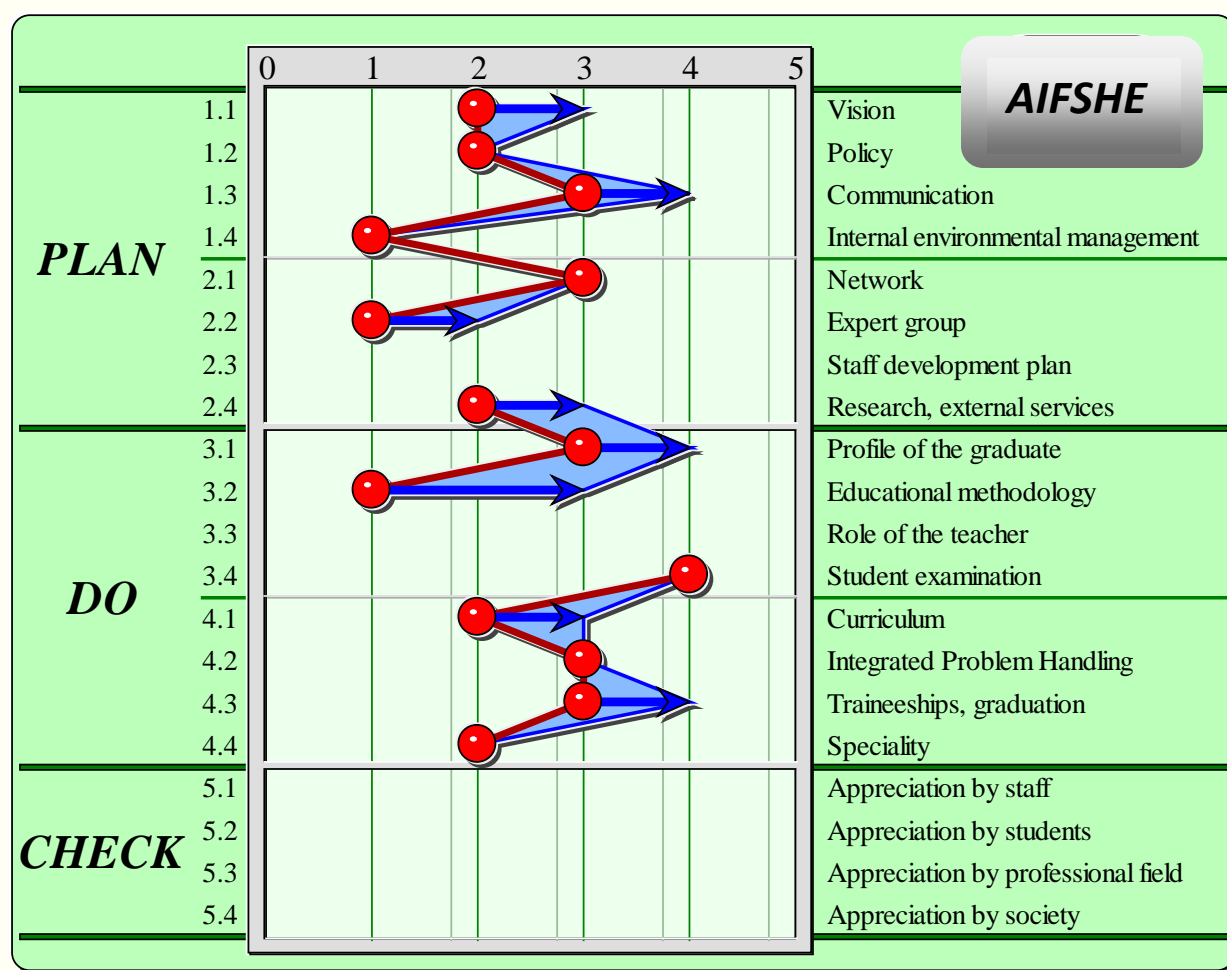


AIFSHE Report CAADP audit

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Department	SUA Faculty of Agriculture
Auditor	Olivier Bello
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Number of participants	13
Secretary	Jacob Kaingo
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Date of latest assessment	
Date of desired situation	By the end of 2013



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

=== PLAN ===

1. Vision and policy

Criterion 1.1. Vision

Present situation: Stage 2

A vision on food security and its relationship with a specific subject is presented at the beginning of most of the courses offered at SUA. The presence of this group at the AIFSHE audit is evidence of the second condition for Stage 2.

Desired situation: Stage 3

A mission statement related explicitly to food security is required. The existing vision statement, which is relatively new, must be re-written but without committing SUA to something that cannot be achieved. One possibility is to keep SUA's vision statement and add a sentence emphasising food security as a focus.

Criterion 1.2. Policy

Present situation: Stage 2

Lecturers have a visible role to play in the standard procedure of developing policies, including policies with respect to food security. These policies follow mid-term patterns (3 years on average).

Desired situation: Stage 2

The group is aiming to consolidate its current activities in order to remain at Stage 2.

Criterion 1.3. Communication

Present situation: Stage 3

Internal communication on food security occurs on quite a regular basis, as it is the core business of SUA. External communication occurs through exhibitions. However, it might be improved when it comes to outreach towards businesses.

Desired situation: Stage 4

Although food security does have the attention of high schools in the region, it is not thanks to the activity of SUA. Stage 4 is the desired situation because the promotion of SUA in the chain is a priority of the institution. Issues that require improvements are asynchronous communication, especially virtual communication and social media, which do not reach farmers, and synchronous communication, for example through physical communication centres, which are quite expensive.

Criterion 1.4. Internal management of food security

Present situation: Stage 1

Students and staff are not especially aware of the origin of the food offered on campus. However, the Centre for Sustainable Rural Development (see criterion 2.2) provides catering based on boiled food instead of fried, and awareness is emerging slowly about food quality among lecturers and students.

Desired situation: Stage 1

The group is aiming to consolidate its current activities in order to remain at Stage 2.

2. Expertise

Criterion 2.1. Network

Present situation: Stage 3

Presently, SUA has good collaboration with research partners in National Agricultural Research Institutes and the Ministry of Agriculture in the writing of research proposals and articles. Students are also sent on practical field attachments to some companies. The Faculty of Agriculture's Bureau of Consultancy handles consultancies for some companies with bidirectional learning, such as analyses of soil and food samples. Guest lecturers are invited but professional visits from guest lecturers are occasional. Variations exist between programmes. Feedback on shortcomings in the curriculum are revealed through lecturers' visits to companies when they are supervising students in the field. SUA collaborates with food security centres of excellence through SADC (Southern African Development Community) support to address food security, including assessment of food security vulnerability and short courses on food security.

Desired situation: Stage 3

The consolidation of the present situation is the ambition expressed by the group.

Criterion 2.2. Expert group

Present situation: Stage 1

A soil-water management research programme has been in existence for over 20 years at the Department of Agricultural Engineering, which could be seen as an expert group. Focal areas of research have been water harvesting for sustainability of food production in crop and livestock systems, with the collaboration of local governments. District staff have also been trained on water harvesting. A group with food security as a focus does not exist at the moment. However, there is a food security expert team that works with the government (i.e. the Ministry of Agriculture), in food security surveillance.

Desired situation: Stage 2

SUA's Centre for Sustainable Rural Development should integrate food security components in its work.

Criterion 2.3. Staff development plan

This criterion will be removed from the instrument, as it has no direct relationship with the theme of food security (part of the fine tuning of AIFSHE within this pilot phase).

Criterion 2.4. Research, external services

Present situation: Stage 2

Lecturers come together in teams to offer consultancy services. Projects with funding support from NORAD (Norway's Agency for Development Cooperation) have addressed food security.

Desired situation: Stage 3

Achievement of this desired situation will strongly depend on the results of criterion 1.3 in terms of external communication.

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=== DO ===

3. Education goals

Criterion 3.1. Profile of the graduate

Present situation: Stage 3

There is a course at the SUA Department of Food Science in food and nutrition security. The curriculum review involves both current and graduated students.

Desired situation: Stage 4

Food security is explicitly mentioned in the profile, and its multi-disciplinary character is present and visible. However, inter-disciplinarity still needs to be incorporated.

Criterion 3.2. Educational methodology

Present situation: Stage 1

One problem faced by most students at undergraduate level is that learning is focused on exam passing, so they are not proactive when it comes to reflection. On the other hand, the concept of building in compulsory reflection in the learning process appears to be quite new and innovative to the whole group.

Desired situation: Stage 3

Students and staff indicate that they are very interested in developing this specific criterion, so the group decides to set the desired situation two levels higher.

Criterion 3.3. Role of the teacher

This criterion will be removed from the instrument, as it has no direct relationship with the theme of food security (part of the fine tuning of AIFSHE within this pilot phase).

Criterion 3.4. Student examination

Present situation: Stage 4

The group considers food security as a core business, so scoring up to Stage 4 is seen as quite easy. Local supervisors based at field attachment stations evaluate practical field reports (log-books) and award marks to students attached to the company.

Desired situation: Stage 4

The group would like to consolidate the present situation. External examiners should evaluate the fairness of exam assessments. An internal discussion/workshop at SUA has to be initiated in order to deal with this ambition and decide whether it is desirable or not.

4. Education contents

Criterion 4.1. Curriculum

Present situation: Stage 2

The curriculum contains courses on (sustainable) food and nutrition security. All aspects of it are covered.

Desired situation: Stage 3

The group notes that the first condition for this stage is already present, but disagrees over the existence of the other conditions. SUA's ambition, however, is to reach Stage 3.

Criterion 4.2. Integrated problem handling

Present situation: Stage 3

Lecturers systematically integrate the components of food security in the daily teaching practice. MSc and PhD studies are already at Stage 3, where courses explicitly integrate food security. We need now to consider multi-disciplinarity; for example, water management and engineering have to work together with economics.

Desired situation: Stage 3

The consolidation of the present situation is the ambition expressed by the group.

Criterion 4.3. Traineeships (Internships), graduation

Present situation: Stage 3

Food security is explicitly written in University Examination Regulations. Other conditions are also agreed.

Desired situation: Stage 4

Ideally, student projects should involve inter-disciplinary work. The implementation of this depends on the research team (for instance forestry together with engineering), but this is not explicitly structured, and the group expresses the ambition that it should be so.

Criterion 4.4. Speciality

Present situation: Stage 2

The Department of Agricultural Engineering has a graduate programme where students can take courses at different institutes in Kenya or South Africa in the field of food security and sustainability. Exchange programmes also exist where undergraduate students take courses at institutes in Japan on this subject. However, no certificate will be delivered.

Desired situation: Stage 2

The consolidation of the present situation is the ambition expressed by the group.

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