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**Agência de Desenvolvimento do Vale do Zambeze (ADVZ)**

**Improved capacity for affordable quality seed production and utilization in the Zambezi Valley**



**Netherlands Initiative for capacity development in Higher Education (NICHE)**

**List of acronyms**

<b>Acronym</b>	<b>Explanation</b>
ADVZ	Agência de Desenvolvimento do Vale do Zambeze
AET	Agricultural Education and Training Institute
AGRA	Alliance for a Green Revolution in Africa
ANS	Autoridade Nacional de Sementes (National Seed Department)
CDI	Centre for Development Innovation
CEP	Conselho Empresarial Provincial (Provincial Business Council)
COre	Centro de Orientação ao Empresário
CTA	Confederação das Associações Económicas de Moçambique (Confederation of Mozambican Economic Associations)
DINET	Direção Nacional para Educação Técnica (National Directorate for Technical Education)
EPAC	Escola Profissional Agrária de Caia
FCA	Faculdade de Ciências Agrárias da Unizambeze
FEAF	Faculdade de Engenharia Agronómica e Florestal da Unizambeze
IAC	Instituto Agrário de Chimoio
IAM	Instituto Agrário de Mocuba
IIAM	Instituto de Investigação Agrária de Moçambique
IPEME	Instituto para a promoção das Pequenas e Médias Empresas
ISPM	Instituto Superior Politécnico de Manica
ISSD	Integrated Seed Sector Development
KIT	Royal Tropical Institute
KNUST	Kwame Nkrumah University of Science and Technology
M&E	Monitoring and Evaluation
MASA	Ministério da Agricultura e da Segurança Alimentar (Ministry of Agriculture and Food Security)
MPME	Micro, Pequenas e Médias Empresas (Micro, Small and Medium Enterprises)
PIREP	Programa Integrado de Reforma da Educação Profissional (Integrated Programme for Professional Education Reform)
PMT	Project Management Team
PROIRRI	Programa de Desenvolvimento de Irrigação Sustentável (Sustainable Irrigation Development Programme)
PY	Project year
RNE	Royal Netherlands Embassy
SNV	Dutch Development Organization
SPEED	Support Program for Economic and Enterprise Development
UKZN	University of KwaZulu Natal
UniBRAIN	Universities, Businesses, Research in Agricultural Innovation (FARA Network)
ZVDA	Zambezi Valley Development Agency

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## I DESCRIPTION OF THE PROPOSAL

### 1. Basic data

- 1.1 Title: Improved capacity for affordable quality seed production and utilization in the Zambezi Valley
- 1.2 Name of requesting organisation: Zambezi Valley Development Agency
- 1.3 Name of Dutch applicant (lead organisation in the case of a consortium or subcontractors):  
Royal Tropical Institute (KIT), Amsterdam
- 1.4 Name(s) of the Dutch applicant's consortium members or sub-contractors, if applicable:  
Centre for Development Innovation (CDI) Wageningen UR and the AERES Group
- 1.5 Country of the project: Mozambique
- 1.6 Proposed starting and finishing dates of the project: 1-9-2015 till 31-8-2019

### 2. Summary

Programme and project Outcomes	
Policy priority	<i>Outcome:</i>  <i>Sustained rural economic development for men and women; and enhanced food and income security, through integrated seed sector development, in the Zambezi Valley of Mozambique.</i>

Improved capacity for affordable quality seed production and utilization in the Zambezi Valley

Outcome	Outcome of this project:	Indicators:
	<p>At the end of the project the requesting organisations will have the academic and organisational capacity to develop, implement and maintain innovative gender sensitive educational and action research agribusiness programmes, focussing the seed value chain, that deliver professional graduates (women and men), business and extension services, that respond to the demands of the labour market and/or generate self-employment in the agribusiness sector in the Zambezi Valley.</p>	<p>1. ADVZ and partners (AETs) contribute to the development of the seed sector in the Central Region by adopting, financing and implementing the comprehensive Zambezi Valley Seed Sector Capacity Development Plan as by PY02</p> <p>2. All AETs partnering with ADVZ have newly developed professional competences and facilities in the field of agribusiness, particularly on seed value chain, and are sustained by organizational capabilities, systems and plans by PY04</p> <p>3. All AETs and staff are capable to advocate, promote and disseminate new processes of seed extension, seed quality inspection and certification by PY04.</p> <p>4. The AETs partnering with ADVZ are recognized by seed sector stakeholders as innovative reference centres and service providers in the seed sector and related agribusiness development, contributing to AET income by PY04</p> <p>5. Seed sector and related agribusiness AET curricula for each level (high, medium and basic) are developed and applied by end of PY04.</p> <p>6. 90% of male and female seed sector and agribusiness teaching staff of AETs partnering with ADVZ is using gender sensitive and labour market responsive teaching and learning approaches and materials by PY04</p> <p>7. 90% of male and female seed sector and related agribusiness teaching staff of AETs partnering with ADVZ are capable to provide one or more gender sensitive, short-term training courses in agribusiness; management; seed production and improvement, and/or related courses e.g. laboratory management and micro-irrigation techniques by PY04</p> <p>8. All AETs partnering with ADVZ have the capacity to review and develop curricula, and develop and maintain innovative gender and labour market responsive short-term and long-term courses in seed sector and related agribusiness</p> <p>9. 90% of graduates, men and women, are capable to respond to the labour market needs and/or to create opportunities for self-employment in the seed sector and related agribusinesses in the Zambezi Valley by PY04</p> <p>10. 50% of farmers (in particular women) reached by direct and indirect AET seed sector relevant services report higher production levels as a result of those extension services.</p> <p>11. 25 action-research partnerships are established and operationalized between the requesting organizations and private companies and businesses involved in the seed sector and related agribusiness</p> <p>12. 14 partnerships (two each AET) established with private sector for input and output supplies in the seed sector value chains by PY04</p>

*Improved capacity for affordable quality seed production and utilization in the Zambezi Valley*

<p><b>Outputs:</b></p> <p>The following proposed outputs will contribute directly to achieving the project outcome</p>	<p><b>Outputs:</b></p> <ol style="list-style-type: none"> <li>1. Established management and implementation structure and focused 2016 work-plan</li> <li>2. Developed and adopted labour market responsive and gender-sensitive rolling seed sector capacity development plan and structure for each AET and ADVZ and their teaching, support, as well as management staff.</li> <li>3. Developed AET capacity to deliver short-term courses for mid-career professionals in seed sector priority areas such as: Quality Seed Production; Seed entrepreneurship; Seed Value Chain Development; Seed quality control services; and others</li> <li>4. Developed male and female AET staff capacity for regular seed and agribusiness courses and for curriculum development and review</li> <li>5. Strengthened course curricula on seed sector and related agribusiness and used in each AET.</li> <li>6. Increased (self-) employment opportunities for male and female AET graduates.</li> <li>7. Developed an AET reference centre for innovative, income generating, gender sensitive services on seed entrepreneurship responsive to the seed sector and related agribusiness labour market</li> <li>8. Implemented thematic action-research partnerships between AETs and private seed sector at various levels</li> <li>9. Approved and operational a labour market and gender sensitive management and monitoring system to assess the quality of training for the seed sector.</li> </ol>	<p><b>Indicators:</b></p> <ol style="list-style-type: none"> <li>1. ADVZ and partners have a coherent seed sector and related agribusiness capacity development plan in place by the end of 1<sup>st</sup> semester</li> <li>2. AET Plans available and endorsed by AET management for resource allocation and implementation end of 2<sup>nd</sup> semester</li> <li>3. One seed sector related short course developed and implemented by each AET in each of PY03 and PY04</li> <li>4. All AETs will have one at least MSc-level staff in seed sector related courses, and one at least MSc-level staff for curriculum development and review by PY04</li> <li>5. Seed sector and agribusiness modules implemented in each AET by PY04</li> <li>6. 90% of plant production and agribusiness students leave AET with seed sector relevant know-how and entrepreneurship experiences by PY04</li> <li>7. The AETs all avail of sound business plans for the outreach activities and services they deploy for the seed sector in order to generate income and learning options by PY03</li> <li>8. Each AET implements at least two action research projects in PY03 and PY04</li> <li>9. All AETs have developed institutionalized interaction mechanisms with seed sector actors, alumni and other AETs for training quality control BY PY03</li> </ol>
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Target groups	<p>The direct target group of the interventions are the male and female AET management, administration and support, teaching and laboratory staff, as well as staff involved in service provision by the requesting ADVZ and its AET partners:</p> <ol style="list-style-type: none"> <li>1. Instituto Agrário de Mocuba (IAM)</li> <li>2. Escola Profissional Agrária de Caia (EPAC)</li> <li>3. Faculdade de Engenharia Agronómica e Florestal da Unizambeze (FEAF)</li> <li>4. Escola Agrária de Chidzolomondo (EAC)</li> <li>5. Faculdade de Ciências Agrárias da Unizambeze (FCA)</li> <li>6. Instituto Agrário de Chimoio (IAC)</li> <li>7. Instituto Superior Politécnico de Manica (ISPM)</li> <li>8. Agência de Desenvolvimento do Vale do Zambeze (ADVZ)</li> </ol>
Final beneficiaries	<ul style="list-style-type: none"> <li>• <i>Students at the mentioned partner institutes (ADVZ and AET partners):</i> <ul style="list-style-type: none"> <li>• <i>Post-secondary students at different levels benefitting from incremental curriculum change and enhanced relations with the labour market, such as through internships</i></li> <li>• <i>Mid-career professionals in short courses</i></li> </ul> </li> <li>• <i>Seed sector actors as employers as represented in the seed platform: seed users (mainly male and female small-scale farmers, traders and agro-dealers, producers (small, medium and large businesses and companies); basic seed and variety providers, as well as the public (IIAM) and private research and extension, seed business development services and inspection and quality control.</i></li> <li>• <i>Actors involved in the provision of the enabling environment for seed sector development (MASA/Seed Departments, provincial and district level decision-makers) in relation to quality control and inspection throughout the seed value chain.</i></li> <li>• <i>Other training institutes as they will benefit from the curriculum change of medium and basic level education through the National Directorate for Technical Education (DINET) and PIREP</i></li> <li>• <i>Other national actors involved in small- and medium-scale business development in the seed sector such as IPEME; and a variety of seed sector dialogue platform members</i></li> <li>• <i>Other stakeholders in the produce value chains, which will benefit from farmers having better access to quality seed such as eventually consumers of the food produced through the use of quality seed of improved and nutritious varieties will benefit from improved access and affordability, as well as from enhanced agribusiness competencies of graduates.</i></li> </ul>

### 3. Background information

The Netherlands Embassy's Multi-Annual Strategic Plan (MASP, 2014-2017) provides specific reference to limited access to quality seed as one of the causes of slow development of agricultural productivity. The formulated Niche outcome at policy priority of "sustained rural economic development for men and women; and enhanced food and income security, through Integrated Seed Sector Development (ISSD), in the Zambezi Valley of Mozambique" aims at contributing to outcomes at Mozambique and Niche programme level (Niche 2014-2017). In line with this, the Netherlands commissioned seed sector assessment based in eight sub-Saharan African countries, including Mozambique, which resulted in National Seed Sector Assessment and Seed Entrepreneurship assessments ([www.ISSDseed.org](http://www.ISSDseed.org)). These assessments and analyses thereof pointed out that,

to develop the seed sector seed sector training and education should be strengthened. This is the entry point for the current programme.

In Mozambique, Agricultural Education and Training (AET) Institutes have focused on seed production as part of the breeding programme (as far as foundation seed is concerned), and as part of agronomic programmes (in terms of certified seed production). No special seed sector development discipline exists in the Central Region. Gaps exist in understanding the position of farming households and their male and female members in access to different types of quality seed, as well as for all the seed value chain actors and services related to these. This project aims to develop the capacities of the Mozambican partners to develop, implement and maintain gender sensitive educational agribusiness programmes and action-research programmes, focusing on the seed value chain.

We believe the Dutch consortium presenting this proposal brings the necessary competencies to fulfil this task together with ADVZ. It brings KIT's project management capacity and in-depth knowledge of the local (regional and international) seed sector together with Wageningen UR's expertise on higher education and AERES experience on TVET (see Annexes 5 and 6). Participation of local associates, such as the secretariat to the seed platform, as well as a number of high qualified consultants ensure presence on the ground.

## **4. Strategy**

### **4.1 Project content**

The goal of the project is to contribute to a sustained rural economic development for men and women, and enhanced food and income security in the Zambezi Valley of Mozambique. It will do so by contributing to improved education and training at tertiary education level, and enhanced coordination and planning in the sector. Improved education and training are pre-requisites to a robust seed sector development in the region.

At the end of the project the requesting organisations will have the professional, academic and organizational capacity to develop, implement and maintain innovative, gender-sensitive, educational and action research programmes, focussing on the seed value chain. These programmes will deliver graduates (women and men), business and extension services, that respond to the demands of the labour market and generate self-employment in the seed and agribusiness sector in the Zambezi Valley.

#### **➤ Effectiveness and efficiency:**

We expect to have the following in place at the end of the project:

- *Capability to adapt and self-renew*: The capability to adapt AET's and ADVZ's academic and organizational strategy to the needs of the labour market.
- *Capability to deliver*: On-going innovative, gender-sensitive, educational and seed and agribusiness (short and long) programmes that are market responsive. Increased number of professional graduates who are well received by the labour market and well capable of designing strategies for self-employment in agribusiness.
- *Capability to relate to external stakeholders*: Other actors in the agribusiness sector included in curriculum review and supporting capacity building of students and teachers through exchanges and internships. On-going action research partnerships with seed value chain focus that bring the organizations closer to the private sector; Dutch or otherwise.
- *Capability to act and commit*: Through the Zambezi valley seed sector development strategy and the role of AET-based interdisciplinary teams and enhanced seed-sector-driven AET quality control.
- *Capability to achieve coherence*: All the above as part of the core strategies of the institutes involved, with well working management systems supporting the efforts.



We have organized the above-mentioned areas according to the given outcome and indicators. As the logframe and work plan (Annexes 1 and 2) indicate, the project will work with 9 outputs. These outputs reflect the strategy to be taken by the consortium in meeting the requests of the Mozambican partners, following the approach described in the next section of this proposal. The following broad steps are proposed (and coincide with the proposed outputs):

1. In order to get a proper understanding of the needs of partners (beyond the project document), and their priorities and common understanding of the project approach, we will organize a launch meeting in each of the Mozambican organizations, and put in place the **project management structure**, including the definition of the modus operandi of the project management team and the project's advisory committee (see Annex 4), as well as an agreed investment and procurement plan. This ensures proper governance and shared ownership throughout the project implementation.
2. As a second step, the consortium and partners will carry out a **needs assessment** with key actors in the seed sector; to get a clear picture of the market demands in terms of needed competencies for existing and future staff. Gender issues will figure prominently in this step, both at the level of organization (e.g. the need for more female seed business extensionists and the factors hindering their education) and at the level of content (e.g. the role of women in producing and saving seeds, access of female farmers to seeds). For the former, gender organizational audits will be carried out in each AET and at ADVZ. Each AET and ADVZ will, based on this analysis and supported by the Dutch consortium, develop their own (organizational, management and technical) seed sector related capacity development plan. These plans will be tailor-made for each AET, based on the need but also based on the existing capacity and on-going other projects, which vary considerably between the Manica- and Sofala-based AETs (EPAC, ISPM and IAM) and the Zambézia- and Tete-based ones (FEAF, FCA, EAC and IAM).
3. From these plans, it should become clear where there is demand for creation of **short courses** for mid-career professionals, and on what particular subjects (seed systems, quality control, seed production); and where there is need for changes in the existing curricula. It also should become clear what are the priorities of each organization when it comes to provision of services. Staff to be involved in short courses need to be trained and supported in Integrated Seed Sector Development, in the development of the curriculum and in elaborating a business plan for each course, as well as on student-centred learning principles and tools, and gender.
4. Where prioritized, a number of short and long **courses for AET staff** will be made possible, including PhD, MSc and BSc levels. These trainings must fit the capacity development plans of the individual AET's and their overall strategy, and should also develop their self-renewing capacity as an educational institute. It is envisaged that, in addition to courses on seed and agri-business, the project devotes some MSc's and a PhD to the area of education. Courses will be in the region, where possible, making use of the existing capacities in South Africa and Mozambique itself.
5. On the basis of the experience with short courses, AETs may focus on the **review and improvement of existing curricula**, at different levels. An important part of this process is to get the organizations closer to external stakeholders. We will do that not only by bringing their needs to the central stage of curriculum development, but also by bringing the private sector to the classroom and the students to the private sector, in the field. This will take the form of internships, guest lectures, case studies, and joint action research.
6. Understanding how the private sector functions, links directly to the need to create **more employment opportunities**, in particular self-employment. For that, business skills will become part and parcel of existing curricula. The project will experiment with competitions for business plans written by students, to be judged by a panel of private sector representatives, the winners of which are further supported in developing their ideas. The project will actively link up with business incubators active in the country and the Central Region.

Teachers will be trained to become coaches and support students to link up with incubators, financial services, etc.

7. Each AET will prioritize the **income-generating services** they see fitting their realities and local demand, such as mobile/ICT-based advisory services, seed quality control or tissue culture labs. Staff will be trained and coached in these areas, and (laboratory) facilities upgraded where needed. To provide such services demands strengthened management capacity, which will be achieved through on-the-job coaching, defined on the basis of jointly-agreed-upon aims and challenges.
8. **Action research** will be implemented, in collaboration with the private sector (involving Dutch and other international companies). Action research provides the opportunity to better understand the seed sector (i.e. validating the previous studies made, at a more local level) and apply what has been learned. The latter can refer for example, to the establishment of demonstrations or farmer field schools with local communities; market and feasibility studies for upcoming businesses; joint technical (agronomic) research in the field, as well as addressing institutional constraints (subsidies; shortage of quality control services; and basic seed of IIAM).
9. Finally, all the above changes will not be sustainable if they do not lead to **institutional and organizational learning** and clear embedding in the external and internal context of these organizations. In relation to the external context, the project aims to strengthen the participation of the Mozambican partners in the existing seed platforms, and to organize a number of policy debates. In relation to the internal context, the project will support the Mozambican partners to reflect on and learn from their experiences, exchange experiences between them, and to continuously monitor the quality of their curriculum and the acceptance of their alumni by the private and public sector.

These broad 9 steps will not all be implemented in a linear manner (as it becomes clear from the work plan), but rather in a flexible way. Every year, the consortium and Dutch partners will evaluate progress and propose adjustments if need be, responding to changes in the environment and within the partners' organizations.

As part of the change process and the implementation of the different capacity development plans, it is important to have a core team in each AET, counting on a gender focal point, which will continue driving the process, while also involved in monitoring the process and meeting with other AETs and corresponding stakeholders for inter-organizational learning.

Finally, it is important to note that the project will base its capacity development interventions on the analysis of household dynamics and the role of (changing) gender relations in terms of access to seed and seed production and will move its focus beyond the mere sex-disaggregation of numbers of farmers towards challenging and potentially transforming gender-based roles in the seed sector. This has significant consequences for seed sector course content, as well as for the opportunities of women in the labour market.

➤ **Holistic approach to capacity development:**

**From individual to institutional change.** Performance of AETs in terms of releasing qualified trainees for the demanding labour market cannot be improved by just making some investments or providing some tools. It will require that personal development of AET staff and management is combined with organizational and institutional change. It will require new curriculum, new teaching methods, new ways to interact with other actors, including the private sector. These changes cannot only take place through courses. They need coaching, on-the-job support, peer learning and a reflection. They need facilitated learning through practice and own experience.

Central to the development of academic and organizational capacity of the AETs is the relation with employers of trainees and graduates as well as with the wider seed sector stakeholder landscape. This is currently a challenge particularly concerning relations with the private sector. The project will strengthen and institutionalize such relations through the development of a short-course portfolio for mid-career professionals and action research

partnerships. In addition, it is important to note that AETs are shaping a rural development in which the mobile revolution spreads information about weather, growing methods and farm-gate prices, as well as provides easy access to payment services. Mobile communication is successfully used in agricultural extension systems. These systems offer a powerful learning environment in which students and teachers support farmers in solving real problems, and learn themselves at the same time. Competencies will be build/strengthened in both technical and social areas, as well as various kinds of seed systems and value chains with actors both in the public and private domain. This integration is well illustrated by the ISSD guiding principles ([www.ISSDseed.org](http://www.ISSDseed.org)), which this project will build on.

**Management capacity.** Strengthening the management capacity is essential to maximize the 5 capabilities of the Mozambican partners, and therefore ensure the sustainability of the results aimed at by the project. The project will therefore serve as a means to systematically strengthen the AETs' capacity to tackle the deficiencies and constraints afflicting them in a structural and effective way. The assessments (needs, curriculum, management and gender) will provide the basis for a seed sector related capacity development plan. Best practices experienced in previous projects will be shared with all participating organizations.

➤ **Ownership:**

All AETs and ADVZ have shown considerable commitment to the project by using their own resources to prepare for the call. The participation of the AET leaders in this process illustrates this commitment. Further ownership at AET level will be developed through the facilitation of the joint elaboration of the capacity development plan.

Each AET will select a small cross-disciplinary core team of AET-based seed, agribusiness and gender champions, who will be the focal points for the project in the organizations, leading the internal change process. These core teams could include the ADVZ focal points and will be composed of male and female AET staff.

The project management structure (see Annex 4) shows the ADVZ leadership role in monitoring and decision-making, while AETs have their own responsibility in planning, implementation, progress and financial reporting. Semi-annual meetings organized by ADVZ with the 7 AET core teams and leadership will be instrumental in ensuring that decision-making takes the needs and interests of the AETs well into consideration. The Dutch consortium will support the referred processes in a facilitation mode, and will not become part of any coordination mechanism between the Mozambican partners.

➤ **Cross-cutting themes:**

**Gender relations:** The project will approach gender from two different aspects: the first one relates to gender issues at organizational level, within AETs and ADVZ. The second looks at the role of men and women in the seed sector and how these roles are reflected in different capacities to access, produce and market quality seed. For both aspects, the proper understanding of socio-economic context-specific gender relations need to go beyond the mere sex-disaggregated data collection to provide the basis for transformation of gender relations and outcomes in the seed sector. The project will follow a gender approach that goes beyond a focus on women as a bounded group by looking at wider social contexts, gender relations and differential changes at household level as processes of change and orientation on relational and well-being changes. This implies looking at the gender disadvantage in terms of women's empowerment and their decision-making role, and will address attitudes and beliefs at the household and community level as relevant for seed systems (Okali and Loevinsohn, 2014<sup>1</sup>).

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<sup>1</sup> Okali C., and M. Loevinsohn, 2014. Interpreting the agricultural transformation agenda: Women's roles in seed systems. Submitted for publication.

Concerning gender at the organizational level, the project will look – through gender audits - into the level of equality of opportunities for male and female student enrolment and study processes, as well as the role of male and female teachers, and how this is influenced by the organizational context. Audit results will define the capacity development plans to be developed per organization – gender becoming an important part thereof.

When dealing with gender issues in the seed sector, gender relations are important notably in micro-, small- and medium-scale enterprises, hence the emphasis in this programme on gender and seed entrepreneurship. At the same time the access and use of quality seed through different seed systems are determined by gender roles and relations as well. This understanding will also provide the basis for gender-sensitive service provision by AETs in terms of provision of training and seed extension, as well as other seed sector services such as foundation seed production and quality-control services.

**Labour market:** Seed agribusiness sector employers and their need for skilled labour will be identified. This refers to all actors in seed value chains, be they breeders (mostly public sector, national and international), early generation seed producers (largely public, but increasingly private), seed producers (international, national seed companies, local seed businesses by farmers and their associations, community seed producers), agro-dealers, users and seed value chain services. As part of the quality-control mechanism at each AET, employers will be involved on a regular basis in curriculum and course content reviews.

The project will support a portfolio of short courses at each of the AETs, which will partly function as refresher courses for mid-career professionals and alumni, as guided by demand. Short courses will be balanced in theoretical and practical content, with emphasis on on-the-job learning. This requires employers to be actively involved. Earlier studies (KIT, 2014<sup>2</sup>) have indicated that there is sufficient room and actual interest in Local Seed Business establishment. This, as well as the establishment of small-scale private service providers, and agro-dealers provide opportunities for self-employment. The latter will in particular be supported by AETs and through linkage with business incubators. Other mechanisms for links with the labour market will be strengthened, such as the participation (directly or indirectly through ADVZ) in regional seed platforms, links with CEP and through alumni organizations. Specific attention will be given to the development of relations in IPEME and its local offices for development of self-employment opportunities, as well as addressing its enabling environment.

➤ **Coordination and harmonization with other initiatives:**

Many other initiatives exist in the region, which address the capacity of the Agricultural Education and Training Institutes, seed sector development and MSMS agribusiness development. The many initiatives have been listed and analysed by ADVZ and proposed partners and will be made part of the ADVZ capacity development plan. The project aims to interact with the listed actions for learning, coordination and synergy development purposes, which will take place through the ADVZ network with the AETs, The National and Regional Seed platform and through the representation of key actors and programmes in the project advisory committee. The project Advisory committee, bringing together members of the private sector and actors involved in some of the initiatives mentioned here, plays an important role in ensuring alignment and complementarity to the initiatives listed above.

**Education programmes:** The National Irrigation Capacity Development Programme (WB, 2014-2016) of INIR/PROIRRI works with all the requesting AET institutes on short course development and implementation, curriculum development, staff training, as well as private-sector training. On-going improved agribusiness education for students and farmers at IAM, EAC, FEAF and FCA) are aiming at agribusiness staff capacity and curriculum development, as well as infrastructure investment. AGRA is developing, at the request of the BMGF, a proposal for the improvement of seed sector related academic education.

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<sup>2</sup> KIT, 2014. Programa Regional e Integrado de Desenvolvimento de Sementes (PRIDES). Desenho de projecto. ADVZ.

UKZN and KNUST are the envisioned universities to specialize in the delivery of relevant experts for African Seed Sector Development. The selected universities are foreseen to become regional centers of excellence in academic education in seed sector related fields. A structure of multi-disciplinary BSc. And MSc. Courses on seed technology, seed systems and seed extension are envisioned. The development of the curricula is envisioned to be in partnership with Wageningen University and Michigan State University. The Wageningen University team will also include KIT expertise.

**Seed Sector programmes:** AGRA's Scaling Seed and technology Programme (NA, 2014-2017) supports the scaling of the use of quality seed/planting material of superior varieties cassava, maize, pigeon pea and soybeans. National and Central Region Seed Platform, supported by INOVAGRO aiming at addressing seed sector issues. Central region members are: Nzara Yapera (seed Company) AGRA, SPEED (USAID), FAO, Helvetas (Nampula and Cabo Delgado), MAFS' Seed Department (ANS) and ADVZ.

**Agribusiness development and business incubators.** Some interesting initiatives are: Strengthening the (seed sector) public-private partnership dialogue (2015-2017) through CEPs and facilitated by CTA's with AETs in the four central provinces; Strengthening the Institutional Capacity of IPEME in the Zambezi Valley, IPEME has local offices (COREs) in Tete and Manica and will have another one in Zambèzia Province; FINAGRO Investment Fund for Agri-business in the Zambezi valley, 2013-2016 (USAID funded), aims at promotion of small and medium sized (seed) agribusinesses and associations and cooperatives; Growth Poles Development (WB, 2015-2019), aiming at establishing business development centres with funds managed by the BAGC catalytic and innovation funds; and, Business plans on chain development in the Zambezi Valley: ADVZ and Wageningen UR e.g. (seed) potato value chain development; as well as AGRA's business incubator for AETs developed with UNIBRAIN.

**International private seed sector:** Some Dutch seed companies have shown interest in Mozambique: HZPC (with Montesco in Manica) and AgroPlant (variety trials) for the seed potato value chain; Bejo is conducting onion variety trials in Mozambique and wants to start with True Potato Seeds (TPS); Other companies such as Groot and Slot, East-West Seed Co are more interested in sales. East-West Seed Co and Enza have seed production facilities in Tanzania are currently exploring opportunities in neighbouring countries such as Uganda and Mozambique. Options for these companies interacting with ADVZ and the AETs are as: resource organizations in seed sector development (Branch organization Plantum is available as such); or as places for internships, study tours and practical exchanges, as well as potential interest in AETs brokering relations with Mozambican seed companies. KIT is also head of research and data analysis of the Access to Seed Index Foundation. The Access to Seed Index aims at bridging the gap between the world's leading seed companies and the smallholder farmers. Mozambique is part of the East-African analysis (the Regional Index), notably also for companies operating in Mozambique such as Seed Co, Pioneer/Pannar, and Syngenta. This provides again opportunities for interaction.

➤ **Organizational learning:**

Organizational learning is a specific output of the project. In previous sections of this proposal we have already delineated the different project elements designed to ensure learning between and within Mozambican partners and between Mozambican partners and other existing projects, both within and beyond the specific output. These include:

- Participating in and strengthening the seed platforms/networks.
- Exchange between Mozambican partners, joint development of curricula and frequent learning and sharing meetings in Mozambique and in the Netherlands.
- Monitoring of curriculum quality and acceptance of AETs' alumni by the private and public sector.

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- Actively using experience from other projects and programmes such as the PROIRRI programme and the various on-going initiatives by the RNE, ADVZ and the individual AETs.

➤ **Sustainability:**

The project considers the following sustainability aspects:

**Academic and technical:** the project will take a pedagogical approach that stimulates entrepreneurship and active learning in a flexible curriculum. Institutionalized links with other actors in the sector will ensure that the academic relevance continues to be checked regularly. Investment in seed laboratories – and in making labs in place more operational and staff better able to maintain and run them - will also support long-term academic relevance. The project will link AETs with international reference networks (e.g. BMGF, AGRA, and UniBRAIN).

**Organizational:** As described above, the project pays particular importance to the needed strengthening in management capacity of the partner organizations. The AET core teams will further ensure that a critical mass – engaged in-depth in all project elements – remains after the project has ended. In addition, the links with the private sector established during this project will be solidified by a variety of joint efforts (curriculum review, action research, short course and participation in seed networks).

**Financial:** As part of the effort to strengthen partners’ capacity to generate income, the project will support the development of business plans for service provision, which may include production of foundation seed, consultancy services, brokering services, etc. It is expected that the short courses are sold to employers, becoming – in the longer term - a considerable source of income for the AETs.

➤ **Feasibility and critical factors:**

A number of assumptions have been made under which the project outcome will contribute to the outcome at policy priority level. These assumptions if not met can form a risk for the outcome of the risk (Table 1).

*Table 1 Outcome risk mitigation measures*

<b>Risk of outcome not contributing to policy outcome</b>	<b>Mitigation measures</b>
National seed sector policies such as: (i) National seed subsidy policy; (ii) National seed quality control; and, (iii) Incentives for variety deployment, etc.	Action research by AETs with seed sector actors contributes to evidence-based policy development through the regional and national seed dialogue platform.
Contradictions between different actors in the seed sector notably between actors in different seed systems and within seed value chains	Involvement of the National and Regional Seed Sector Dialogue platforms. ADVZ’s coordination relationship with partners; Multi-stakeholder M&E framework
Smallholder interest in purchasing quality seed	ISSD principles guide the inclusive access to quality seed of improved varieties, emphasizing the importance of different seed systems but also their integration.
Private MSME seed business investment opportunities	The programme addresses the constraints for the private sector with emphasis on entrepreneurship, business development and business incubators.

Similarly there are a number of risks that outputs are not contributing to the project outcome (Table 2).

Table 2 Output risk mitigation measures

Risks of outputs not contributing to outcome	Risk mitigation
Limited availability of qualified staff, due to recruitment limitations and retention issues of male and female staff	Human resource inventory including HRD issues (careers, training needs, non-monitory incentives) Gender audit of the AETs
Short course implementation resources limited	Short courses based on sector needs leading to mid-career professionals paying tuition fees.
Limitations in the staff qualifications	Gender-sensitive seed and agribusiness training, but also special skills training based on needs (English, facilitation skills, ICT skills, etc.)
Unclear service relations of AETs with MASA and DS, or o regulation on the retention of service benefits	Service package development organized though MOUs, and arrangements with Central Ministry and Treasury on revenue retention
Constrained students' entrepreneurial and alumni interest in providing feedback	Project contributes to enhanced employment opportunities of graduates leading and positive attitudes
Limited seed sector interest in liaising with AETs	Many opportunities for meeting seed sector expectations are built into the project: needs assessment, curriculum development, action research, AET quality control, etc.
Management, financial and administrative capacities not matching project needs	ADVZ and AET capacity development plans will address these elements through the inventory and need assessment.

The expert staff made available by the Dutch consortium is on top of a number of qualified local and regional consultants, has been listed in **Error! Reference source not found.**. Note that the fees indicated in **Error! Reference source not found.** are for the first year of the project and subject to increments due to increase in salaries over time, but remaining within the proposed budget.

#### 4.3 Project management and monitoring & evaluation

##### Project management

The project organigram can be found in Annex 4. As it illustrates, we foresee the project working with the following structures/bodies:

- **The Dutch consortium:** composed by the consortium partners, led by KIT. The consortium will meet 4 times a year. Good communication and collaboration between the Dutch partners is key to effective project implementation.
- **The Mozambican consortium:** composed by the requesting partners and the seven AETs. The Mozambican consortium will also (as indicated in the call) meet 4 times a year. The Dutch consortium partners will attend those meetings if wished for, and if they are in Mozambique when the meeting takes place. ADVZ will lead the Mozambican consortium. AETs will be represented by members of their respective core teams. The core team ensures that the project is well-embedded in the organization, and does not only depend on one individual to succeed. The fact that the core team members are part of the Mozambican consortium and therefore also have a say in decision-making is key to project ownership and accountability.
- **The Project Management Team (PMT)** will be composed by ADVZ as the representative of the Mozambican consortium and the requesting organization and KIT, as the lead organization within the Dutch consortium. The PMT makes final decisions on project strategy and implementation. It is responsible for:
  - o Managing the project implementation

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- Overseeing financial management.
- Endorsing annual work plans and reports for submission to NUFFIC.
- Endorsing any required changes to the project document for submission to NUFFIC.
- **The Advisory Committee** is a project-specific structure composed of a maximum of five members, all external to the project. The committee will review and evaluate project implementation in view of national context and developments. It will provide a link between the project and other stakeholders, advising project partners at strategic level. The committee will meet once a year. The PMT will serve as secretariat to the Advisory Committee. Some of the potential members of the committee include the Royal Netherlands Embassy, one private-sector company, a representative from MASA and a representative from the Ministry of Education and Human Development.

The exact ToR and composition for each of these structures will be decided upon at the start of the project. The project structures should not hinder the establishment of direct links between Dutch consortium members and AETs, particularly for decisions about and implementation of AET-specific activities.

From KIT's side, the project will be led by Willem Heemskerk and managed by Mariana Wongtschowski. As it becomes clear from their CVs and statement of availability, Willem and Mariana have ample experience in the Mozambican agricultural sector and on project management and leadership. KIT currently takes the lead on other NICHE projects, allowing the project staff to be supported by a team of project administrators that are well-versed in NUFFIC/NICHE procedures.

ADVZ leads the consortium of Mozambican partners, and will coordinate financial, administrative and progress monitoring in Mozambique. ADVZ will also do the central procurement of goods and services. The Dutch consortium and ADVZ will be jointly accountable to NUFFIC.

### *Monitoring and evaluation*

The project will start by building a collective vision, which will be reflected in a revised logframe and baseline data, to be submitted to NUFFIC within "Report 0". An initial framework, based on current output indicators, can be found in Table 3. This will form the basis for the project's M&E system, to be further developed in the first months of project implementation.

The M&E system will tend to two complementary and equally important sets of objectives:

1. Reporting and accountability: providing NUFFIC and the Mozambican partners with accurate content and financial information on project progress, challenges and achievements.
2. Learning and adaptation: key to the change process this projects sets in motion, and to ensure that the project can recognize and adapt to face challenges, risks and failures as we go.

The following tools and methods will be employed:

- Internal quality monitoring, in close collaboration between partners, and making use of the quality control mechanisms set up at AET and ADVZ levels:
  - Semi-annual seminars, which are understood as learning events, providing space for reflection and discussion between partners and beyond;
  - Evaluation of all courses and coaching trajectories: this will be done through pre and post-competency assessments, through written feedback from both trainees and their employers and through tracer studies, in which gender-issues will be carefully considered.
  - Monitoring and evaluation of all action-research projects, through written feedback from both academic and private sector partners.
- Formal reports/annual plans:



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- Progress reports to NUFFIC: Report 0 and Report 1-4, as described in the NICHE handbook. These reports will describe progress (and challenges), based on the initial baseline data and the indicators proposed. Reports will be finalized and endorsed at the PMT, with input from all partners.
- Financial reports and audited reports, as indicated in the NICHE handbook.
- Annual work plans, in which the lessons from the previous year will be integrated as needed, in the form of new suggestions, approaches, activities, procedures. Annual work plans will be developed with the Mozambican and Dutch partners and endorsed at the PMT meeting, before being formally submitted;
- Evaluations:
  - Mid-term evaluation: this is planned as an “externally-facilitated” internal evaluation, in which one external consultant supports partners in critically looking back and reflecting on the challenges and achievements. The presentation and discussion of this evaluation result will take place in a meeting with all partners.
  - End evaluation. This is an external evaluation, which conclusions and lessons are presented in a final project meeting, attended by project partners and other relevant stakeholders from the sector.

KIT and ADVZ will play a major role in setting the M&E framework in motion, coaching and supporting the AETs to gather the necessary data and critically reflect on the progress made.

*Table 3 Indicators and respective means of verification*

Indicator	Means of verification
1. ADVZ and partners have a coherent seed sector and related agribusiness capacity development plan in place by the end of 1 <sup>st</sup> semester	- Report 0 - Report of launch workshops w/inventories - ADVZ capacity development plan
2. AET Plans available and endorsed by AET management for resource allocation and implementation end of 2 <sup>nd</sup> semester	- Report year 1 - Actual plans per AET
3. One seed sector related short course developed and implemented by each AET in each of PY03 and PY04	- Report years 3 and 4, counting on course description and data on number of students attending, per AET.
4. All AETs will have one at least MSc-level staff in seed sector related courses, and one at least MSc-level staff for curriculum development and review by PY04	- Report year 4
5. Seed sector and agribusiness modules implemented in each AET by PY04	- Report year 4, counting on description of modules developed
6. 90% of plant production and agribusiness students leave AET with seed sector relevant know-how and entrepreneurship experiences by PY04	- Report year 4 - Revised curriculum per AET
7. The AETs all avail of sound business plans for the outreach activities and services they deploy for the seed sector in order to generate income and learning options by PY03	- Business plans per AET - Report year 3
8. Each AET implements at least two action research projects in PY03 and PY04	- Reports per action research - Reports years 3 and 4
9. All AETs have developed institutionalized interaction mechanisms with seed sector actors, alumni and other AETs for training quality control BY PY03	- Minutes of seed platform meetings - Minutes of meetings with private sector for curriculum review - Minutes of 6-monthly meetings for reflection and learning