

Higher Education for Development in Africa

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Africa is developing a policy infrastructure to set priorities and provide alternatives

- CAADP (Comprehensive Africa Agriculture Development Programme)
 - (1) land and water management;
 - (2) market access;
 - (3) food supply and hunger; and
 - (4) agricultural research.

How higher education in agriculture must be different in the 21st century

- Africans will determine their priorities and provide the solutions
 - Food security
 - Food sovereignty
 - Nutrition
 - Exports
 - Natural resources
 - Distribution
- Training can take place in Africa
- Based on long-term institutional collaborations

What is 21st century capacity building?

- Institutional approach – using HICD*
- Working with *systems* rather than *individuals*
- Working with colleagues,
- Sharing rather than simply imparting knowledge
- Long-term perspective

Examples of 21st Century Collaborations

- Agriculture Sector Coordination Unit (Kenya)
 - Cornell and Rutgers send scientists to KARI to work for a month
- Regional Strategic Analysis and Knowledge Support Systems –Eastern and Central Africa.
- RUFORUM
- African and U.S. scientists submit joint proposals (CRSPs greatly facilitate this)

Strengths of US approach to capacity building

- Availability of courses outside research focus
- Course work requires interaction with other students and class presentations
- Availability of courses outside research focus
- Problem solving through team work
- Learning environment includes farmers, industry and advocacy groups

This can happen in Africa, designed and implemented by Africans

- Knowledge-intensive agriculture
 - Knowledge embedded in farmers
 - Knowledge embedded in technology
- Upfront costs of building capacity
- Pay off in adaptive systems management in response to resource scarcity

African Institutions

NARS, Faculties of Agriculture, Ministries, NGOs

USAID Mission's involvement in selecting the institutions to be strengthened

strategic plan of targeted institution that identifies priorities for capacity building

Selected participants employees of the institution

Plan in place for retention and replacement

Promoting Institutional Linkages

- Identify US advisor interested in research area
- Local relevance of research
- US advisor plays an active role in local institutional capacity building
- Maintain post-degree relationships
- Fund post-program research

Characteristics of African participants that maximize institutional capacity building

- Work experience in field
- Currently employed in partner institution
- Demonstrated leadership
- Research plan derived from institutional priorities
- English fluency NOT a selection criteria