



In collaboration with



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UNESCO Chair in Social Learning and Sustainable Development

Mainstreaming Tertiary Education into ARD Policy Processes: Reducing Hunger and Food Insecurity

Evaluation Pilot 2013

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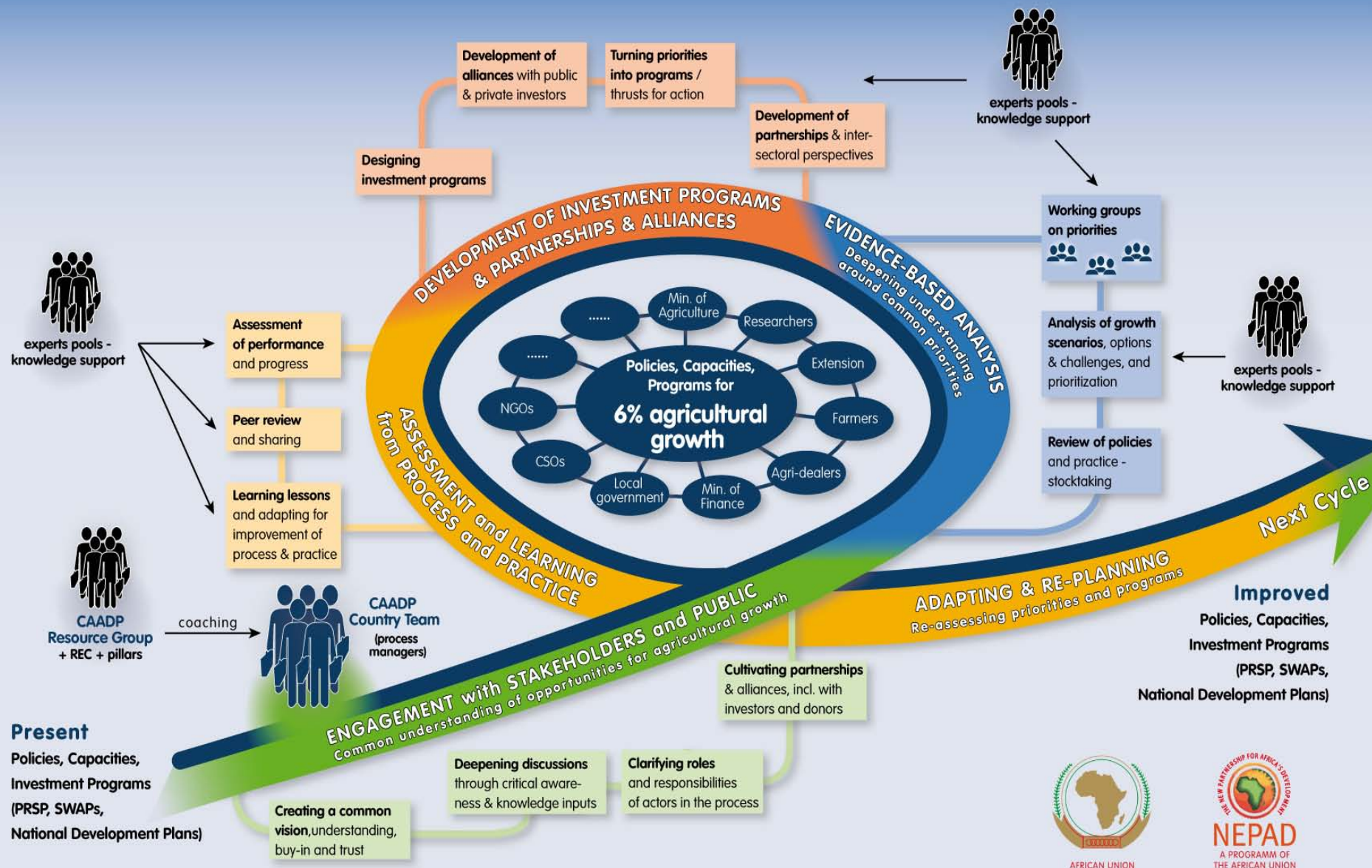
Food Security in Africa – similar in Pacific & Caribbean



- 200m people undernourished;
- PEM, stunting & micronutrient deficiencies prevalent;
- rising chronic diseases;
- food import bill (Euro \$33 billion)
- dwindling natural resource base

The CAADP Country Process

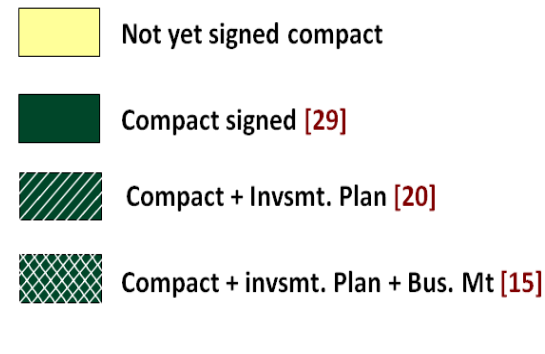
Enhancing agricultural sector performance - better policies, capacities and investment programs for higher resource use efficiency



Pillar IV in CAADP processes

- Pillar IV Pool of Experts established
- FAAP principles integrated in CAADP Compacts and IPs

Progress with
implementation
of CAADP
Sept 2011



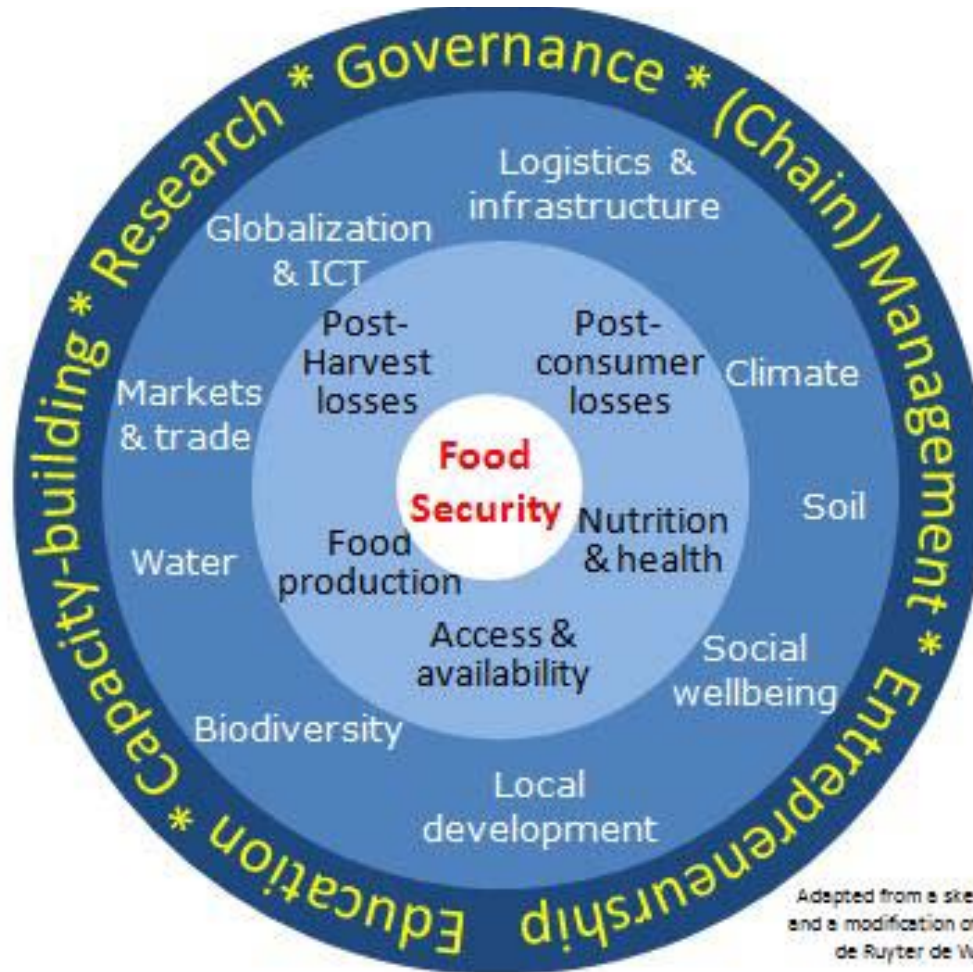
- CAADP Pillar IV Strategy and Operational Plan developed
- Pillar IV Pool of Experts established

Inception workshop: Food Security Pyramid

- Food security: having enough food
- Food safety: having safe food
- Food quality: having food of sufficient quality
- Food ethics : sovereignty, fair & just food



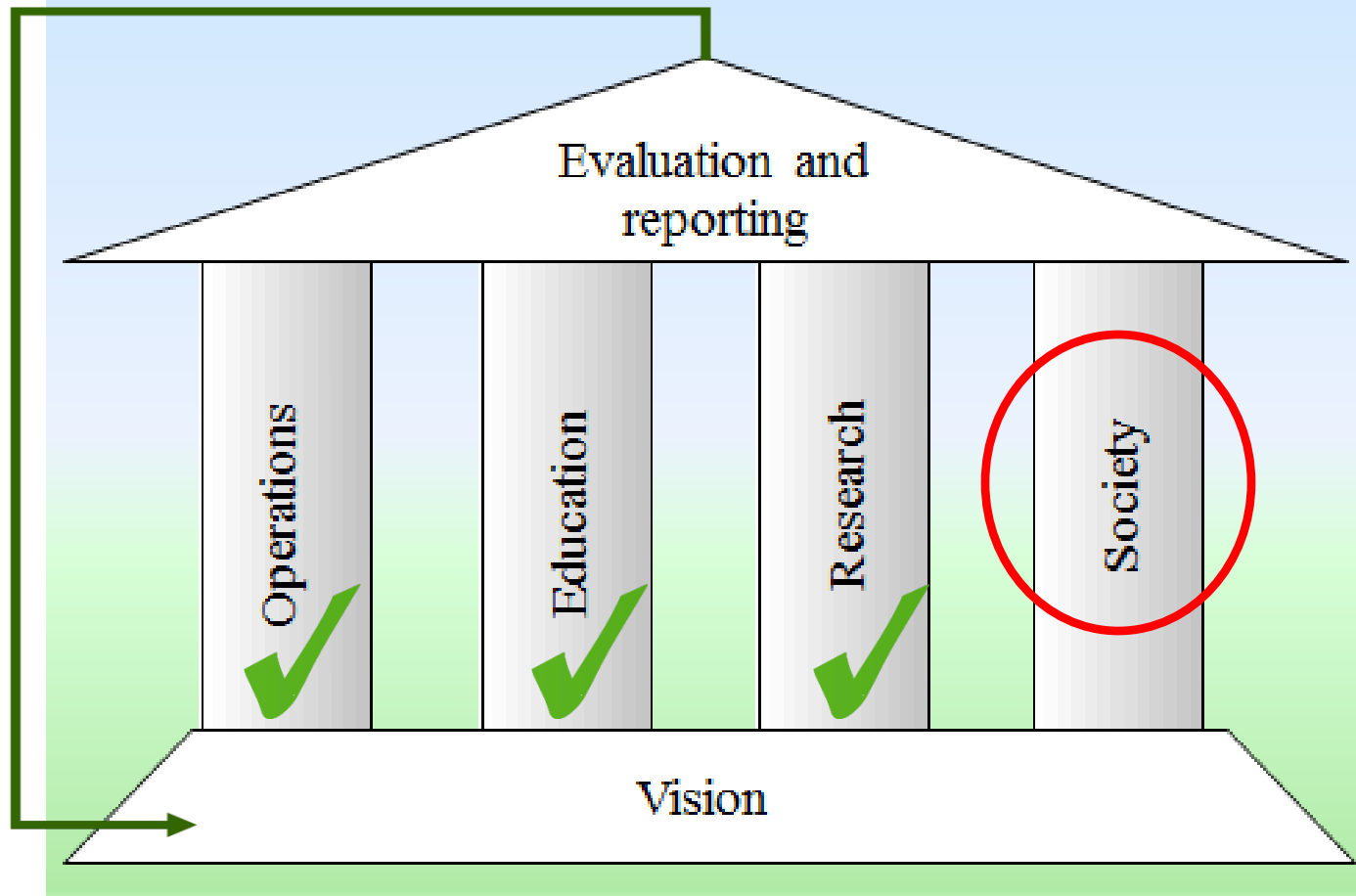
The Way Forward: Conceptual framework



Adapted from a sketch by Wells (CSDFS)
and a modification of a figure created by
de Ruyter de Wildt et al, 2012, p 4.

Role of TAEI's

The roles of an Educational Institution



?



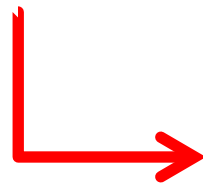
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Role of TAEI's

The 4 main tasks of universities are:

- Teaching & developing capacity to learn (Education)
- Research (generating new knowledge/evidence)
- Providing facilities for both (i.e. Operations)
- Engaging in development (i.e. Society)



Which role for Food Security ?

Role of TAEI's in Food Security

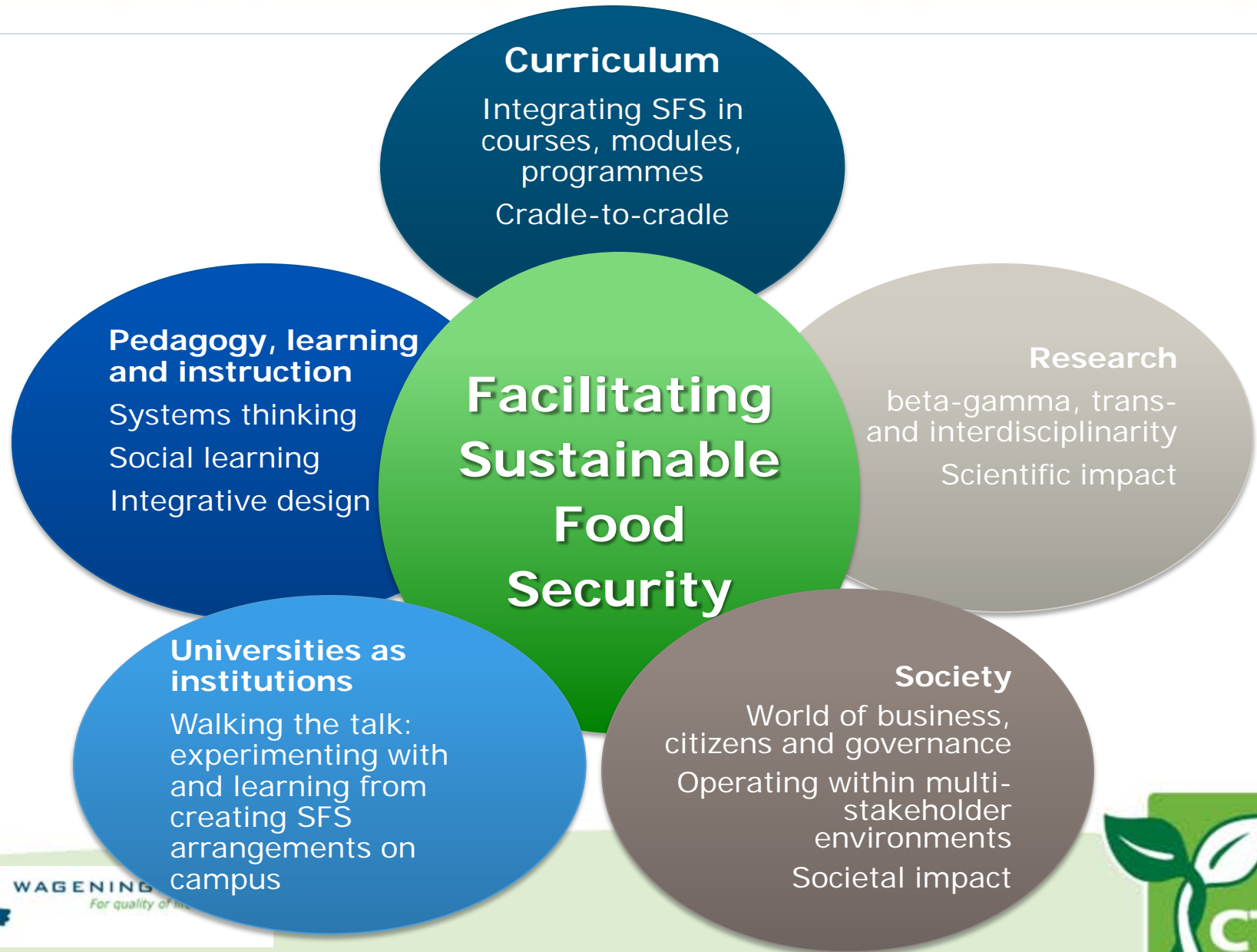
Hypothesis

Although Food Security is a ***global (continental and national)*** issue, there is a lack of *shared vision* as to the role of tertiary agricultural education institutions (TAEI's) in addressing this challenge and insufficient *regional and trans-regional collaboration*.

Responding to Development Challenges

- Integrative approach of changes in educational systems
- 5 phases of educational development

Facilitating Sustainable Food Security



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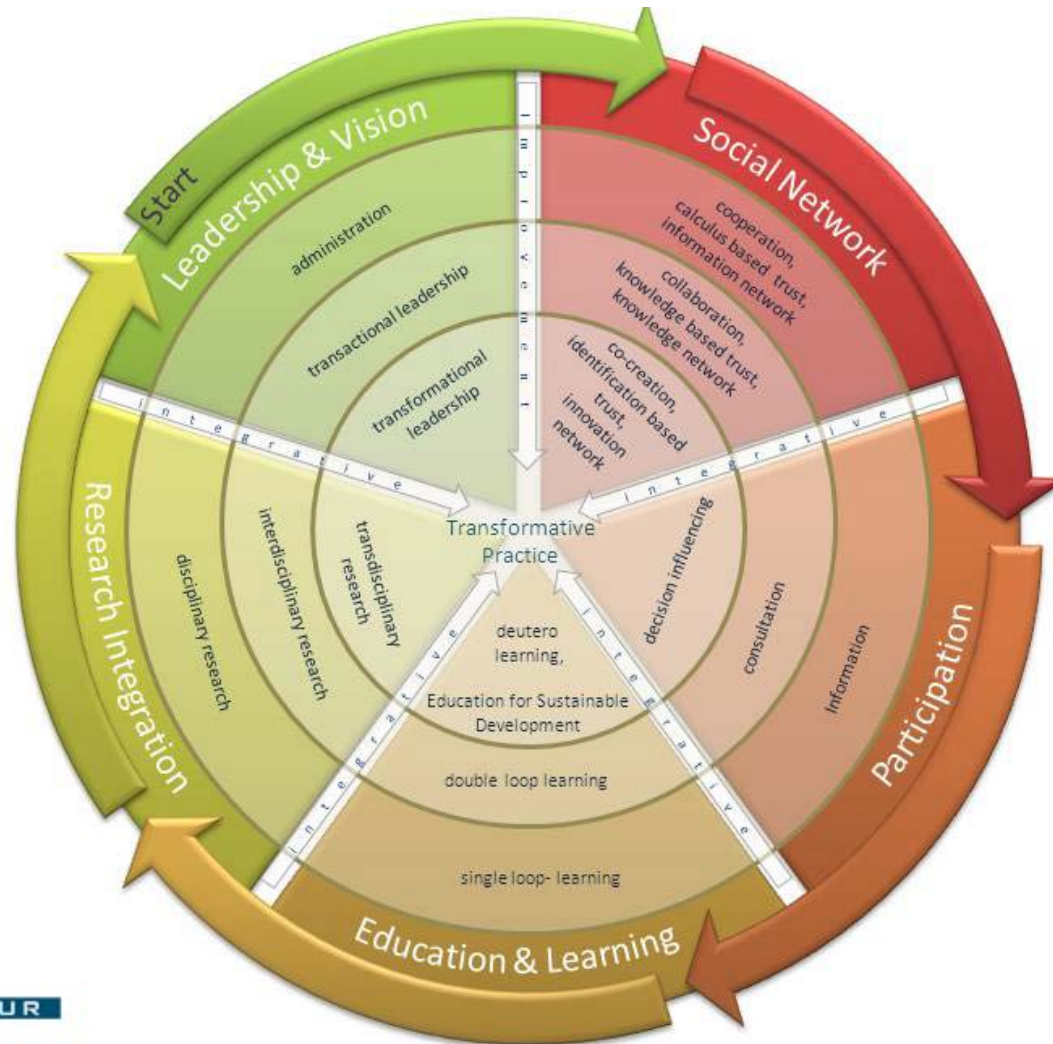
Process - Linking TAEI's to Food security

- Identify the participating TAEI's
- Carry out a quick scan on Food Security within each institution (existing programs)
- Organize an inception workshop (Wageningen, NL)
- Develop an assessment tool (AIFSHE)
- Conduct an online survey on Food Security
- Carry out 8 audits with AIFSHE in 8 countries, covering 10 TAE's
- Carry out a Policy Scan
- Organize a national workshop on Food Security – next steps synthesis workshop

The Way Forward

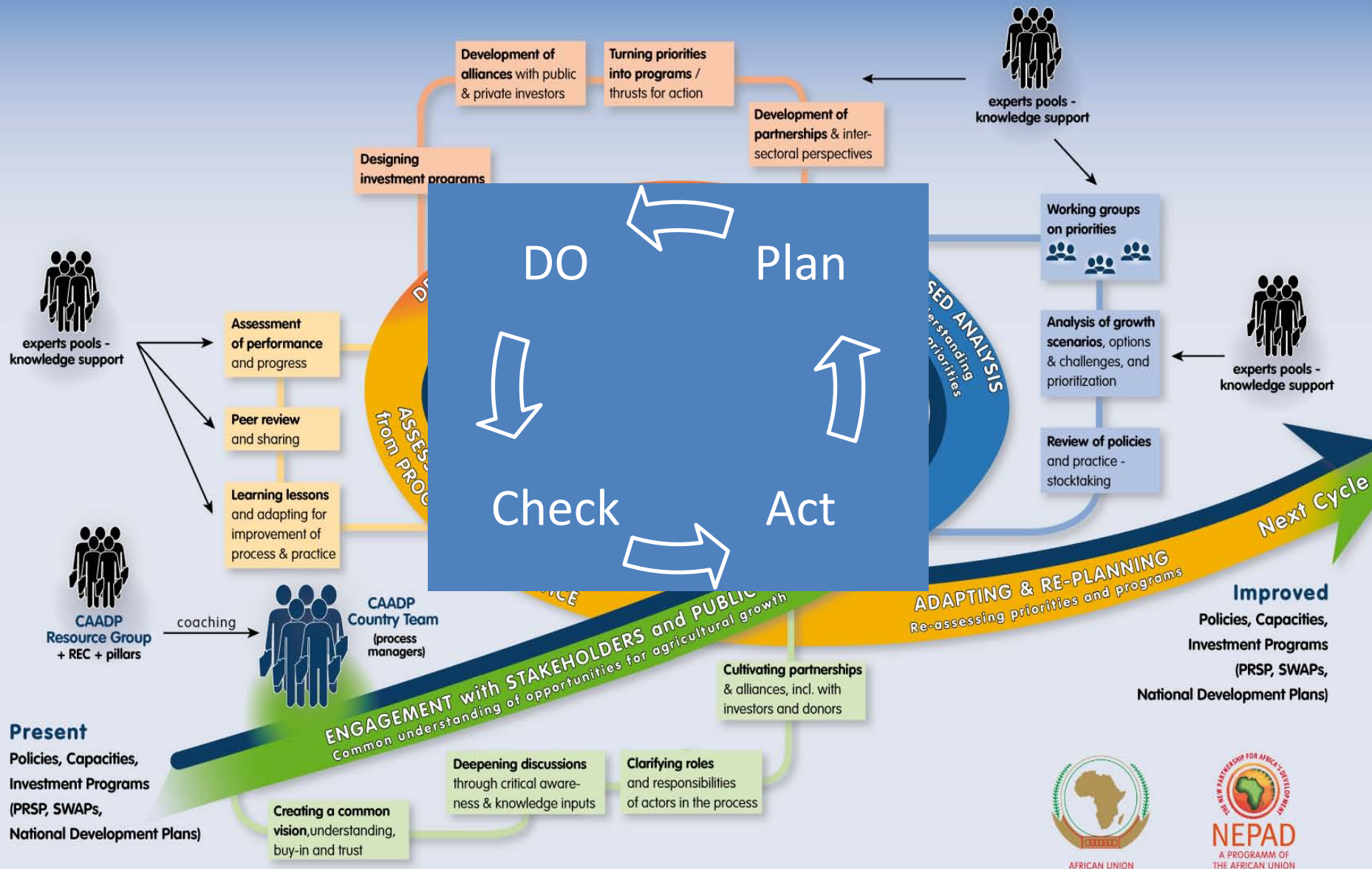
- Deepening the 10 regional cases of participating TAEI's by coaching transitions toward the ambitions expressed in the audits;
- Creating and maintaining trans-regional working cluster on specific (institutional or curriculum) issues;
- Fine-tuning the AIFSHE tool for other ARD priorities and exploring possibilities to extend the use to other CAADP pillars;
- Building capacity of ACP universities to strengthen engagement in ARD policy processes and responsiveness to developmental challenges for greater impact.

The Way Forward: Conceptual framework



The AIFSHE Tool

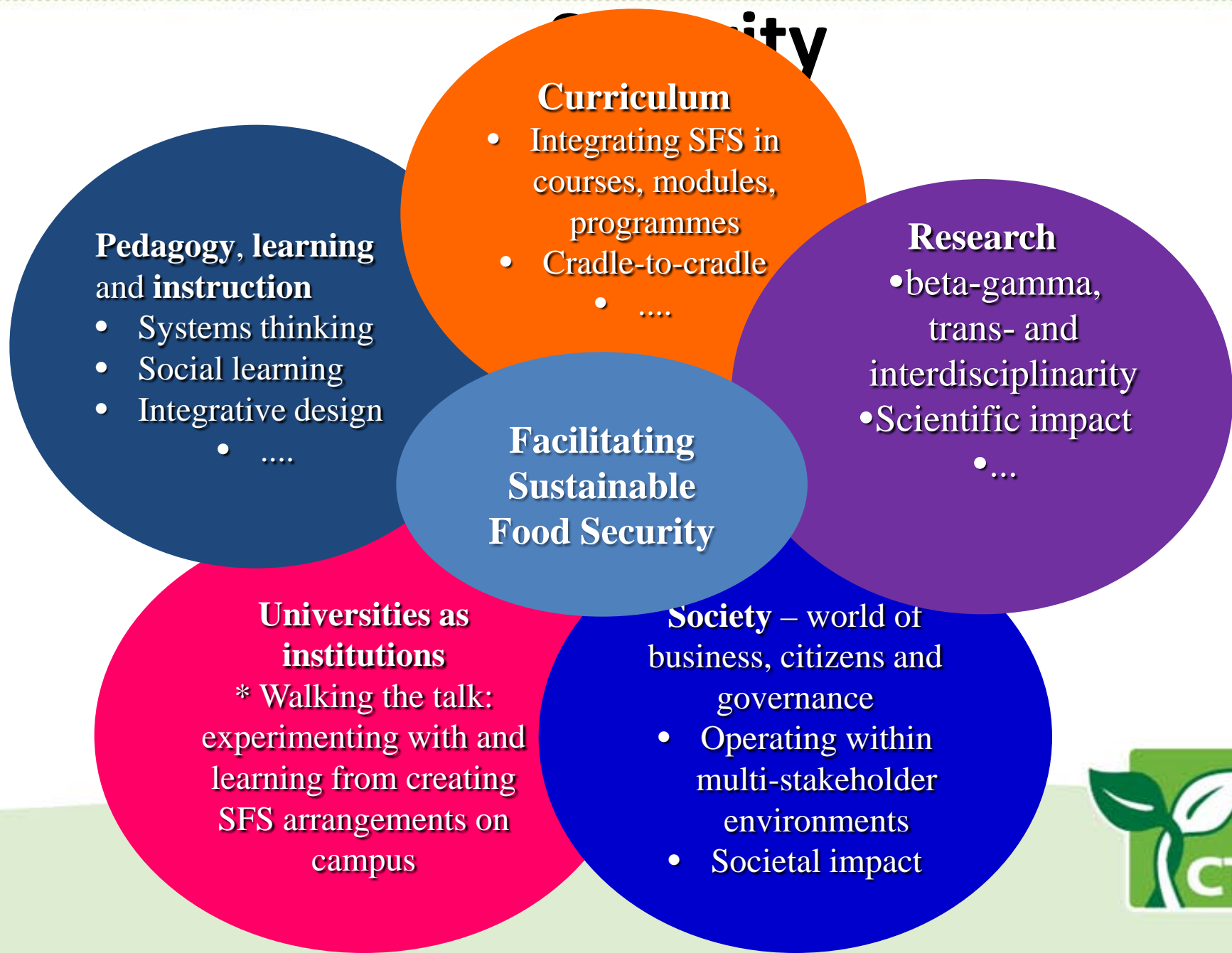
- A quality management tool for analysing the engagement of TAEI's in ARD policy process including CAADP process (Pillar IV)
- Covers all aspects of an educational institution
- A participatory approach for a self-assessment



Preliminary Conclusions

- Food security is a priority but not a central focus of TAEI's programmes – little or no coherence;
- Development of a vision and a policy vs putting more energy in translating the vision into practice appear to be more relevant;
- Some ambition levels score quite high; they need to be further assessed for their feasibility so that facilitating bodies can ensure a successful integration process of Food Security;
- A further analysis of the consistency between the survey and the results of the audit, together with the policy scans. Some criteria might need to be deepened in order to assess the local situation more accurately;
- This pilot 2012/2013 indicates a possibility to organize clusters and by doing so, creating a learning community among the TAE's.

Facilitating Sustainable Food





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