



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

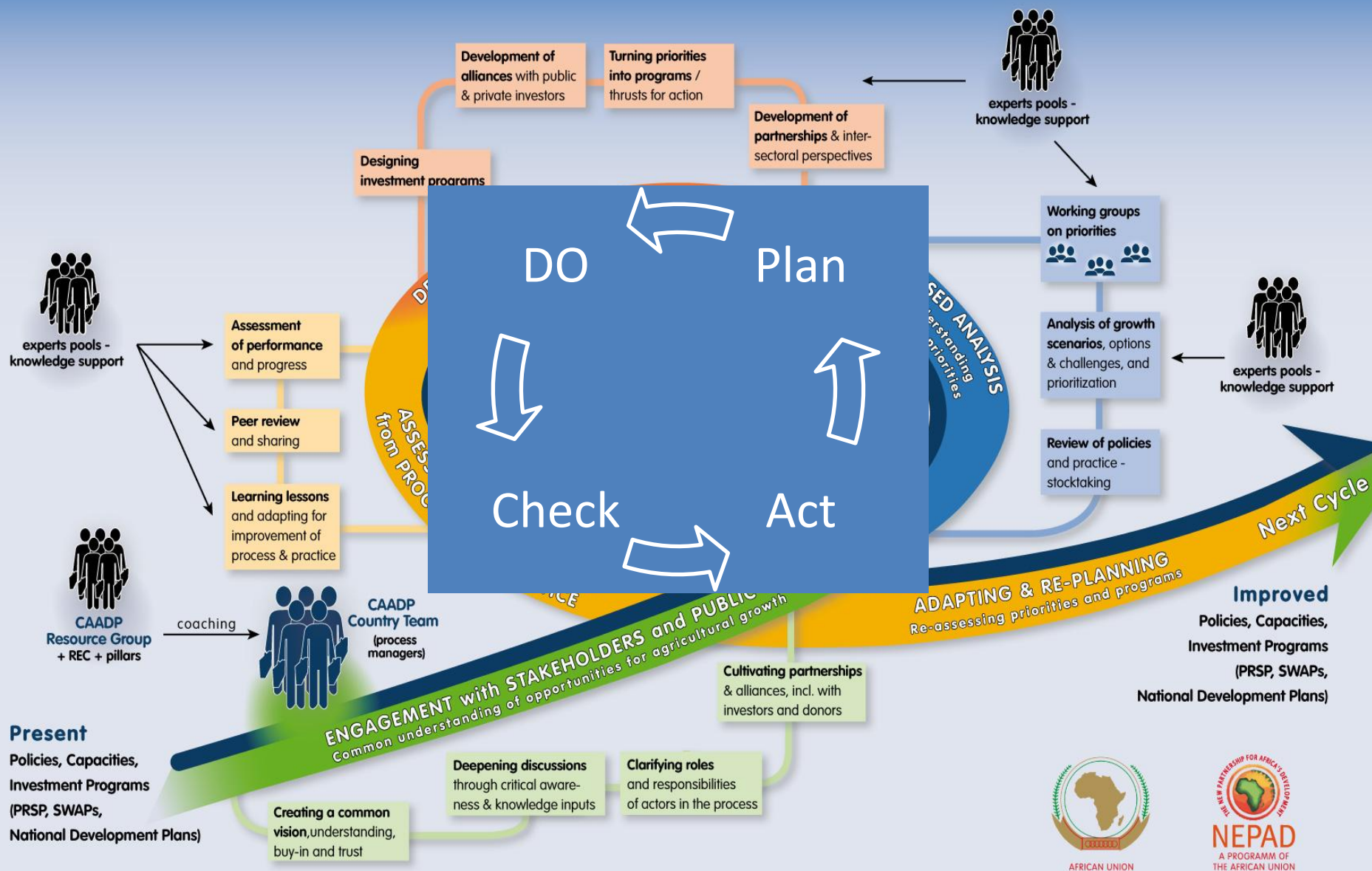
Main Results & Lessons Learned from Pilot 2013

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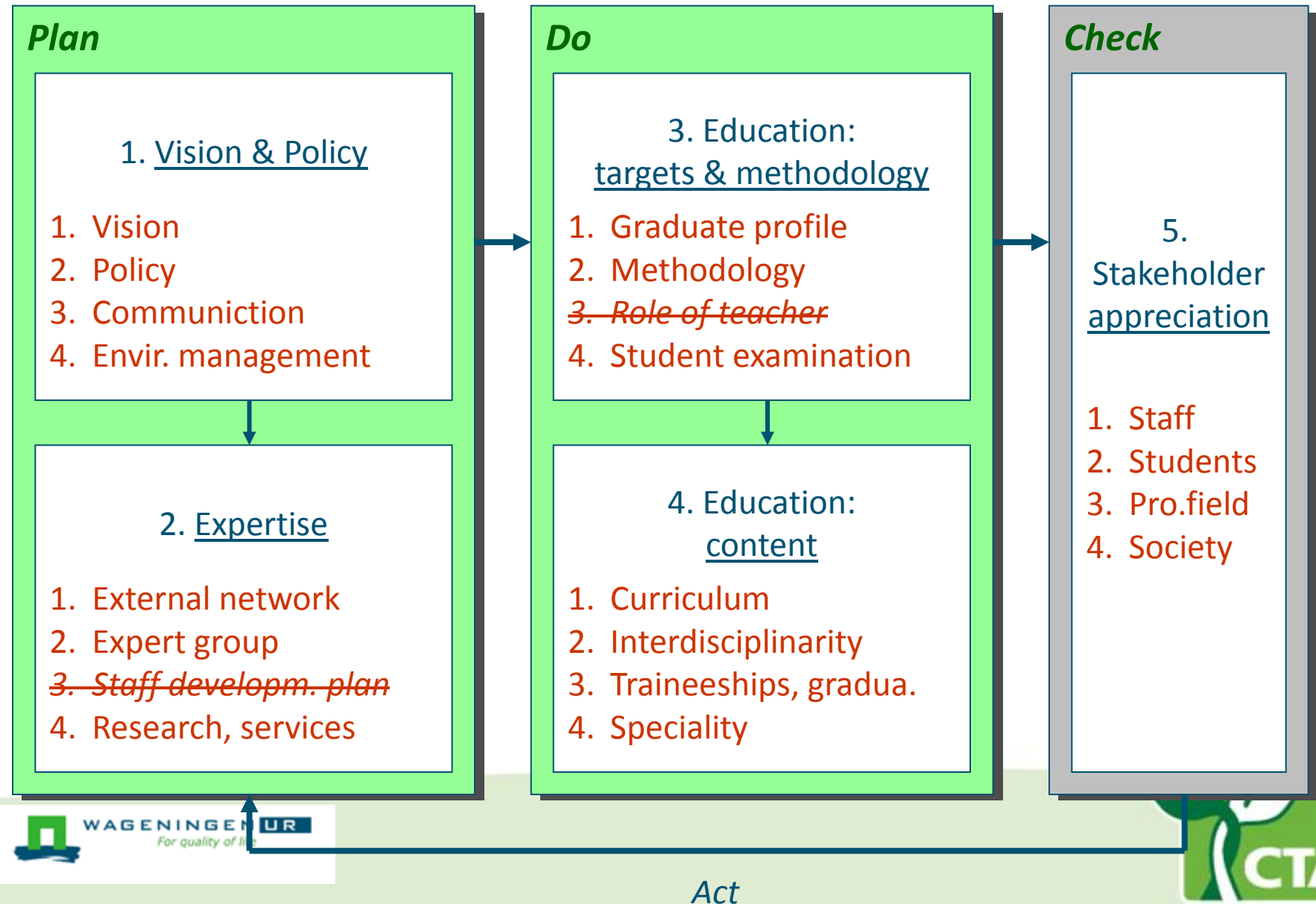


Overall Results

- Results from the AIFSHE audits
(indicators/criteria scores)
- Analysis of the survey response
- Lessons learned from the overall process



The AIFSHE Criteria

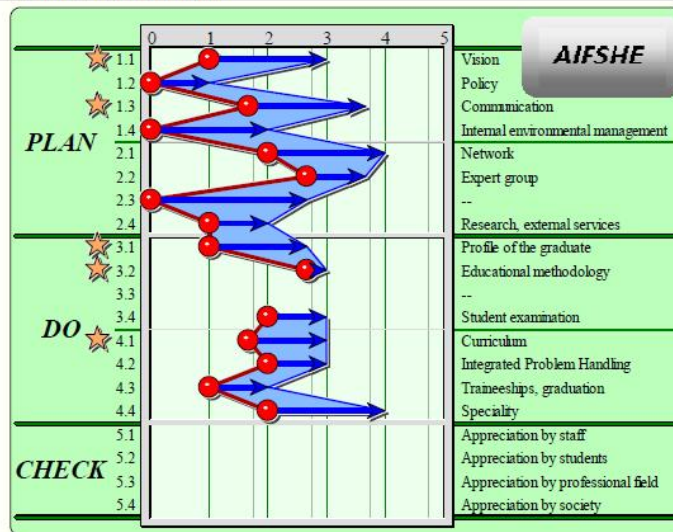
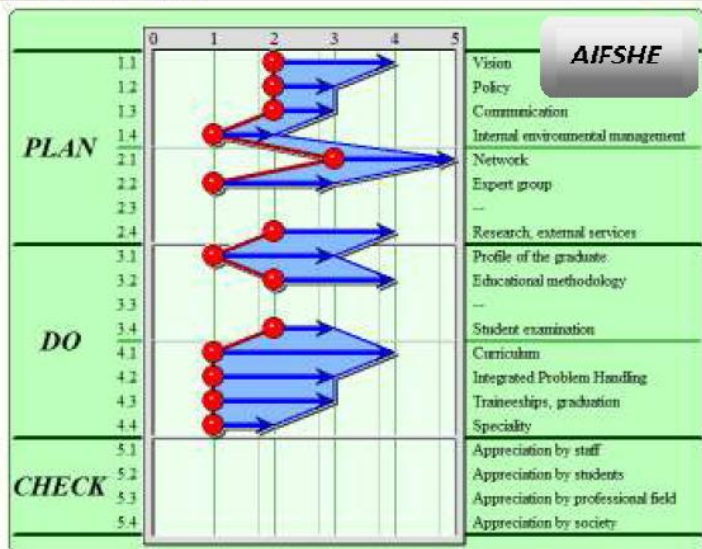
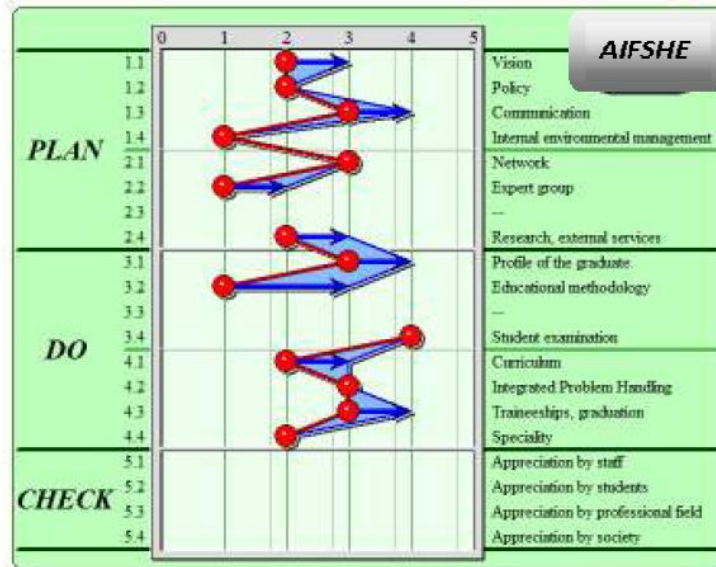
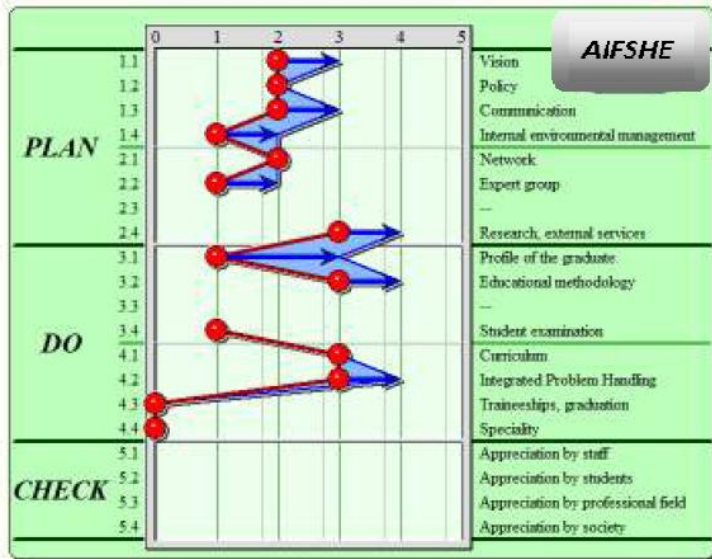


The AIFSHE Audit

- Insight in the situation today
- Set of proposals for a way forward (ambitions)
- Integration of FS strategy in university programmes
- QMS by monitoring (Deming Cycle i.e. Plan-Do-Check-Act)

AIFSHE Audit results: Generalities

- No significant differences w.r.t. language areas
- Emphasis in the 'DO'-criteria
- Implementation of FS in a fact



AIFSHE Audit results: indicators

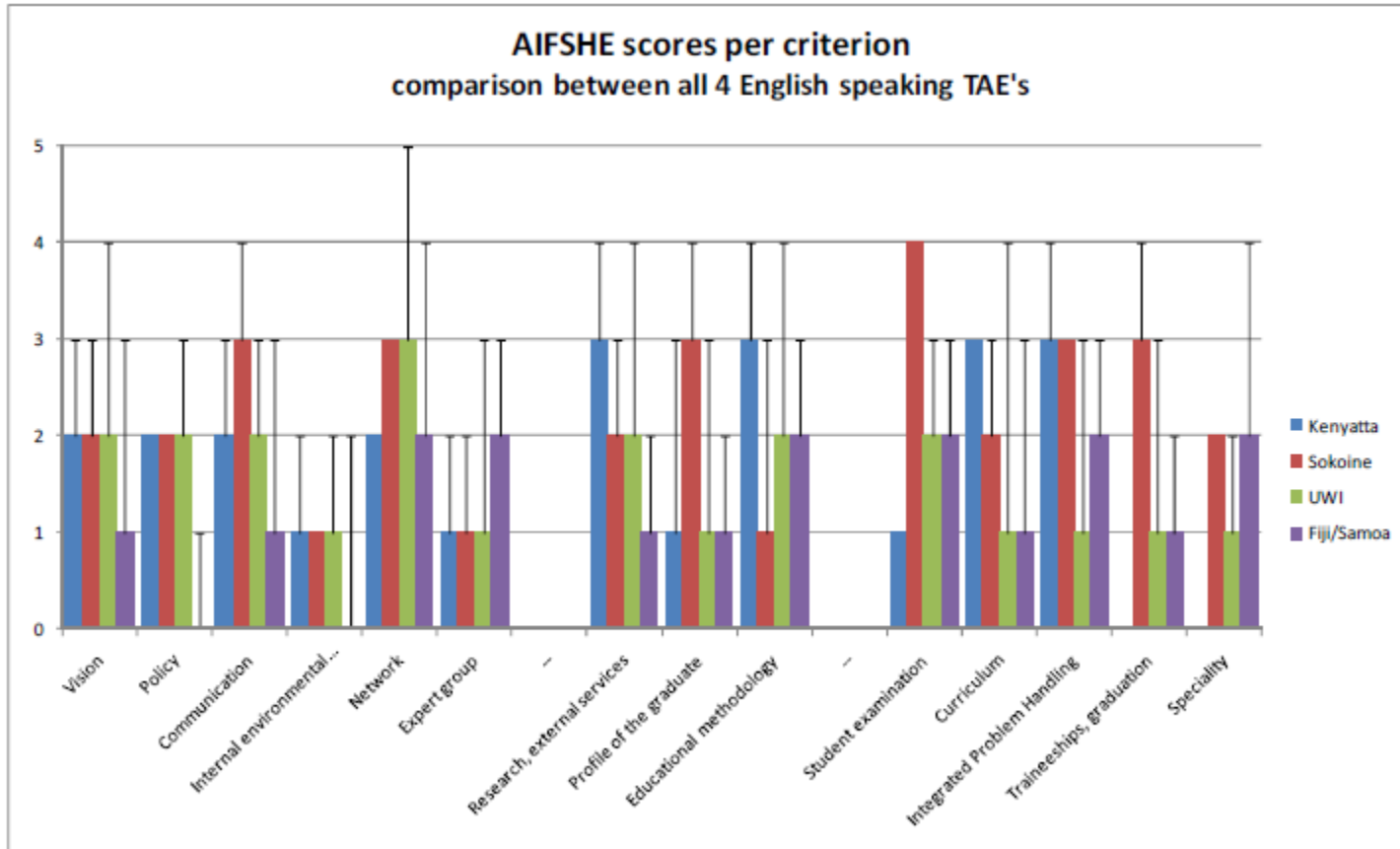
Table 2: AIFSHE Global indicators

	Kenyatta (Kenya)		Sokoine (Tanzania)		UWI (Trinidad&Tobago)		USP (Fiji/Samoa)	
	present	desired	present	desired	present	desired	present	desired
Plan Do balance	-2	-3	4	5	-4	-2	4	-1
Policy ambition		9		9		24		22

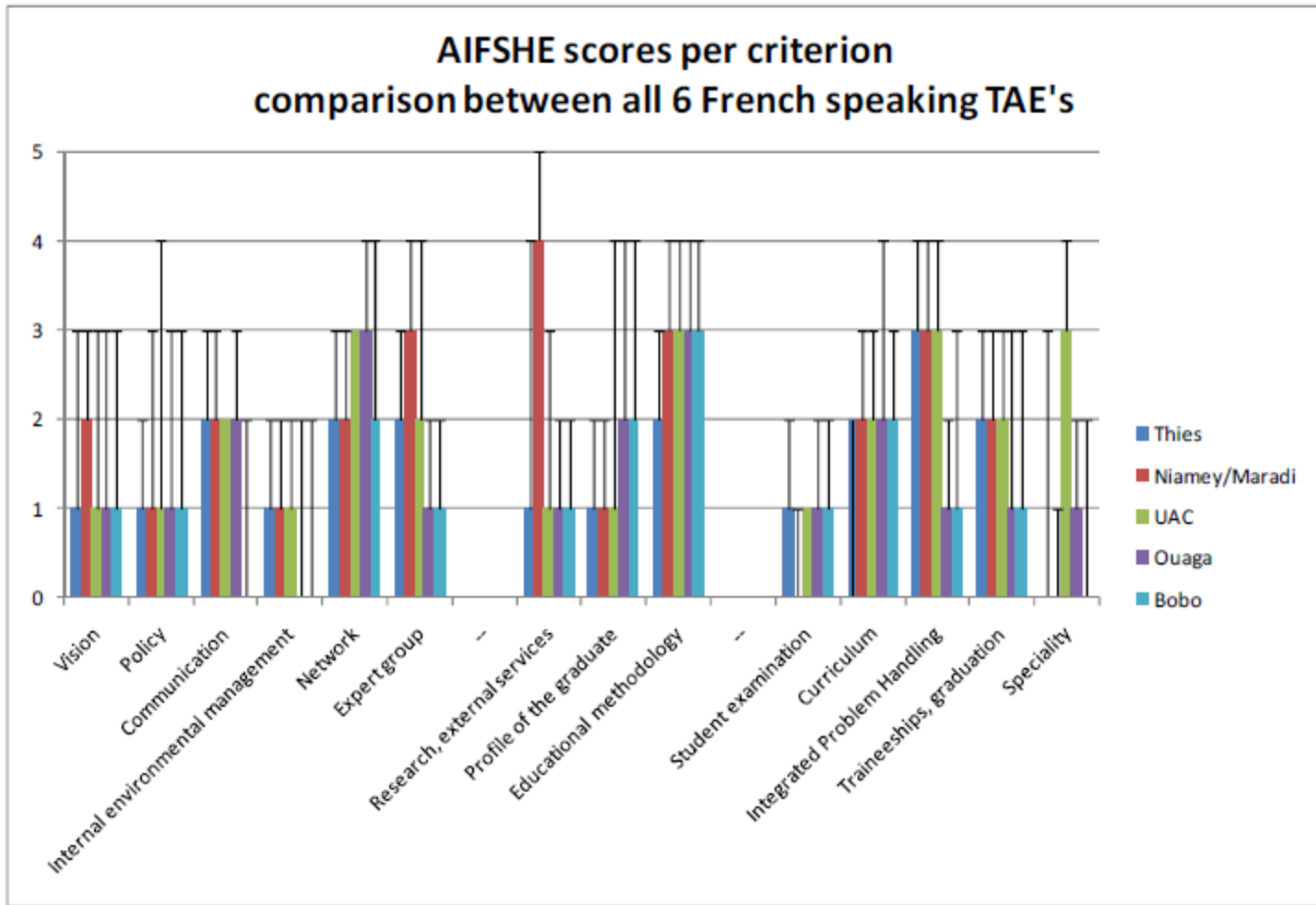
	Thiès (Senegal)		Niamey/Maradi (Niger)		UAC (Abomey-Calavi, Benin)		Ouaga/Bobo* (Burkina Faso)	
	present	desired	present	desired	present	desired	present	desired
Plan Do balance	1	-1	-4/-2	-5/-3	4	2	2	2
Policy ambition		18		15/13		18		20

*No significant difference exists between these TAE's to be kept separated here

AIFSHE Audit results: scores




AIFSHE Audit results: scores



AIFSHE Audit results: criteria

➤ PLAN:

- *Vision, strategy*: Agriculture  FS (hype?)
- *Operations*: Walking the talk at own TAE...?
- *Expertise*: Sell expertise/entrepreneurship competences

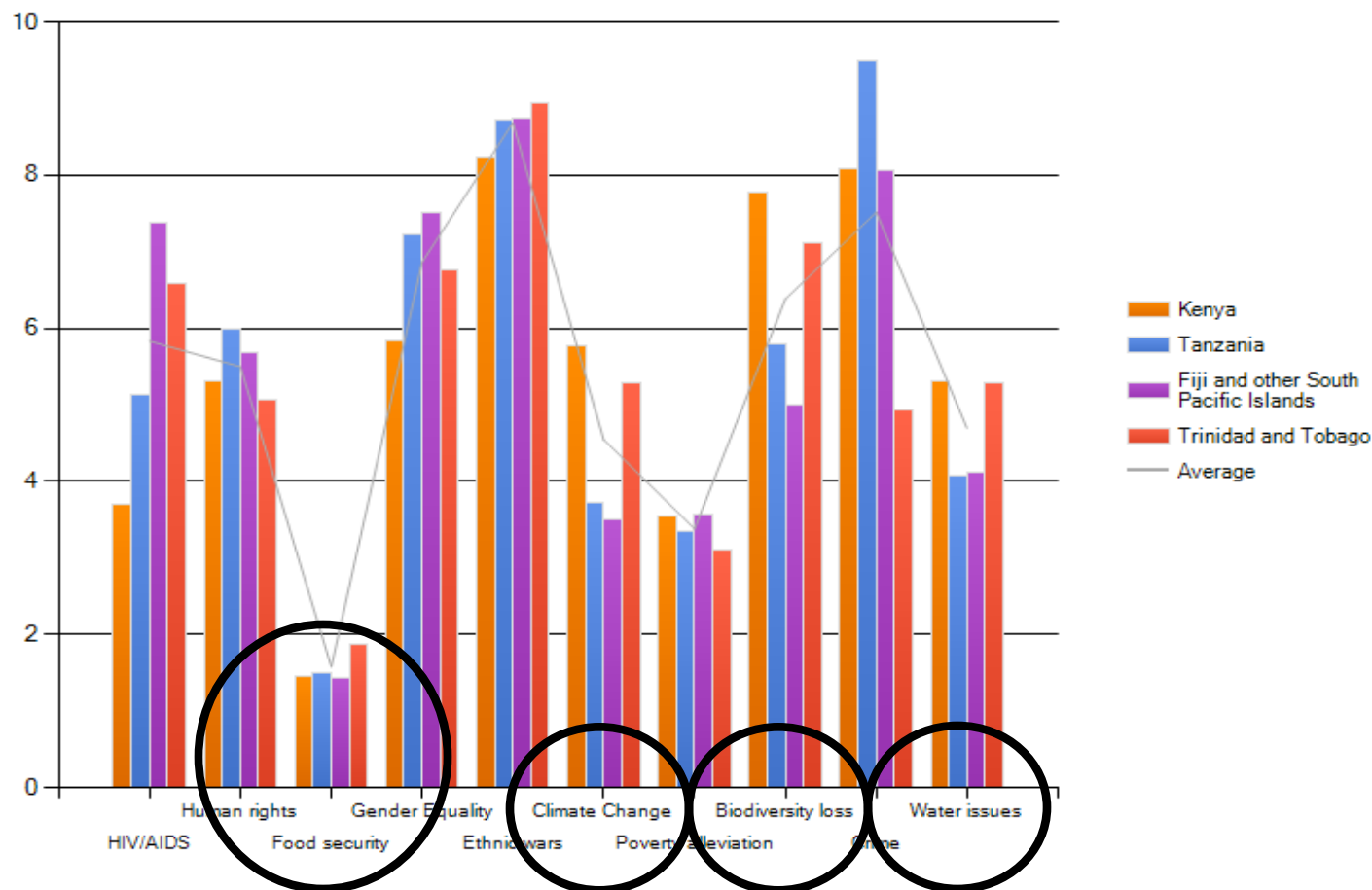
AIFSHE Audit results: criteria

➤ DO:

- *Educational method.*: test phase vs size TAE ; integration LMD (FR) gets 1st priority
- *Curriculum*: eager to redesign (interdisciplinarity?)
- *Specialty*: produce all-rounders better than 'niche experts' (labour market)

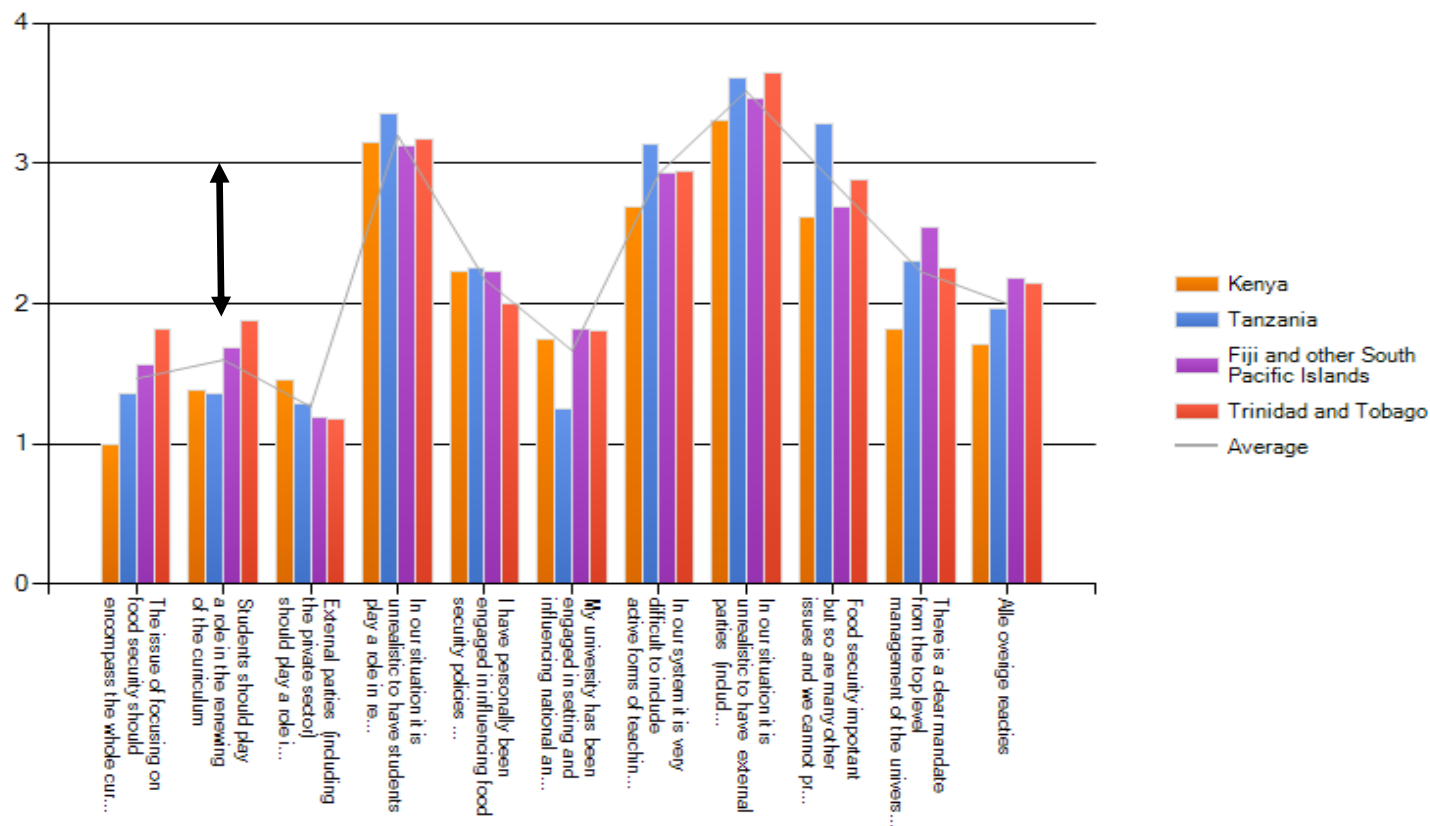
Results of the survey (n = 61)

Below you will find a list of current issues. Can you rank them in order of importance as you perceive it? (1 = most important, 9 = least important)



Results of the survey

Below you will find a few statements. Please indicate to what extent you agree or disagree with the statement (should you feel you are unable to respond you can indicate this in the last column)



Lesson learned: issues remaining

- Definition of FS is context-dependant
 - ➡ Is it possible/wishfull to define standards?
- Need to fill the gap between 'willing to' and 'achievability'
 - ➡ input out of the nat. workshops?
- Engaging externals/stakeholders

Lessons learned

- The term 'audit' should be avoided as AIFSHE is a self-assessment tool to be used for monitoring of educational changes within the TAE institution itself;
- The participatory approach of AIFSHE resulted in a new (or reinforced) dynamic based on ownership, and enhancement of self-reflexion for all groups;

Lessons learned

- The auditors assessed the sessions as fair and constructive toward a genuine reflexion of the group;
- The results of the survey have been confirmed by the audits (data reliability);
- The entire process, finalized by the AIFSHE audits, enabled TAEI's to define new lines for their policies (national workshops).

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.

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.



Thank you



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