



# **CTA WUR-ECS UWI AIFSHE Audit Report**

Increasing food supply and  
reducing hunger



# The Purpose of the Pilot Project

- Workshop in Burkina Faso identified lack of knowledge of CAADP (Comprehensive Africa Agriculture Development Programme)
- Need for understanding of the CAADP process and exploration of capacity needs and regional role of TAE's
- CTA and WUR-ECS (Education and Competence Studies) organized a pilot to address capacity development process
- Two universities outside Africa – UWI and USP were added to address issue of ‘increasing food supply and reducing hunger’



# The Proposal

To carry out an institutional, curriculum and educational policy analysis involving focus group debates to:

- Identify what is needed in terms of capacity (from the point of view of the labour market and staff of the university) in the priority area of “increasing food supply and reducing hunger”
- Translate these into learning outcomes and related staff and student competencies



# The Proposal

- Check the extent to which the university already focuses on these
- Identify key gaps
- Develop strategies to help bridge this gap
- Develop a mechanism to make TAE's more responsive to changes in science and society (staff training and coaching)



# The Methodology

To carry out this activity CTA and WUR-ECS used the AISHE model modified by participants at the inception workshop to produce the AIFSHE instrument.



# AIFSHE in a Nutshell

A self assessment tool designed to analyse the extent to which food security is embedded in

- Institutions and policies of TAE's
- In its external network
- Internal and external communication
- Curriculum



# AIFSHE in a Nutshell

- With this tool one can rank the performance of a process at the time of assessment
- The desired situation over a given period of time from the present assessed situation
- The two sets of results (present and desired) help to define the best approach for the further implementation of food security within the TAE and thus enhance capacity building



# The Audit Exercise

- The assessment uses a 5 point ordinal scale that is explicitly defined for each of 20 categories, thus resulting in an array of 5 by 20 descriptors.





# The Audit Exercise

The criteria are categorized following the Deming circle

- PLAN-DO-CHECK (the 'ACT' being the following stage after the audit).

The criteria in the PLAN category cover

- the vision of the TAE (or department within the TAE) on food security,
- policy making process to implement this vision (if any),
- the communication plan and
- The consistency of food security policies in the operations of the institution



# The Audit Exercise

The 'DO' category focuses on

- the methodology, goals and content of the education, with respects to food security.



# The Audit Session at FFA

- The audit took place with all participants together who were as representative as possible of the FFA
- 16 members of the Faculty of Food and Agriculture participated
  - Dean, Faculty of Food and Agriculture
  - 3 Senior Lecturers
  - 2 Professors
  - 4 Lecturers
  - 5 students



# The Audit Exercise

- Dr Olivier Bello from WUR-ECS, the AIFSHE auditor facilitated the debate:
  - by asking questions,
  - distributing speaking time and ensuring that everyone contributed meaningfully.

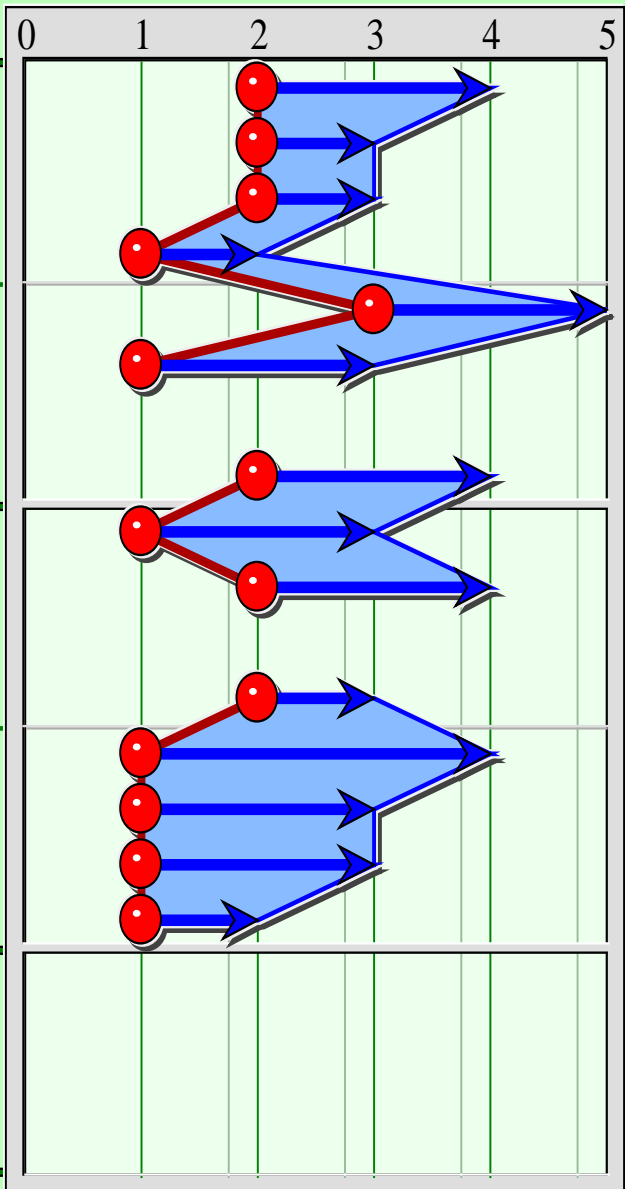
His role was essentially to ensure that the methodology of the instrument was well understood and applied properly in the process.



# PLAN

# DO

# CHECK



- Vision
- Policy
- Communication
- Internal environmental management
- Network
- Expert group
- 
- Research, external services
- Profile of the graduate
- Educational methodology
- 
- Student examination
- Curriculum
- Integrated Problem Handling
- Traineeships, graduation
- Speciality
- Appreciation by staff
- Appreciation by students
- Appreciation by professional field
- Appreciation by society

## 5 Stages of AIFSHE

- 1: Activity oriented
- 2: Process oriented
- 3: System oriented
- 4: Chain oriented
- 5: Society oriented



# The Audit Exercise

Prior to the audit

- Online survey designed by CTA, and WUR-ECS to gather information on the process of the audit was completed by participants.



# Benefits of the Audit

- Insight into the situation at the FFA today
- Development of a set of proposals for a way forward (ambitions)
- Integration of Food Security strategy in a global strategy plan



# Benefits of the Audit

- Capacity building, as the participants learn how to work with AIFSHE
- Possibility to monitor the implementation process, as AIFSHE is an iterative assessment
- Building up a learning community of TAE's on food security in the Caribbean with the UWI as leader.

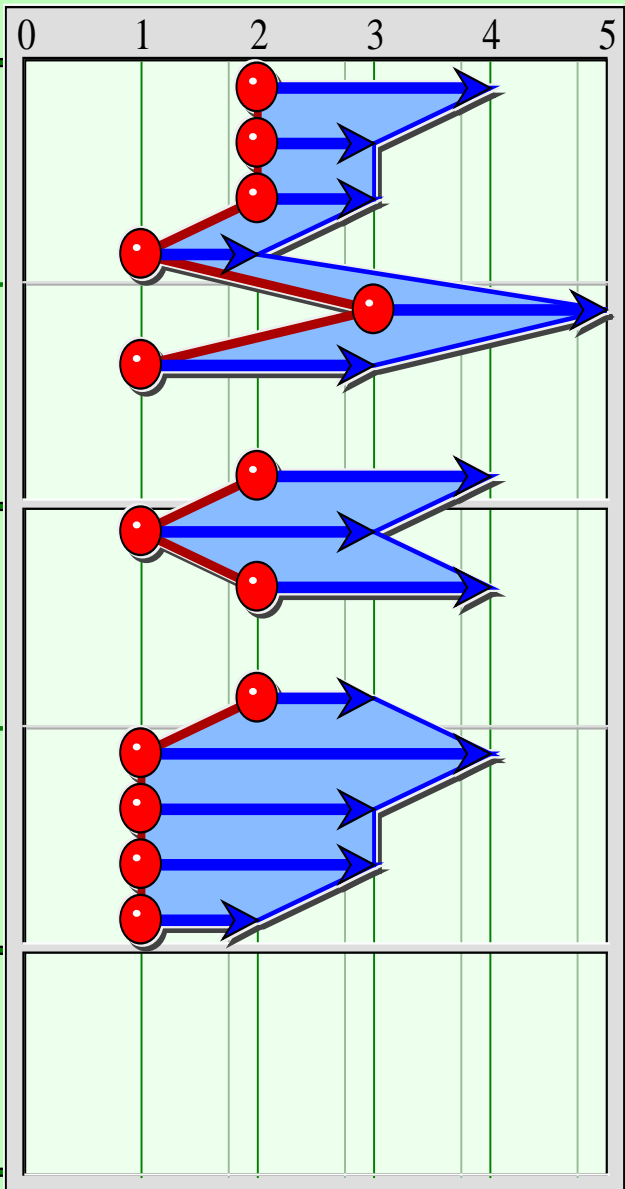




# PLAN

# DO

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# Plan

## 1.1: Vision (*Stage 2 → Stage 4*)

## 1.2: Policy (*Stage 2 → Stage 3*)

- No single document addressing food security policy for the Faculty, but there are rather fragmented internal documents that make reference to food security.
- while some elements of Stage 3 currently exist, it is necessary to do some more work in this area, before it can be concluded that the Faculty was in Stage 3.



# Plan

## 1.3: Communication (*Stage 2* → *Stage 3*)

- internal communication from the Faculty toward all staff within the UWI about food security could and should be improved, in order to make the efforts and excellence of the Faculty on food security issues more visible



# Plan

## 1.3: Communication (*Stage 2* → *Stage 3*)

- internal communication from the Faculty toward all staff within the UWI about food security could and should be improved, in order to make the efforts and excellence of the Faculty on food security issues more visible
- that Stage 3 was achievable in a few months; need for information on food security to be used to shape the communication about food security



# Plan

## 1.4: Internal Environmental Management (*Stage 1 → Stage 2*)

- “*we don’t walk the talk*’ in activities related to food. In general local foods are not promoted in catering establishments on the Campus.
- The Faculty should try to influence the Food Court within the Faculty to have more balanced meals.



# Plan

## 2.1:Network (*Stage 3* → *Stage 5*)

- No clear mapping of the network or stakeholder analysis, so it remains unclear whether there are gaps.
- Additional resources may be required to get to Stage 5, but the Faculty is well on its way to Stage 4.



# Plan

## 2.2: Expert Group (*Stage 1* → *Stage 3*)

- no established dedicated group of staff members involved in educational development that is facilitated by the Faculty to enhance the promotion of expertise on food security.
- The group recognized the importance for the Faculty in particular, and the UWI in general to have an expert group on food security as a portal/interface to the external market



# Plan

## 2.4: Research, External Services (*Stage 1* → *Stage 3*)

- The group indicated that Stage 4, although it is a strong ambition, might be more suitable for the Faculty in a long term perspective.





# Do

## 3.1: Profile of the Graduate (*Stage 1* → *Stage 3*)

- Food security is quite visible in some courses, but not in all of them, so having a focus on food security is not set systematically and in the explicit way needed in the education programme goals
- Willingness to make mention of food security more explicitly in the profile of the graduate of the FFA and in visible career options.



# Do

## 3.2: Educational Methodology (*Stage 2* → *Stage 4*)

- , it is not clear how much reflective methodology is included in the curriculum at this time and if it is done where is the action located in the curriculum.



# Do

## 3.4: Student Examination (*Stage 2* → *Stage 3*)

- Food security is more than casually mentioned in examination; it is part of examination of core courses.
- It was agreed that under Stage 2 the requirement should state...*during delivery of the curriculum.*
- agreed to identify and/or develop at least one core course or a basic module for the introduction of food security to be done by all students in the Faculty



# Do

## 4.1: Curriculum (*Stage 1* → *Stage 4*)

- The Faculty is at Stage 1, heading towards Stage 2.
- On a short term i.e. in 2-3 years the ambition is set to get to Stage 3 with a progression to Stage 4.



# Do

## 4.2: Integrated Problem Handling (*Stage 1* → *Stage 3*)

- The aspiration is for Stage 3 over 2-3 years.



# Do

## 4.3: Internships, Graduation (*Stage 1* → *Stage 3*)

- The group indicates although there is still work to be done to attain Stage 2, several conditions required for Stage 2 have already been met and it is realistic to set the ambition to Stage 3.



# Do

## 4.4: Speciality (*Stage 1* → *Stage 2*)

- electives addressing aspects of food security that are available for students to choose from at the undergraduate level. The Faculty is now seeking to introduce *Managing Food Security* as an option for the MSc. Marketing and Agribusiness programme.
- currently has a graduate programme in *Food Safety and Food Quality* with courses that have strong food security content. Students are conferred with certificates, diplomas or MSc in Food Safety and Food Quality.



# Analysis of AIFSHE Indicators

## Plan-Do Balance

= The sum of the **DO** scores minus the sum of the **PLAN** scores

If this score is  $<0$ , (-4 for UWI) then more attention is given to the planning of integration of food security in education but it is not quite visible in daily practice.

The UWI seem to want to correct this since the balance is reduced to -2 in the desired situation





# Analysis of AIFSHE Indicators

## Plan-Do Balance

If this score is  $>0$ , the education is relevant and strongly related to food security but it is not well anchored in the organization.



# Analysis of AIFSHE Indicators

**Policy Ambition** - the sum of all the differences between the desired and the present stage

UWI = 24 the highest score of the ten universities in this pilot



# General Data FFA/ UWI

Global Indicators	Present Situation	Desired Situation
<b>Median</b>	1.5	3
<b>Plan Do Balance</b>	-4	-2
<b>Policy Ambition</b>		24

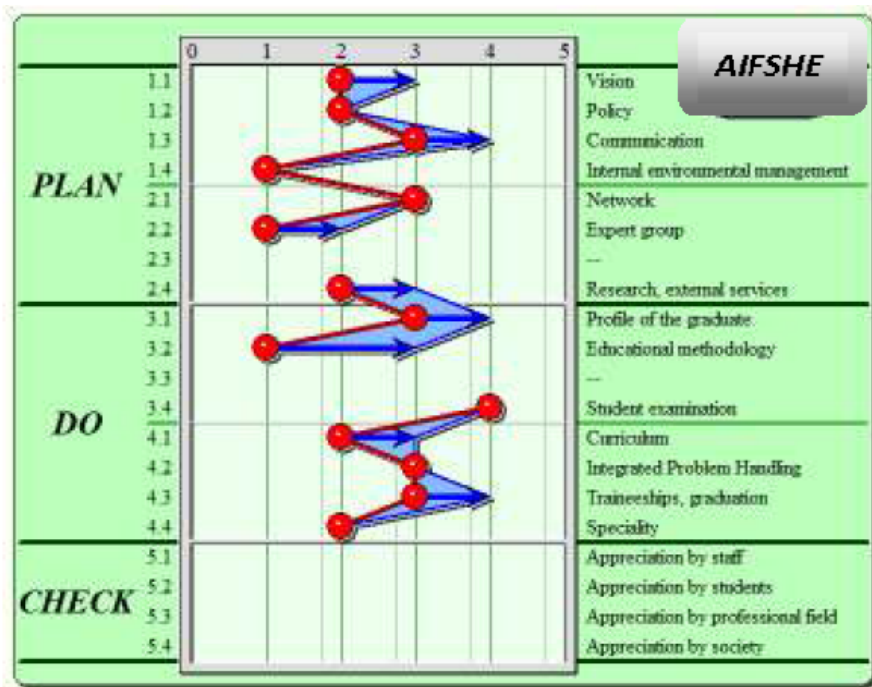
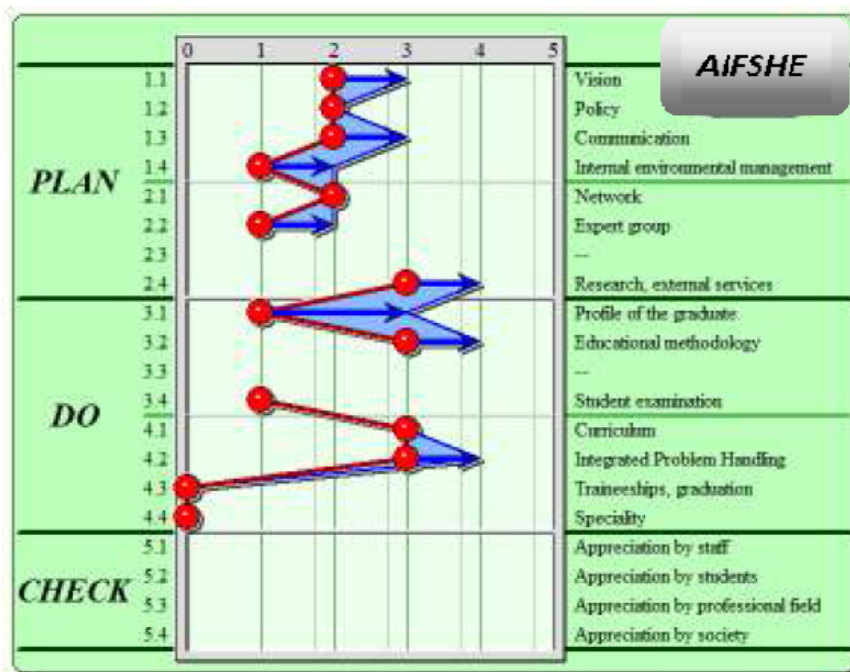


# **Comparison with Other Universities in the Pilot**

# Summary of AIFSHE Global Indicators

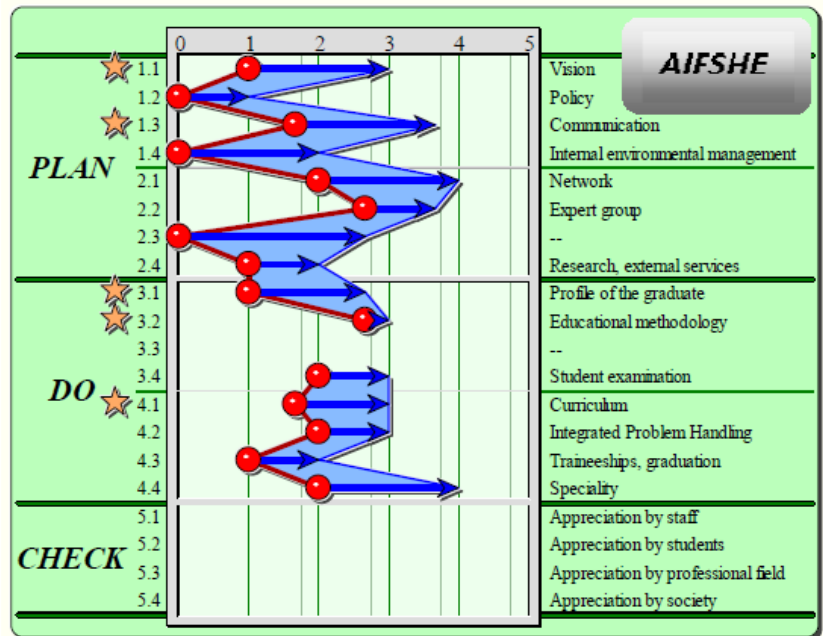
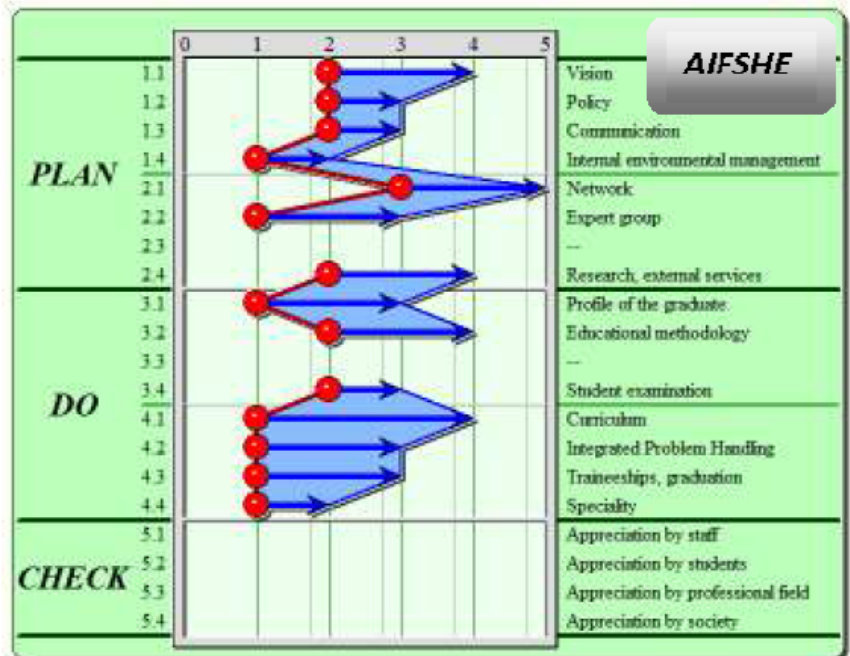
	Kenyatta (Kenya)		Sokoine (Tanzania)		UWI (Trinidad&Tobago)		USP (Fiji/Samoa)	
	Present	Desired	Present	Desired	Present	Desired	Present	Desired
<b>Plan Do Balance</b>	-2	3	4	5	-4	-2	4	-1
<b>Policy Ambition</b>		9		9		24		22





## Kenyatta (Kenya)

### Sokoine (Tanzania)



UWI (Trinidad&amp;Tobago)

USP (Fiji/Samoa)

**Thank You!**

**Question & Comments?**