

New roles for TAE in enhancing food security

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Changing Role TAE in enhancing food security

- Innovation and knowledge broker:
 - academic and tacit;
 - objective-subjective;
 - cultural differences
- Stimulating reflection and learning in action
 - Applied action research
- Knowledge integration and co-creation



Food security issues and trends



Wageningen UR experiences in capacity building for food security

- Individual MSc and PhD training (Wageningen University) and mid-career professional short courses (Centre for Development Innovation)
- INREF's Interdisciplinary Research
 - Making fundamental research on complex food security issues relevant for impact
- NICHE partnership programmes with TAE
 - Working on institution changes within TAE organisation in advisory and expert roles
- Innovation Brokering: project based partnerships
 - Integrated Seed Sector development
 - African Agribusiness Academy



Individual capacity development

- Individual MSc and PhD education and research in topics relevant to improved food (and nutritional) security (e.g. plant sciences, human nutrition, animal sciences, agro-economy and -sociology)
- Mid-career short courses on for instance food security, climate change mitigation and adaptation e.g.:
 - **Monitoring evaluation and impact assessment of food and nutrition security programmes**
 - **Climate change adaptation in agriculture and NRM**
 - **Promoting entrepreneurship and agribusiness development**
- Most classical way of capacity building, very limited effects on the TAE institutional organisation en overall education and research organisation



The Interdisciplinary Research and Education Fund (INREF)

■ Objective

- To address a complex societal development issue with a cohort of 10 – 15 southern PhD students and MSc students from different disciplinary backgrounds

■ Main program features

- Shared learning and research between students and staff
- Sandwich formula, students work in own country
- Research directly with stakeholders/target groups
- Multiple countries for comparative analysis
- Regular programme meeting on progress and content
- Integration results at programme level



The Interdisciplinary Research and Education Fund (INREF)

■ Examples of Projects :

- Quality management in agro-food chains (CoQA):
 - 9 PhD students work on production aspects, transformation, chain integration, quality management
 - Pineapple (Benin), Citrus fruits (South Africa) and Potato (Ethiopia)
- More nutritional food using local crops (TELFUN) :
 - 12 PhD students work on more healthy food
 - Ghana/Benin, India, Ecuador
 - Disciplines involved: breeding, agronomy, human nutrition, and sociology



The Interdisciplinary Research and Education Fund (INREF)

- More institutional impacts on TAE institution:
 - Groups of students and staff of one institution are trained in new research approaches and collaboration
 - Graduates developed T-shaped skills, they have the capacity to work together with other disciplines to solve real issues
 - Often new courses are developed for the education programmes at the southern Universities
 - Networks are build for future cooperation (South-South and North-South)



NUFFIC (NPT/NICHE) partnership programmes

- Main objective

- To support the change process of TAE institutions in developing countries so that the graduates have the competence and skills required by the labour market

- Sectors are:

- Agricultural development (NPT) / food security (NICHE)
- Water
- Public health



NPT project results

■ 4 agricultural development projects in Benin

- Strengthened working relations with the agricultural sector, labour market analyses, curricula validation, stages, and involvement in education at the University
- Curricula reformulated Bachelor-Master system conform labour market demands (content courses adapted, practical work, cases studies developed) with credits for each activity
- Competence Based Learning introduced, over 200 staff members trained
- Training staff (MSc, PhD, mid career) in participative research approaches, including gender
- Investments in laboratory and pedagogical equipment
- Networking between departments and Universities enhanced



Integrated Seed Sector Development Ethiopia

- **Objective:** strengthen the development of a vibrant, commercial and pluralistic seed sector in Ethiopia.

build upon the strengths of informal (i.e. farmers and community-based) and formal (i.e. public and private) seed systems

- Robust Seed Systems
 - Business boundaries: Farmer organisations, market dependency and external relations
 - Autonomy :control over and access to knowledge, technology and organisation
 - Entrepreneurship, market and services in developing seed chain



ISSD Success Factors

- Shared framework and vision
- Dynamic team from complementary partner organisations (MoARD, EIAR, 7 Universities & Wageningen UR , FAO, Donors, Private enterprise)
- Country partners have a stake and closely involved in strategy decisions
- Funding relatively secure through International Treaty obligations of NL Min. of Agric.
- Network of committed professionals (course alumni)
 - linking experience with science and policy
 - Participatory methods, zooming in on participant demands



African Agribusiness Academy

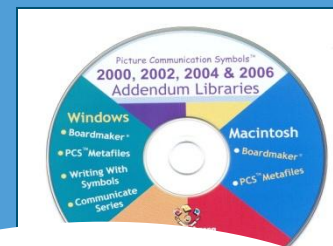
Creating opportunities
Community of practice
Business clubs

A vibrant action and
learning network of
entrepreneurs

Coaching trajectories
Tailor-made training
Internships
Business trips

Education &
Training to enhance
business skills

Resource Centre
supporting the
network



Documenting practice
Research, policy advice
Newsletter, Q&A services
Web based info sharing



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Wageningen UR partnerships

- Strong added value in Integration and systems perspective
- Bring in specialist knowledge and experience
- Using own experiences in change management to maintain clear perspective
- Backing for “Science for Impact”

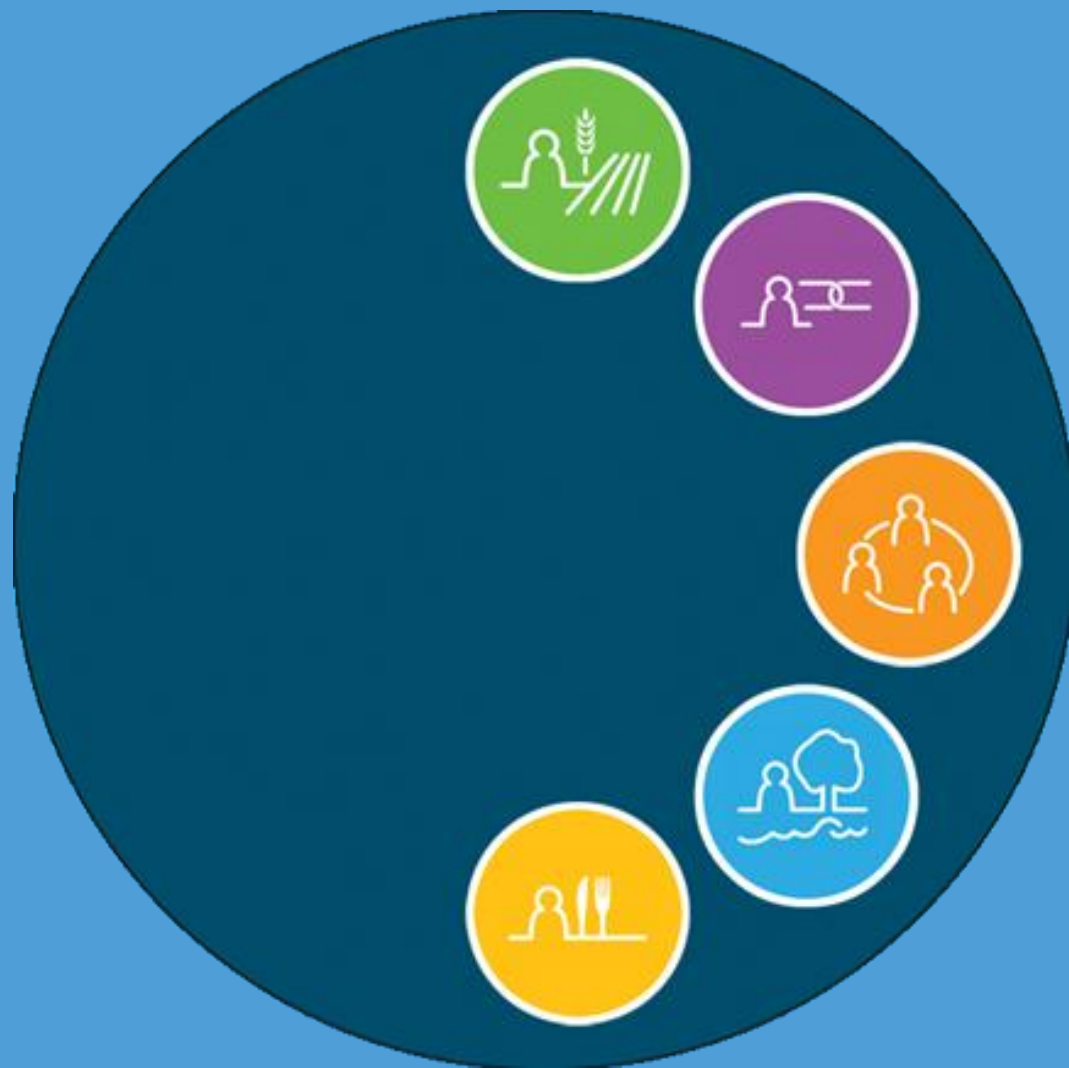


Challenges ahead

- Combining the education and service orientation
- Internal mechanisms for motivation and drive
- Breath vs depts: the T model of education
- Long term vision vs short term profit margins



Thank you



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NPT project lessons learned

- The public and private sectors can be driving force for changes and can play an active role
- Capacity building includes technical/organisational aspects and social/personal aspects; people make it happen
- A golden-bullet approach does not exist, context
- Staff should be committed and have time available for extra tasks
- Subsequent investments in additional infrastructure are important for sustainability
- Four years is rather short for real changes, time horizon
- An explicit change strategy and coherent plan formulated by TAE institution will facilitate change process

