

***AIFSHE*: Report**

University	Thiès University
Department	Agriculture division (ENSA, ISFAR <i>et al.</i>)
Auditor	O.S.F. Bello
Internal coordinators	Dr. Talla Gueye and Dr Saliou Ndiaye
Number of participants	13 (see annex)
Secretary	Ms M N Pouye
Date of evaluation	17 April 2013
Date of last evaluation	
Date of desired situation:	3 years.

Workshop room, Department of Health, Thiès University, with the expert: Olivier Bello (CTA WU).

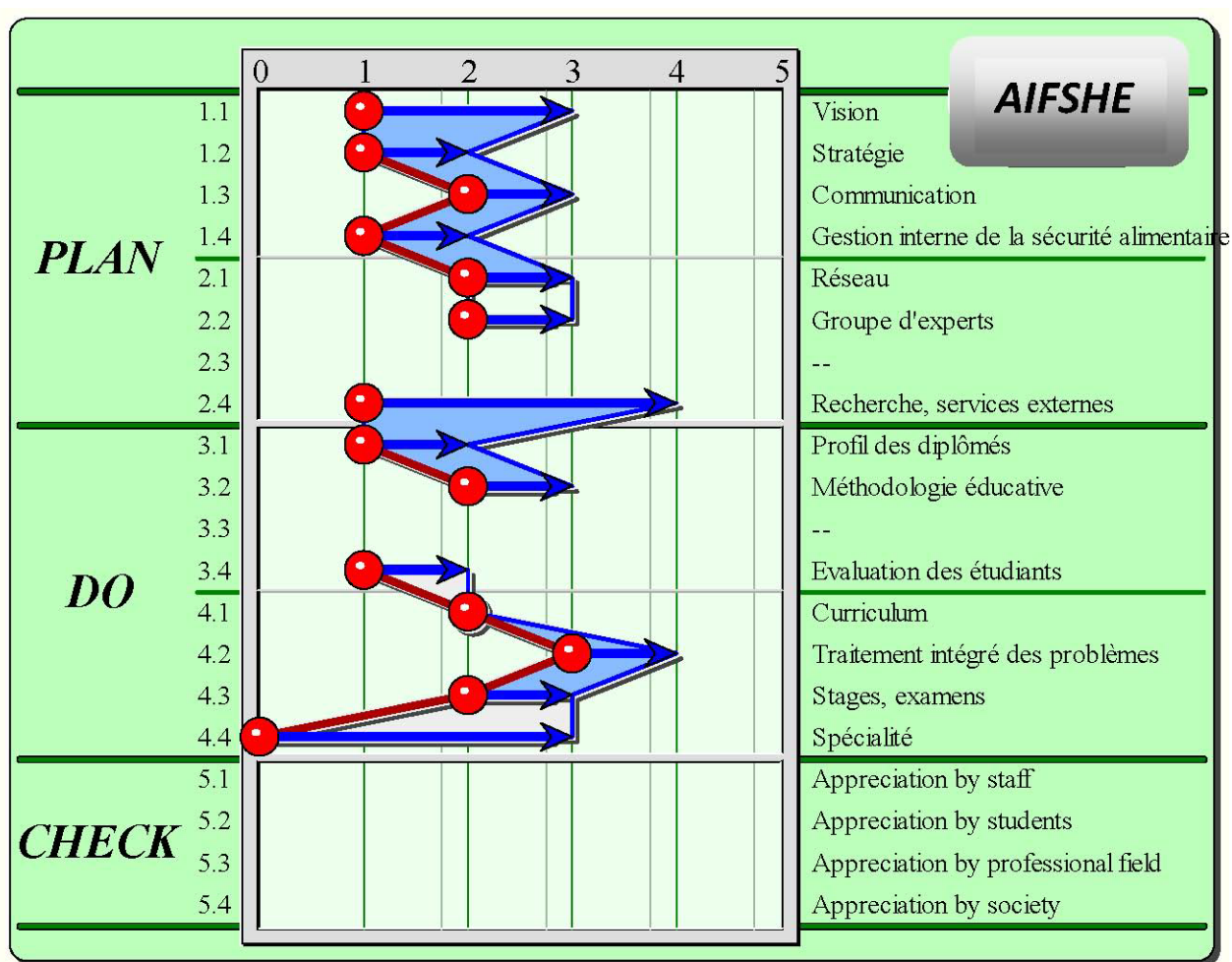


The University rector, the directors of the department of Health and Social and Economical Sciences; participants in the workshop (D/ ENSA and UFR SES).



Audit workshop at the Thiès University (food security), with the participants in plenary.

Audit chart for Thiès University (UT) – Agriculture Division.



The five stages of AIFSHE are:
 Stage 1: Activity oriented
 Stage 2: Process oriented
 Stage 3: System oriented
 Stage 4: Chain oriented
 Stage 5: Society oriented

=== STRATEGY ===

1. Vision and policy

Criterion: 1.1. Vision

Present situation: Stage 1

The Agricultural Division's vision specifically outlines a strategy on food security.

Desired situation: Stage 3

At the institutional level, structures already exist to integrate staff and students in formulating the vision. Students have already taken steps in this direction by organising conferences on the theme of food security. The aim is that staff can work with students to develop such a strategy.

Criterion: 1.2. Policy

Present situation: Stage 1

Stage 1 is in place; however Stage 2 is not yet feasible but remains a three-year goal. To achieve this we need the right conditions.

Desired situation: Stage 2

The current political situation in Senegal, which is increasingly recognising the importance of food security, is favourable to achieving Stage 2 (see comments in section 3.1).

Criterion: 1.3. Communication

Present situation: Stage 2

The Agricultural Division possesses good internal and external communication. On the one hand, the management is close to the staff and opinions are shared. On the other hand, the challenge would be now to be able to make use of this information, even not operational yet. For a good communication policy, food security students should have brochures at events. There is no formal partnership between the Agricultural Division and the private sector; levels of collaboration vary. The directors may, however, seek partnerships with NGOs and such agreement protocols could be signed, but this remains within the framework of a partnership between the institute and the private sector.

Desired situation: Stage 3

To make Stage 3 possible, it is necessary to create an information sharing protocol in order to formulate a coherent external communication strategy with regards to food security.

Criterion: 1.4. Internal management of food security

Present situation: Stage 1

Agriculture in Senegal is often problematic. Within the University itself, catering is outsourced and is implemented by COUD. The State negotiates services in terms of student catering; however, the quality of service is poor because of the large number of students the caterers serve. For example, with ISFAR, before COUD, the quality of catering was good but since the latter took over, quality is not as high. It should also be noted that it is the State who negotiates contracts and not the University.

Desired situation: Stage 2

The catering situation needs to be addressed, i.e. the Agricultural Division could manage catering within the University. Students could set up vegetable production and sell what they produce.

2. Expertise

Criterion: 2.1. Network

Present situation: Stage 2

Research is carried out in partnership with the private sector. It is rare to see students do their dissertation research internally. So we can say that the current situation is in Stage 3 but not in a systematic manner.

Desired situation: Stage 3

The aim is to consolidate expertise towards teaching. The transfer of expertise within the network of external contacts towards education must be done systematically for the Agricultural Division to enter Stage 3.

Criterion: 2.2. Expert group

Present situation: Stage 2

This is about whether the Agriculture Division intends to create a centre that would function as a link between the University and the outside world. The origins are at the Thiès University. An example is the BESS (Bureau d'Etude et de Service à la Société/Office for Research and Service to Society), which is a structure focused not only on food security but also on various other types of expertise. BESS has representatives throughout the University. An expert group is already present in the Agriculture Division. An example is the DCFD (Département Conseil Formation et Développement/Advisory Department on Training and Development) integrated to ISFAR (Institute for Agricultural and Rural Training), at the University in Bambey and the CEGEA (Centre for Studies, Management and Education in Agronomy) at the ENSA, which are both still active. However, alongside the BESS, the University is in the process of recruiting experts from the World Bank, on CDP (performance contracts) at the University of Thiès.

Desired situation: Stage 3

The aim is to reactivate the Division's centres in order to make them more dynamic.

Criterion: 2.3. --

This criterion has been removed from the selection criteria relevant to the topic of food security (part of adjustments made during the pilot workshop, Wageningen, September 2012).

Criterion: 2.4. Research, external services

Present situation: Stage 1

Research projects have been funded by the EU (European Union) and the AU (African Union) on food security for the Agricultural Division of the University of Thiès.

Desired situation: Stage 4

The goal is intensive cooperation between the University and external services in order to improve the sharing of knowledge. As for criterion 2.2, one must 'exhume the remains' of the former centres of expertise, ISFAR and ENSA, to deliver greater external services. So the aim to reach Stage 4 is feasible.

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3. Educational objectives

Criterion: 3.1. Profile of the graduate

Present situation: Stage 1

The profile is a list of skills that students can promote in the labour market. An example is given by ISFAR, namely the teaching model established by ISFAR allows to link the definition of student skills to the overall vision of the educational institution.

Desired situation: Stage 2

To move towards Stage 2, an internal workshop on the definition of food security should be initiated (see also criteria 3.2, 3.4, 4.1 and 4.3). The group highlights the delay in government policy and action on food security. Adaptation of graduate profiles will depend on the national context, which may enable the University to begin revising them.

Criterion: 3.2. Educational methodology

Present situation: Stage 2

Specialisations equal participation in food security. Teachers get an overview in terms of how to integrate the concept of food security before the course and at the end they make an assessment to see whether the educational goal has been reached. So a transition between modules and course units must be made. However, engineering schools are reticent to the BMD (Bachelor's-Master's-Doctorate) system.

Desired situation: Stage 3

In order to reach Stage 3, the implementation of the BMD system will need to integrate the principle of student reflection on their learning. This is one point to be addressed during the internal workshop (3.1).

Criterion: 3.3. The role of the teacher

This criterion has been removed from the selection criteria relevant to the topic of food security (part of the adjustments made during the pilot workshop, Wageningen, September 2012).

Criterion: 3.4. Student examination

Present situation: Stage 1

The minimum requirement for Stage 1 has been met.

Desired situation: Stage 2

The goal is not necessarily to move to Stage 2, but this criterion should be addressed at the internal workshop (3.1) in order to make food security explicit.

4. Educational content

Criterion: 4.1. Curriculum

Present situation: Stage 2

Basic knowledge about food security is not yet integrated into the curriculum. However, food security as a subject is integrated into the programme.

Desired situation: Stage 2

This criterion will be discussed during the internal workshop (3.1), in particular with regards to the adjustment of the introductory part of the curriculum in the first year.

Criterion: 4.2. Integrated problem handling

Present situation: Stage 3

Stage 1 is already present in the Agriculture Division. The modules are designed in such a way that they are all related to each other. The versatility already exists in higher education and has become universal within the BMD system.

Desired situation: Stage 4

The goal is Stage 4, with inter-disciplinarity in the medium and long term.

Criterion: 4.3. Traineeships, graduation

Present situation: Stage 2

This criterion will be discussed at the internal workshop (3.1), in particular with regard to the precise definition of food security aspects to be taken into account in student examinations.

Criterion: 4.4. Speciality

Present situation: Stage 0

Food security is linked to communication problems. Along with the ISO 26000 certification, private schools train students in food security. There is a strong development of private graduate agriculture schools in Senegal because there is a demand in the food sector. MEDS (Movement of Companies in Senegal), together with University actors (lecturers, administrative staff, students) participate in improving the training-employment match through a better synergy between Universities and companies.

Desired situation: Stage 3

The aim is for students to specialise in food security in the Agricultural Division of the University of Thiès.

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

