

The impacts of the Transforming Higher Education Project on APAARI's work



Martina Spisiakova, Knowledge Management Coordinator, Asia-Pacific Association of Agricultural Research Institutions (APAARI)

Asia-Pacific Association of Agricultural Research Institutions (APAARI)



- Membership-based
- Apolitical
- Multi-stakeholder
- Inter-governmental
- Regional organization
- Working in APR since 1990

Vision:

Strengthened research and innovations for sustainable development in Asia and the Pacific

80+ APAARI's members

- National agricultural research institutes and organizations (NARS)
- **Higher education institutions**
- Inter-governmental agencies
- International agricultural research centres
- Private sector
- Civil society (NGOs and FOs)
- Global/regional/sub-regional fora

As a bridging organization and an innovation platform in Asia-Pacific, APAARI...

Capacity development – Funding and facilitating member participation in programmes that build their technical and functional capacities to strengthen innovation and sustainable transformation of agri-food systems in the region.

Knowledge management – Facilitating knowledge sharing, learning and collaboration, disseminating research outputs, and providing guidance to researchers, policy makers and donors to support policy development, re-orientation of investments, and focus on strategic agri-food priorities of the region.

Policy dialogue – Creating opportunities for multi-actors to engage in policy dialogue on science-based options for complex and interrelated economic, social and environmental sustainability challenges, influence mindset shift and inspire transformation towards sustainable agri-food systems.

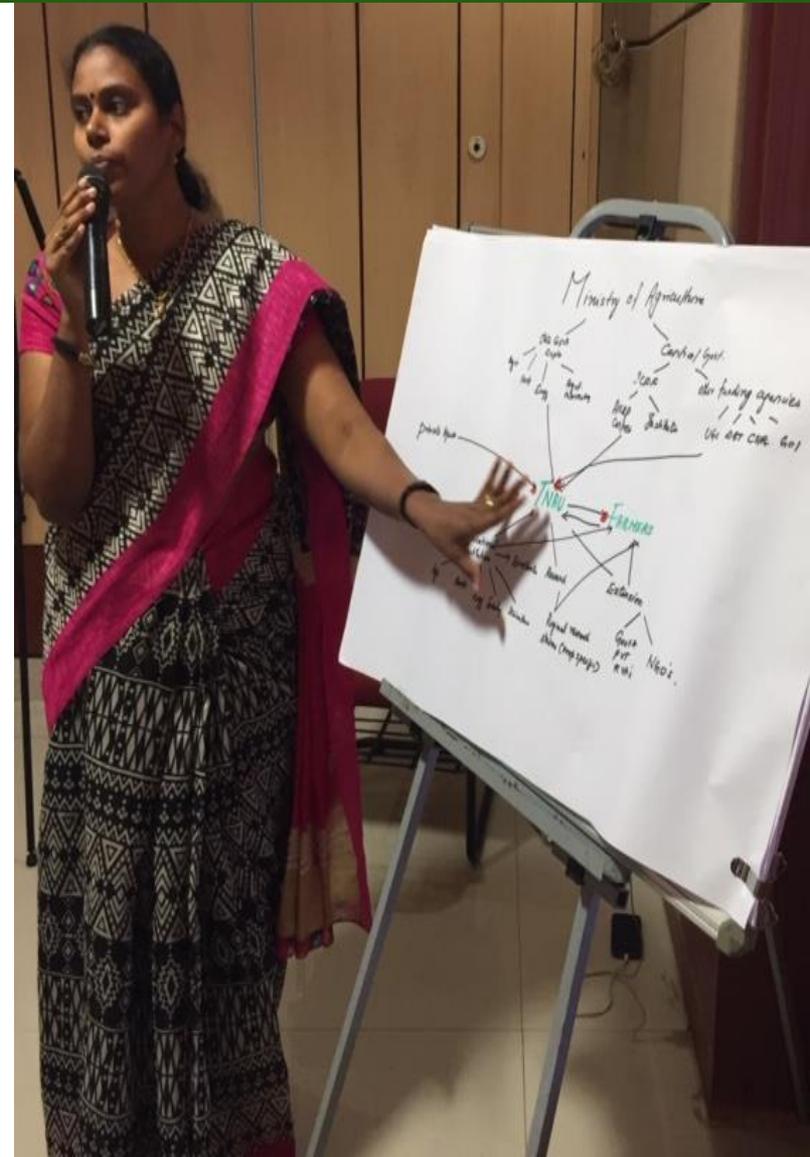
Networking – Connecting member institutions and individuals in a network of national, regional and global AIS stakeholders and expertise; and facilitating research-extension-policy linkages.

Information management – Facilitating data and information collection, analysis and dissemination to support scaling up and out of innovations, and feed evidence into decision-/policy-making processes.

Advocacy – Using evidence to advocate: policies for improved investments in agri-food research and innovation systems; reforms for agricultural higher education to better respond to the dynamics of the region's agri-food systems; and inclusive agricultural innovation strategies.

GCHERA/Transformation of Higher Education Project – a major inspiration for APAARI

- Before 2017 – APAARI had no strategy for HEIs engagement...
- Nov 2017 – **Regional webinar on Capacity Development for Agricultural Innovation-Bringing System-wide Change in Asia-Pacific** (FAO-TAP, GCHERA and GFAR) – The first step to engage HEIs in APR in discussions on the importance of functional capacities and experiential learning to speed up agricultural innovation based on the TAP Common Framework and the Earth University model
- Jan 2018 – **Workshop on KM and Capacity Development for More Effective AIS at the Tamil Nadu Agricultural University (TNAU) in India** for university professors, administrators and students to **inspire transformation** of teachers into leaders that promote career development in agricultural profession (70% of participants used new knowledge and skills in their work almost a year later)



GCHERA/Transformation of Higher Education Project – a major inspiration for APAARI

- January 2018 – analytical work on tertiary sector perspectives on AIS for sustainable development in Asia-Pacific; proposal for an ASEAN-UNESCO project...
- June 2018 – APAARI took place in the European Development Days of the European Commission to showcase activities of TAP in Bangladesh and Laos, and GCHERA on transforming agricultural education under the topic “**Women and girls at the forefront of sustainable development: protect, empower, invest**”
- **Re-engagement** with the European Union, FAO, GFAR on how to move the discussions on university transformation forward...



Evolving knowledge partnership and advocacy on HE in Asia-Pacific

- 2018: GCHERA becomes a member of APAARI
- 2019: APAARI becomes member of GCHERA Steering Committee
- APAARI's participation in GCHERA World Agriculture Prize Award and GCHERA's 10th Conference on Transforming Higher Education in Nanjing, China
- 2018-2020: **Collaborative regional and global webinars** e.g. on...
 - ❖ Capacity development for agricultural innovation
 - ❖ How to make agricultural lectures more interactive for agricultural students
 - ❖ Experiential learning in agricultural education
 - ❖ Experiential learning in the face of COVID-19
- 2020: Contribution to the development of GCHERA's roadmap
- 2021-2022: APAARI-GCHERA partnership under the TAP and GFAR

Integration of the Transforming Education Project Model in APAARI's work

- **APAARI has no focused programme for transforming HEIs**
- **Focus on mainstreaming HEIs involvement** in multi-stakeholder projects and processes through:
 1. **Blending the Transforming Education Project Model with the TAP Common Framework** approaches to encourage the use of improved methodologies and tools in teaching, in order to develop capacities for AIS; and help to institutionalize the framework, methodologies, tools and lessons in curricula
 2. **Integrating this “blending model”** in all APAARI projects, KM and CD activities where HEIs are involved, e.g. KM workshop in India and Iran, technical projects, i.e. Asia Pesticide Residue Mitigation Project; Biopesticide Development Project in South Africa; Phytosanitary Development Project in Bangladesh; Agroecology and Safe Food System Project in Southeast Asia (ASSET); analytical work – rapid joint appraisal; Regional Training on CD for AIS in Asia and Africa....
- 2019: Draft partnership framework developed by APAARI-GCHERA
- 2022: Scoping for new opportunities to work together under TAP and GFAR

Alignment with TAP and GFAR

- APAARI's and GCHERA's focus on capacity development is aligned with the goal of the TAP Action Plan "**facilitating capacity development for agricultural innovation**"
- **Young people are central to future global development**, so it is essential that the education systems equip graduates to be leaders in catalysing innovation
- **HEIs also need to be empowered** to come forward in more active engagement and leadership to make change happen and contribute to sustainability
- EARTH University Model and experience under the Transformation Education Project, blended with the TAP Common Framework, to be used as an **international model** for preparing ethical leaders as agents of positive change in addressing social, economic and environmental challenges
- **Scaling up GCHERA Pilot Project and TAP-related initiatives** to interested institutions in Asia-Pacific, with focus on organizational and institutional development of HEIs to benefit small farmers



Thank you!

