

May 17-18: Building consensus among the GO-AFU Task Force members around the GO-AFU concept

(GO-AFU concept, contents of program document, course delivery mechanisms, fundraising, CG Centres' strategy, human resources, name).

- 1a. What are the various mechanisms that courses can be delivered through distance learning?
- 1b. What is the fundraising strategy for GO-AFU? What category of donors should we approach? Can you recommend donor organizations from that category and provide a contact person?
- 1c. What approach should we use to incorporate GO-AFU into the CG Center Strategies? What incentives can be offered to encourage CG Centre staff to participate?
- 1d. What human resources are needed to support this initiative in each Centre. Do the Centre's currently have these human resources?
- 1e. The name GO-AFU reflects the initiative, but is there alternative names to consider? If so, what are these names? You can consult your colleagues based on the brief description provided below:

Global Open Agriculture and Food University (GO-AFU) is a CGIAR initiative for open distance learning and capacity strengthening that serves developing and developed country universities (traditional and open). Its goal is to strengthen the capacity of post-graduate students, researchers, and other working professionals in food and agriculture (including livestock, forestry, and fisheries) in order to enhance agricultural development, poverty reduction, and food security. To achieve this goal it will fill knowledge gaps, improve existing post-graduate agriculture and natural resources degree programs in the developing world, and help offer high-quality degree programs using a range of distance education technologies: web-based, CD-Rom, traditional text, and other technologies in a variety of languages so that all regions of the developing world may benefit. It will provide course content based on CGIAR research and professional and applied academic teaching in partnership with regional and national institutions to enhance research and analytical capacities necessary for improved food and nutrition security in the developing countries. By complementing and leveraging existing distance education courses, the GO-AFU can provide flexible, affordable, and accessible post-graduate education while rapidly building high-quality capacity for agricultural development

May 19-20: Sharing experiences of working with distance learning

- 2a. What is your understanding of VASAT, LRC, ICT-KM and how they can collaborate with GO-AFU?
- 2b. Are there other CGIAR Initiatives or CG center activities that can collaborate with GO-AFU or that we can learn from?
- 2c. What has been your experience in working with non-CGIAR distance learning activities?
- 2d. Have you used distance learning technology. If so, what technologies and what

has been your experience with this technology? Have you undertaken an assessment of distance learning technology or know of an assessment conducted by a distance learning partner?

May 21-22: Discussion on needs assessment methodology

- 3a. Suggest appropriate methods for assessing the needs of post-graduate education in agriculture and natural resources.
- 3b. Any feedback on the preliminary report on capacity needs in South Asia.
- 3c. Do you know of existing technical needs assessment on post-graduate education in agriculture and natural resources? If so, what are they and how can we gain access to these documents?
- 3d. Who could undertake the preliminary needs assessments in the Former Soviet Union, West Africa, North Africa, and China? Are there other regions that should be assessed?
- 3e. In addition to the capacity gaps in post-graduate education in agriculture and natural resources, what other needs should be assessed?
- 3f. What methods should we use to access the technology capabilities of our national and regional partners?

May 23-24: Mechanisms for collaborating with local and regional partners

- 4a. What are the various models that we can use to collaborate with local and regional partners?
- 4b. What experiences have you had using any of these models describe by other CGIAR Task Force members? What are the advantages and disadvantages?
- 4c. Are there key partners that we are missing from the initial list?
- 4d. Are there key types of partners that are not included (centers of excellence)?
- 4e. Are there technology partners that we should investigate for outsourcing?

May 25-26: Agenda for August 25, 2004 business meeting

- 5a. We have compiled an agenda reflecting the issues that have not been resolved or newly raised during the e-conference, please review the agenda and provide feedback.
- 5b. Is there other business that should be addressed in the remaining time or at the August 26 meeting?