

CTA/WUR MAINSTREAMING TERTIARY EDUCATION IN ACP ARD POLICY PROCESSES: INCREASING FOOD SUPPLY AND REDUCING HUNGER

Dr. Newton Nyairo & Eric Bett
Kenyatta University, Kenya
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Research Objectives



- To assess the contribution of tertiary agricultural education institutions (TAEs) to the Comprehensive Africa Agricultural Development (CAADP) Process.
- To determine ways in which improvement in TAEs may enhance their role in fortifying the state of food security in Kenya.

The CAADP Pillars



1. Extending the area under sustainable land management and reliable water control system
2. Improving rural infrastructure and trade related capacities for improved market access
3. Increasing food supply and reducing hunger
4. Agricultural research, technology dissemination and adoption

Participating Institutions



- Bukura Agricultural College
- Egerton University
- Kenyatta University
- University of Nairobi
- Jomo Kenyatta University of Science and Technology (JKUAT)
- Masinde Muliro University of Science & Technology (MUST)

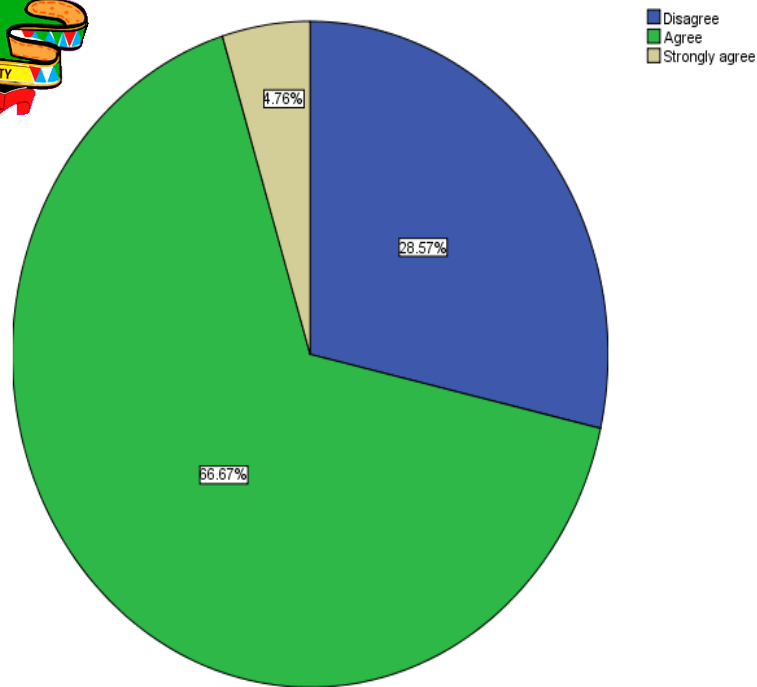
Areas of Focus in the Survey



- Curriculum content
- Government Intervention
- Community engagement
- Awareness of CAADP progress



Curriculum Coverage of food security



Current curriculum at my institution elaborately covers the elements of food security

- Most lecturers responded that the issue of food security is well covered in the curriculum
- A majority of the respondents were of the opinion that food security is well covered within the curriculum
- The number of respondents with contrary opinions is 20 per cent, which cannot be ignored.

Government Intervention in Food Security

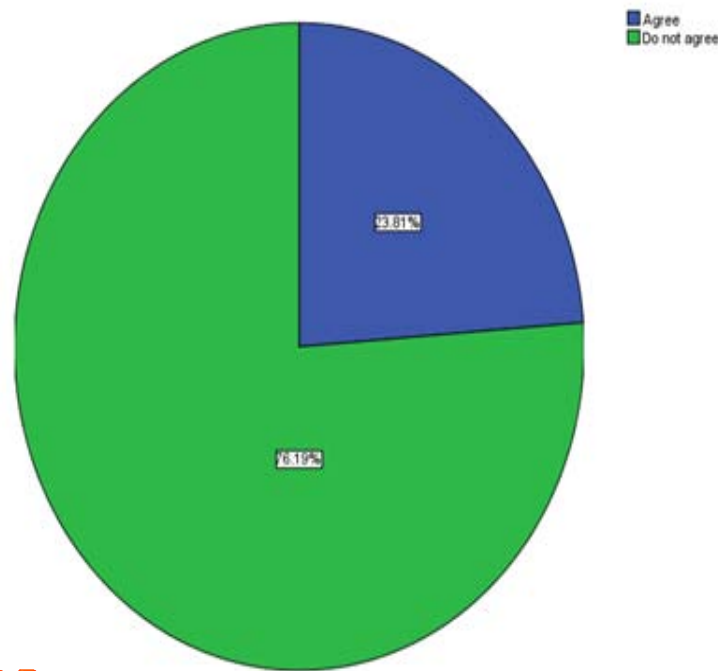


Fig. 2 The Government has adequately addressed food insecurity issues

- A majority of the respondents agreed that that the government was not doing enough in address food insecurity issues
- Of these respondents some believe that the government intervention is sufficient



Community Engagement

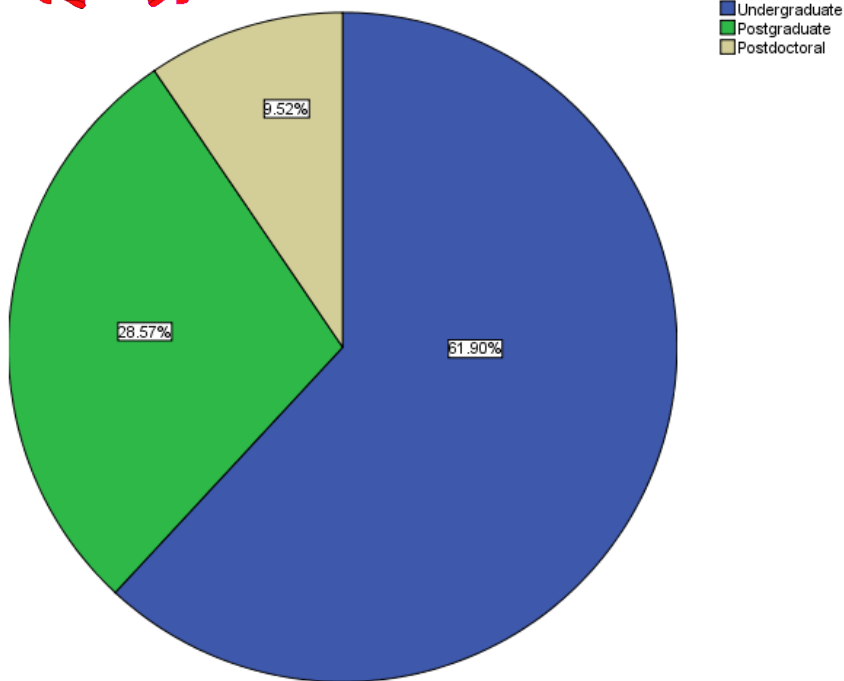
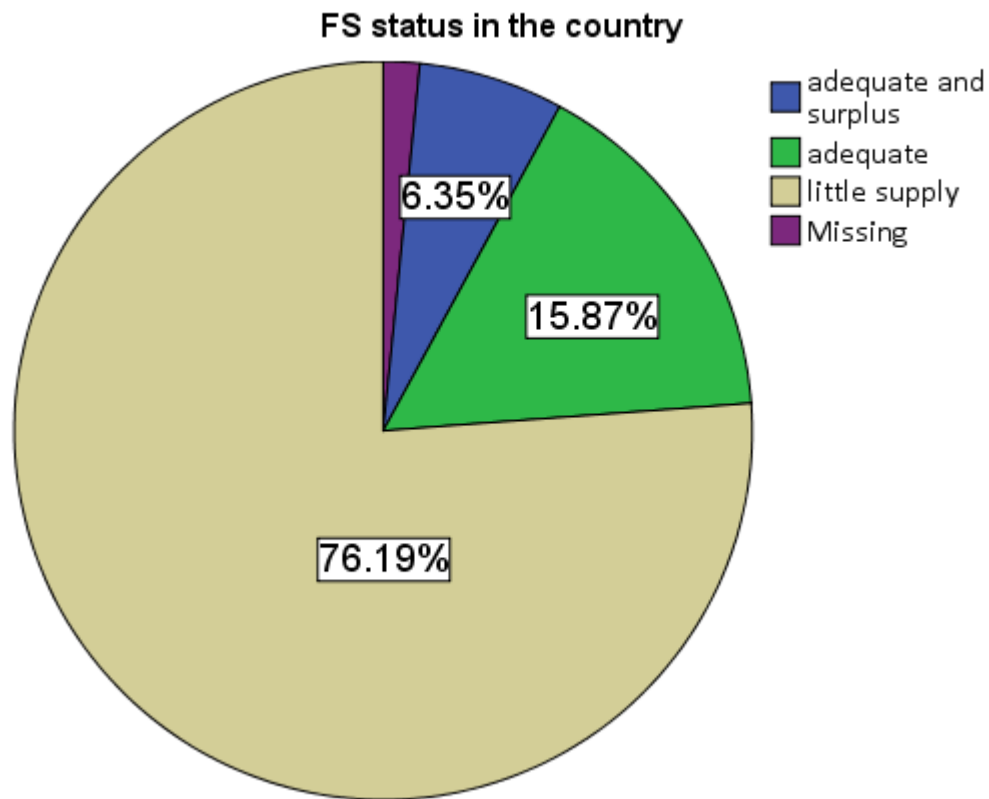


Fig 16. At what level of study do students engage with the community

- Current community interaction – student level
- Most of the students who engaged in community are undergraduates
- This brings to question whether by increasing the number of postgraduate students that would change the contribution of TAEs to the community

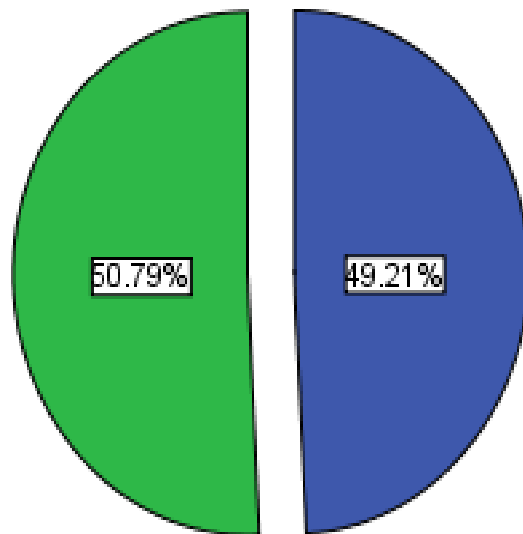
Food Security Status in the Country



Level of Food Supply in the Country

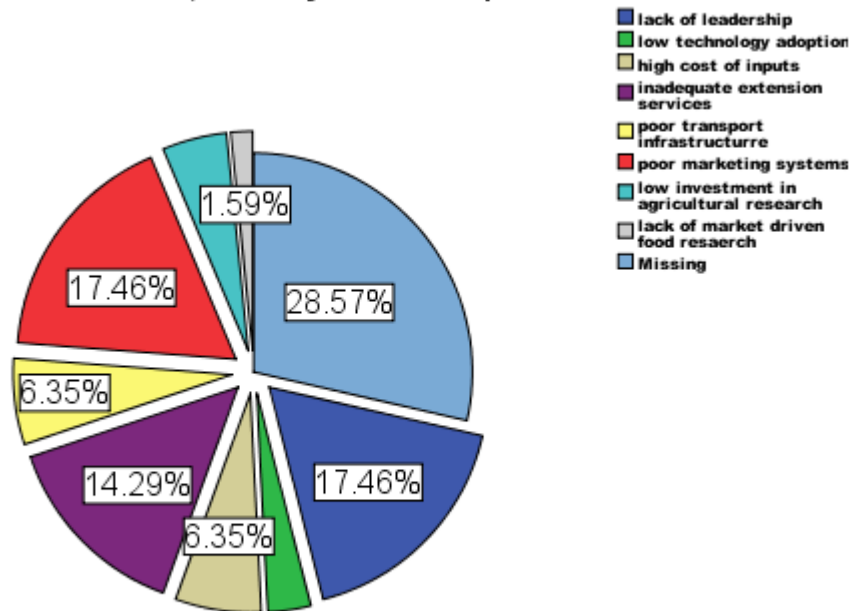
Level of food supply in the country

fairly supplied
poorly supplied



Hindrances to Food Supply

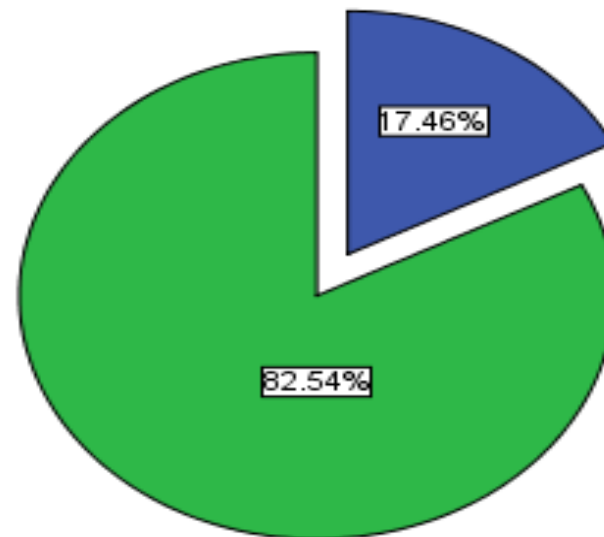
If no, where do you think is the problem?



Tackling Food Security

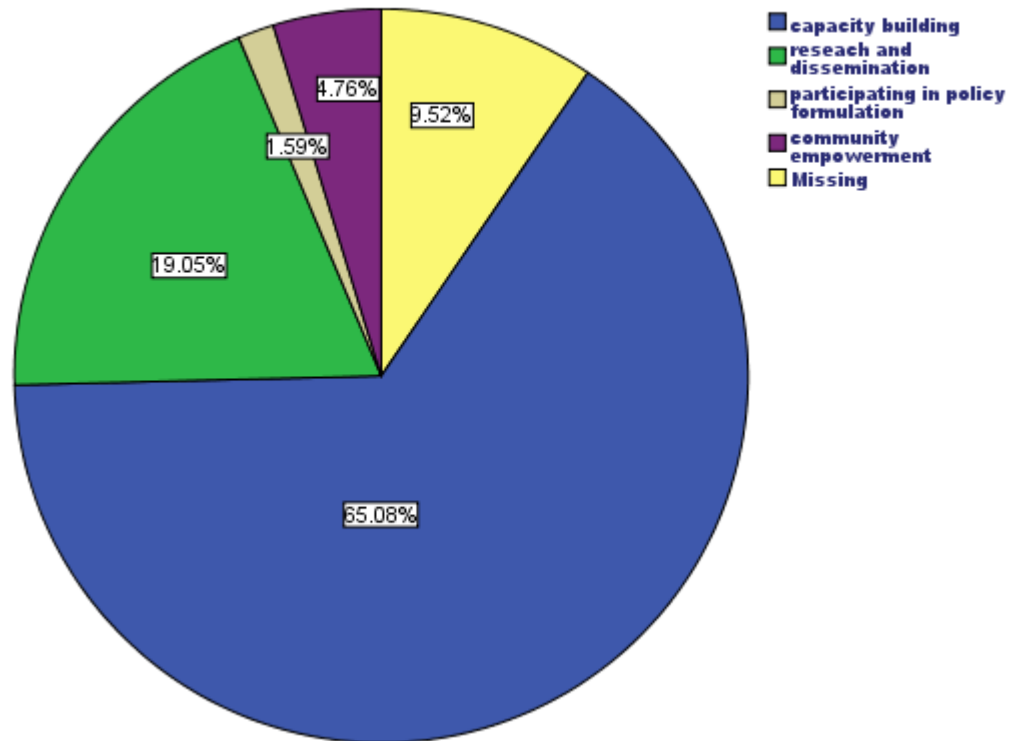
Are FS issues being well addressed

■ Yes
■ No



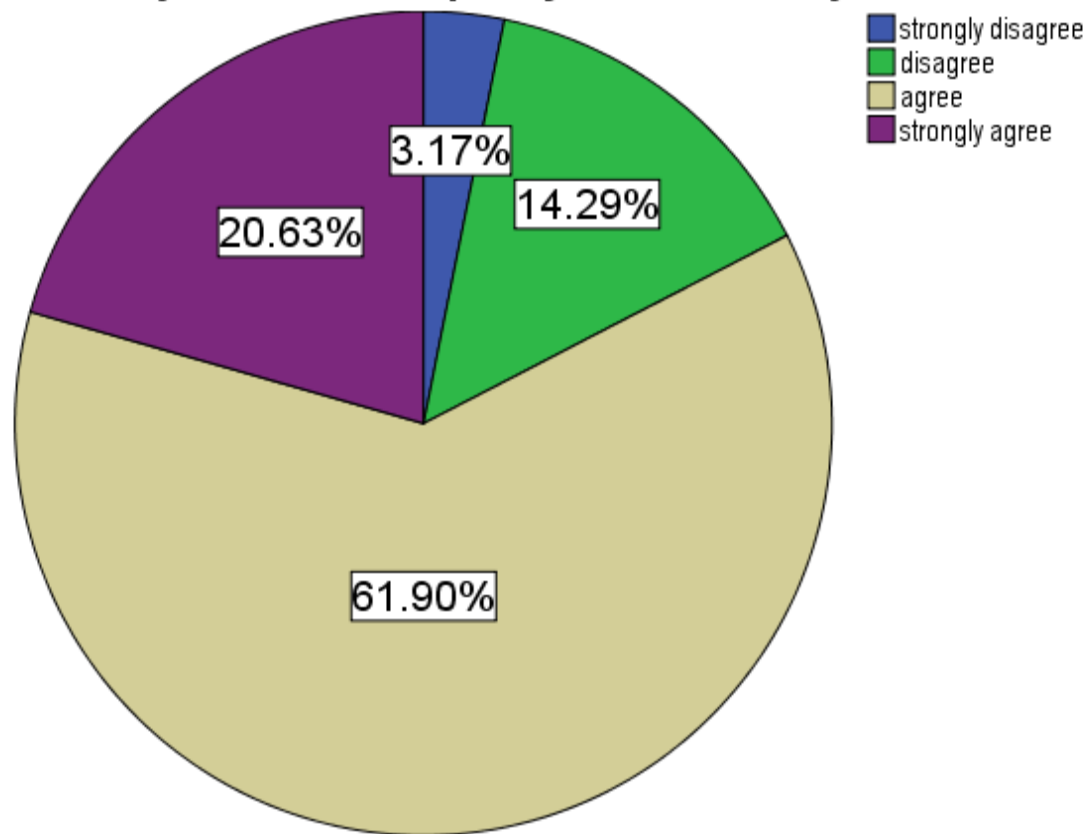
General Role of TAEs

Role of Universities & Colleges



Coverage of Food Security in TAEs Curriculum

The subject of FS is adequately covered in subjects at school



Emerging Issues



- Weak financial support for learning equipment
- Inappropriate learning approaches — large learning classes
- Lack of coordination mechanisms between development partners and networks
- TAEs not adequately responding to societal needs
- Graduates not committed to venturing into agricultural professions

FURTHER RESEARCH

- To find ways of creating sustainable linkages with stakeholders – industry and community