

LOGICAL FRAMEWORK FOR THE PROJECT

	Intervention logic	Objectively verifiable indicators of achievement	Sources and means of verification	Assumptions
Overall objectives	<i>What are the overall broader objectives to which the action will contribute?</i>	<i>What are the key indicators related to the overall objectives?</i>	<i>What are the sources of information for these indicators?</i>	
	Enhanced value chains of neglected and underutilized species (NUS) in Africa contributing to improved food and nutritional security, income of small holder farmers and entrepreneurs and mitigation of, and adaptation to climatic, agronomic and economic risks.	<ul style="list-style-type: none"> Evaluations to demonstrate evidence of the outcomes of of NUS R&D interventions 	<ul style="list-style-type: none"> Evaluation reports Agricultural. economic, commercial trade and data Publications, media reports Government reports 	N/A
Specific objective	<i>What specific objective is the action intended to achieve to contribute to the overall objectives?</i>	<i>Which indicators clearly show that the objective of the action has been achieved?</i>	<i>What are the sources of information that exist or can be collected? What are the methods required to get this information?</i>	<i>Which factors and conditions outside the Beneficiary's responsibility are necessary to achieve that objective? (external conditions) Which risks should be taken into consideration?</i>
	1. Strengthened national and regional capacities for research, development, education on NUS value chain, and for communication of results to society	<ul style="list-style-type: none"> Increased frequency of successful research proposal on NUS value chain development Increasing number of multi-disciplinary research teams working on NUS in target countries Increased submissions of Abstracts and Papers on NUS from scientists in target countries/sub-regions 	<ul style="list-style-type: none"> International Foundation of Science (IFS) database on research grant applications International scientific journal databases 	<ul style="list-style-type: none"> Availability of research funds Support by institutional leaders Need to overcome institutional administrative and disciplinary obstacles to curriculum development

	2. National and regional policy actors, research and education institutions in West -, East-, and Southern Africa informed on the role and benefits of deploying NUS into strategies and programmes for agriculture, nutrition and adaptation to climate change	<ul style="list-style-type: none"> • More frequent mentioning of NUS in national and regional strategies and policies • NUS research more often cited in international conferences on African agriculture • NUS and value chain subjects in higher education curricula 	<ul style="list-style-type: none"> • National and regional agricultural strategy documents • Proceedings of agricultural and development events • Publications, media and web coverage • Higher education prospectuses, reports 	<ul style="list-style-type: none"> • Political openness • Access to resources for research and education • Effective linkages between agriculture and health and nutrition sectors, and between academia and private sector
Expected results	<i>The results are the outputs envisaged to achieve the specific objective. What are the expected results? (enumerate them)</i>	<i>What are the indicators to measure whether and to what extent the action achieves the expected results?</i>	<i>What are the sources of information for these indicators?</i>	<i>What external conditions must be met to obtain the expected results on schedule?</i>
	1. National action plans for value chain upgrading of bambara groundnut and amaranth in Benin, Kenya and Zimbabwe prepared, and best practices and lessons validated with national and regional policy actors.	<ul style="list-style-type: none"> • National status report on NUS R&D and capacity in Zimbabwe • Research, capacity and policy issues regarding value chains of bambara groundnut and amaranth identified in 3 countries. • Sub-regional dialogues held with policy actors, private sector and farmers and academia West Africa, Eastern Africa and Southern Africa • National and regional policy options for integrating NUS in agricultural, conservation and nutrition policies identified 	<ul style="list-style-type: none"> • Detailed project implementation work plan • National study report, Zimbabwe • 3 national workshop reports • 3 National Action Plans • Documentation from 3 sub-regional policy dialogues 	<ul style="list-style-type: none"> • Value chain stakeholders willing and able to attend national innovation platform meetings • Sub-regional stakeholders available to attend sub-regional meetings • Support of institutional leaders

	2. Strategies and tools for integrating NUS into higher agricultural education curricula agreed with universities and technical colleges, and shared through African educational networks	<ul style="list-style-type: none"> • Training gaps and needs on NUS and value chain training for tertiary agriculture education assessed with key stakeholders at regional level • Curricular framework developed with universities, following the 5-stage DACUM approach developed by ANAFE • Curriculum guide on NUS value chains, and at least 2 learning case studies on NUS published 	<ul style="list-style-type: none"> • Report from regional workshop on NUS curriculum development • Publications 	<ul style="list-style-type: none"> • Availability of senior university staff and other stakeholders • Support by University Rectors and Faculty Deans for this initiative
	3. Enhanced capacity in 3 African sub-regions to conceptualize and design inter-disciplinary research projects on NUS value chains, and to effectively communicate results to relevant stakeholders	<ul style="list-style-type: none"> • At least 75 natural and socioeconomic scientists trained in multi-disciplinary value chain research proposal writing • At least 75 natural and socioeconomic scientists trained in science communication 	<ul style="list-style-type: none"> • Reports from training courses • Course evaluations • Database of trainees 	<ul style="list-style-type: none"> • Support by trainees' supervisors
	4. Strategies, tools and methods for strengthening NUS research, education and policy communicated to stakeholders	<ul style="list-style-type: none"> • Internet-based resources on NUS value chain, capacity building and policy accessible on partners' websites • Policy messages on promoting NUS in Africa's agricultural development disseminated regionally • End of project workshop held 	<ul style="list-style-type: none"> • Website analytics • Reports from African agricultural forums • Final project report • Publications 	<ul style="list-style-type: none"> • Good collaboration and knowledge sharing among project partners • Internet connectivity in some countries
Activities	<i>What are the key activities to be carried and in what sequence in order to produce the expected results? (group the activities by result)</i>	Means: <i>What are the means required to implement these activities, e. g. personnel, equipment, training, studies, supplies, operational</i>	<i>What are the sources of information about action progress?</i> Costs <i>What are the action costs?</i>	<i>What pre-conditions are required before the action starts?</i> <i>What conditions outside the Beneficiary's direct control have to be met for the implementation of the planned</i>

		<i>facilities, etc.</i>	<i>How are they classified? (breakdown in the Budget for the Action)</i>	<i>activities?</i>
	1.1 Inception workshop	1.1 Personnel, supplies, financial resources and facilities for organizing workshops and meetings	1.1 Inception workshop report	Availability of funds from EU-ACP
	1.2 National study on NUS in Zimbabwe	1.2 Personnel, supplies, financial resources and facilities for organizing meetings	1.2 Report from national study, including list of priority crops	• Willingness of organizations to share information, including grey literature
	1.3 National innovation platform workshops on bambara groundnut and amaranth	1.3 Personnel, supplies, financial resources and facilities for organizing workshops and meetings	1.3. Workshop report, including lists of research needs, and capacity and policy issues	• Interest and support of stakeholder organizations
	1.4 Writing National Action Plans for each of three countries on bambara and groundnut value chain upgrading	1.4 Personnel, supplies, communication, editing and printing capacity	1.4 National Action Plans published, partners websites	• Completion of Activity 1.3
	1.5 Organize sub-regional multi-stakeholder workshops on NUS in West, Eastern and Southern Africa	1.5 Personnel, supplies, financial resources and facilities for organizing workshops and meetings	1.5 Workshop proceedings	• Completion of Activity 1.3 and 1.4 • Interest and support of stakeholder organizations
	2.1 Regional NUS curriculum workshop on assessing status of and strategies for strengthening NUS education	2.1 Personnel, supplies, financial resources and facilities for organizing workshops and meetings	2.1 Proceedings of workshop, partners' websites	• Interest among stakeholder organizations to attend and share knowledge
	2.2 Publish a curriculum guide on NUS education for universities, technical colleges and on-the-job training	2.2 Personnel, supplies, communication, editing and printing capacity	2.2. Publication, partners' websites	• Completion of Activity 2.1
	2.3 Write and publish learning cases on NUS value chain upgrading	2.3 Personnel, supplies, communication, editing and printing capacity	2.2. Learning cases published, partners' websites	• Completion of Activity 2.2

3.1 Organize 6 sub-regional training courses on designing action research on NUS value chains with stakeholder consultation	3.1 Personnel, supplies, financial resources and facilities for organizing workshops and meetings	2.3 Project reports, course evaluations	<ul style="list-style-type: none"> • Completion of Activities 1.3 and 1.4 • Sufficient number of qualified applicants
3.2 Expert evaluation of proposals for granting programmes	3.2 In-kind provision of mentorship by partner experts	3.2 Records of evaluations provided	<ul style="list-style-type: none"> • Young scientists writing and submitting grant applications
3.3 Organize 3 sub-regional courses on scientific communication	3.3 Personnel, supplies, financial resources and facilities for organizing workshops and meetings	3.3 Project reports, course evaluations	<ul style="list-style-type: none"> • Completion of Activities 1.3 and 1.4 • Sufficient number of qualified applicants
4.1 Develop and implement a project communication strategy	4.1 Personnel, ICT facilities including partners' websites, and email newsletters, supplies, financial resources and facilities for printing briefs	4.1 Communication strategy published and shared among partners and associates	<ul style="list-style-type: none"> • Partners providing up-to-date information non project progress • Sharing of publications among partners
4.2 Organize side-event on NUS at an African international meeting	4.2 Personnel, supplies, financial resources and facilities for organizing workshops and meetings4	4.2 Websites, project reports, publicity materials	<ul style="list-style-type: none"> • Supportive African organizations, such as FARA
4.3 Hold end-of-project workshop	4.3 Facilities for organizing workshops and meetings	4.3 Meeting report, Final project report.	<ul style="list-style-type: none"> • Timely completion of project activities and quality reporting
Costs			
<i>What are the action costs?</i>			
€ 1,168,012.70			