

# Transforming Higher Education Systems: using TAP Common Framework on capacity development

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# Capacity Development for AIS: G20 Establishes TAP

- TAP: multilateral facilitation mechanism to promote greater coherence and impact of **Capacity Development (CD) for Agricultural Innovation System (AIS)**
- TAP has **45 partners**, GCHERA and APAARI are active partners of TAP
- In 2016 TAP Partners approved the **Common Framework on CD for AIS** which was developed by a group of experts, including from GCHERA
- Both GCHERA and APAARI are members of the TAP Steering Committee and played an active role in the development of the TAP Action Plan and the resource mobilization strategy
- GCHERA and APAARI have been collaborating in several global outreach activities such as webinars on CD for AIS.

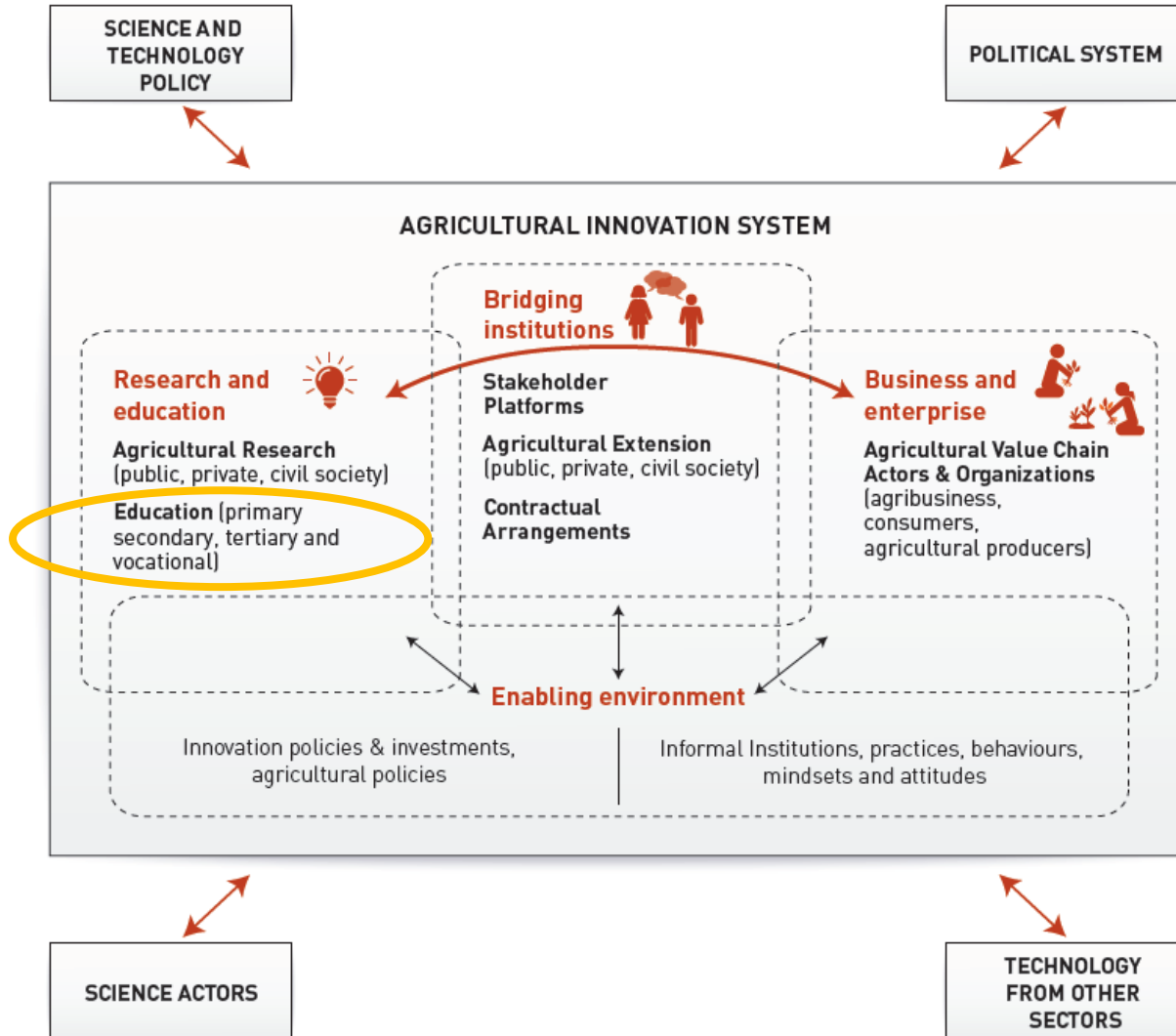
# TAP Common Framework (CF)

- Promotes a **shift of mind-set and attitudes**;
- Provides concepts, principles, approaches and tools to
  - better understand the **AIS architecture**, and **assess CD needs**
  - Plan, implement, monitor and evaluate **CD interventions**
- **Focus on functional capacities** for enabling innovation

**Available in English, French and Spanish. Synthesis available in Hindi!**



# The AIS conceptual diagram



As agriculture increasingly involves complex interactions among stakeholders at multiple levels, agricultural innovation needs a system perspective.

The **role of education** is crucial in the AIS.

# Link between education and capacity development

- Functional capacities, communication, leaderships and entrepreneurial skills, among others, are critical to enable youth to become **agents of change** in the AIS.
- HE programs should be skill-based, promoting creativity and innovation to equip new generations with capacity to adapt and respond in order to realize the potential of innovation.
- HE institutions should have capacity to develop functional skills and capacities of their staff to better advocate and influence for their programs, to effectively communicate with their students, and facilitate discussions and partner with other actors in the system.

# Application in TNAU

Building **functional capacities** to enable professors to engage students through collective learning, reflection and collaboration. Identification of capacity and knowledge gaps. Development of TNAU's own roadmap towards transformation.

Interactive exchange – the questions we asked:

- What does innovation mean to you?
- What role does higher education play in AIS?
- What is needed for people to innovate (internal and external factors)?
- What makes innovation happen?
- What do you think a role of education in AIS should be?





# Functional capacities



**Capacity to navigate complexity**



**Capacity for collaboration**



**Capacity for reflection and learning**



**Capacity to engage in strategic and political process**



**Capacity to adapt and respond in order to realize the potential of innovation**



# TAP Partners





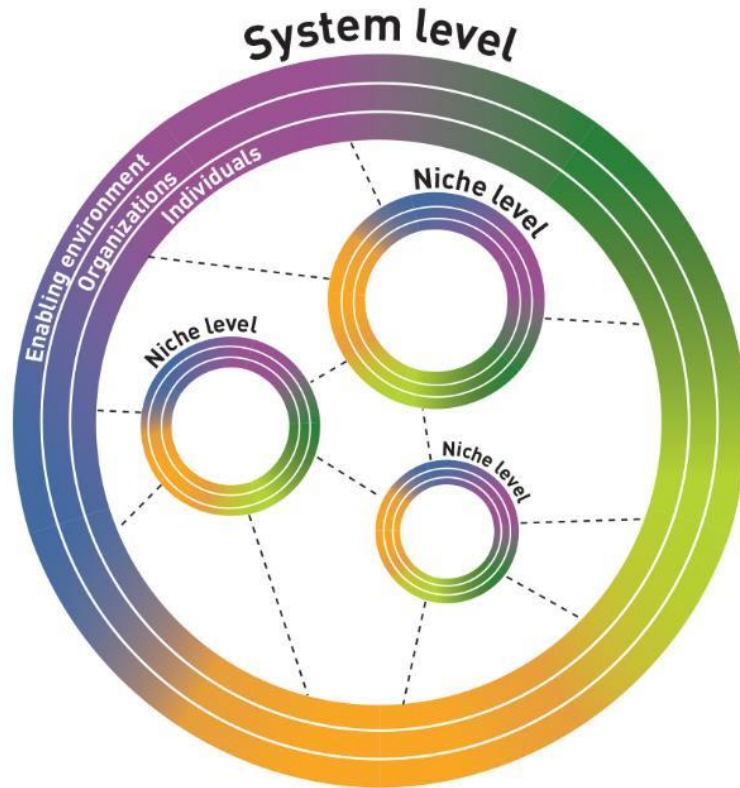
# Higher Education an integral part of the AIS

- Knowledge and information hub for the system
- Source of future human capital
- Neutral body – providing objective, evidence based solution for decision making
- Providing up-to-date information and education to the stakeholders in the system
- Facilitation of multi-stakeholder platforms
- Linking knowledge with practice and upscaling innovations

# Higher education sector: key roles

- Improving general education level of all actors
- Education and training of professional in the agricultural sector
- Development of better knowledge and associated skills for farmers and other actors
- Facilitating investment in human resources for process and product development
- Developing approaches and methods of experiential and multi-actor learning

# Dual pathway and CD for AIS Cycle



**System level:** Focus on the functionalities and performance of the system as a whole.

**Innovation niche level:** CD takes place around specific innovation agendas.

**Five stages** for the operationalization of CD interventions in AIS. The cycle stimulates learning and interactions between the 3 CD dimensions (individual, organization, system).

## Example: Tamil Nadu Agricultural University (TNAU), India

- In January 2019, APAARI organized a training workshop on ‘Transformation of Agricultural Education through Knowledge Management and Capacity Development for More Effective Agricultural Innovation System (AIS)’, in collaboration with TNAU, FAO and GCHERA.
- Key KM and CD for AIS concepts and processes used to guide transformation of agricultural education.
- Sharing key elements of successful transformation of agricultural education systems (e.g. bringing business, ethical and value-based leadership and experiential learning to agri universities).
- Learning from successful models (the EARTH University in Costa Rica) for scaling up.

# Application of the CD stages

- **Stage 1:** Galvanizing commitment to get participants' engagement and interest in the change process, identify innovation champions
- **Stage 2:** Visioning to develop consensus about participants' vision for the future and a vision statement developed
- **Stage 3:** Capacity needs assessment to identify the capacities (both functional and technical) needed to achieve the vision
- **Stage 4:** Capacity development strategy to identify priorities for change and frame an action plan for CD, advocacy, mobilization, and KM.
- **Stage 5:** Implementation – What has changed as a result of the training?



# Knowledge Attitude Practice (KAP) Survey

How is new knowledge and skills applied?

- Key abilities in TNAU: action planning, use of innovative methods and processes for curriculum delivery, enhanced collaboration and team building
- New skills applied: interactive and knowledge-sharing methods and tools; integration of functional CD
- 69% respondents used most new knowledge and skills in their work
- 77% trained others following the training

# Knowledge Attitude Practice (KAP) Survey

What has changed/improved after this training:

- Using improved teaching methods
- Involving more collaborators for new project proposals
- Identifying gaps in learning, deep into the process of understanding the learning situation and providing facilitation to improve upon
- Developed a futuristic vision of agricultural innovation in agricultural system

Knowledge put into use: Most of it (70%)

What did they apply:

- Interactive and knowledge-sharing methods and tools
- Capacity development focused on improving soft skills
- Action planning and implementation based on the logical frame approach

# THANK YOU

FOR MORE INFORMATION ON TAP AND CDAIS:

<http://www.fao.org/in-action/tropical-agriculture-platform/en/>

<http://tapipedia.org/>; <http://cdais.net/home/>.