



**Climate-Smart Agriculture Youth
Network Global (GCSAYN)
Virtual Academy
Terms of Reference**

LIST OF ABBREVIATIONS

AYPI	Africa Youth Pastoral Initiative
AYSDGT	African Youth for the SDGs Training
CC	Country Coordinators
CEEP	CSAYN Education Exchange Program
CHAP	CSAYN Health Advancement Program
CSAYNG	Climate-Smart Agriculture Youth Network Global
CYA	Children and Youth in Agriculture
GCU	Global Coordination Unit
GEEP	Global Environment Education Partnership
PDASA	Persons with Disabilities in Agriculture for a Sustainable Agriculture
TVET Colleges	Technical Vocational Education and Training Colleges
WASA	Women in Agriculture for a Sustainable Africa

LIST OF DEFINITIONS

Co-chairs of CSAYNG	A member with this designation shares responsibility for the management and oversight of GCSAYN flagships with other Co-Chairs.
Interns	Are trainees who provide administrative and logistical support to the project team and partake in workshops, training, mentorship and internship programs of the network.
Executive Director	A member with a designation of head of program and/or an employee acting in that capacity.
TVET Colleges Centres of Excellence	Approved primary and secondary schools, Universities and TVET Colleges

I. INTRODUCTION OF THE VIRTUAL ACADEMY

a) Purpose

The purpose of the virtual academy is to provide an online or web-based platform to host various flagships of GCSAYN.

b) Objectives

In delivering on its primary objective of providing an online platform, the virtual academy pursues the underlying sub-objectives which are to:

- i) Enhance access to affordable, flexible education and training
- ii) Increase course and programs variety
- iii) Enhance career advancement opportunities
- iv) Increase collaboration and personalized education
- v) Enhance time management skills for the various target audiences
- vi) Provide an opportunity to target audiences to participate in the network's various flagships.

c) Composition

The Virtual Academy shall be composed of members of the GCSAYN, appointed by the Executive Director. In some instances, there will be two Chairs depending on the preferences of the Executive Director and the needs of the Virtual Academy.

The qualities, functions and duration of office bearers are outlined in the GCSAYN Job Description document.

d) Program Content

- Description of the curriculum and/or activities included in the program
- Basic information on the training sessions, workshops, and other forms of support provided to the participants

2. Overview of the flagships hosted by the virtual academy

The following is a list of flagships hosted on the virtual Academy's platform:

- AFCFTA training program
- Agribusiness Program

- AYPI
- AYSDGT
- CEEP
- CHAP
- Climate Finance Program
- CYA
- GEEP
- ICT for Agriculture
- Internship Program
- Mentorship Program
- PASA
- WASA

2.1 AFCFTA TRAINING PROGRAM INTRODUCTION

The African Continental Free Trade Area (AFCFTA) is one of the flagship projects of Agenda 2063 (The Africa we want), also known as the AU's long-term development strategy for transforming the continent into a global powerhouse. As part of its mandate, the AfCFTA, as one of the largest Free Trade Areas, is to eliminate trade barriers and boost intra-Africa trade, promote agricultural growth and transformation in Africa, contribute to food security, boost competitiveness through regional agricultural value chain development and incentivizing critical investments in production and marketing infrastructure, foster industrialisation and job creation. In particular, it is to advance trade in value-added production across all service sectors of the 55 African countries' Economy of the AU and its 8 Regional Economic (RECs).

The AFCFTA flagship training program within the GCSAYN comes as a solution focused on creating awareness of the existence of the AFCFTA among women, youth and children in CSA. For which the initiative presents significant trade and business opportunities for women and youth engaged in intraregional trade, including in critical sectors where women are actively engaged, such as agriculture, and manufacturing.

Through its Youth Protocol, the AfCFTA recognises that young people can play a critical role in the achievement of the free trade zone by initiating youth-led initiatives in agriculture, financial technology, IT and the creative industry

A. Objectives:

- Improving Women's and Youth's Access to the opportunities created by the AFCFTA
- The training program is aimed to break information asymmetry among youth and women on the AfCFTA and promote a bottom-up approach to the policy formulation and implementation by harnessing innovative women/youth-driven solutions that will contribute to active youth engagement in the popularization of the AfCFTA.
- To encourage and capacitate youth and women in CSA practices through the AFCFTA initiative
- Creating avenues for youth and women to venture into Agribusiness

B. Eligibility:

All Youth and women within CSA practices of the GCSAYN network.

C. Country Leads:

- Must be from a member country

- Must have a background in Environment, Climate-related program and the AFCFTA
- Must be in academia or industry, the field with practical experience in Climate Smart Agriculture, youth engagement and other related activities.

D. Program Content:

- AFCFTA concept and the implication of youth and women
- Youth and Women in CSA and AFCFTA
- AFCFTA in Climate change /Climate Smart Agriculture
- Food systems/food Security
- Agribusiness in the era of AFCFTA
- Project proposal

E. Assessment:

- Report back meetings (virtual)
- Monthly and weekly reporting should be provided to the GCSAYN Secretariat.

2.2 AGRIBUSINESS PROGRAM INTRODUCTION

The Agribusiness flagship is a program under the GCSAYN network designed to train and share skills and knowledge on sustainable agribusiness and food systems. The program is set to give guidance and ways to: explore ways to make money by promoting and growing businesses; develop entrepreneurial skills, business opportunities; grow businesses from small scale to large scale (or commercialise); ensure sustainable production and food security; and promote job creation through agribusiness. The goal is to capacitate, train, and educate individuals and communities on climate-smart agribusinesses. This program fulfils the Sustainable Goals: 2, 4, and 12—that is, zero hunger, responsible consumption and production, and quality education.

A. Objectives:

- To promote climate-smart agribusinesses.
- To empower youth and women farmers in rural areas with knowledge and skills for climate-smart agriculture development and growth through hands-on training on developing sustainable agribusiness models and ascertaining sustainable agriculture production growth.

B. Eligibility:

- The program is open to anyone with an interest in agribusiness, with special attention given to youth and women.

C. Country Leads:

- Country leaders must be a GCSAYN country coordinator
- They must be fully vested with Agribusiness ideas and skills with at least 2 years Agribusiness experience.
- Facilitators must be a nominee from the centre of excellence in their countries (if applicable)

D. Program Content:

- Capacity building activities should involve knowledge transfer through workshops and training sessions on climate-smart agribusiness and food systems. The activities must include presentations, teaching, questions and answers, group discussions, assignments, practical work by the participants and the handing over of certificates at the end of the training. Questionnaires should also be used, made available to the attendees upon registration, and collected at the end of each session. The attendees of the workshops and webinars will then be followed up with after a certain period to monitor progress in their agri-businesses.
- Topics to be covered should include farm management, value chain development, business scaling, sustainable production, and sales and marketing.

E. Assessment:

- Periodic reports should be written to track progress and give feedback on the program.
- The report shall be presented to the GCSAYN Secretariat as part of the Agribusiness program update
- Assessment form to be filled monthly.

2.3 CEEP INTRODUCTION

CSAYN Education Exchange Program (CEEP) initiated by Climate Smart Agriculture Youth Network Global (GCSAYN) aims to enable youth of all backgrounds to acquire relevant knowledge and skills in climate-smart practices, with a focus on agriculture and the environment. This is achievable through our partner Center of Excellence educational institutions globally, for a practical-oriented exchange programme. It is a unique intervention because the entire educational value chain is fully involved, to ensure that no one is left behind in the implementation framework. Thus, enhancing the achievement

of climate-smart productive systems and Sustainable Development Goals 1, 2, 3 and 4 on poverty reduction, zero hunger, good health and wellbeing and provision of quality education respectively. Most importantly, CEEP shall contribute to addressing the student: teacher ratio gap in some regions. The scaling up of teacher and student mobility through the exchange programme will promote equity and access to information on climate-smart practices.

A. Objectives:

1. To build capacity for teachers in climate-smart practices
2. To train youths in schools and higher institutions of learning on climate-smart practices in agriculture and the environment.
3. To empower students to act as CEEP ambassadors for the progression of climate-smart practices in their communities.

B. Eligibility:

Students and teachers in primary schools, secondary schools, colleges, and universities within the GCSAYN network.

C. Co-chairs:

- Must be from a member country
- Must have a background in Environment and Climate-related program
- Must be in academia or industry with practical experience in Climate Smart Agriculture, youth engagement and other related activities.

D. Centres of Excellence:

Schools and Colleges who have signed a Memorandum of Understanding with the network

E. Exchange Teachers:

- A teacher/lecturer must be working in a member institution or a Center of Excellence
- A teacher/lecturer must be certified or trained by a member school or institution of higher learning who signs up for the programme.

F. Program Content:

- The program providers must follow the CEEP programme materials according to their areas of expertise in agriculture, environment and climate change.
- Basic and high school levels will have Climate Smart Agriculture Fun clubs as the main form of training until they get to higher educational institutions.
- Universities/Colleges Model
 - The University or College module will promote cross-cultural networking and best practices via student and lecture exchange with institutions in various countries or areas with comparable agroecological zones.
 - Home and destination universities' credit allotting methods should determine credit allocation.
 - Most courses should be practical so students may learn hands-on best practises from farmers and other agricultural value chain actors for easy replication or improvement in home areas.
 - Outline the methods used to evaluate the progress and performance of country leads and team
- High School/Secondary School level
 - This level should focus on student-teacher exchange. Institutions from similar countries and agroecological zones will enable this interchange.
- Basic/Primary School Level
 - Since these pupils are too young to travel, teacher exchange should be the focus. Teachers will move and deliver equal services to schools in the same country or in comparable ecotypes in other countries.

G. Assessment:

- Program assessment form method
- Meetings (Virtual)
- Feedback must be provided to the GCSAYN Secretariat on a monthly basis at a minimum

2.4 MENTORSHIP PROGRAM INTRODUCTION

The mentorship program is a three (3) month intensive online course programme that elaborates on climate-smart agricultural practices, agribusiness systems and other environmental sustainability-related subjects. This is scheduled for participants who sign up and are already project bearers in the agricultural sector. This is to equip them with the relevant skill in climate-smart agriculture so they can be productive in a changing climate to feed a growing population guaranteeing food security.

A. Objectives:

- To build the capacity of youth in the climate-smart agricultural
- To bridge the food insecurity gap
- To provide an avenue for all to have the opportunity for quality education irrespective of their educational background, location or age

B. Eligibility:

People of all ages, educational backgrounds or locations provided they are from a member country within GCSAYN.

C. Chair/ Co-chairs:

- Should be a dedicated member of the network.
- Should have a degree in Climate, agriculture or environmental-related discipline, and/or;
- A negligible number of years in practice.

D. Mentors:

- Must have at least secondary to tertiary education
- Must have a bankable project
- Must be passionate, enthusiastic and committed
- Must be able to establish a social enterprise to employ others and/or;
- Be innovative and capable of developing the skills of mentees

E. Program Content:

- Climate change /Climate Smart Agriculture
- Food systems/food Security
- Agribusiness Strategies
- Waste management practises
- Sustainable Pastoralism

- Review/Project Demonstration

F. Assessment:

- Report back meetings (virtual)
- Monthly and weekly reporting should be provided to the GCSAYN Secretariat.

G. Conclusion:

- Summary of the key points and objectives of the mentorship and internship programs
- Information on how to apply and the timeline for the programs.

3. Evaluation of the Effectiveness of the Virtual Academy

The virtual academy should be evaluated through various metrics such as:

- student satisfaction,
- Enrolment numbers,
- course completion rates, and skill acquisition.
- Feedback from students, instructors, and stakeholders.
- The network's impact on the job market and industry can be evaluated through data on graduates' employment rates and salaries.
- The data should be regularly reviewed and analysed to identify areas of improvement and make necessary adjustments to ensure the network, the virtual platform and the various flagships remain effective and relevant.

4. Review of the Terms of Reference

The Terms of Reference shall be reviewed and where deemed necessary, updated at least annually. It will be submitted for inputs to the GCSAYN Secretariat at ideally the beginning of each year.

5. Approval

This Virtual Academy Terms of Reference was approved for and on behalf of GCSAYN:




Divine Ntiokam
Executive Director

Mr Divine Ntiokam
Executive Director: GCSAYN

09-03-2023


Date:



Dr Phyllis K Chembe
Co-chair: Virtual Academy Program

09-03-2023

Date:



Ms Linda Sarpong
Co-chair: Virtual Academy Program

09-03-2023

Date: