurship
- Create innovation centers
  - Reward innovation
  - Review promotion criteria in line with creating incentive for innovativeness
- Create platforms for university – industry interaction and technology transfer (co-authorship)
- University, government and industry should interactions and work in cohesion

Partnership between academia, private sector and UIRI
Innovation in university education

- If we are to achieve major changes in the conceptualization of innovation and implementation, we will need to transform university education:
  - Award interdisciplinary scholarships that integrates humanities, social sciences, and natural sciences
  - Innovation in structures within universities is required
  - Develop new types of reward systems
  - Growth of number of journals that promote interdisciplinary publications and scholarships
  - Traditional separation between academic research and practitioners should be bridged (in order to reduce fragmentation of research and use of research outputs)

Educational curriculum

Skills development along Product Value Chain
Table 6. Skills development: A Case of Processing of Tomatoes in Uganda

<table>
<thead>
<tr>
<th>VALUE CHAIN LINK</th>
<th>Approximate onward Selling price ($ US/Kg)</th>
<th>Approximate Cost ($ US/Kg)</th>
<th>Value Retained</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUPERMARKET</td>
<td>$ 58.5 per Kg dried tomatoes</td>
<td>$41.02 per kg dried tomatoes</td>
<td>$17.48</td>
<td>Highest value addition</td>
</tr>
<tr>
<td>TRANSPORTER</td>
<td>only service</td>
<td></td>
<td></td>
<td>Leakage (non-national carrier)</td>
</tr>
<tr>
<td>LOCAL TRANSPORTER</td>
<td></td>
<td>$0.45/Kg dried tomatoes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PACKAGING LABOR</td>
<td>$1.5 per person per kg of dried tomatoes</td>
<td></td>
<td></td>
<td>Significant value addition</td>
</tr>
<tr>
<td>PACKAGING MATERIALS</td>
<td>$1.47 per 1 Pc</td>
<td></td>
<td></td>
<td>Leakage</td>
</tr>
<tr>
<td>PROCESSOR</td>
<td>$26.5 per Kg dried tomatoes</td>
<td>$12 per Kg dried tomatoes</td>
<td>$14.5</td>
<td>Value addition</td>
</tr>
</tbody>
</table>

Table 7. Skills development: A Case of Processing of Various Products in Uganda

<table>
<thead>
<tr>
<th>Unprocessed product</th>
<th>Cost (US$)</th>
<th>Processed product</th>
<th>Cost (US$)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cattle (Beef)</td>
<td>2.4/Kg</td>
<td>Sausages</td>
<td>2.9/Kg</td>
</tr>
<tr>
<td>Milk</td>
<td>0.3/litre</td>
<td>Powder milk</td>
<td>8.7/400g</td>
</tr>
<tr>
<td>Pineapples</td>
<td>0.1/Kg</td>
<td>Dried pineapples</td>
<td>9.5/Kg</td>
</tr>
<tr>
<td>Oyster Mushrooms</td>
<td>14.3/Kg</td>
<td>Dried Oyster Mushrooms</td>
<td>28.6/Kg</td>
</tr>
<tr>
<td>Apple Bananas</td>
<td>0.1/Kg</td>
<td>Dried Apple Bananas</td>
<td>7.6/kg</td>
</tr>
<tr>
<td>Mangoes</td>
<td>0.2/Kg</td>
<td>Dried Mangoes</td>
<td>11.9/kg</td>
</tr>
</tbody>
</table>

Hindrances: University perspective
• Low technological capacities may result in low demand for academic services
• Technological and knowledge inputs come from R & D department of parent companies, (hence no need for universities)
• Research outputs are from few fields
• Many universities are not research-based
• Bureaucratic restrictions
• Difference in intentions (Academic publication Vs Profit orientation)
• Short-term employment in industrial projects
• Industries main trust (and provide contract to individuals) but not the university as an institution

**Must fight battles**

- Under funded mandate
  - It is not easy to acquire latest equipment for research
  - Emphasis is on undergraduate teaching and not research
- To conduct high quality applied research which can also be illegible for publication
- There is a need for universities to be involved in Industry driven research
- There is a need for private sector involvement in teaching at universities because they expose students to critical areas which areas which relevant to the industries’ needs
- Develop programmes which are relevant to national priorities
- Residence of programmes
- The need to link university research to enterprises
- There is a need for Human Resource Development or grooming of faculties
- Media must be courted to understand the role of universities to enable them to advocate for higher education and research
- Address the problem of Massification of Higher Education (i.e. universities increase intakes beyond what they can accommodate or above their carrying capacities)

**Role of universities in Innovation System (IS)**

- To stimulate growth of new processes, products and services
- To conduct educational programmes and Educational Capacity to deliver qualified labour
- To establish a Research Park connected to the university (Location decision facilitated)
- To design Teaching Systems that are geared towards interaction between students and real life challenges
- To develop Special Characteristics of University staff that suited to local situation

**Importance of university in IS**

- Produce qualified labour for the private and public sectors
- Create a platform to internationally networked researchers who may diffuse new knowledge to students
- Link Teaching and Research
- Stimulate spin-off from University Research Parks, Business Incubators and Venture Capital Organizations
• Promote entrepreneurial activity as a source of new knowledge-based firms
• Attracts talented students

Policies for IS should move:
• From “stocks” to “flows” as main focus of policy attention
  - Flows in the system need to be addressed in priority
• From “raising resources” towards “promoting change”
• Policies should be fine-tuned to address specific system failures
• From “standard” policy-making towards policy “learning process”
  - Policies for “activating knowledge”

Conclusion remarks: Innovation Policy
• Effectiveness of Innovation Systems depends on balanced combination of 3 capacities:
  - creation of knowledge
  - diffusion of knowledge
  - absorption of knowledge
• Government’s role should shift from an investor to a facilitator – governments should promote public/private partnerships and interface management
• There is a growing importance of framework conditions, which should be addressed, and these include:
  - Promotion of entrepreneurship
  - Put in place competition rules
  - Improve labour market conditions
  - Enhance social capital, ...

General concluding remarks
• There is a need to move from individual actors to systems of innovation
• There is a need move from one to ‘two faces’ of R & D
• There is a need to move from single-technology to multitechnology firms
• There is a need to move from closed to open innovation
• There is a need to move from individual entrepreneur to corporate innovator
• There is a need to move from single department to interdepartmental efforts
• There is a need to move from single factor to multi-factor explanations of innovation
Issues arising from the presentation

After this presentation, the participants were given a chance to ask questions for clarity. These are some of the issues that were raised:

Fundamental shift
- How can universities integrate vertical and horizontal – and how can we recognize horizontal movement?
  - The Professors in at Harvard University, for example, the rocket scientists are able to develop these technologies at the university but they also work with NASA and be permitted to go back to teach at the university. This is what is known as vertical-and-horizontal integration
  - The question everyone should ask themselves is “Are we teaching using materials or items which we have developed ourselves through our own research?
  - Why is it that Africa even imports simple items such as saucepans? Why can we manufacture these ourselves here in Africa?

Value addition
- How can we focus on Value addition in order to increase the value and the income?
- What programs can the universities introduce to help the farmer begin to improve the value of their products?
- How can universities create demand for academic services?

What is the core role of the university?
- The change requires a deeper engagement of actors
- If it is for the publication of papers and promotion- then the taxpayers’ money should not be used to pay for the promotion of university faculty
- Universities must prove their relevance by changing their mindset and respond to the needs and priorities of their countries

Applied research
- It is important to design and implement applied research very well such that the results can be published in journals
- The key to publishable applied research is to ensure that work is based on producing ideas that work

Leadership of managers
- There is a need to develop leadership managers
- The trend in many countries is that a very good scientist moves up the ladder to become a manager. However, managing people is different from managing research. Therefore, it is important to have horizontal promotion where scientists are promoted without necessarily moving out of research.

Sustainability of research funding
- How many governments are contributing to funding our research?
- If the university in Africa want to remain in the core role of producing clerks. Then we should not be surprised that the governments are not investing in us.

Capacity Building efforts by AGRA (by Dr. Rufaro Madakadze, AGRA, Nairobi, Kenya)

What is AGRA
AGRA is a dynamic, African-led partnership working across the African continent to help millions of small-scale farmers and their families lift themselves out of poverty and hunger.
• **Vision**- A food secure and prosperous Africa through rapid smallholder agricultural growth and transformation

• **Mission**- to trigger a uniquely African green revolution that will transform African agriculture into a highly productive, efficient, competitive and sustainable system that assures food security and lifts millions out of poverty.

• AGRA initiatives provide small-scale farmers with the tools and opportunities they need
  – to boost their productivity,
  – increase their incomes, and
  – build better lives
  – while safeguarding the environment.

• Programs develop practical solutions

**AGRA programs**

• Four AGRA programs running
• Program for Africa’s Seed Systems (PASS) (2yrs),
• Soil Health Program (SHP) (1yr),
• Market Access Program (less than yr) and
• Policy and Partnership Programs (less than a yr)
  – Each of these programs have solid components on human capacity development.
  – Building human capacity through strengthening African institutions and fellowships for postgraduate training programs, technicians and farmers is a core component of all AGRA programs.

**Capacity development – education initiative**

• The objectives of the AGRA education initiatives are to:
  – provide Ph.D. fellowships to build capacity of Africans on priority African crops solving relevant problems of smallholder farmers and governments,
  – provide M.Sc. fellowships and strengthen curricula in several agricultural disciplines
  – offer short term training courses to scientists, technicians and other key stakeholders to improve crop productivity in Africa.

**PhD training**

• University of Kwazulu Natal, South Africa
  – Graduated- 18
  – Registered- 41- at various levels (Year 1-5)
• University of Ghana
  – Registered- 18 students (1st and 2nd years)
Soil and Water Management

- Sokoine University of Agriculture, Tanzania
  - To register 10 students by September 2009
  - Still in discussions with Kwame Nkrumah University, Ghana in West Africa

The graduands

ACCi in pictures

Table 8. ACCI Graduands, countries of origin and crops of specialization

<table>
<thead>
<tr>
<th>Graduands</th>
<th>Countries of origins</th>
<th>Crops of Specialization</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-7</td>
<td>Kenya-2</td>
<td>Cowpea</td>
</tr>
<tr>
<td></td>
<td>Malawi-1</td>
<td>Dry beans-2</td>
</tr>
<tr>
<td></td>
<td>Uganda-2</td>
<td>Cassava-1</td>
</tr>
<tr>
<td></td>
<td>Nigeria-1</td>
<td>Maize-1</td>
</tr>
<tr>
<td></td>
<td>Zimbabwe-1</td>
<td>Rice-1</td>
</tr>
<tr>
<td>2008</td>
<td>Kenya-2</td>
<td>Beans-1</td>
</tr>
<tr>
<td></td>
<td>Malawi-1</td>
<td>Cassava-1</td>
</tr>
<tr>
<td></td>
<td>Mozambique-1</td>
<td>Maize-4</td>
</tr>
<tr>
<td></td>
<td>Uganda-1</td>
<td>Pigeon pea-1</td>
</tr>
<tr>
<td></td>
<td>Zambia-1</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>Kenya-3</td>
<td>Cassava-1</td>
</tr>
<tr>
<td></td>
<td>Zambia-1</td>
<td>Finger millet-1</td>
</tr>
<tr>
<td></td>
<td>Zimbabwe-1</td>
<td>Maize-2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sorghum-1</td>
</tr>
</tbody>
</table>

West African Centre for Crop Improvement at the University of Ghana

- Started in 2007
- First student intake 2008
- 8 students from Burkina Faso, Ghana, Mali, Niger and Nigeria
- Currently 18 students
- 2 supported by GCP
- Including students from Cameroon, Tanzania and Kenya in the next intake.

WACCI in pictures

M.Sc. training

Programs started at

- Makerere University (Uganda), in both plant breeding and soil sciences
- Moi University (Kenya)
- Kwame Nkrumah University (Ghana),
- Haramaya University (Ethiopia),
- Ahmadu Bello and Ibadan Universities (Nigeria), and
- Sokoine University of Agriculture (Tanzania).
- Kenyatta University (Kenya)
- 105 students to be registered by September 2009

At Moi, Makerere and Kwame Nkrumah Universities (students conduct practical crop breeding, learning through visits and articulating their research)

Short term training

- University of Nairobi - short term training of seed company owners and technicians on various management and technical aspects of seed production and processing in East and Southern Africa.
- Bukura Agriculture Institute - is undertaking retooling of extension staff in Kenya
Program for Africa’s Seed Systems

Improvement and Adoption of African Crops
- Enables more crop breeding research at national levels
- Increased capacity to screen suitable crop strains
- Targeted support to develop, release, promote new crop varieties
- Link breeders to each other (networking)
- Link breeders/institutes to the private sector

Seed Production for Africa
Key Innovation: Small and Medium Enterprises (SME) seed companies are linked to public breeding institutes. This helps to:
- Distribute growth capital at affordable rates
- Business training
- Strengthen associations; and
- Strengthens community-based seed enterprises for non-commercial crops

Agro-Dealer Development Program
Key Innovation: This helps develop Agro-Dealers as rural extensionists
- Training them in business management
- Training them in available technologies
- Assisting them to access to loans for growth, and
- Managing demonstration plots

Issues arising from the presentation
After the presentation the participants were given a chance to ask questions for clarity. These are some of the issues that were raised:

Question: How does the university gets money; is it in the form of grant; how is the process managed?

Response:
- AGRA visited several universities to assess the situation in terms of infrastructures, the link with research and other criteria that are necessary to meet AGRA’s needs
- AGRA gives money in the form of grants- not only to the students but also to the universities to make sure that the training is of good quality
- Sometimes AGRA also brings in expertise from other universities internationally to teach these students whenever necessary
- AGRA is working with other partners such as RUFORUM
**Question:** The areas of interest for AGRA were many, but during the presentation you concentrated on plant breeding only. What happened to the other areas?

**Response:**
- AGRA is only two years old; these are the programs that are already on the ground. The other programs we are still working on them and also looking at the universities that can deliver them.

After the presentations and questions, the first day of the meeting was ended.
3 SETTING THE SCENE FOR INTERACTIVE DISCUSSIONS

After the first day of official opening and presentations, the participants were ready to discuss the issues further. The format of the meeting, however, was changed. The second and third day of the meeting was guided by facilitated discussions. A professional facilitator, Dr. Jürgen Hagmann from an organization called PICOTEAM (standing for People Innovation and Change in Organizations) which focuses on facilitating and support change/transformation of organizations. PICOTEAM facilitates change processes, in the broader context of agriculture, rural development and research, and has also supported universities in their own reform. PICOTEAM was mandated to take the group through the process. Jürgen has been working with NEPAD in various components over the last 5 years. He was also involved in the development of the Capacity Development Strategic Framework and CAADP.

He stated clearly that he was not driving any agenda, but his role in this workshop was mainly to guide the discussions. He then introduced his colleague Ms. Hlami Ngwenya who would be documenting the workshop proceedings, including the outcome of all the discussions.

Getting to know each other

Introduction of the facilitation team and their approach

After greeting the participants, the participants were then taken through a process of getting to know each another and were also introduced to the process as it was be facilitated in the remaining two days.

Process steering group

After the introduction of the facilitation team, Jürgen also indicated that there was a process steering group (PSG) which is constituted of a cross-section of participants and organisers and will take responsibility in the co-management of the workshop. The PSG will meet at the end of the day to review the process and progress and together plan for the following day.

Jürgen emphasized that this was not representing actors but was about co-planning and steering the process. After introducing the names of the people in the PSG (see the Box 1), he urged the participants to give feedback to the PSG about anything they would like to be discussed.

**Box 1. Process steering group**

Is a mechanism for co-management of the workshop by the participants:

**Task:** To obtain feedback from the participants on the content and process
- To plan with the facilitator the next day in the evening

**Members:**
- Rufaro Unami Kevin
- Sloans Martin Nobel
- Irene Joyce Ben
- Hassimou Jürgen Omorige
Some facilitation principles

These two days were meant to be more interactive and therefore Jürgen introduced to the participants some key facilitation principles that would ensure an atmosphere that allow free interaction by the participants and the facilitators. These principles comprise the core values and some rules for table interaction:

The core values include:

Informality-(relaxed atmosphere with discipline) if we want a productive but relaxed informal meeting, we should first agree to call each other by first name. Informality also means that we are free to stand up when we feel tired; that it is better than sleeping.

Open dialogue Multiilig: - The reason why we are sitting around round tables is because we want to encourage the participants to talk to each other rather than just listening to the facilitator. This meeting is not a chairman-like type, so there will be no one way communication but rather an open dialogue.

"The different between a facilitator and a chairman is that, a chairman feels uncomfortable when the discussions seem to be going out of hand. For a facilitator that confusion is part of the creativity in the process and he knows well how to bring the convergence after this 'exploring' phase"

Inclusiveness- Jürgen indicated that he will foster the participation of everybody, thus give priority to the quiet ones to speak up

Openness, transparency and accountability- He indicated that there are no hidden agenda, so he urged the participants to open up and bring everything on the table- it is about open engagement.

Ownership by participants- The meeting is organized by FARA and NEPAD, but the process should be co-created together with the participants in order to have their active input into it. Use the chance and take ownership of this meeting and its outcome.

No defensiveness- It is not about defending what we do or what we have been doing. But about exploring the issues. The more we do that, the more we will move forward and reach consensus.

Honesty and Political incorrectness – Some of you are involved in political processes, and often do not say things as they are. People tend to be polite especially when real sensitive issues are discussed. This often makes them to put the real issues under the carpet. Jürgen then encouraged the participants to be ‘political incorrect’ and bring out things on the table, without hiding the real issues. He encouraged them to call a spade a spade and deal with it, rather than being nice and use words that are sweet, but in the end we do not know what it really means and go home frustrated.

Creativity-thinking beyond the box- We have not managed so far to solve the problems with the way we are doing things. Participants were therefore encouraged to think beyond the box- He challenged them to continuously re-assess their perceptions in order to see if there could have new thinking or new way of seeing things, which will be very useful in bringing new ideas. He also challenged them to challenge each other.

Rules for the interaction at tables are:

After the facilitation principles (above), Jürgen presented some rules for interaction at tables.

- Sit on a new table every half day with new people (make sure you interact with all the participants)
- Listen much more that you talk
- Only present once
- Encourage the quiet ones
• Think first individually, then discuss
• No speeches but be to the point
• No computers during sessions

Introduction of the Participants
In order to create an atmosphere for free interaction, it was necessary for the participants to get to know each other beyond names and where they come from. To do the introduction exercise, Jürgen requested the participants to sit at the table with people whom they do not work with everyday or do not know, and follow the guidelines in Box 2:

After the round table introduction, he asked the participants to stand up and just say their names and the organizations they represent to the larger group, so that those who were not part of table discussion groups could have a sense of who the other participants were.

Box 2. Participant's introduction
1. Make sure you sit at a table with people whom you do not know well
2. Find out from each other:
   a) Who are you and where your roots are
   b) What are your best and worst memories of your time as a student in the university
   c) Why and how did you choose your disciple/ profession and what is your real potential?

   15 Minutes

3. a) What you would like to see happening in next two days? (Max 3 cards)
   b) What should not happen (Max 3 cards)

Differentiation and Stand point on provocative statements

Who is present?
To get a feel of who is represented in this meeting and how this may have implications on the discussions, Jürgen asked the participants to move and stand at a large open space in the room. He then asked them to group themselves according to the different categories, as indicated below:

Organizations
Universities: (13 participants), these included RUFORUM and University from Nairobi, Ghana, Nigeria, Ethiopia, Namibia, Madagascar, DRC and Senegal
Ministries: (about 8 participants) represented national Planning Authorities of Uganda, Ministries of Fisheries (Mozambique, Namibia and Ghana), Trade & industry (Ghana)
Research institutions: (only 4 participants) represented research institutions in Ghana, Cote d'Ivoire, Tanzania and Cameroon
Donor/ development partners: (06 participants) represented FARA, CTA, AGRA, InWent and GTZ
NEPAD: (2 participants) from CAADP and NEPAD Business Foundation
Network and platforms: (7 participants) came from the Horticulture Networks, RUFORUM, African Technology Policy Studies Network (ATPS), Capacity Development, journalist in science and technology, rural development

Private sector: There was only one representative from private sector
Observation and implication for the discussions
After this differentiation exercise the facilitator asked the participants what their observation was and what implications this would have on the discussion in the next two days. These are some of the things that were mentioned:

- There is quite diverse representation
- There is under representation of private sector and none from the farmers and the civil society
- Tertiary institutions is not universities only, there is no representation of Polytechnic institutions

Implication for the discussion
- The participants were encouraged to put themselves in the shoes of those that are not represented as they discuss about the issues
- More space will be given to private sector

Standpoint on provocative statements
After getting to know who is represented, Jürgen used some provocative statements as a means of initiating debate on some issues related to Universities and NEPAD. The statements were read one at a time, and each participant was asked to position him/herself (take a standpoint) in terms of whether s/he (fully agree; agree a bit, indifferent; disagree a bit or completely disagree). This exercise was used to explore the diversity of opinions with regard to various issues around Universities and the CAADP process, and to set the basis for open discussion throughout the entire workshop.

The statements were read as follows:

Statement 1: We have produced a lot of people with good qualifications in the last 30 years, but the capacity to deliver has gone down.

Fully agree: The majority of the participants fully agreed with the statement, justifying their standpoint with arguments such as:

- It is clear that we have been producing graduates who are not able to meet the requirement of the market. There is a mismatch between what we teach and what is required out there.
- Teaching at the university I feel that we have expanded, but we have not grown in depth. Looking at the type of student we have, the required capacity has not been increasing.
- If you look at the last thirty years and compare our countries with South East Asia, you can clearly see that we have not moved as fast as they have. That is why I agree with the statement.
- I have been a lecturer for more than 13 years; we focus more on the numbers. It is high time that we should start to focus on the quality as well.
- As managers, we have to re-train students that are coming from the universities
- The massification is a problem.
- We are training office clerks. I do not know how we can turn that around and produce people who are more competent scientists.
- The quality of some of these students that we are producing leaves a lot to be desired. Our friend from Uganda said yesterday that he was interviewing some
people for a job, and when he asked one what area he specialized in. That
candidate said he specialized in internet.

Agree a bit: Two participants agreed a bit with the statement, giving reasons such as:
- At masters level we are producing a lot, but we do not have enough PhDs

Indifferent: Another two participants were indifferent, giving reasons such as:
- The reason why I am indifferent is that we do not have a baseline to assess what
  you are saying. When we say there is no demand in agriculture, what do we mean?
  People are dying of hunger so what more demand should be there that Africa has to
  produce food. So what demand are we talking about? What is the quality that we
  are talking about? We say we are producing highly qualified people- qualified to do
  what? We really need to think about what we mean by demand and quality before
  we can make statements about where we have done well or not.

Disagree a bit: About 10 participants disagreed a bit with the statement, stating reasons such
as:
- I disagree because there is nobody who disagrees
- I disagree a bit because first of all, we don’t have concrete baseline for the
  statement you have made. Secondly, I think that it is not too much of quality versus
  quantity. It is about the gap between how many we are producing at the base, and
  how many we are producing at the top.
- I agree that we need to train people with good qualifications; otherwise we would
  not be here. But I agree a bit that we need to do more.
- Agriculture in particular is losing potential students in the last 10 years. Many
  students at universities prefer IT; agriculture is often seen as hard labor. The
  question is how do we turn that around and make agriculture more (sexy) attractive
  to students.
- I want to throw a controversy to that statement. If you want a sweet potato, you
  have to dig in the garden and get it there. Maybe the student who are doing
  agriculture are not the ones who are prepared to do the training and getting soiled
  and come through as proper agriculturists. That is a challenge to the universities. I
  think many of us who are coming from the universities already know that. There is a
  need for some kind of initiative that can be done to re-orientate the youth right from
  the high school in order to get them interest in agriculture.
- Education is a matter of demand. The figures that we have show that there is no
  demand in agriculture. The universities are therefore not training a lot of
  agriculturists. We need to address the demand and supply.
- I have heard this discussion about 20 years ago. I think we need to think again
  about agriculture being more (sexy) attractive to people. I will give an example of
  Wageningen University about how they re-strategized so that they can deliver
  agricultural courses, without necessarily calling the courses “agriculture” and that
  makes it more attractive for students. As a result, the number of post graduate
  student has gone up. More than 50% of the students come from Africa and China.

Completely disagree: None of the participants disagreed completely with the statement
Statement 2: The real issue is not policy failure, and it is not technology failure. The real issue why we are not moving is the institutional system failure.

Fully agree: About 11 participants fully agreed with the statement
- Many times we have good policies, but management of the implementation of these policies fail. That is why I think it is an institutional problem not the policy.
- I think a lot of our governments have good intentions. But the institutions have completely collapsed. If you expect the lecturers to teach and motivate students, you have to pay them well. If they are not well paid, then the institution collapses. It is not only about salaries. Lectures just cannot do anything. What we see now are part-time lecturers who go and teach a bit, but do something else to earn a living. That is a collapse of the institutions.
- Policy determines the institutions in which people are. Policy here I mean beyond just a paper, but the whole process up to implementation. If the policies are weak the things do not move. The easiest thing is to copy and paste from country to another and have it on paper. But the implementation is the key thing. I think our institutions are really down, and we need to do something about it. Good policies will not help us.
- I come from Kenya, and we are told that some of the policies we developed were taken to Malaysia. And Malaysia was able to drive forward and we remained with our policy gathering dust. We still have that challenge at the moment. Unless we position ourselves to be able to take forward will we never be there. When it comes to agriculture, the agricultural extension services have come to a standstill in Sub-Saharan Africa. I do not know how many are awake now.
- If somebody gets away with something, whose problem is that? Is it leadership, is that policy or what is it?

Agree a bit: Ten (10) participants agreed a bit with the statement, giving reasons such as:
- I agree a bit because in my opinion I think institutions are quite complex with a bit of compartmentalization here. It has to do with policy. It goes back to the leadership and management at implementation level. I see a bit of successes here and failure there. It makes it so complex. That is why I disagree a bit.
- The question I would ask is what is an institution? When we talk about system failure, does it not include policy making? If I think about some of the developed world, the institutional culture they have is different from the one we have in Africa. People do not get kicked to do what they are suppose to do If you come late, we call it African time. Is that institutional failure or policy failure?. Somebody can go on sabbatical leave and still remain a Director. Is it policy?. We do have excellent policies in Africa. But no matter how good they can be, if the systems are not right, we will not move at all. So we have to think how to get the system right

Indifferent: Another two participants were indifferent, giving reasons such as:
- It could be either policy or institutional failure, the issue is that not much is happening to get agricultural development moving
Disagree a bit: About 13 of them disagreed a bit with the statement and giving reasons like
- What policy level are we talking about? I think policy development in universities is not a simple process; it is the Vice Chancellor who is in a position to come up with the policy. Therefore, if there is lack of progress it is not the faulty of the faculty in all these institutions.
- I disagree a bit because many African universities and governments have excellent policies. It is more or less imported from the developed world. But the implementation of these policies is the issue.

Completely disagree: Only three (03) participants disagreed completely with the statement justifying their standpoint with reasons like:
- I disagree completely because for an institution system to fail it comes right from the top, at the policy level. So for me policy is the thing. With policy you can change the institution system. I do not think even Vice Chancellors have the authorities to change things the way they want.
- The societies deserve the leaders they get at any particular time.

An input from Jürgen

“I read a mind boggling article in a peer reviewed journal written by an economist. He compared Policy, institutions and Geography in terms of the key driver for development. The thing which by far outweighed anything was institutions. Policy was literally irrelevant compared to what advancement people have made. We have focused so much on policy in the last 10, 20 years the best accuse why we cannot move is always policy. But I think we have to challenge ourselves very hard. Are we using policy as an excuse? Are we able to interpret policy and interpret the space we have? Are we taking the responsibility to make things work? In terms of institutional dynamics it will be important because the CAADP process in the countries is really trying to reconnect things to make the institutional system gradually work again. We really have to be alert on that and we will discuss it further”.

Statement 3: NEPAD and CAADP is just talk, they have not delivered so far

Fully agree: Six (06) participants fully agreed with the statement
- What is the entry point of NEPAD in Tanzania? This time they may call this person for a meeting, and next time they call another person, and next time this one. There is no order. This is how I see it. Up to now what have they done to Tanzania? They say NEPAD is a new partnership for African Development; what is the old one?
- Since the NEPAD initiative started and then CAADP. All along I have been asking myself, why is not there a direct engagement with the capacity building institutions. Whatever I have seen is through talks. One of the things that made me start interacting with Sloans was purely for that. My wish to be here is to see how agricultural universities can start engaging with those pillars directly and not through proxy.
- I hear my own president in my country saying that NEPAD has been shouting, shouting. I do not know, maybe there are some things they are doing. But I fully agree that they are just talking without delivery.
- I think the idea of NEPAD is a good one. But the implementation so far has been erratic, it is haphazard and they begin to attach any initiative that others are starting- It is like they want to be the only bull on the block. Everyone else does not know what they are doing. If you are working in agricultural development in Africa you must come through NEPAD or you are not working enough or there is
something wrong with you. I think there is lot that needs to be done, and if we are going to do this correctly, we have to work with partners; we have to embrace them and try to show them what we are doing. So far, I am an agricultural scientist but I do not know all the pillars.

- I think it is a difficult question to answer. So far I think NEPAD is among the Secretariat. I think it is the building of the network among existing institutions that make NEPAD what it is. If you ask NEPAD as a Secretariat, then I will fully agree that they have not managed to build that partnership. But if you ask NEPAD as all the institutions that are working for African development in Africa, then I will be standing somewhere there which is more than fully agree, because we are also not working with NEPAD.

**Agree a bit:** The majority (about 15 participants) agreed a bit with the statement, giving reasons such as:

- I think NEPAD is a good idea, but there is lack of awareness. For example, she is from Kenya and supposedly running something about NEPAD in Kenya, but I do not know anything about it. This is the first time you are trying to tell us that NEPAD is us. Had you been preaching all along that NEPAD is us, there would not be any confusion on who is NEPAD. There lack of critical mass and proper structure. This should take along scientists and researchers. So that it really belongs to all of us.

**Indifferent:** Another two participants were indifferent.

**Disagree a bit:** Some disagreed a bit

- I think NEPAD could have walked a little faster. They are a bit too slow so far.
- We have to be mindful that it is all about putting structures in place. Is all about putting up systems. Because the world is not static, it is moving, we are being confronted with newer issues that require us to move faster. The pace is not fast enough.

**Completely disagree:** Only four (04) disagreed completely with the statement justifying their standpoint with reasons like:

- I disagree completely because 1, NEPAD is still a new kid on the block, 2002 to now is a very short time to reach all of Africa. What I know is that there are several NEPAD programmes in the different countries. At least more than half of Africa has NEPAD ministries, offices and coordinators. In terms of Uganda, we have e-schools programme. There are children who have never seen a computer before. And thanks to the NEPAD E-schools they have IT facilities. There is the submarine cable that is coming, that is all the work of NEPAD. I think NEPAD is a framework. NEPAD is not the Secretariat, but it is us. It is us who have to take this concept back to our universities, telling the civil society, government and ministries and implementing agents. The aim is that we should integrate as Africa. Europe speaks with a loud voice because of their union. America speaks as one ‘yes we can’ because it is union of different states. But in Africa when Obama wants to negotiate with Ghana, he comes to Ghana. They negotiate with individual countries.

- I fully disagree; CAADP is a social movement and transformation. Changing people’ paradigm is not an overnight process. And in the two years that I have been involved with NEPAD I have seen the most incredible change both at the global level – where you see partners such as the World Bank completely re-organizing their office to align with CAADP. The way they are operating is changing. At an African level, at the moment we have twenty countries that are moving towards aligning their country policies and programmes to meet the CAADP agenda.

- Sometimes we do not believe in ourselves. We think NEPAD is something out there, we look at Dr Mayaki and the Secretariat and expect that they should do everything for us. In my own country, people talk about being marginalized, and we think people are sitting on us. One thing I have learnt is. Someone said that for anybody to sit on your back, you must first bend. If you stand straight and walk, nobody will sit on you. So if we start believing in our own initiatives, NEPAD is ours.
The secretariat is only there to help facilitate the work, but we should move and act the work of NEPAD.

Input from Jürgen

"May I ask a question what do you think when you hear about a program. I have been working with CAADP or almost five years. For four years. All the meetings (the highest level donors, highest level ministers and so on), most of the things was confusion because of the initial document. The initial document speaks of a Comprehensive Africa Agricultural Development PROGRAM. So what do you have in mind when you listen to PROGRAM? A program has money. To me from a communication perspective, it was challenging because people were continuously thinking a program is doing something for me. Nobody was happy with it, so it became a FRAMEWORK. The framework as a way to align policy, system etc. is not I think what we have been doing in the last 20-30 years. It is a new concept and approach. What I find most interesting, we are still experimenting how one can work with the framework at Pan-African level. It is not something that you can just pick from somewhere. We need to be clear what we are speaking about? Who is who? In the end, if we do not go out of this room thinking that NEPAD is US all, then we still have a problem. I am excited to be involved in that because the basic ideas are fantastic. This is something worth to fight for. So if we say NEPAD is us, CAADP is us, let us make it work. I think let's look at what the responsibility of everyone is to make it work. And what we can do together.

I would like to create that spirit. We can only deal with things if we call a spade a spade, but in a more forward looking manner. Let us make it work together. We should get a collective effort to communicate this. And not only leave it to the secretariat.

Participants' expectations and fears

This section explores what the participants' expectations were in terms of what should and should not happen in this meeting. This was part of the introduction exercise where they were requested (per table) to agree and write on cards what should and should not happen. A representative from each table presented these cards in plenary:

Table 9. Participants’ expectations

<table>
<thead>
<tr>
<th>Expectations: What should happen in this workshop is...</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How will universities help to implement the CAADP and other frameworks?</td>
</tr>
<tr>
<td>• Effective partnership (CAADP and relevant African institutions)</td>
</tr>
<tr>
<td>• Concrete plan for effective partnership between</td>
</tr>
<tr>
<td>• Clear strategies for engaging universities in the NEPAD initiatives</td>
</tr>
<tr>
<td>• Clear strategies for NEPAD engagement with universities through networks or directly</td>
</tr>
<tr>
<td>• Concrete strategy for collaboration among Africa institutions</td>
</tr>
<tr>
<td>• Concrete actions for stakeholder engagement at all levels</td>
</tr>
<tr>
<td>• Engagement of universities in policy and clear follow up</td>
</tr>
<tr>
<td>• Clear definition of universities’ role and function in NEPAD round tables</td>
</tr>
</tbody>
</table>
NEPAD Tertiary Education Dialogue

- How universities can reposition to produce skilled graduates to meet Africans’ new challenges
- The review of the curriculum at the universities towards steering economic development in Africa
- How will universities help implement the CAADP and other NEPAD frameworks - opportunities for active involvement of universities and research institutions
- Strategies on how CAADP and universities can we influence in real life
- True commitment of AU in research funding and capacity building
- Frank discussions and practical action points

<table>
<thead>
<tr>
<th>Fears: What should not happen in this workshop is…</th>
</tr>
</thead>
<tbody>
<tr>
<td>We should not just think inside the box</td>
</tr>
<tr>
<td>Restrict our thinking within our institutions</td>
</tr>
<tr>
<td>Lack of focus - we should not lose track of the main agenda</td>
</tr>
<tr>
<td>Issues to be too generalized</td>
</tr>
<tr>
<td>No follow up</td>
</tr>
<tr>
<td>A talk shop</td>
</tr>
<tr>
<td>Allow differences to go unresolved</td>
</tr>
<tr>
<td>Forget the actors of the agricultural sector</td>
</tr>
<tr>
<td>Lack of follow up of the things that would have agreed upon</td>
</tr>
<tr>
<td>Ignoring views/ expressions of other participants</td>
</tr>
<tr>
<td>Domination of discussion by few participants</td>
</tr>
<tr>
<td>Few people dominating discussions</td>
</tr>
<tr>
<td>Long statements</td>
</tr>
<tr>
<td>Old mindset</td>
</tr>
<tr>
<td>Poor time keeping</td>
</tr>
<tr>
<td>Not having a concrete action plans (attached to framework) to implement the recommendations of the dialogue</td>
</tr>
<tr>
<td>Generalizing issues</td>
</tr>
</tbody>
</table>

Understanding agenda and process

After getting to know each other better; knowing people’s stand points on the provocative statements and knowing what participants expectations were in terms of what should and not happen in this workshop, Jürgen presented the anticipated outputs of the workshop and the program overview as discussed and agreed upon by some of the process steering group in the previous day.

Anticipated workshop outputs

Overall, the workshop aimed to enhance the engagement of tertiary education institutions in CAADP process (see Box 3)

After the presentation of the anticipated outcomes, Jürgen invited some comments from the participants to see if these were in line with what they expressed as what they would like to see happening in this workshop. He also invited some additional issues that the participants feel the outputs are not addressing.

Generally the anticipated outputs matched the expectations of the participants, but in addition there were some issues that the participants felt needed to be considered during the proceedings of the meeting.

**Box 3. Workshop objectives**

The workshop aims to enhance the engagement of tertiary education institutions in CAADP process:

The specific objectives are:

- To reach a common understanding of CAADP process and the knowledge required to enhance it
- To identify potentials and gaps of tertiary institutions in effectively engaging in the CAADP process (systemic bottlenecks)
- To come to a common agenda to work on together in linking knowledge creating and application
- To come up with strategies to work on this agenda and add value at national regional and continental level in capacity development
- To develop a concrete way forward in moving together

Program overview

44
The program overview was presented and emphasis was put to the fact that it is just a road map, but not fixed. It will allow for flexibility where necessary.

<table>
<thead>
<tr>
<th>Session 1</th>
<th>Wednesday</th>
<th>Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-10:30</td>
<td>Setting the scene</td>
<td>Strategies, roles and responsible to work together</td>
</tr>
<tr>
<td>Session 2</td>
<td>Knowledge required in CAADP process</td>
<td>Strategies cont’d</td>
</tr>
<tr>
<td>11:00-13:00</td>
<td>Contribution of the tertiary institutions and systemic gaps/ bottleneck</td>
<td>Towards a way forward</td>
</tr>
<tr>
<td>Session 3</td>
<td>Towards a common agenda to work together</td>
<td>Open issues</td>
</tr>
<tr>
<td>14:00-15:30</td>
<td></td>
<td>Next steps</td>
</tr>
<tr>
<td>Session 4</td>
<td></td>
<td>Workshop evaluation</td>
</tr>
<tr>
<td>16:00-17:30</td>
<td></td>
<td>Closure</td>
</tr>
<tr>
<td>Evening</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4 DEEPPENING THE ISSUES OF TERTIARY INSTITUTION ENGAGEMENT IN CAADP

After having listened to all the input presentations on the first day, and exploring issues about the workshop agenda and approach (in the setting of the scene); the facilitator then engaged the participants in further intensive discussions to explore and deepen issue around the engagement of tertiary institutions in the NEPAD-CAADP process. This was done in two phases. Firstly, Jürgen gave a recap on the revised CAADP country process model, and secondly, Prof. Sheryl Hendricks shared with the participants on the opportunities for their engagement – which was an outcome of a recent meeting.

The Revised CAADP country process- a recap

Building on the presentation by Mr. Martin Bwalya on the CAADP process, Jürgen tried to summarize the overall goal and the key functions of NEPAD-CAADP. He further explained and clarified issue around the Revised CAADP country process.

The overall goal is clear

Policy system process towards 6% growth in agriculture-CAADP

5 key strategies

There are aspect that are related to the country process, but also issues that are

1. Roundtable / country process for better investment programs
2. Mobilizing partnership for investment programs - these are munch
3. Pushing for commitments for 10% budgets for agric.: peer review and M & E
4. Advocacy for agriculture - communication & lobbying
5. Strategic thinking for the future

Given these strategic functions, we need to be mindful during our discussions. We need to be clearer about what we are talking about because the strategies will be different. We also need to be clear about what implementation of a framework means - we need to be clear on those processes so that we are moving forward.
The revised CAADP Country Round table process

The roles of the Pillar Institutions - as identified
- They are pools of experts who can feed knowledge into the process
They have three key entry points-
- They can support the analytical work,
- They form the priority working groups and
- They can assist with the implementation and M & E

Opportunities for expert inputs in CAADP country processes

By Prof Sheryl Hendricks

CAADP

The Comprehensive African Agriculture Development Programme (CAADP) has been endorsed by African Heads of State and Governments as a vision for the restoration of agricultural growth, food security, and rural development in Africa. A specific goal of CAADP is to attain an average annual growth rate of 6 per cent in agriculture. To achieve this goal, CAADP aims to stimulate agriculture-led development that eliminates hunger and reduces poverty and food insecurity. More specifically, the NEPAD vision for Africa holds that, by 2015, Africa should:
- Attain food security;
- Improve agricultural productivity to attain a 6 percent annual growth rate;
- Develop dynamic regional and sub-regional agricultural markets;
- Integrate farmers into a market economy; and
- Achieve a more equitable distribution of wealth.

Context

- CAADP directs investment to four mutually reinforcing and interlinked pillars, each with a Framework that guides policy alignment and suggests actions for countries to consider in designing their CAADP Compacts, policy alignment, programme design, investments and monitoring and evaluation post compact.
- These are underpinned by cross-cutting issues related to livestock, fish, forestry, gender, HIV, climate change among other emerging issues

4 mutually supporting pillars

- Pillar I's Framework for Sustainable Land and Water Management seeks to extending the area under sustainable land management and reliable water control systems;
- Pillar II's Framework for Improving Market Access (FIMA) seeks to improve rural infrastructure and trade-related capacities for market access;
- Pillar III's Framework for African Food Security (FAFS) seeks to improve risk management, increase food supply, improve incomes for the poor and reduce hunger and malnutrition; and
- Pillar IV's Framework for African Agricultural Productivity (FAAP) seeks to improve agricultural research, technology dissemination and adoption through strengthened agricultural knowledge systems to deliver profitable and sustainable technologies that are widely adopted by farmers resulting in sustained agricultural growth.

Pillar organization
Steps in the Country Process

- Developing a regional or country-level strategy entails the following 6 steps:
  - Stocktaking regarding where the region or country is at present regarding CAADP targets;
  - Estimating the magnitude of change required to achieve the CAADP vision and objectives;
  - Creating an inventory and identify options to achieve the objectives of the vision;
  - Prioritizing interventions and costings options to focus on the best returns for an investment plan and addressing the necessary conditions to meet objectives;
  - Reviewing implementation options, roles, responsibilities and coordination; and
  - Finalizing and packaging an integrated programme that includes an investment and operational plan and institutional arrangements.

CAADP Tools:

- CAADP Budget Tracking
- Pillar 1 Diagnostic of technology options
- Pillar 1 Diagnostic of key ecosystems
- Pillar 2 Country Implementation Guide
- Pillar 2 Setting up commodity markets guide
- Pillar 2 Creation of Negotiation teams and training guide
- Pillar 2 Value Chain and Financing tools
- Pillar 2 Implementation Roadmap
- Pillar 3 Country Implementation Guide and Template
- Pillar 3 Measuring Tools
- Pillar 3 Capacity development training on measures and monitoring food security
- Pillar 3 Livelihoods based policy analysis facilitation to review programs and policies.
- Pillar 4 Country Operational Guide for the Framework for African Agricultural Productivity (FAAP)
- Stock taking analysis
- Scenario planning

An African Agenda

- CAADP seeks to provide African solutions for African problems.
- This requires mobilising African expertise for us to take up the challenges, support our governments and develop and explore new and innovative knowledge, systems and learning.
- CAADP therefore envisages mobilising local expertise to support country processes through expert pools and networks.
- There are three specific points in the country CAADP process where Universities can provide much needed assistance

Entry point 1: Analytical work,

- What is required? Stock taking, guidelines, information, statistics, consultation, influencing opinion, guiding dialogues
- What do we need to deliver? (e.g. policy and action frameworks, tools, analysis and explaining inferences, stakeholder analysis, facilitation, broader knowledge, informed dialogue
- Various expertise needed and facilitation of discussion on cross-cutting issues and integration of the pillar frameworks

Entry point 2: Priority working groups and investment programme design

- What is required? Facilitating discussions, participatory policy analysis, diagnostics, scenario planning, cost benefit analysis and wide consultation, updated knowledge and information
- What do we need to deliver? Informed dialogue and wide consultation to identify priorities, review current policy and programmes and identify and design investment programmes
• Again various skills and expertise needed with local context understanding

**Entry Point 3: M&E, learning, review and impact learning**

• What is required? Facilitating discussions, participatory policy and scenario monitoring, including impact of policy on agricultural growth, and updated knowledge and information with feed-back for adjustment of plans
• What do we need to deliver? informed dialogue and wide consultation to identify priorities, review current policy and programmes and identify and re-design investment programmes
• Again various skills and expertise needed with local context understanding

**Opportunities for partners and experts in responding to REC and country requests :**

• Initiating, mobilizing and organizing networks of support
• Policy review and analysis
• Identifying gaps in national priorities, programmes and/or policies
• Developing and advising on tools, systems and measuring and monitoring mechanisms and supporting manuals
• Providing technical backstopping for these tools, analyses and systems
• Providing training and capacity development for the use of the various tools, analyses and systems
• Support the on-going monitoring and evaluation/peer review process in CAADP implementation
• Information packaging and exchange to support learning
• Strengthening the capacity of country institutions (Ministries Of Agriculture, Farmer groups etc)
• Empowering civil society organizations (advocacy/accountability) to participate actively in the country processes.

**Role of Institutions who lead CAADP Networks**

• There will still be need for continual technical, expert, policy and M&E support in country as the compact is implemented
• M&E System design, review and improvement
• Continual review of priorities, investment plans, policy, SWAPS, PSRPS, ADPs, etc and the ability to respond to new and emerging issues such as climate change, food crisis, water etc
• Analysis, reporting and synthesis
• Updates on new knowledge = global, science and technology, innovations etc
• Capacity development and scaling up the supply of expertise

**Role of Institutions who lead CAADP Networks**

• Manage an active network of partnerships and expertise.
• Respond to REC and country requests for assistance by providing the following with network partners and/or experts on demand from RECs and countries.
• Conduct and coordinate evidence-based research to support the country processes and disseminate:
  • the results of this research
  • lessons learnt from the country processes, policies and programs and
  • examples of best practice.
• Provide intellectual leadership for the area including preparation and dissemination of opinion pieces/policy/action briefs regarding new and emerging issues in the area of interest.

**Criteria for experts**

• A CAADP Network Team Member should be:
• Suitably qualified in the area that the expertise is required and have credible qualifications in the area
• Able to demonstrated their capability and experience in the relevant field
• Able to demonstrate sound communication skills in sharing knowledge with a broad range of stakeholders
• Passionate about CAADP and the value it adds to country decision making and implementation and demonstrate an understanding of CAADP values and principles
• Able to demonstrate experience of the specific region/country in which the expert is to assist
• Understanding of cultural dynamics of target communities
• Extremely self motivated.

Managing a network could include:
• Identification, establishment and accreditation of network partners and experts in a fair and representative way
• Proactively mobilizing and linking network partners and experts into country processes
• Development of and regular updating of an expert database
• Accreditation of experts (including continuous review of accreditation status)
• Managing MOUs/TORs for partners/experts
• Monitoring and assessment of network partners and experts (integrated learning platforms)
• Managing physical and virtual platforms for exchange of information
• Arranging and facilitating physical meetings and actively seeking opportunities to collaborate and expand the dynamic network
• Nurturing and capacity development of network members

Role of Universities in CAADP
• Network leaders
• Provide experts or partnerships to assist in the REC/country processes
• Network members providing expertise in country processes (resource persons, facilitators, advisors etc) engaged in the 3 areas of entry for experts
• Significantly scaling up the pool of well trained experts and public servants
• Capacity development (in-service training, updating, re-tooling, re-orientating, building confidence etc)

Incentives for partners/experts:
• Recognition for contribution to the collective African initiative Support for participation
• In kind rewards and experience acquisition
• Capacity strengthening
• Opportunities for travel, engagement and exchange (as well as CTRs)
• Opportunities for evaluation and accreditation
• Research and employment opportunities

CAADP is a social movement

Get involved: be part of the agricultural and economic reformation in Africa!

CAADP Pillar Frameworks available at:
• Pillar 2: FIMA
  http://www.cmaoc.org/CMAAOC/PDF/PDDAA/CAADP%20Pillar%20Framework%20Final.pdf (Full FIMA)
• Pillar 3: FAFS
• Pillar 4: FAAP
  http://www.fara-africa.org/library/browse/FAAP_doc_version_June06-Arabic.pdf
  http://www.fara-africa.org/library/browse/FAAP_doc_version_June06-Portuguese_2.pdf

Some issues arising from the presentations
After the recap on CAADP Country Process, by Jürgen and the presentation, by Sheryl, the participants were given a chance to ask questions for clarity. These are some of the issues that were raised:

**Question:** Situations are different in the different countries- the priority of one state is different from another, how should universities position themselves for this diversity?

**Responses:**
- In a federal government (like Nigeria) it is envisaged that the framework will be handled at national level. However, the states will then come up their own modality of how to deal with it in the federal states
- The issue is the political commitment, once it is there, then it makes it easy to move things on the ground. It is crucial to have a coordinated approach to drive the process forward

**Question:** How inclusive was the development of the frameworks?

**Responses:**
- The frameworks have been developed in a consultative manner. However, Africa is large and not everybody can be involved at the same time.

**Question:** Has this model been successfully implemented in any country?

**Responses:**
- We have learnt a lot from the round table process. Based on those, we have refined the model and came up with this one.
- The process has shifted from the compact to a more comprehensive process of building capacity and coalition towards post-compact implementation
- The process is not standard for all the countries, but a guiding framework which should not be taken as blue-print but adapted to suite different contexts.
- This is a learning process approach to get the agricultural sector attain the 6 % annual growth. So it involves a lot of reflection and adaptation along the process
- The conceptual model looks complicated but it has evolved overtime based on learning on the ground- the adjustment of the model is based on evidence
- Let us begin to put it into practice, so that we can support it with practical evidence and enrich the model even further

**Comment:** The role of private sectors is not clearly defined
- The private sector is among the key stakeholders in the middle of the process. They are supposed to be strongly involved at all stages.

**Question:** What is the role of the RECs

**Responses:**
- They should all be involved in the process
- All the RECs play critical role by providing a political guidance to their member states
- So far COMESA and ECOWAS have played an extra role of technical support

**Question:** How easy it is to put this process into practice in the countries

**Responses:**
- The value added of CAADP is that of the interlinking of different actors
- The coordination of different actors

**Question:** What has been the interface with the Sector wide Approach (SWAP)

**Responses:**
- The new direction for NEPAD is that of integration, and we hope the SWAP at county level will be able to inform and enrich this process
- The economic modeling must be informed by the drivers that are relevant to bring about that 6% annual growth

**Question:** Institutional capacity building versus proxy

**Responses:**
- That is the reason why we are here to agree on how do we can harness African’s capacity to implement CAADP
- The beauty of CAADP is that it compels everyone to be part of the process
• It is about bringing everyone in the process, and see what the capacity gaps are and work towards building that capacity
• The sector inclusion means all various participants must be involved
• In terms of consultants- we first look at the capacities from within the local level, then regional and the outside. In the case where we use external expertise, they work together with the local ones
• In itself, this is a capacity development process- it is a continuous learning and improvement process

Question: There are structures existing in the different countries, how are these taken into account?

Responses:
• Let us keep the core values in mind – networking, integration
• It is a process that is evolving, hence, the need to keep on-minded
• When it comes operational processes on the ground – it is critical to use the working system of the countries and build on that and move on

Question: At what point do we say we have consulted all the critical stakeholder?

Question: Do countries have to go through NEPAD to access funds?

Responses:
• NEPAD does not have a program nor funding
• NEPAD helps with coordination among the donors and partners
• NEPAD assists with alignment of African agenda also ensuring that the donor support is aligned to the country CAADP process

Question: In the country team - who is managing the group of expert, who decide who is part of the group?

Responses:
• The issue of governance of the teams - that is where the pillar institutions become useful- they would know who should be part of the country teams
• The country team have to be led by the Permanent Secretaries of the Ministries of Agriculture – in addition, RECs have a role to ensure that the process is properly managed

Question: How does this complement or add value to the existing agricultural development programs in the countries?

Responses:
• On-going processes are not pushed aside. This is a systematical design process which ensure that the programs are inclusive, in terms of what needs to be done, what investment are required, who else need to be brought
• Therefore, CAADP supports to enrich the process to design of ongoing programs
• CAADP helps to decide how much investment is required for the national programs

Question: Where are the resources coming from? We know that countries are under resourced.

Responses:
• Since the beginning of CAADP, we have seen a general increase in national investment in agriculture
• There is Multi-Donor Trust Funds of US$ 50 million put up by the World Bank just to support CAADP. This Trust Fund will target different areas, including advocating CAADP

Question: On the issue of self motivation; considering that we have lecturers who are overloaded and underpaid, how do we expect them to engage in this process? And what are the incentives?

Question: In the countries where the process has started – how far has this model been adopted?

Question: We have poor governance in many countries; how much is the money reaches the people at the grassroots level?

Response:
• This is fundamental for CAADP to begin to build that governance structure
**Question:** How do we ensure that this is about building capacity of African institutions as opposed to proxy?

**Question:** What is the role of the universities in technology development?

**Question:** With regard to funding; there have been many different funding initiatives (e.g. AGRA, Gates etc); where do we fit all these in the umbrella of CAADP?

**Responses:**
- AGRA and NEPAD have developed a good relationships, and they are going to sign a MoU and they are working on the modalities of how to work together
- There is CAADP Partnership Platform that brings the friends of CAADP include the Global Donor platform to align their support to the CAADP processes at both regional and countries levels
- However, there is still a gap, because we a situation where more people outside the continent know a lot about CAADP than the people in Africa. This needs to be address to ensure that donors and partners in African are well informed by their principles in their capitals.

5 KEY CHALLENGES FOR ENGAGING TERTIARY INSTITUTIONS IN THE CAADP PROCESS

**Generating the key challenges**

Having listened to the presentations and exploring issues from the different angles, the participants were then asked to reflect on some critical challenges for their engagement in the CAADP process. They were asked to look at it from the NEPAD/CAADP side (the demand) as well as from the tertiary institution side (supply). The table group discussions were guided by the task in Box 4 below.

The 5 table groups visualized their outcomes on a maximum of five cards each. As the group representatives were presenting the cards in plenary, the facilitator was clustering them on the board based on relatedness. What is presented here is the consolidation of the group outcomes.

**Box 4. Task on challenges**

Looking at the presentation yesterday and the structure of CAADP process, what are the 3-5 most critical issues/challenges in engaging Tertiary institutions in the CAADP process effectively and maximize their contribution to advance the Agriculture agenda

a) From the NEPAD side  
b) From the tertiary institution side  

*Max 5 cards- How to...*

**Challenges from the Tertiary institution side**

**How to change the organizational mindset**
- How to change the mindset of academics (they are conservatives and do not think beyond their regular roles)
- How to improve the innovative environment
- How institutions know, understanding and buy in/ get passion about the CAADP process
- Universities are slow to change / adapt to new environment
- How to develop the culture of information sharing; academic work on individual basis

**How to integrate CAADP into the University agenda**
- How to review the curriculum to make it more relevant to national development agenda
- How to revise our teaching methods and research focus and methodologies to advance technology in agriculture
• How to integrate NEPAD and CAADP into the curriculum of University courses; and commercial aspects of agriculture into the courses; and how to make curriculum more multidisciplinary
• How to get universities to develop programs and research policies in line with the CAADP agenda
• How to adapt knowledge to new approach or technology
• How to develop analytical and strategic thinking capacities within university students; this will improve quality students
• How to get university students to engage in outreach for example, training of smallholder farmers
• How to integrate the CAAD agenda into the tertiary institutions priorities/ programs
• What entry point of the CAADP process can the tertiary institutions engage with
• How to embrace the issues of CAADP as part of the priority areas for the tertiary institutions

How to engage stakeholders effectively
• How to address the communication gap between academics and policy makers
• What platforms are there for the interaction between universities/ industries and government
• How to form strategic alliance between NEPAD and the universities; for example, what type of agreements/ scope of work need to be defined
• How to engage with the different stakeholders
• How to develop a mechanism for continued engagement with stakeholders about progress of the process of CAADP
• How to coordinate existing networks / initiatives efforts to achieve synergies and impact on the ground

How to contribute to the functioning of the roundtable process
• How to develop capacity in the long-term to make CAADP framework more functional and implementable
• How to provide sufficient and good quality data to provide evidence for policies

How to develop the capacity of the capacity builders to meet the demand
• How to change (improve) the capacity of the capacity builders (e.g. tertiary education institutions)
• How to build capacity to meet sector’s demand
• How to build capacity to be able to training and build capacity to meet the needs of the countries

How to deal with the fear that NEPAD is introducing parallel structures
• There is fear that NEPAD is setting up a parallel structures

How to harness technology to improve access to research
• How to harness technology to improve access to research information (e.g. publications, internet or ICT) for further research input in order to improve the quality of research outputs by tertiary institutions

How to improve the innovation environment
• How to improve the innovation environment. Reliance of funding from Western countries means that research agenda is influenced by priorities other than those of African countries. Besides, this stifles creativity in African universities because research outcomes are donor-driven

How to mobilize resources for research
• How can universities and research institutions raise funds for research
• Universities expect financial resources from NEPAD

How to improve the existing education system
• How can the existing education system be improved? (universities often do not have a choice in the kind of students they receive)

How to make agriculture attractive
• How can agricultural courses in universities be made more attractive (sexy) to students

Challenges from the NEPAD/ CAADP side

How to mobilize and get buy in from tertiary institutions and others

• How to sensitize and engage universities about NEPAD and CAADP (some of us did not have ideas about CAADP until this meeting)
• Create awareness of NEPAD/ CAADP at all levels and across sectors within universities
• How to ensure/ give latitude for the development of ownership of national level agenda that is aligned with CAADP /African agenda
• How to ensure effective stakeholder engagement by providing institutional support (guidelines, policy space enabled) at national level
• How to get good representation from regional research/ higher education institutions (networks such RUFORUM and ANAFE)
• How to institutionalize CADDP partnerships (rather than use of proxy)
• There is not enough awareness/ understanding of CAADP process
• How to simplify the CAADP model and distil the key elements for sub-regional, national levels
• How to work in full subsidiarity with tertiary institutions (CAADP should not change the mandate of the universities but rather ensure that universities can fulfill their roles more effectively at their level)
• How to get the buy-in from the tertiary institutions rather than individuals (since individual move on, there is a need to internalize CAADP in the institutions, in order to achieve continuity)
• How can NEPAD ensure that country teams include all the relevant institutions
• How can NEPAD create awareness, understanding and buy-in of CAADP process
• How can NEPAD interest or compel all countries to participate in the CAADP process
• There is not enough awareness or understanding of CAADP process

How to mobilize and sustain funding for the CAADP initiatives

• How can the CAADP initiative be funded adequately
• How can NEPAD ensure sustainability of funding from development partners as well as African government
• How to mobilize the required resources (human, financial) to give backing to the CAADP agenda as priority

How to improve binomial relationships

• How to improve the dialogue between Africa and its Development Partners to ensure that such policy visions as CAADP are widely shared by African stakeholders, especially those at country level. (North-South binomial relationships)

How to influence global political economic

• How can NEPAD generate an effective African Voice to influence global political and economic policies that have implications on CAADP (e.g. WTO, G8 etc)

How to

• How to move from ministerial declarations to developing the necessary structures to implement CAADP at national level
• How to adapt knowledge to new approach / technology?
• NEPAD should set or market research agenda with financial plans

How to

• NEPAD should ensure that member states meet commitment made by NEPAD on research (i.e. allocation of 1% of GDP to science and technology)

Some additional issues
After the challenges were explored and presented, the participants were given a chance to make some additional comments. These are some of the additional inputs that were given in plenary.

- This is an opportunity to make our universities better—let us think about why we can rather than why we cannot
- This process needs incentives. The first one is the financial one and the other one is at the expertise level, where there is recognition by NEPAD of the role universities can play
- If the universities themselves agree in the fundamental that the product is not relevant to the market, then they should agree that there is a need for change
- It is very important to identify the entry point for CAADP at the university level; and there is a need to identify the right people to drive the process
- If we engage properly with the CAADP process, it provides us with an opportunity to embrace change
- There is an urgent need to evaluate the regular curriculum and mode of delivery to ensure that CAADP can be accommodated
- We need to think of the practical steps that we can take now, rather than the long term effort of changing the curriculum
- How to work together with the university authorities in order to manage change
- CAADP need to sell this ideas to the right people in the universities who can assist to champion and drive the necessary change

Towards the three key areas

After the presentations and the additional inputs, it was generally agreed that the issues are too wide and needed to be narrowed down or focused on a few key issues. After some deliberation the facilitator together with some participants summarized the issues into three key areas and this was endorsed by the participants. These key areas are:

Key areas in CAADP/ Universities and other tertiary institutions

- Relevance of graduates capacities to the CAADP agenda
- Expertise necessary to effectively drive the CAADP process
- Involvement of university and tertiary institutions in the development of the investment programs and funding

These key areas then became the basis of the major group work. Three group tasks were presented to the participants. Three groups were then formed based on the participants' interest in the topics, but also taking into account representation of the different stakeholders in the meeting. The groups engaged in intensive discussions to answer the questions as indicated in Box 5 below.
Expertise in CAADP process

Box 5. Group work on: Expertise in CAADP process

1. How can Tertiary Institutions effectively contribute to the 3 areas of knowledge input into the CAADP Country process?
   - Raising awareness on the CAADP agenda
   - Participate in or conduct base-line studies, including M&E
   - Participating in analytical work
   - Learning how to do the analysis
   - Contributing existing knowledge and research into the process in order to avoid the process being repetitive
   - Mobilize networks of expertise (within country and in the wider research community in-country) in which universities or individuals are already involved
   - Facilitate an in-country forum to identify the capacity needs and fill the gaps
   - Scaling up the capacity to do the analysis and modeling to identify drivers of the 6% growth
   - Facilitating dialogue with policy makers
   - Holding Think Tanks sessions around CAADP
   - Holding seminars on CAADP and related activities
   - Provide consulting services to the CAADP process
   - Joint research with other Universities, practitioners and Ministry (working groups)
   - Provide monitoring & evaluation capacity
   - Preparing position papers and packaging information for priority working groups
   - Providing a supportive and authoritative voice towards the CAADP agenda
   - Hold public lectures on critical topics in agriculture (e.g. GMOs, climate change)
   - Conduct evidenced-based research that leads to policy briefs
   - Undertake research dissemination among key stakeholders, including decision makers
   - Developing new technologies to improve on innovation systems
   - Use science, technology and innovations to redesign better farming systems, marketing, processing, service provision, education and extension for farmers.

2. What type and form of knowledge products are required?
   - Policy briefs on critical areas of agricultural development, based on evidence-based research
   - Public lectures on key issues on CAADP
• Concept notes and position papers on critical development topics
• Flexible in-service and short course training for the Ministries of Agriculture, professionals, stakeholders and civil society organisations (certified and non-certified) on skill and competency-specific areas
• Innovations required to improve productivity (e.g. applied technologies, improved varieties and/or breeds, biotech, credit institutions, organisation, markets)
• Knowledge relevant to innovation systems

3. What can Universities do to provide this knowledge and develop their capacity to do it well?
• Adopt an integrated approach (beyond production)
• Deal with the whole value chain
• Be proactive in linking with government, farmers organisation, civil society organisations etc, by inviting them to events and presentations
• Engage beyond the university themselves
• Conduct evidence-based and action research that engages with communities
• Promote the interests of other groups such as small holder farmers

4. How can Universities organize ‘Networks of Expertise’ and institutionalize them?
• Establish National Networks to support the CAADP process
• Join the CAADP Country Team by establishing Expert Reference Groups that:
  - Is representative and inclusive of key institutions and stakeholders
  - Can assist with mapping of stakeholders to identify potential sources of knowledge, capacities and requirements for effective capacity
  - Supports the Networks to have a purpose (could be an existing structure)
  - Can assist building linkages with other networks
  - Should help to finds experts to assist with the CAADP process
• Institutionalization:
  - Use Deans or Institute Heads to get buy-in (these don't necessarily be in the expert pools)
  - Ensure that membership of the CAADP Teams is institutional and not individual
  - Identify a driver or champion with an incentive to lead the CAADP Networks
  - Establish a committee that can drive the Network
  - Encourage experts in these institutions to join voluntary, based on their expertise
  - Encourage students to join as members
• Operation:
  - There is a need to inter-connect with existing networks (including civil society networks) through consortiums – could be formal or intuitive (e.g. West African Regional University Networks, ANAFE, RUFORUM)
  - Identify facilities for a potential Secretariat
  - Hold regular meetings to engage, share and exchange information, learning, and conduct displays
  - Ensure strong and regular communication among members
• There is a needs to develop ToR for each Country Network

5. What can NEPAD do?
• At Country level?
  - Develop TORs and establish the Country Expert Teams through the Country Team framework
• At Regional level?
  - Help RECs build country level networks
- Interconnect networks at regional level
  - At Continental level?
  - Promote and influence (advocate for) funding for Universities and research

6. Requirements
   • Need for a facilitator of the process
   • Need for incentives
   • There should be an engine to drive the process
   • There is a need for champions
   • To identify CAADP Focal Points in universities
   • To identify the right people to be involved in this process

Key principles
After the presentation by the group representative, the facilitators asked the participants what their observations are, particularly of some of key underlying principles. A number of questions and issues were raised, this include:

Is it doable?
   • How feasible are the issues that are suggested- is it doable?
   • Do we see it as an opportunity or a threat?
   • How do we ensure that this is not another business as usual?
   • The what need to be done is clear- the question is how do we do it?- who is triggering the action
   • It is something that is possible- one gave an example of how RUFORUM was formed

Individual champions to drive the process
   • In some of the universities some of the things being proposed are already happening; therefore, organizing a network does not need a committee, but rather there is a need for commitment from individuals
   • The starting point is having the champions who have the energy and passion to take the CAADP forward
   • We could look at the existing networks where these champions are already existing, rather than starting something new
   • There is a need to identify someone who can help energize the networks

How to get to the right people?
The right people can be identified and put in place through:

Incentives
   • How to create incentives for people to engage; and what kind of incentives are required (these could be money or non-monetary incentives)
   • If we focus much on money and leave other non-monetary incentives, we may lose out on the opportunity to engage in CAADP. There is a need to look for other incentives

Service or professionalism
   • Is it a service that need to be performed, hence, need to pay for such a service or is it a professionalism, where individuals are committed to advance their profession

The Relevance of Graduates

**Box 6. Group work on: Relevance of Graduates**

1. What exactly do you want to achieve?
2. What needs to change so that universities can produce the right and entrepreneurial graduates?
3. How can universities bring about this change: strategies
4. What can NEPAD / CAADP do with their value addition at the different levels, to support universities in driving change?

Choose a facilitator and rapporteur who writes 2-3 pages summary

Present electronically in max 10 min
**Which graduates?**

**Define what is a Graduate & Tertiary Institution**
- These are students that go through the faculty’s programmes,
- This could be a process, performance in the agricultural sector,
- What is needed, what is the demand? What kinds of people are needed?

**1. What exactly do you want to achieve?**

We want graduates that are driven by science, who have impact on the achievement of the agricultural development. Characteristics of the graduates that are currently being trained. There is a challenge currently on the profile, what change need to be done then, in terms of skills.

a) The graduate should effectively be able to communicate with farmers.
b) It should not only be the scientific know-how, rather there must be a process of closing the gap between the graduates and the needs of the farmers.
c) They should be able to make the life of the farmers better through imparting new skills on farmers.
d) There is a need to find the right mix of knowledge and skills; and all tertiary levels: University, polytechnic, etc, which will enable the graduates to support the farmers more effectively.
e) Graduates need to acquire capacity for practical application of skills and knowledge.

**Skills that will be relevant to achieve the 6% agric growth:**
- Scientific, technologic know-how,
- Analytical skills and networking
- Problem solvers - able to assist farmers deal with their immediate problems
- Effectively communicate with farmers
- Being practical and competent
- Change management skills
- Systematic thinking (interaction & inter-dependencies)
- Process orientation (horizontal, appreciation and cross-cutting)
- Administrative skills
- Interpersonal skills
- Negotiation skills
- Strategic thinking
- Knowledge of Sustainable development
- Leadership (self motivation)
- Marketing and market/value chain
- Knowledge Management Systems
- Social skills/cultural appreciation
- Innovations system paradigm

Farmers are on lower part of the pyramid, they are the ones producing food, however, graduate come in to try and assist farmers, with little understanding of the local farming conditions. Therefore, there is a need to level the interface between the two by preparing graduates adequately for the task ahead. The diagram below shows some of the elements which can provide the graduates a solid ground to deal with the farmers more effectively.
In summary, Definition of a Graduate was broken down to levels below University graduate. In a nutshell, graduate is defined based on the demand. In addition, the profile of the graduate as shown in the diagram above, the table below shows details some of attributes of universities which will enable them to produce the right quality of students.

2. What needs to change so that Universities can produce the “right” entrepreneurial graduates?

There is a need for a change of the whole process, a change in a value system on agricultural perceptions. However, it is critical that the curriculum is addressed, including the teaching system, to ensure that it fits well to the needs and demands of the national agricultural development agenda.

Table 10. Attributes of universities that are necessary to produce relevant graduates

<table>
<thead>
<tr>
<th>PROCESS</th>
<th>AFI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>Updating, relevancy, stakeholder focus-demand driven.</td>
</tr>
<tr>
<td>Teaching system</td>
<td>Re-orientation, change of the mindset, introduce incentives</td>
</tr>
<tr>
<td>Lecture paradigm</td>
<td></td>
</tr>
<tr>
<td>Career options</td>
<td>Incentives</td>
</tr>
<tr>
<td>University mandates</td>
<td>Stakeholder relevance, strategic, partnerships &amp; alliances,</td>
</tr>
<tr>
<td></td>
<td>engagement in policy changes.</td>
</tr>
<tr>
<td>University capacity</td>
<td></td>
</tr>
<tr>
<td>University leadership &amp;</td>
<td>• Remove rigidity, bureaucracy,</td>
</tr>
<tr>
<td>management system</td>
<td>• Improve management skills/leadership at levels of university</td>
</tr>
<tr>
<td></td>
<td>• Innovative leaderships</td>
</tr>
<tr>
<td>Educational policy</td>
<td>Right branding &amp; positioning in private sector, as well as public</td>
</tr>
<tr>
<td>Society perceptions</td>
<td>sector</td>
</tr>
</tbody>
</table>

3. How can Universities bring about this change? Strategies.

KEY STRATEGIC AREAS:

1. CURRICULUM REVIEW: To continuously and creatively align to meet stakeholder needs based on opportunities/priorities needs, in order to fulfil the national development needs. Provide value adding (i.e. soft skills) to produce effective graduate. To include in the core course models such items as change management, market economics, leadership and management skills, strategic thinking, and analytical skills. Specifically, university courses should be guided by the following principles:
   - Creative adaptation
   - Practice-oriented
   - Demand-driven (based on opportunities, priorities and needs)
   - Alignment to MDG’s

2. TEACHING SYSTEM & LECTURER PARADIGM: there is a need for training of trainers and re-tooling of faculty through short courses and review of e-Learning to ensure that they encompass.
   - Leadership skills; and
   - Management skills

3. PARTNERSHIPS & ALLIANCES is critical in order to help increase capacity. Alliances will offer broader focus on curriculum and enhance linkages to other Universities and Institutes. Networking that can lead to internships to centers of specialization & advocacy are also needed. Partnership should also be strengthened with government institutions as well as the private sectors. Particularly, private sector partnership are necessary in order to:
   - Assist universities deliver products that are stakeholder-relevant,
   - Help them focus on demand-driven training and research options
   - Enhance advocacy, seek placement of interns, and receive research support
4. **What can NEPAD/CAADP do with their value addition at the different levels, to support Universities in driving change?**

- Provide platforms for regional and international collaboration. To include face-to-face interaction.
- Provide a platform for networking and cross-learning on best practices/success stories, within Universities or among Universities. Further enable universities to peer review each other and enhance the quality of education standards/frameworks.
- Provide International Standard Body for Agricultural sector training (for quality control).

**Other related issues raised**

After the presentation, the participants raised questions with regard to:

**E-learning**

- Can e-learning be a viable means of developing capacity for capacity builders? Can this model produce graduates with the relevant skills and knowledge?
- There was discussion about this issue, and there were two schools of thoughts. One school believes a more interactive learning; with practical hands-on experience is more viable means. While the other school of thought strongly believed that e-learning can be used to impart some of these skills; besides being cheaper than the traditional hands-on.
- In the end it was concluded that there is a need for a variation of methods, including a mixture of the two, depending on the situations.

**Stakeholders’ involvement in curriculum development**

- Taking into account the various demands is might be important to involve stakeholders.
- It is important to produce graduates that are competitive beyond the national borders.
- It is important for universities to understand what it is happening in the agricultural environment in order for them to be able to know what the sector needs.

**Declining enrolment in the agricultural sector**

- A recent report by the World Bank\(^3\) has shown that at the moment Africa is producing only 3% of graduates in agriculture as compared to 47% in humanities. Therefore, it is clear that Africa faces an enormous challenge to achieve the CAADP targets due to capacity shortfalls.
- There is an urgent need to make agriculture more interesting for students.

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\(^3\) World Bank (2009) *Accelerating Catch-up: Tertiary Education for Growth in Sub-Saharan Africa*
Involvement in investment programs

**Box 7. Group work on “Involvement in investment programs”**

1. How can universities be involved much more and better in the implementation of CAADP investment programs?
2. What changes are required in the universities to capacitate themselves for effective involvement?
3. How can universities bring about these changes by themselves? Strategies
4. What can NEPAD/CAADP do to support these change efforts- within their value addition at national and continental level?

*Choose a facilitator and rapporteur who writes 2-3 pages summary*

*Present electronically in max 10 min*

Note: this presentation was made in French.

1. **Comment est-ce que les universités peuvent-elles mieux s’impliquer dans les programmes d’investissement ? Quelles sont les stratégies ?**

Démarche fondamentale est d’identifier les éléments clés pour l’implication des universités et des institutions de recherche dans les programmes d’investissement et présenter les stratégies

1. Créer les plates-formes où les universités, les industries et le secteur privé peuvent participer
2. Identifier les besoins du marché et adapter de manière continue les programmes et informer les plates-formes sur les opportunités d’investissement
3. Réaligner la recherche aux besoins des programmes de développement national
4. Recommandation pour Mobiliser des fonds pour un financement interne (local) à long terme pour la recherche et / ou les systèmes d’innovation
5. Amélioration de la communication entre les universités et les autorités nationales chargées de la planification

2. **Quels sont les changements requis dans les universités dans l’amélioration de leurs capacités pour une implication effective ?**

1. Renforcer la formation des formateurs des programmes
2. Création des Centres de spécialisation (pour des domaines spécialisés)
3. Conception des programmes d’affaires en relation avec les industries
4. Etablissement des liens entre les universités et les autres secteurs
5. Amélioration des Ressources humaines et des infrastructures physiques
6. Amélioration des conditions de travail et de vie de personnel universitaire

3. **Comment les universités apportent-elles elles-mêmes ces changements ? Quelles sont les stratégies ?**

1. Les universités sont invitées à aligner de façon continue leurs programmes (curriculaux) aux besoins de l’industrie (du marché)
2. Enlever les barrières entre les départements qui sont impliquées dans les mêmes filières de formation.
3. Intensifier la conscience dans la collaboration entre les différents secteurs
4. Personnel qualifié du secteur privé peut être impliqué dans l’enseignement
5. Inclure le secteur privé dans la révision des programmes de développement
6. Etablir les liens avec les chaires des secteurs privés
7. Evaluation des professeurs par les étudiants
8. Elaborer des projets, des approches et établir des liens avec les donateurs
9. Planifier des programmes à long terme pour l’implantation des infrastructures
10. Formation à court terme pour des domaines spécifiques

4. Que peut faire le NEPAD pour soutenir ces efforts des changements? Quelles sont les stratégies ?

- Offre d’une plate-forme pour un engagement effectif entre et parmi les acteurs dans différents pays
- Soutien dans la mobilisation des fonds (ex : révision des programmes)
- Promouvoir les innovations pour la dissémination des événements importants
- Révision périodique des programmes CAADP
- Encourager NEPAD/CAADP les liens en relation avec les ministères

What is then the NEPAD’s role across the three areas

Having looked at the three presentations, Jürgen then asked the participants to think and consolidate what the role of NEPAD should be across the three areas. This role should take into account that NEPAD does not implement programs, and it does not have money; but can only support in the implementation. “What is the value addition- complementing people rather than substituting them”.

Before the participant could discuss on this issues, one participant asked a question about the mandate of NEPAD- what it is. The CEO of NEPAD Dr. Mayaki responded to this question: The essence is captured here:

- It is important to note that universities are part of the African elites and we as elites, we are part of the problem to Africa’s development challenges The elites in the sociological context, are suppose to lead, transform and provide change. However, because of variations in interests among the elite, our efforts and behaviours tend to be scattered. This fragmentation in efforts leads to limited pace of change.
- When NEPAD was conceived it was a response to a G8 question “you as African keep asking for help for your development programmes, but we do not see from your side a coherent framework for development, therefore, it is hard for the G8 to assist you”. Therefore, NEPAD was formed with the need for development coherence in mind.
- The priorities of NEPAD are mainly based on some key principle, such as political and economic integration. It is about gathering the efforts of the elite, including universities and tertiary institutions and at different levels. Therefore, universities should share the NEPAD vision and part of the driver towards achieving the goals.

The trend is that

- Dr. Mayaki further noted that during his time as the Prime Minister of Niger, universities and public service (government) only came together when there is a need for resource allocation or there are students’ riots. This is in fact the case in many African countries. The discussions are often not on issues of capacity development or engaging in a national development agenda
- The public sector does not trust the universities and not vice versa. Therefore, government and universities do not talk about how to develop agriculture. There is an urgent need to address this situation.

How do we build the bridges?

- This can only be done through strategic alliances
- If you do not have people who are convinced and believe in it, it will not work
• How do we foster leaders to join the efforts and change, even when they have different ideas?
• Change comes when organized minority groups start pressuring. You from universities and tertiary institutions are the minority which will bring about this change.

NEPAD’s role then
• We should not spend time on issues that are not changeable
• If there are active minorities who have a motivation to change; we should support them
• When we have organized people who are enthusiastic and have passion for agriculture; we should provide them with the technical arguments necessary for them to bring about change
• We use our strategic position to change the content at higher level
  “We cannot underestimate the impact of an individual to make an impact”
• We need to set priorities
• We need to demonstrate that things can work

NEPAD role at high level

Within our mandate, we will:
• Bring coherence between sectors (especially education and agriculture)
• Advocate for attention towards agriculture
• Facilitate the actions that will provide platforms change
• Guide through the various frameworks (including the CAADP Pillars)
6 A WAY FORWARD IN ENGAGING TERTIARY INSTITUTION

Overall way forward

In order to come up with a way forward and implications for engaging universities in the NEPAD/CAADP process, Jürgen asked the participants to discuss at their tables, and come up with a maximum of 5 points per table. The discussion was guided by the task in Box 8 here:

As the points were presented in plenary, the facilitators captured them on the flipchart, and are reflected here:

- We should form part of the active minorities and mobilize more active minorities
- Enhance person power of snowballing
- We should go and do vigorous advocacy so that we can preach about NEPAD
- We should be putting CAADP of the agenda in every meeting
- Document and share through learning platforms
- Develop Communities of Practice and communities of interest to further the course of CAADP
- Immediately link up with the CAADP focal points in the countries; if you do not know where he or she is, find out
- The dialogue has to intensify using the existing networks such as RUFORUM
- Prepare a data base of experts and infrastructure; including what are people doing in the various universities
- NEPAD need to have financial means
- There should be more communication between CAADP and the universities
- There is a need for a better understanding of what is required from the universities to push the agenda, combine with
- Universities put in place program at national, regional which should reflect the NEAPD objectives
- Integrate universities that are currently not involved in the network
- The universities in the countries that are doing RT should be involved in the analytical work
- Intensification of networking combined with sharing of information and resources
- NEPAD should provide an incentives to universities; such as recognition of those universities that are moving the course of CAADP
- Engage the universities in the advocacy, building strong coherence and networking of NEPAD-CAADP issues towards attaining the 6% annual growth
- The level of entry in the universities should be at the highest level and should be institutionalized
- Develop incentives that makes it attractive to be part of this movement

Concrete immediate action points for NEPAD and Universities

The participants were then asked to distil some action points that are concrete enough to take the process forward. The action points were visualized on the flip chart, and the participants were requested to put their names on the actions they would like to carry out.
when they go back to their respective places. Below here are the action points as well as the name of the participants who have put their names.

Table 10. Actions for the universities

<table>
<thead>
<tr>
<th>Feedback to the universities</th>
<th>Actions for the universities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Prepare a summary of what has taken place here, what it entails and what it is – for the purpose of information sharing and providing a feedback – they pledged to do that with the faculties and networks</td>
<td>Wisdom, RUFORUM Christophe, Ashagrie Atse, Bona, Chikou, Omino Kane, Agnes, Irene Naigaga Kachaka, Victor</td>
</tr>
<tr>
<td>• Feedback from us to the universities about what has happened here: creating awareness</td>
<td></td>
</tr>
<tr>
<td>• We should hold a university wide seminar about CAADP for the purpose of sharing and involve the country focal points in doing this</td>
<td></td>
</tr>
<tr>
<td>• Give feedback to the universities</td>
<td></td>
</tr>
</tbody>
</table>

Getting in touch with the focal points

- Identify country focal point for communication and
- Get in touch with the country focal points
- Challenge the country teams on how to get other stakeholders involved
- Get involved in the process of CAADP at the country level
- Establish the Government- universities policy dialogue to be established (especially ministry of agriculture)
- Universities to form working groups to come up with agenda/ program towards active participation of the universities
- Form working groups to come up with ways of engaging
- Invite NEPAD for further dialogue

Action points for NEPAD

- Mobilize NEPAD/ CAADP focal point to engage with the universities and other national research organizations through the Roundtables
- NEPAD need to engage with the high level officials of universities
- NEPAD engage the universities in dialogue
- NEPAD to familiarize links between NEPAD and the universities
- NEPAD provide a list of Country CAADP Contact persons and CAADP events
- Independent fund raising (to assist with incentives for universities)
- NEPAD should provide the active minority with the tool box

7 Key messages

The participants were then asked to discuss again at their table to come up with some key messages that they take with after this meeting. This is what they came up with:

- We are NEPAD?
- We are friends of NEPAD- NEPAD is our friend
- We understand CAADP
- This is an ignition
- We have created person power for snow balling
- NEPAD has to engage actively with various stakeholders
- University and research are key players in the CAADP implementation process
• Universities need to review curriculum contentious to meet the demand of the industry
• NEPAD is not a funding agency
• NEPAD activities are not competing with the national program
• Universities and research institutions need to be proactive in seeking space and audience to engage CAADP and other NEPAD agenda
• We have to make CAADP known for food security- NEPAD is known but CAADP not so much
• There is an opportunity for the university to support CAADP in analytical work
• Need to strengthen inter university collaboration
• Increasing agric production is a radical process
• NEPAD has a role in the facilitation process

8 NEXT STEPS
The next steps here refer to the immediate actions that will be taken after the workshop. These were spelt out, and the names were assigned to each action, for follow up purpose.

Table 11. follow-up Actions

<table>
<thead>
<tr>
<th>What</th>
<th>When</th>
<th>Who</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshop documentation</td>
<td>7th Aug</td>
<td>Hlami &amp; Jürgen to be sent out by NEPAD</td>
</tr>
<tr>
<td>Synthesis/ briefing note</td>
<td>7th Aug</td>
<td>Sloans</td>
</tr>
<tr>
<td>The fish network of expertise</td>
<td>7th Aug</td>
<td>Sloans</td>
</tr>
<tr>
<td>Inform focal points about this meeting and send out the list</td>
<td>7th Aug</td>
<td>Sloans</td>
</tr>
<tr>
<td>Send out guide for knowledge centers and frameworks</td>
<td>7th Aug</td>
<td>Sloans</td>
</tr>
<tr>
<td>Ensure NEPAD office and focal points are aware of the right channels for communication</td>
<td>End of Aug</td>
<td>Sloans</td>
</tr>
<tr>
<td>Include participants in FARA e-journal and include briefing on the meeting</td>
<td>End of Aug</td>
<td>Irene and Samira</td>
</tr>
<tr>
<td>Involve the people in pillar institutions</td>
<td>End of Aug</td>
<td>All lead institutions</td>
</tr>
<tr>
<td>The sharing of expert list</td>
<td>End of Aug</td>
<td>Elizabeth</td>
</tr>
<tr>
<td>Engagement with AAU</td>
<td>End of Aug</td>
<td>NEPAD</td>
</tr>
<tr>
<td>RUFORUM biannual meeting</td>
<td>26-28 Sep</td>
<td>Agnes &amp; UON</td>
</tr>
<tr>
<td>African Deans of Faculty of Agriculture</td>
<td>31 Sep</td>
<td>Agnes &amp; UON</td>
</tr>
<tr>
<td>Engaging with CAMES (Francophone Universities)</td>
<td>28 Sep- 1st Oct</td>
<td>Agnes</td>
</tr>
<tr>
<td>Africa crop science Conference in South Africa</td>
<td>28 Sep- 1st Oct</td>
<td>Agnes</td>
</tr>
<tr>
<td>Publish information on <a href="http://www.hubrural.org">www.hubrural.org</a> on this meeting with official links related</td>
<td>28 Sep- 1st Oct</td>
<td>Christophe</td>
</tr>
<tr>
<td>Set up a group to conduct assessment of capacity development in agriculture in Africa material</td>
<td>28 Sep- 1st Oct</td>
<td>Christophe</td>
</tr>
<tr>
<td>Participation in the institution capacity development program for the CAADP/ECOWAP implementation</td>
<td>28 Sep- 1st Oct</td>
<td>Christophe</td>
</tr>
</tbody>
</table>

Additional next steps are:
In order to accommodate everybody the facilitators asked interested participants to write on cards what they would like to do after the meeting. Only three participants submitted the cards and were captured here.

**Remi Kahane**
Space for NEPAD/CAADP during the All Africa Horticulture Congress in Nairobi on the 31/08 - 3/09 2009
- Plenary session presentation
- Round table on the building of regional innovation Platforms for Horticulture in Africa

**Francis Nunoo- Ghana**
I will share experiences from the seminar with the faculty- feedback

**Irene Naigaga – Makerere University**
I will give feedback about to my faculty of Vet medicine during our weekly seminar- these seminars involve both students and members of Academic staff. In addition, the seminars are advertised on the university academic staff mailing list.
I will also share the documents/presentation through e-mail everyone on the mailing list

9 Closure and workshop evaluation

Workshop evaluation
In order to evaluate the workshop, Jürgen asked the participants to respond to the three questions. They agreed at their tables and presented in plenary.

<table>
<thead>
<tr>
<th>Box 9. Workshop evaluation</th>
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</thead>
<tbody>
<tr>
<td>Please discuss at your table and present through one person</td>
</tr>
<tr>
<td>1. What I/ we really liked in this meeting was</td>
</tr>
<tr>
<td>2. What could have been better is..</td>
</tr>
<tr>
<td>3. Looking ahead at universities engagement, I feel..</td>
</tr>
</tbody>
</table>

**What I/ we liked in this workshop was …..**
- The participatory nature of conducting business
- The facilitation method that allows everybody to participate
- The presentations were of good quality and pertinent
- The approach was good and well organized- we attend a lot of meetings but this one was very good
- A lot of sharing
- The facilitation and guidance
- Learning about the Round Table process
- Creating of network
- Presentation especially the one from Sheryl Hendriks

**What could have been better…**
- The list of invitees should included the vice chancellors of universities
- More space or another room for the group discussions
- The organization of the flights and the bookings were not done well
- Time management during the meeting
- Low NEPAD representation
• Pre-planning was not good
• Representation of stakeholders—there was too much fish
• The representatives from universities was water done

Looking ahead at universities engagement I/we feel
• Universities are key Effort must be directed
• It is not going to be an easy process
• Excited about the process
• Establish a permanent contact between the university and NEPAD
• Engage the vice chancellors themselves
• Institutional the process

Closing remarks

On behalf of the facilitators
Jürgen thanked the participants for a wonderful participation. He indicated that it was sometime difficult and he had to explain things that he would have liked the NEPAD people to do. He encouraged the participants to get the ball rolling and engage the VC as a way forward.
He thanked Hlami for the documentation as well as the process steering for the extra commitment. He expressed that without them it would have been difficult to navigate through the process.

On behalf of the organizers
Sloans thank all the participants for sparing their time to engage in this meeting. He acknowledged and apologized for the last minute arrangements. He expressed his sincere thanks to the institutions to let the participants come to the meeting. This shows commitment.
The process of linking with tertiary institutions is an institutional innovation—I am championing with a lot of encouragement from my colleagues.
Thank Jürgen and your team
Unami and your team
Irene and your team
There are many others behind who have made this meeting a success
The fish network we are driving together with CTA

On behalf of FARA
Irene—thanked the participants on behalf of Dr Jones, he wishes you all the best

On behalf of the participants
Elizabeth thanked:
The facilitators
The organizers
Sloans
The translators
Hlami— who is documenting the process
Table 12. List of participants

<table>
<thead>
<tr>
<th>Participant</th>
<th>organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Abdirahman Ismail</td>
<td>NEPAD Kenya secretariat</td>
</tr>
<tr>
<td>Deputy CEO</td>
<td></td>
</tr>
<tr>
<td>Nairobi, Kenya</td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:aismail@nepadkenya.org">aismail@nepadkenya.org</a></td>
<td></td>
</tr>
<tr>
<td><a href="mailto:ismail.abdirahman@gmail.com">ismail.abdirahman@gmail.com</a></td>
<td></td>
</tr>
<tr>
<td>2 Agnes Mwangombe</td>
<td>University of Nairobi</td>
</tr>
<tr>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>College of agriculture &amp; veterinary sciences, Nairobi, Kenya</td>
<td></td>
</tr>
<tr>
<td>Tel: +254 20 2055126</td>
<td></td>
</tr>
<tr>
<td>Cell: +254 722 788 995</td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:mwangombe@kenyaweb.com">mwangombe@kenyaweb.com</a></td>
<td></td>
</tr>
<tr>
<td>3 Andrew Ssali</td>
<td>NEPAD/APRM</td>
</tr>
<tr>
<td>Resource center officer</td>
<td></td>
</tr>
<tr>
<td>Kampala, Uganda</td>
<td></td>
</tr>
<tr>
<td>email: <a href="mailto:ssaliandrew@yahoo.com">ssaliandrew@yahoo.com</a></td>
<td></td>
</tr>
<tr>
<td><a href="mailto:assail@nepad.ug">assail@nepad.ug</a></td>
<td></td>
</tr>
<tr>
<td>4 Angeline Rudakubana</td>
<td>AU-NEPAD</td>
</tr>
<tr>
<td>senior partnership advisor</td>
<td></td>
</tr>
<tr>
<td>johannesburg, South Africa</td>
<td></td>
</tr>
<tr>
<td>email: <a href="mailto:angelline.rudakubana@wfp.org">angelline.rudakubana@wfp.org</a></td>
<td></td>
</tr>
<tr>
<td>5 Antoine Chikou</td>
<td>Faculte des sciences agronomiques universite d’abomey-calavi (ESA/UAC)</td>
</tr>
<tr>
<td>Researcher</td>
<td></td>
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<tr>
<td>Conotou, Benin</td>
<td></td>
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<tr>
<td>Email: <a href="mailto:chikoua@yahoo.fr">chikoua@yahoo.fr</a></td>
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<tr>
<td>6 Arne Schuffenhauer</td>
<td>German Technical Cooperation GTZ</td>
</tr>
<tr>
<td>consultant</td>
<td></td>
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<tr>
<td>Pretoria, South Africa</td>
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<td>email: <a href="mailto:agricon.za@gmail.com">agricon.za@gmail.com</a></td>
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<tr>
<td>7 Ashagrie Gibtan</td>
<td>Addis Ababa University (AAU)</td>
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<tr>
<td>lecturer</td>
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<tr>
<td>department of biology</td>
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<td>Addis Ababa, Ethiopia</td>
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<td>p.o.box: 1176</td>
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<td><a href="mailto:ashagrie2009@bio.aau.edu.et">ashagrie2009@bio.aau.edu.et</a></td>
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<tr>
<td>8 Atse Bou Celestin</td>
<td>Oceanology Research Center (CRO)</td>
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<tr>
<td>head of aquaculture department</td>
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<tr>
<td>abdijan, Ivory Coast</td>
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<td>email: <a href="mailto:atse-bou-celestin@hotmail.com">atse-bou-celestin@hotmail.com</a></td>
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<tr>
<td>9 Bankole Adeoye</td>
<td>NEPAD</td>
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<tr>
<td>New Partnership for Africa’s Development</td>
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<tr>
<td>10</td>
<td>Ben Ahunu</td>
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<td>Benjamin Ngatunga</td>
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<td>Boitshepo Giyose</td>
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<td>Eldred Masunungure</td>
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<td>21</td>
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<td>Emily Nwankwo</td>
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<td>Samira Hotbah – During</td>
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<td>Solomon Bangali</td>
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<td>Tall Hassimiou</td>
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