





**Challenges & Innovative Processes
for Capacity Strengthening in
Agriculture for Development
(CIPCAD-2)**

Pre-event to
**Global Conference
for Higher Education and
Research in Agriculture**
Beauvais, 26-27 June 2011





Setting the scene (1/3)

- * 40 participants, 20 from Africa and 20 from external partners to TAE in Africa (Europe, US, India...) Over 2 days.
- * Following a process initiated in 2010 in Montpellier and Ouagadougou to revitalise public attention to higher education in Africa
- * Process is never ending, but there are milestones by which progress has been assessed
 - CHEA Kampala Nov 2010
 - GCHERA Beauvais 2011= such milestones
 - Next milestone :GCARD 2 end of 2012 in Sao Paulo

Setting the scene (2/3)

- * 2 – 3 decades of inadequate attention to the importance of higher education in agriculture since the Structural Adjustments
- * food crisis, highlighted the importance of agriculture
- * a firm background of the political commitment by African leaders (CAADP) to attain 6% per annum agricultural growth and 10% of public expenditures

Setting the scene (3/3)

- * External partners committed to support
- * Requires, African Universities and their clients, to organise themselves to move forward in a concerted and coordinated manner
- * The *momentum now* :

“What is happening now is what we have been expecting for 25 years.”⁴

ACTION (1/3)

1. Establish a coordination mechanism at the continental level for re-engineering and reform in universities: TEAM-Africa
2. Mainstream TAE into CAADP processes
3. Embark on strategic reforms
 - Redefinition of the new skill set(s) building on existing initiatives
 - Curricula need to be generically reformulated with robust flexibility.
 - Supply of graduates and trainees must be pulled (demand driven -not pushed) into the job market
 - Governance of universities should include roles for external stakeholders (business, development partners & agencies, farmers organisations)

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ACTION (2/3)

4. Focus on societal objectives
 - i. Wealth creation, productivity, transformation & marketing for small scale farmers, engage and empower women and youths
 - ii. Environmentally & economically sustainable development
 - iii. Energy (conservation and renewable)
5. Address quality *versus* quantity in TAE institutions
 - Graduates with systemic and integrated vision and problem solving skills

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ACTION (3/3)

6. Embrace both publication and alternative incentives
 - i. Patenting, development support, production of training tools
 - ii. "Patent or Perish must be equal or exceed the importance of "Publish or Perish"
7. Harmonise training systems and facilitate mobility within Africa
 - i. Need specialised centers of excellence, but we must also strive for excellence in all universities to address the entire capacity pyramid (academic as well as technical and vocational)
 - ii. Align anglophone/arabic/francophone/lusophone systems ("one unique Africa") to facilitate transferability of qualifications and mobility of faculty

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For GCHERA...

- * The process has begun in earnest and would require full support of international university community,
- * GCHERA to bring on board the wealth of experiences from all of you
- * African universities commit to report on the progress made at the next GCHERA conference

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