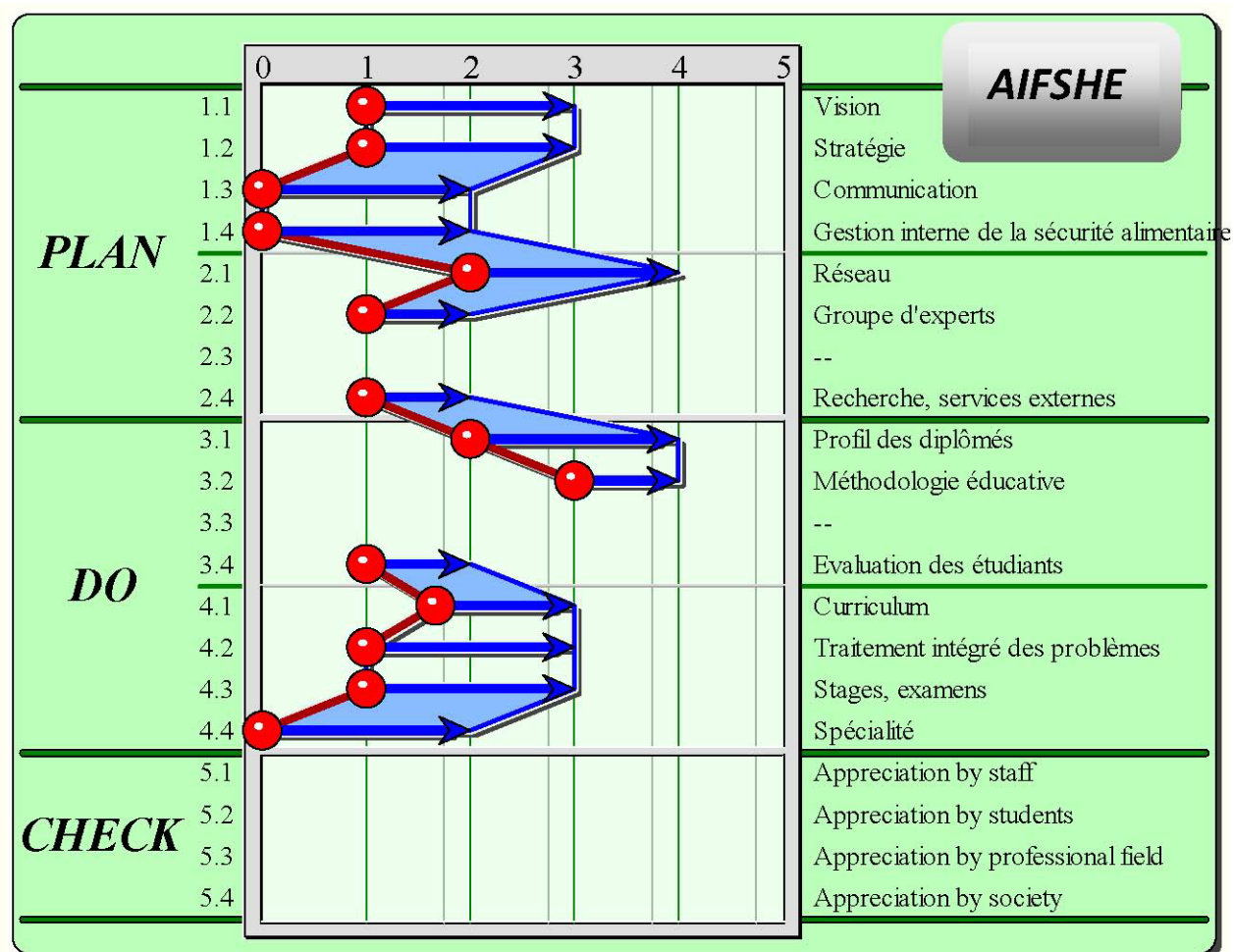


AIFSHE Report

University	Université Polytechnique de BoboDioulasso (UPB)
Department	Institute for Rural Development (IRD)
Auditor	Bello Olivier
Internal coordinator	Pousga Salimata
Number of participants	13
Secretary	Dao Bégué
Date of evaluation	26 April 2013
Date of last evaluation	
Date of desired situation	23 years



The five levels of AIFSHE are:

Level 1: Activity oriented

Level 2: Process oriented

Level 3: System oriented

Level 4: Chain oriented

Level 5: Society oriented

=== *STRATEGY* ===

1. Vision and strategy

Criterion: 1.1. Vision

Present situation: Stage 1

All participants agree that the management of the Institute for Rural Development (IRD) has a vision with regards to food security, but this vision is implicit. As such, the vision is not stated expressly in IRD's mission statement. However, IRD management offers its staff opportunities and facilities to work towards securing this vision of food security.

Desired situation: Stage 3

We need a mission statement at Institute level which explicitly includes food security training programmes. The Scientific Council shall review IRD training programmes in order to explicitly introduce training in food security.

Criterion: 1.2. Policy

Present situation: Stage 1

The strategy implemented by IRD management to achieve food security is a top-down approach, but this is largely implicit. Collaboration with certain NGOs is clearly defined on the basis of achieving the food security vision. This vision is clear in the context of classical training, in which the target for food security is often stated in terms of quantitative and qualitative production.

Desired situation: Stage 3

Making the strategy for food security explicit would allow a move onto phase two, where staff will actively participate in the process of developing an integrated food security policy. Strategic plans are linked to short-term developments, therefore, it is important that our institutions make explicit decisions in the development process related to food security strategies, and these decisions must be validated by the Scientific Council. We need to give ourselves the means to achieve this, including finance. The deadline for this phase should not exceed 3 or 4 years. In terms of the vision as well as the strategy, a working group is preferred, given the new name of the Ministry of Agriculture, which has now become the Ministry of Agriculture and Food Security (MASA). However, concerns remain about the actual implementation of the strategy, particularly due to the low financial aid granted to our institutions for their operations.

Criterion: 1.3. Communication

Present situation: Stage 0

Communication on food security within the Institute remains at the embryonic stage. However, it should be noted that at IRD, efforts are being made to strengthen the focus on food security, and that the research activities of some teachers in the Institute are focused on food security. These activities are subject to reports that are regularly made available to the IRD management.

Desired situation: Stage 2

The working group appraised by IRD management will send questionnaires to members of the University (lecturers, students, administrative staff) in order to gather their opinions on food security, so as to build a communication plan and facilitate the integration of food security in teaching, research and operational activities.

Criterion: 1.4. Internal management of food security

Present situation: Stage 0

The audited group noted that the implication of the operation staff (catering) is not visible. Some reservations were noted. The difficulty is usually located between the structure that manages food (CENOU, National Centre for University Works) and

Desired situation: Stage 2

The aim is for internal management of food security to become an integral part of organisational policy. Students, somehow, must be involved in the management of food security. To reach this level, the Institution must involve politics (local national, government).

2. Expertise

Criterion: 2.1. Network

Present situation: Stage 2

IRD participants are unanimous that some lecturers and staff should maintain contact with companies and/or centres of expertise in the professional field, and thus enhance their knowledge and experience in food security. But it should be noted that not all aspects of food security are covered by these contacts. However, the group supported the fact that each teacher should, in some way, be an expert in food security.

Desired situation: Stage 4

We must work to develop regular exchanges between teachers, secondary schools and food security professionals. For example, in the context of field work in which the role of food security is being explained, practical activities should be implemented and taught.

Criterion: 2.2. Expert group**Present situation: Stage 1**

Teachers are active in the field of food security. The unit that provides in service training supported teachers in this direction over a period of time. Today, however, it is idle due to a lack of finance. This isn't uncommon and impedes the functioning of various structures.

Desired situation: Stage 2

We must work to enhance and strengthen existing structures. IRD must be vigilant about other topical issues such as climate change, which are important and which may compromise food security.

3. Educational objectives

Criterion: 3.1. Profile of the graduate**Present situation: Stage 2**

Graduates and teachers are heavily involved in developing the training programme and some aspects of food security are integrated.

Desired situation: Stage 4

Students must be more involved in curriculum development.

Criterion: 3.2. Educational methodology**Present situation: Stage 3**

The group noted that students have the opportunity to develop personal reflections during their education, particularly through practical activities during field studies.

Desired situation: Stage 4

IRD must consider all student evaluations in order to improve programmes.

Criterion: 3.4. Student examination**Present situation: Stage 1**

Student evaluations explicitly consider the four aspects of food security.

Desired situation: Stage 2**4. Educational content**Criterion: 4.1. Curriculum**Present situation: Stage 1 to 2**

Basic knowledge about food security is included in the introductory part of the curriculum. The rest of the curriculum contains elements relating to food security, according to the specific information needs of the student.

Desired situation: Stage 3

It would be best to systematically consider all aspects of food security in training programmes.

Criterion: 4.2. Integrated problem handling**Present situation: Stage 1**

Personal initiatives are taken by teachers and help attract attention to food security.

Desired situation: Stage 3

The aim is to establish a logical sequence between different courses. The curricula should be designed to allow students to be fully involved in food security.

Criterion: 4.3. Traineeships, graduation**Present situation: Stage 1**

Certain aspects of food security are taken into account in the content of training programmes.

Desired situation: Stage 3

Food security will be a key aspect in the development of workshop topics.

Criterion: 4.4. Specialty**Present situation: Stage 0**

The current level of training does not allow students to choose an optional module related to food security.

Desired situation: Stage 2

A series of modules specifically addressing food security should be established.

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=== CHECK === *This category does not fall within the scope of this pilot.*