

Five years involvement of Wageningen UR with NPT and NFP

Capacity Development in Higher Education



WAGENINGEN UR
For quality of life

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Foreword

Wageningen UR (University and Research centre) has a long history of cooperation with universities and knowledge centres in developing countries. It has generated extensive experience through decades of work in the field of institutional strengthening of organisations and centres for higher education and through capacity development of their staff. This global orientation has for long been part of the mission and strategy of Wageningen UR. In its domain of healthy food and living environment Wageningen UR has earned an excellent reputation. Wageningen is acknowledged worldwide as a very strong international brand. That reputation attracts students from more than 100 countries to Wageningen UR and accounts for our extensive international project portfolio in education and research.

The strength of Wageningen UR lies in the ability to join the forces of Wageningen University, Van Hall Larenstein University of Applied Sciences and the specialised research and training institutes within Wageningen UR, which covers the entire spectrum of higher education and research. It also lies in the combined efforts of the various fields of natural and social sciences, resulting in coherent packages of research, education and services. This unique union of expertise is called the Wageningen Approach.

Given this international background and unique approach it is not surprising that Wageningen UR has shown great interest in two International Education programmes of the Ministry of Development Cooperation. These programmes, which are the main instruments of the international education policy of The Netherlands, are

Netherlands Programme for Institutional Strengthening of Post-Secondary Education and Training Capacity (NPT) and *Netherlands Fellowship Programme (NFP)*, and aim to strengthen post-secondary education and training capacity in developing countries. The International Education programmes, which are administered by the Netherlands organization for international cooperation in higher education (Nuffic), are demand-driven and competitive by design. Wageningen UR has been very successful in both programmes in terms of projects granted and fellowships awarded: 31 NPT projects and more than 2,400 fellowships.

This booklet describes the personal experiences of scientific and professional staff and students involved in NPT projects and NFP study activities, which gives the reader a first hand insight into the expected and unexpected results of their involvement during the first phase of the programmes (2004-2008). The NPT and NFP officially ended in 2009, but are succeeded by improved versions: *Netherlands Initiative for Capacity Development in Higher Education (NICHE)* and *Renewed NFP* for the period 2010-2013.

We hope that the experiences and opinions presented in this booklet will give you inspiration and prove pleasant reading.

Ben Beuming
Account Manager Wageningen International

Wageningen, December 2010



Abbreviations and acronyms

ANAFE	African Network for Agriculture, Agro-forestry and Natural Resources Education	FASEG	Faculté des Sciences Economiques et de Gestion, Benin
BAC	Bukalasa Agricultural College, Uganda	FAST	Faculté des Sciences et Techniques, UAC, Benin
CBL	Competence Based Learning	FLASCO	Latin American Faculty of Social Sciences, Guatemala
CDI	Wageningen UR, Centre for Development Innovation	FSA	Faculté des Sciences Agronomiques, UAC, Benin
CECEM	Centre for Community Empowerment, Vietnam	GAPI	Gabinete de Consultoria e Apoi à Pequena Industria, Mozambique
CEDES-RA	Bureau d'Etude, Benin	GRNB	Gestao de Recursos Naturais e Biodiversidade, Universidade. Edoardo Mondlane, Mozambique
CIAT	Cape Institute for Agricultural Training, South Africa	HAN	Hogeschool Arnhem Nijmegen
CINPE	International Economic Policy Centre for Sustainable Development, Costa Rica	IAIN	State Institute for Islamic Studies, Indonesia
CODERSA	Consultores para el Desarrollo Rural Sostenible S.A, Guatemala	ICRA	International Centre for development oriented Research in Agriculture
CUNOROC	Centro Universitario del Nor-Occidente, Guatemala	ICRAF	World Agroforestry Centre, Kenya
DIPIT	Direction de l'Inspection Pédagogique et de l'Innovation Technologique, Benin	IPAS	Institute of Pastoral and Agro-pastoral Studies, Ethiopia
DLO	Dienst Landbouwkundig Onderzoek	ISEA	Institute Supérieur d'Agriculture et d'Elevage, Rwanda
ENEAM	Ecole Nationale d'Economie Appliquée et Management, Benin	ISP	Institutos Superiores Politécnicos, Mozambique
ENSET	Ecole Normale Supérieure de l'Enseignement Technique, Benin	ISS	Institute of Social Studies
EPAC	Ecole Polytechnique Abomey-Calavi, Benin	ITC	International Institute for Geo-information Science and Earth Observation
ESTEFOR	Escuela Técnica de Formación Forestal, Guatemala	JUCAVM	Jimma University, College of Agriculture and Veterinary Medicine, Ethiopia
FA	Faculté Agronomique, l'Université Parakou, Benin	IWRM	Integrated Water and Resource Management
		KIT	Royal Tropical Institute

LAMS	Lycée Technique Agricole Medji de Sékou, Benin	UNDP	United Nations Development Programme
LEI	Landbouw Economisch Instituut	UNESCO-IHE	Institute for Water Education
MDF	Management of Development Foundation	UNIPA	Universitas Negeri Papua, Indonesia
MEC	Ministério da Educação e Cultura, Mozambique	Unizul	University of Zululand, South Africa
MHEST	Ministry of Higher Education, Science and Technology, Mozambique	UNPATTI	Universitas Pattimura, Indonesia
MMU	Mountains of the Moon University, Uganda	UP	Université de Parakou, Benin
MsM	Maastricht School of Management	UTC	Universidad Tecnológico del Chocó, Colombia
NEMA	National Environmental Management Authority, Uganda	VHL	Van Hall Larenstein, University of Applied Sciences
NFP	Netherlands Fellowship Programme	VU	Vrije Universiteit
NHL	Noordelijke Hogeschool Leeuwarden	Wageningen UR	Wageningen University and Research centre
NICHE	Netherlands Initiative for Capacity Development in Higher Education	WEC	Water Education Centre, Yemen
NPT	Netherlands Programme for Institutional Strengthening of Post-Secondary Education and Training Capacity	WRTC	Women Research and Training Centre, Yemen
NUFFIC	Netherlands organization for international cooperation in higher education	WU	Wageningen University
NUR	National University of Rwanda		
OPD/MARD	Organization and Personnel Department, Ministry of Agriculture and Rural Development, Vietnam		
POLITANI	Politeknik Pertanian Negeri Kupang, Indonesia		
PTC+	Practical Training Centre		
SENA	Servicio Nacional de Aprendizaje, Colombia		
UAC	Université d'Abomey-Calavi, Benin		
UNDANA	Universitas Nusa Cendana, Indonesia		

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1

NPT and NFP
2004 - 2008

International
cooperation
in higher education

1.1 NPT and NFP programmes; five years involvement of Wageningen UR

*'Capacity building is not about how to change knowledge and skills,
but how to manage change'*

Since the launch of two International Education Capacity Development Programmes by the Dutch Ministry of Development Cooperation in 2002, Wageningen UR (University and Research centre) has actively been involved in the NPT and NFP programmes. NPT stands for *Netherlands Programme for Institutional Strengthening of Post-Secondary Education and Training Capacity*, NFP stands for *Netherlands Fellowship Programme*. These programmes have formally ended in 2009, but are succeeded in 2010 by two new programmes: NICHE (*Netherlands Initiative for Capacity Development in Higher Education*) and the Renewed NFP.

History of NPT and NFP

Based on the findings of an inter-ministerial policy review, the Dutch government decided in 1999 to make radical changes to the existing international education programmes. The seven existing programmes were phased out and two new programmes were introduced: NPT and NFP.

These new programmes are the main instruments of the international education policy of the Netherlands. The programmes were published in 2002 and became effective at the end of 2003.

Characteristics NPT

NPT is a programme of South-North cooperation in which expertise from Dutch organisations is mobilized to strengthen institutional capacity in the South. This capacity must be relevant to the sectors and themes targeted for the Dutch bilateral support given to the countries in question. More general support for the higher education sector and support for projects which cut across the chosen sectors and themes is also possible. NPT is demand-driven and flexible, and it addresses local priorities. 'Ownership' on the part of stakeholders in the South is an important feature of the programme. Contracts by Dutch organisations to provide the necessary services are awarded on a competitive basis. This is done through a public tender

procedure in the Netherlands. The aim of NPT is to spend at least 50 percent of the total budget in Sub-Saharan Africa. The project period on average is 4 years.

From the start of the programme, 16 so called NPT-countries have been identified. However, Peru was withdrawn from the list after one year. And, due to the difficult political environment, no activities have started in Eritrea in the period 2004-2008. The countries who participate in the NPT are Benin, Colombia, Ethiopia, Ghana, Guatemala, Indonesia, Mozambique, Rwanda, South Africa, Tanzania, Uganda, Vietnam, Yemen and Zambia (for an overview of NPT countries and their sectors and themes for support, see chapter 7).

The overall aim of the NPT and NFP was formulated as follows: 'to help reduce the quantitative and qualitative shortage of trained professional staff in developing countries, so as to build sustainable capacity within the poverty reduction framework'. More specifically, the NPT aims to strengthen post-secondary education and training capacity in developing countries, in order to give them a better change of generating their own training institutes and manpower in the longer term. The NFP aims to cater for short-term training needs and is geared to building capacity in a broad range of governmental, private and non-governmental organisations. These include education institutes, planning agencies, ministries, community-based organisations and private enterprises.

Studies of the World Bank and UNDP emphasize that higher education is critical to building strong nations. The demand for

higher education in many developing countries is explosive, while at the same time higher education institutes are short of basic facilities and often have outdated educational systems. The link between 'the world of learning' and 'the world of work' is weak, and the institutes need support to adjust to the rapid changing social-economic environment. NPT and NFP can be seen as an answer to these needs.

The NPT and NFP programmes are administered by Nuffic, the Netherlands organisation for international cooperation in higher education in The Hague, on behalf of the Dutch government. The total volume of contracts signed for NPT in the period 2004-2008 represent a value of approximately € 190 million (€ 38 million a year). For all modalities under the NFP this value is € 177 million (€ 35 million a year).

Characteristics NFP

NFP is targeted towards mid-career professionals who are nationals of one of the 57 selected NFP-countries (for a list of countries, see chapter 7). Fellowships are awarded to individuals but their training must occur within the development of the local organisation for which they work. Candidates must be nominated by their employers. Unlike the NPT, the NFP programme is not limited to the Dutch bilateral sector of the countries in question. NFP offers professionals a chance to enrol in international degree programmes, in diploma courses and in tailor-made training programmes. There are 5 NFP modalities: (1) NFP Master's degree programmes, (2) NFP PhD programmes,

(3) NFP Short courses, (4) NFP Refresher courses and (5) NFP Tailor-made training.

At least half of the budget is to be spent on candidates or organisations in Sub Saharan Africa, and on female candidates. The tailor-made training programme is meant in particular to enhance the overall functioning of organisations by training groups of staff members. Courses of tailor-made training are designed to meet specific needs which requesting organisations have identified. Like NPT, tailor-made training requests follow a public tender procedure to select the provider of the training. The training is generally of brief duration; between 2 weeks and 12 months.

1.2 Wageningen UR involvement in NPT

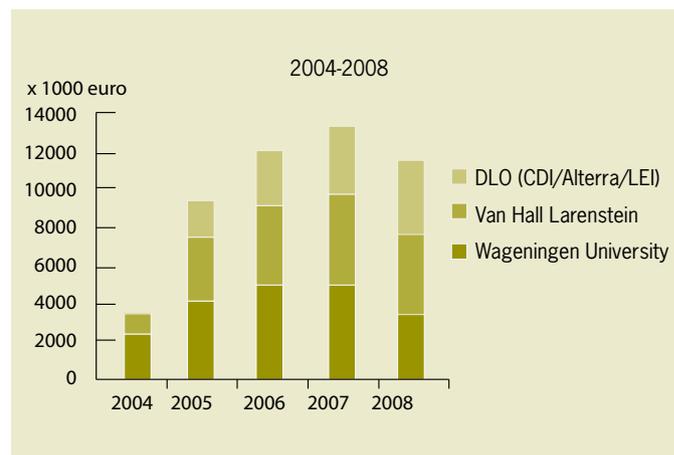
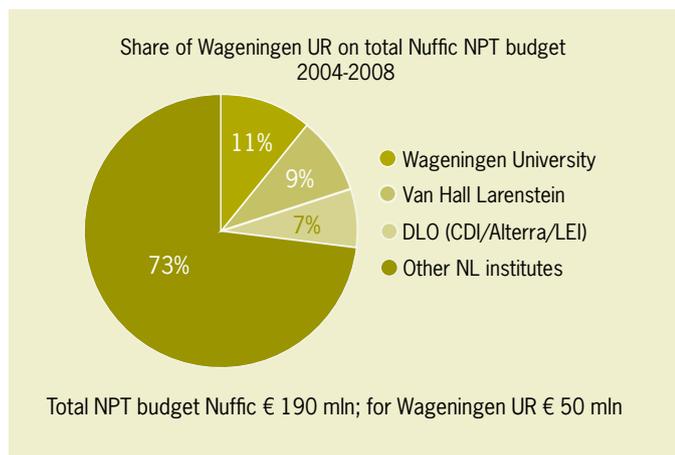
Between 2004 and 2008 Wageningen UR, together with external partners, supported over thirty NPT projects in 11 countries with a total budget of over € 50 million and an average budget per project of € 1,4 million. This involvement makes Wageningen UR one of the most successful institutes in the NPT programme.

Wageningen UR, through its concern members Wageningen University, Van Hall Larenstein University of Applied Sciences (VHL) and the Stichting DLO is leading consortium partner in all 31 projects. The distribution over the concern members is more or less even: Wageningen University leading 12 projects, VHL 9 projects and CDI (former IAC/ Wageningen International)/ LEI/ Alterra 10 projects. In addition to these 31 projects Wageningen UR is consortium partner in more than 10 NPT projects led by

other knowledge institutes in the Netherlands such as VU University Amsterdam, UNESCO-IHE, ICRA, Stichting Tropenbos, MDF (these non-leading projects are not included in the budget figure below).

The share of Wageningen UR in the overall NPT programme is large: 21% in number of (leading) projects, and 27% of total NPT programme budget. According to Ben Beuming, institutional account manager of Wageningen International, this large share can be explained by three factors:

- 1 The international profile of Wageningen UR. Compared to many other higher education institutes in the Netherlands Wageningen UR has a strong international position in terms of expertise and (alumni) networks. And it has long experience in capacity development programmes similar to NPT.



- 2 The sectors and themes selected for the Dutch bilateral development cooperation correspond well with the typical 'Wageningen' fields of expertise. Especially the bilateral sectors *Water & Sanitation, Agriculture, and Natural Resources & Environment*. It is remarkable however that Wageningen UR also has won quite a few projects related to other themes as *Education, Entrepreneurship, Gender and Social Economic Development*.
- 3 Wageningen UR combines academic research and education, applied research and professional education with capacity development expertise in one organisation. The strength of Wageningen UR lies in its ability to join the forces of its specialized research institutes (DLO), Wageningen University and Van Hall Larenstein. It also lies in the combined efforts of the various fields of natural and social sciences. This makes the competitive position of Wageningen UR strong. In many respects, Wageningen University, Van Hall Larenstein and the DLO institutes are complementary. And this is reflected in the composition of the 31 project consortia: cooperation of Wageningen University, VHL and one or more DLO institutes.

As Beuming explains: 'The design of the NPT programme is rather unique. There are few western countries with comparable programmes. Many programmes focus on strengthening capacity in education or in research but not from a comprehensive and institutional perspective as in NPT. And capacity building is not about change of knowledge and skills, but about *management of change*'. The institutional approach is based on the integration of five elements of capacity development intervention. The first is to brush up the knowledge of the teaching staff. This can be done through tailor-made courses and workshops, or through conventional studies such as Masters or even PhD degrees at Wageningen University or elsewhere. The second element is the improvement of the curriculum and course material. The third is to institutionalize linkages with the private sector; the fourth is to

strengthen institutional management and the fifth is improving the physical infrastructure of the institute such as libraries, laboratories and ICT facilities. The institutional perspective of NPT, though, is very ambitious. It implies detailed information of the real needs of the Southern partner and of its institutional context. And this information is not always available at the beginning of the project. Beuming: 'The first project outlines looked like shopping lists, hardly based on context analysis and fairly disconnected from the real needs of the institutes. Besides, many relevant stakeholders were not consulted during the demand articulation phase. This had a negative impact on the quality of the proposals and sustainability of the project'. On the other hand, the NPT programme had some very positive built-in features such as the possibility for potential Dutch providers to discuss with Southern institutes the content of the project outline before writing a proposal, and the possibility for the Southern and Dutch partners to fine-tune the awarded proposal of the Dutch partner in an inception phase and to create more ownership at both sides.

During the first years of the programme many stakeholders were not sufficiently aware of the differences in stages of development of countries and their educational systems. Especially where it relates to the linking up of higher education with the world of works and the demands of the society at large. A clear example is South Africa, where many institutes for post-secondary education are not geared towards the situation of the vast majority of potential students. Some of the best universities and technical schools only cater to about 5 percent of the potential student population. About 80 percent of South Africa's youth has no access to higher education. Beuming: 'South Africa needs a huge 'overtaking manoeuvre' to involve the black population. But the problem is immense. Even the language used at the institutes prohibits young blacks to matriculate'. In fact the challenge is quite complex, because it is not just a lack of academic capacities among teaching staff, but also a matter of institutional weaknesses and even cultural gaps.

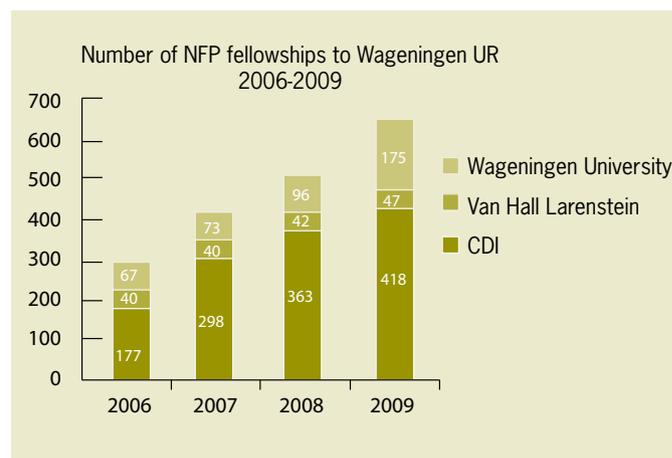
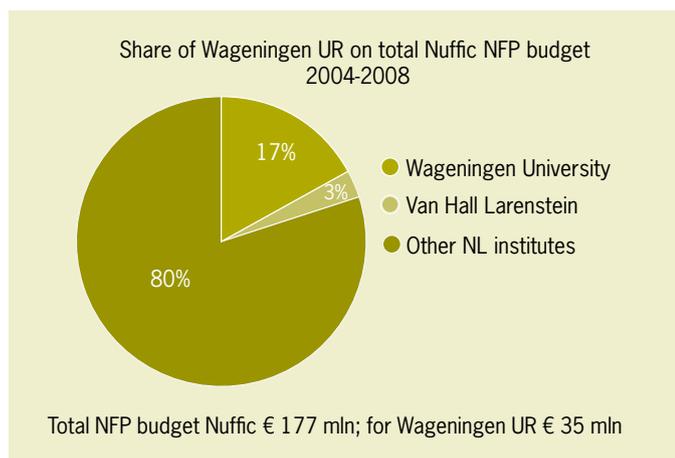
Beuming: 'At the end of the NPT in 2009 many improvements in the programme have been realized. Especially those related to the process of demand identification and articulation and to the management and implementation of projects. For all stakeholders it was a gradual learning process. For Southern partners, for the Embassies, the Nuffic and for the Dutch institutes; and for Wageningen UR as well'.



1.3 Wageningen UR involvement in NFP

The Netherlands Fellowship Programme aims in essence to strengthen individual capacity. For this purpose fellowships are offered to finance participation in selected courses and study programmes in the Netherlands (or in a few cases at institutes in developing countries). Since the start of the NFP in 2003 Wageningen UR has participated in this programme. The number of fellowships allocated to Wageningen University, Van Hall Larenstein and Wageningen UR, Centre for Development Innovation (CDI) has gradually increased during the first years of the programme, but more than doubled in the period 2006-2009: from 284 to 640 fellowships per year. The increase is most sharp for short courses of CDI and the Master courses of Wageningen University. The allocation of fellowships to Van Hall Larenstein remains equal over the years. Also the average allocation of NFP fellowships for PhD (to Wageningen University only) remains constant.

Just as in the NPT, Wageningen UR has been one of the most successful institutes in the NFP programme. With a fellowship allocation of € 35 million on a total Nuffic NFP budget of € 177 million, Wageningen UR has a market share of 20%. The system for fellowship allocation to institutes in the Netherlands is demand driven. The total yearly number of fellowships awarded to courses and study programmes of Wageningen UR is based on the quantitative demand for its courses in relation to the total demand for courses in the Netherlands. The more demand for a specific course or study programme of a specific institute, the more fellowships are allocated. The reasons for the high demand for Wageningen short training courses and degree programmes (Master, PhD) are the same as those for the success of NPT: the very strong brand of 'Wageningen', the extensive and well organized alumni network, and the great demand for the specific Wageningen knowledge in the domain of healthy food and living environment.







2

NPT

Improving education
for the water and
agricultural sector

2.1 Institution building and infrastructural support in Benin

'Learning curves go straight up as the temperature in the classroom goes down'



The last four years a great deal has changed in the Beninese 'Waterworld'. Through no less than five projects, Wageningen University, together with Van Hall Larenstein University of Applied Sciences and the Noordelijke Hogeschool Leeuwarden, was involved in improving water-related education in Benin, and establishing linkages with the professional field.

These five projects are:

- **NPT-BEN-159:** Development of curricula for Drinking Water and Sanitation courses for 3 Technical Vocational Schools in cooperation with the Polytechnique EPAC, Teacher Training College ENSET and Pedagogical Inspection Service DIPIT
- **NPT-BEN-151:** Support the Hydrological Department of Ecole Polytechnique (EPAC) in cooperation with the University of Abomey-Calavi in Cotonou/Benin
- **NPT-BEN-145:** Strengthening the Education programmes in water management of the Faculté des Sciences Agronomiques (FSA) of the University of Abomey-Calavi
- **NPT-BEN-153:** Strengthening the Education programmes in water management of the Faculté des Sciences et Techniques (FAST) of the University of Abomey-Calavi
- **NPT-BEN-132:** Development of continuous professional studies at the Autonomous Center for Life Long Learning of the University of Abomey-Calavi



'Maybe we were a bit frugal in the beginning'. What could be more logical than to combine these five projects? As Erik Frederiks (coordinator of PROfEAU; the umbrella organization of the five water sector projects) explains: 'We were very surprised when we found out that no less than five different project proposals were submitted to Nuffic by staff from the University of Abomey-Calavi in Benin. They were all related to education in the water domain, but there were hardly any links between them'.

One of the first actions of the Dutch partners was to get all relevant stakeholders (first in the Netherlands and later also in Benin) around the table to try and combine the five projects into one coordinated programme. That way the different faculties and staff teaching water-related courses would be able to learn from each other and avoid duplication. What the Dutch partners proposed was the establishment of a single Interfaculty Water Centre. Unfortunately this idea proved unfeasible.

Dr Marc Kpodekon, PROfEAU coordinator on the Beninese side, explains: 'In your country university faculties work together. There are close links between departments. In our university faculties are completely separate. They have different interests and operate differently. It was not an option to come together in one, joint

programme'. This situation is a direct result of the way faculties are funded, especially for their research. Research money does not come from the university, but from external sources. Faculties are competing for limited research money. This makes it difficult to encourage a cooperative mentality. In Benin it is each faculty on its own.

In spite of these constraints, certain common activities were successfully coordinated. For that purpose Beninese and Dutch participants in the projects founded PROfEAU (Programme de Formation en Eau). Though not a separate NPT project, this umbrella organization has become quite well known in the field of water related education in Benin. Frederiks: 'It would be nice to further develop co-operation between faculties in a possible second phase of the programme'.

In fact, looking back at four years of the programme, Kpodekon concludes that the three departments involved in the Nuffic programme, the faculty of Agriculture, the faculty of Science and Technology and the Polytechnic of the Abomey-Calavi University, have grown together. 'We have embraced a common perspective on water and sanitation. This has made us into a model for other faculties to follow'.



Business plan

Managing an university department in Benin is a difficult job. An important problem is money. The absolute shortage of money is, of course, a big drawback, but even more problematic is the uncertainty of funds. At the start of the academic year the university leadership has no idea how much money the institution will receive from the government. That makes budgeting nearly impossible. Ad hoc planning and improvising are the only way to go. For university staff in the North it is hard to conceive how one can work under such circumstances. But the people in Benin are used to it; they are masters at improvisation. But that clearly does not mean it is an easy situation. To have a concrete business plan would be a tremendous help to the university leadership.

According to Marc Kpodekon such a plan would provide the University with an important 'weapon' to face the Ministry of Higher Education. It would enable the university leadership to confront their government with a clear plan: this is what needs to be done; and this is how much it will cost. That is a far cry from the usual situation where education institutes just wait to see what money comes their way, and then decide what to spend it on. Although all stakeholders agreed to the importance of a business plan, it took a while before the plan was finally ready. Kpodekon: 'It was scheduled for the first year of the project but, in reality, the plans will only be finalized this year. The main reasons for the delay are that it was hard to find a suitable party to write the plans'. According to Kpodekon the delay is not a problem, the business plans are right in time for the next phase of the Nuffic programme. 'The business plans make clear what we want and how we want to do it. With this in hand we can face donors'.

Business plans are not just a tool for planning and budgeting, Frederiks adds, they are also a stepping stone in institutional strengthening of the university. 'Strong institutions are needed to bring about real change and to make changes last'. At a certain point Wageningen UR had the choice to let a Dutch consultancy

agency draft a business plan. But instead they chose a local agency to work on it. Frederiks: 'In all likelihood the Dutch consultancy agency would have done the job much quicker, and much more efficiently. We don't doubt that. But efficiency is not the only important variable; ownership is also important. By choosing local expertise the chances are much higher that the plan will be sustainable.

Local people will more likely address local issues and use local 'language'. At the end, the proof of the pudding is in the eating: a business plan can look ever so nice and sophisticated, it is only relevant if it is put to use'!

Loophole

Institution building is one of the main goals of the project. Besides drafting a business plan, training those in charge of the management of the faculties is also part of institution building.

One of the challenges is that university staff in Benin are not employed by the university itself; they are, in fact, employed by the Ministry of Education. The government decides on their staying or leaving. So every now and then, someone who has just received a course in university management is appointed somewhere else, with the investment, unfortunately, disappearing with him or her. Another goal is developing a curriculum. Frederiks: 'Before you can start to develop a curriculum you have to know what you are educating people for: what are the needs in the professional environment? To know that we first made an inventory of the professional field: what jobs are needed, what competences are required to fill in these jobs; how many professionals to do each job are needed? On the basis of this information a curriculum can be put together'. Also in this part of the project the Beninese were in the driver's seat. Wageningen UR only stepped in when it was clear that there was a lack in know-how and expertise. Frederiks: 'A clear loophole was Competence Based Learning. There was hardly any experience in new didactic methods: classes were mainly

based on a teacher talking, and students listening. We invited Beninese professors to Wageningen to brush up their didactic knowledge’.

Marc Kpodekon cites Competence Based Learning as ‘perhaps the biggest contribution of Wageningen to our university’. ‘With this new attitude to learning, students get better prepared for the professional environment in which they will be working after graduation. Instead of a teacher providing all the knowledge by means of lecturing, in the new system knowledge can come from all stakeholders. Students themselves can be the source of knowledge, or practitioners, or professionals in the field. The role of the teacher changes from provider of knowledge to facilitator and coach, who helps the students to get information and to process it. That is a huge change’. Competence Based Learning, however, also requires an infrastructure. Students need access to knowledge: they need libraries, laboratories, fieldwork trips, etcetera.

During yearly activities for the occasion of World Water Day, communication between the different water sectors in Benin and the

academic community has been strengthened. All stakeholders can meet, exchange experiences, share viewpoints and express mutual expectations. But also during the year more contact is established between stakeholders. More than before students get acquainted with the professional environment through internships, and professionals are invited to give lectures at the different faculties.

The individual capacities of teaching staff in terms of professional skills and knowledge also needed improving. Bert Bruins, coordinator of two Wageningen University water projects: ‘It turned out to be fairly difficult to get this part of the project on the road. Clearly needs are high. And we gave the Beninese almost *carte blanche*: they only had to come up with plans. We would provide funds and help in establishing contacts and arranging the paperwork. But we received only a few good proposals. The problem is that university teachers are extremely busy and moreover almost ‘locked up’ in what they do. So it is hard for them to envisage alternative ways. And they also lack the contacts with institutions abroad that they could go to. Many of them earned their MSc and/or PhD degrees in countries of the former Soviet Bloc, like Bulgaria or Romania. They are not interested in going there again’.

Amazones in Benin

From the beginning *gender* was one of the focal points in the Beninese proposals. Dr. Marc Kpodekon explains: ‘Women play a key role in water and sanitation in Benin. They are the most important users, and at grass roots level they are the ones taking decisions. At higher levels, however their voice is not heard and their influence is not formalised. That was why we decided that gender issues should play an important role in the water projects. But now, at the end, we must conclude that the results on gender issues turned out less strong than was hoped for.

Our most important accomplishment is that we have introduced a module on ‘gender and water’. To change the gender balance is mainly a matter of mentality; and that is hard to change. The important positions in the ministry and within the commercial sector are dominated by men. Also a great majority of students are male. Women will step in eventually, but that is a slow process. Interestingly, in Benin women traditionally play a dominant role in society. After all, Benin is the country of the mythological female warriors, the Amazones’.

Frugality

Especially for the Southern partners, the material component of the project is very important, Bert Bruins stresses. He confesses that the Dutch were rather late in realizing this: 'Maybe at the start we were a bit frugal: first the software then the goodies! But for our partners the project was only truly beginning once the stuff started to arrive. When we realized that we speeded up the arrival of the hardware and immediately the project started to gain momentum'. Also in a practical sense it was wise to develop the material component of the project together with the institutional component. For example, the arrival of busses and 4x4 cars facilitated field trips of the students and their professors, and that laid the foundation for the implementation of the new curricula. In addition to cars the project provided for the purchase of beamers, computers, photocopiers, air conditioners, etcetera. It was also important for the Dutch to see that not only the faculties supported by the Nuffic-programme benefited from the new equipment. Computer rooms are never unoccupied; all free computer time is immediately

transferred to students from other faculties. If not in use by the supported faculties, cars and busses are rented out to others. Three laboratories were installed as part of the project. Initially the Dutch opted for just one big lab. But this proved impossible: all three faculties stressed their need for their own laboratory. Bruins: 'But we made sure that expensive instruments would be shared by the three faculties, so they had to cooperate to ensure that students could use facilities only available at other faculties'.

The Nuffic-guidelines stipulate that only a maximum of 20 percent of the overall budget can be spent on 'hardware'. Bert Bruins feels that this maximum should be reconsidered: 'Sometimes you just have to lift the basic condition for quality education; and that is often to a large extent a matter of having the right equipment'. Frederiks adds: 'For Dutch people it is hard to imagine how impossible it is to teach in a tropical classroom without airco. Learning curves go straight up as the temperature goes down'.



Ownership

In four years a great deal has changed in the Beninese water world. But both the Dutch and their African partners feel that four years is too short to bring about lasting change. Frederiks: 'In the old days we committed for at least ten to twelve years. Now it is four years maximum; and in this short period of time everything has to be done. That puts tremendous pressure on all partners. In many cases, starting up a project often takes a year or more. Establishing a smooth dialogue can be hard. Is everyone talking about the same things? Does everybody speak the same 'language'? Are expectations on the same track? Do all involved use the same definitions?'

Nuffic realizes that these things take time, but at the same time it urges the project partners that the deadline must be kept. According to Frederiks this pressure makes it hard to actually spend the money that is budgeted. 'Before you can start spending money a lot of formalities and institutional changes have to be completed. For example, to get a new BSc-programme accredited is a lengthy process, during which hardly any money can be spent. So each year we had to struggle not to underspend'. Frederiks agrees that it is rather cynical to talk about underspending when the needs are obviously so high. Especially the Beninese partners have set their hopes on a next phase of the Nuffic programme.

As indicated earlier, ownership is one of the guiding principles of the Nuffic programme. Of course it is vital that the local stakeholders have the upper hand in the early stages of the project. According to the Dutch, ownership lies to a very large extent with their Beninese partners. Frederiks: 'They see it as their thing. They make all the choices and on the basis of these we can play our part'. Bruins adds: 'In fact what they tell us it that they are surprised at the level of ownership. The university often works together with French agencies, and with the French local ownership

is much harder to come by. They are obliged to buy French materials, for example. With us, they don't even have to come to Holland for studies or courses'. In fact, only four out of ten people from the project chose Holland as the place to study. The rest went to France or to countries in the West African region, such as Ivory Coast or Morocco.

Bruins: 'Last time I was in Benin, someone said to me: 'You perceive our university, the same way we do'. That was a nice compliment, I thought'.

NPT-BEN-159

Project title	Development of curricula for Drinking Water and Sanitation courses for 3 Technical Vocational Schools in cooperation with the Polytechnique EPAC, Teacher Training College ENSET and Pedagogical Inspection Service DIPIT
Project period	2006-2010
Country	Benin
Budget	€ 700,000
Counterpart organization	EPAC, ENSET, DIPIT (Benin)
Partners consortium	Van Hall Larenstein, WASTE foundation, Noordelijke Hogeschool Leeuwarden
Project summary	<p>Developing curricula for drinking water and sanitation</p> <ul style="list-style-type: none">• Courses, based on professional competences• Training of staff technical vocational schools• Investments in teaching materials• Developing relationships with drinking water and sanitation professionals• Foundation of alumni association

NPT-BEN-151

Project title	Support the Hydrological Department of Ecole Polytechnique (EPAC) in cooperation with the University of Abomey-Calavi in Cotonou/Benin
Project period	2006-2010
Country	Benin
Budget	€ 1,250,000
Counterpart organization	Ecole-Polytechnique d'Abomey-Calavi (EPAC)
Partners consortium	Van Hall Larenstein, Wageningen University, Arcadis Euroconsult
Project summary	<ul style="list-style-type: none">• Developing curricula for drinking water and sanitation courses of EPAC based on professional competences• Training of EPAC staff• Developing relationships with international drinking water and sanitation professionals• Foundation of alumni association• Investments in teaching materials

NPT-BEN-145 and NPT-BEN-153

Project title	<ol style="list-style-type: none">1 Strengthening the education programmes in water management of the Faculté des Sciences Agronomiques (FSA) of the University of Abomey-Calavi (NPT-BEN-145)2 Strengthening the education programmes in water management of the Faculté des Sciences et Techniques (FAST) of the University of Abomey-Calavi (NPT-BEN-153)
Project period	2006-2010
Country	Benin
Budget	€ 1,200,000 (BEN-145); € 1,200,000 (BEN-153)
Counterpart organization	University of Abomey-Calavi
Partners consortium	Wageningen University (Irrigation and Water Engineering Group), Van Hall Larenstein, MetaMeta, Euroconsult, Management of Development Foundation (MDF), Noordelijke Hogeschool Leeuwarden, CEDES-RA (Benin)
Project summary	The two projects aim to strengthen both FSA and FAST to develop curricula, increase and improve research capacity, train staff (didactical skills) and improve learning environment. In order to educate a new generation of water specialists who will contribute to a more sustainable water management in Benin. FSA has its focus on water management for agriculture; the perspective of FAST is more general hydrological science and technology.

NPT-BEN-132

Project title	Development of continuous professional studies at the Autonomous Center for Life Long Learning of the University of Abomey-Calavi
Project period	2006-2010
Country	Benin
Budget	€ 750,000
Counterpart organization	University of Abomey-Calavi
Partners consortium	Noordelijke Hogeschool Leeuwarden (NHL), Wageningen University, Van Hall Larenstein, MetaMeta
Project summary	Development of: <ul style="list-style-type: none">• Post-master course in hydrogeology for the Faculty of Sciences and Technology• Distant bachelor course in rural engineering for the Faculty of Agronomic Sciences• Distant Bachelor and Master courses in hydraulic engineering for the Ecole Polytechnique of the University• Short courses on technician level

2.2 Transforming agricultural education in Rwanda

'Learning to learn from farmers'



Rwanda is transforming its agricultural sector, and for this it needs agricultural professionals with practical knowledge and skills. At the country's only higher agricultural institute, however, students used to receive virtually no practical training. In collaboration with Van Hall Larenstein University of Applied Sciences, the institute therefore transformed its educational programme, based on the premise that students can learn from farmers.

Approximately 85% of the population in Rwanda earn their living in agriculture. Though agriculture constitutes a major part of the Rwandese GNP, the sector is poorly developed, with very few processing activities taking place within the country. This means that most agricultural produce is exported in its raw form, without any added value. Transforming the agricultural sector has therefore become one of the key goals of the Rwandese government, which has labelled this the 'Rural Economic Transformation Process'. In order to make this transformation happen, the Ministry of Agriculture realised, professionals who actually know how things work at grassroots level are needed.

The country's only higher agricultural institute – *Institute Supérieur d'Agriculture et d'Elevage* (ISAE) – is the incubator for extension workers and officers within the Ministry of Agriculture. 'At ISAE, 'talk and chalk' used to be the norm,' says Marco Verschuur of Van Hall Larenstein. 'Lecturers gave lectures while students took notes. Moreover, the few possibilities to gain practical experience were hardly used. This resulted in students who had plenty of knowledge but few skills'.

Both the Ministry of Agriculture and the lecturers at ISAE realised that the education programme lacked the much-needed practical component. They therefore started a collaborative project with Van Hall Larenstein, aiming to reinforce ISAE and to help develop a practice-oriented programme. A key component of the project was the shift to a Competency Based Learning (CBL) curriculum, emphasizing practical knowledge and competences, and encouraging collaboration and an active working attitude among students. This meant a revolutionary break with the existing educational culture. According to Verschuur, who coordinated the project, the lecturers at ISAE were highly committed to change the programme at their school, and enthusiastically embraced the CBL approach.

The new educational programme means that students have to go outside of the gate of the campus; they are expected to visit farmers in the neighbourhood, to work with them and observe how and why they take their decisions. Next to that, each module now has a project aimed at integrating the various courses. In a module on crop agriculture, for example, each student is given full responsibility to cultivate and harvest his or her own crops on

a small plot in the school farm. As such, they learn not only about levels of input and output, but also about practical management, day-to-day maintenance, external factors that may influence a crop yield and entrepreneurial skills.

Because it was soon realised that internships provide unique opportunities for students to get practical experience, an additional mandatory internship was introduced, which obliges all students to work with an agricultural officer in their district of origin. Also, a lot of effort was put into developing links between the institute and its professional field. By now governmental and private parties regularly approach the institute to either request consultancies or offer internships or thesis projects for its students. Verschuur notes that, while the lecturers were highly motivated

and enthused by the transformation of the education programme, students were not always supportive. He explains: 'In Rwanda, the government controls the process of placing new students at the country's various institutes and universities. Clearly, not all students are pleased with the choice that is made for them. As a consequence, we were faced with some students at ISAE who actually had little intrinsic interest in agriculture. They preferred to stay in the classroom rather than going outside'. The ISAE lecturers and their Dutch partners were, however, determined to push on. They were convinced that students should be exposed to the field – where hands might get dirty. Together they established not only a new educational programme, but also a new mindset at ISAE. Verschuur: 'At ISAE, learning how to learn from farmers has become the norm'.



NPT-RWA-050

Project title	Strengthening of the Institut Supérieur d'Agriculture et d'Elevage for Rural Economic Transformation
Project period	2004-2008
Country	Rwanda
Budget	€ 1,227,000
Counterpart organization	Institut Supérieur d'Agriculture et d'Elevage (ISAE)
Partners consortium	Van Hall Larenstein, Wageningen University, MDF, Stoas
Project summary	Strengthening the ISAE to improve education and training of its diploma programmes and to develop new master programmes for graduates to play a role in the economic transformation of Rwanda. The project focused on increasing knowledge, competencies and capabilities of staff, to improve ISAE farm management and to invest in curricula and educational materials.



2.3 Theme ‘Improving education for the water and agriculture sector’ – other projects



NPT-YEM-036

Project title	Strengthening the Water and Environment Centre of Sana'a University
Project period	2005-2009
Country	Yemen
Budget	€ 2,000,000
Counterpart organization	Water Education Centre (WEC), Sana'a University
Partners consortium	Wageningen University (lead partner), Cairo University, Arcadis Euroconsult, MetaMeta, TU Delft
Project summary	Yemen is facing a water crisis. Surface water sources are limited, and groundwater resources are currently over drafted. An IWRM approach recognizes the interests of different sectors and assesses these through different disciplines. Aim of the project is to inform policymakers and planners at all levels of the options for sustainable water management, and ensure that tradeoffs between competing uses are transparent. To put IWRM into practice a huge effort has to be made to educate water professionals and to raise the awareness of society at large. Project activities are: curriculum development, training teaching staff, strengthening of facilities, support to institutional development, research development and consultancy training.

NPT-BEN-146

Project title	Strengthening the Education and Research Programme of EPAC and FSA of the University of Abomey-Calavi
Project period	2006-2010
Country	Benin
Budget	€ 1,550,000
Counterpart organization	Ecole Polytechnique and the Faculté des Sciences Agronomiques of the University of Abomey-Calavi
Partners consortium	CDI, Van Hall Larenstein, Wageningen University, International Centre for development oriented Research in Agriculture (ICRA)
Project summary	The project focuses on the introduction of innovative approaches in (1) agricultural research as part of the University education (MSc and PhD students) and (2) the 15 education programmes of the two departments FSA and EPAC. Innovative approaches and issues to be included in the competence based training of the students of the two faculties advocated by the project include system thinking, participatory and interdisciplinary approaches for agricultural development, and including aspects as gender and AIDS.

NPT-BEN-193

Project title	Développement des formations professionnelles continues dans le secteur de l'Agriculture au CAP/EPAC, à la FSA de l'Université d'Abomey-Calavi et à la FA de l'Université de Parakou
Project period	2006-2010
Country	Benin
Budget	€ 500,000
Counterpart organization	Two Departments of the University of Abomey-Calavi: Centre Autonome de Perfectionnement / Ecole Polytechnique; Faculté des Sciences Agronomiques, and one Department of the University of Parakou: Faculté Agronomique
Partners consortium	CDI and Van Hall Larenstein (main partners)
Project summary	<p>In the framework of this project two types of education are addressed: (1) the distance learning for the degree of professional Master (4 years); and (2) the mid-career training of professionals by short training courses (2-3 weeks).</p> <p>The project aims at introducing new programmes for the distance learning and mid-career training which address the topics in a more holistic way than the existing programmes, including technical, social, and economic aspects. Besides, the programmes will apply the competence based training approach. All three partners in Benin developed one new distance learning programme for professional Master and three mid-career training courses on the basis of the needs of the agricultural sector (market study conducted).</p>

NPT-BEN-262

Project title	Renforcement de l'enseignement sur la gestion (contrôle) de la qualité (juridico-commerciale) pour la production et l'exportation des produits agricoles prioritaires et de pêche
Project period	2008-2012
Country	Benin
Budget	€ 950,000
Counterpart organization	The departments ENEAM (Ecole Nationale d'Economie Appliquée et Management); FASEG (Faculté des Sciences Economiques et de Gestion) both of the University of Abomey-Calavi and FASEG (Faculté des Sciences Economiques et de Gestion) of the University of Parakou
Partners consortium	CDI, Wageningen University, Noordelijke Hogeschool Leeuwarden and University Maastricht
Project summary	Benin has developed a national strategy to increase the export of the main agricultural products (cotton, pineapple, shea butter, cashew, and shrimps). The project focuses on improving the competence based training programmes of the departments ENEAM, FASEG-UAC and FASEG-UP, in the domains of marketing, institutional economy, national and international trade law, and agricultural chain organisation to comply with the quality standards of the different market segments. The project is executed in close collaboration with project NPT/BEN/263.

NPT-BEN-263

Project title	Renforcement de l'enseignement sur la gestion (contrôle) de la qualité technique pour la production et l'exportation des produits agricoles prioritaires et de pêche
Project period	2008-2012
Country	Benin
Budget	€ 950,000
Counterpart organization	The departments FSA (Faculté des Sciences Agronomique), FAST (Faculté des Sciences et Techniques) and EPAC (Ecole Polytechnique d'AC) of the University of Abomey-Calavi ; the department FA (Faculté Agronomique) of the University of Parakou
Partners consortium	CDI, Wageningen University, Van Hall Larenstein and Hogeschool Arnhem Nijmegen (HAN)
Project summary	Benin has developed a national strategy to increase the export of the main agricultural products (cotton, pineapple, shea butter, cashew, and shrimps). The project focuses on improving the competence based training programmes of three departments of the Univ. of Abomey-Calavi and one department of the Univ. of Parakou, in the domains of the technical product quality management in different segments of the agro-production chain and on strengthening the laboratory (control) capacity to comply with the quality standards of the different market segments. The project is executed in close collaboration with project NPT/BEN/262.

NPT-BEN-183

Project title	Strengthening the education curriculum and the research programme of the Faculté Agronomique (FA) of University of Parakou (UP)
Project period	2006-2010
Country	Benin
Budget	€ 1,200,000
Counterpart organization	The Faculté Agronomique of the University of Parakou
Partners consortium	Wageningen University in collaboration with CDI, Royal Tropical Institute (KIT) and MDF
Project summary	The project contributed to the adjustment of the education objectives of the curriculum through assessing the competencies needed by the market and the research needs of the rural population, and subsequently assisting the FA in redefining and strengthening both education and research programmes. The project coincided with a regional transformation of higher education programme into a Bachelor-Masters structure to start in 2010. The project supported a series of workshops to define the educational goals of the curriculum for the various FA' departments, and for the coordination of these with the other Agricultural university of Benin. Various FA' staff members have been trained to integrate in their courses didactical methods that focus on competencies other than cognitive skills. To support the staff's capacity for teaching and research the project improved computer facilities, a laboratory and provided communication and transport facilities.

NPT-ETH-152

Project title	Assist in establishing IPAS and support the development of an agro-pastoral curriculum at the Alemaya University (Faculty of Veterinary Medicine and College of Agriculture) in the Somali Regional State, Eastern Ethiopia.
Project period	2006-2010
Country	Ethiopia
Budget	€ 1,250,000
Counterpart organization	Institute of Pastoral and Agro-pastoral Studies (IPAS), Alemaya University, Ethiopia
Partners consortium	Van Hall Larenstein
Project summary	To develop policy and programmes to strengthen the agro-pastoral sector in Ethiopia, support was given to establish the Institute of Pastoral and Agro-pastoral Studies; and to develop curriculum at the Faculty of Veterinary Medicine and at the College of Agriculture of the Alemaya University in Eastern Ethiopia. National workshops with various stakeholders were held to define the framework of IPAS and its curriculum. Staff members were trained at PhD level (Wageningen University) and at Master level (Van Hall Larenstein and local institutes). Thirty (agro-)pastoral teaching modules and 45 research projects have been developed. In 2010 IPAS was successfully integrated in the university structure.

NPT-IDN-250

Project title	Improving the quality of education, research and community services in the field of agriculture at four eastern Indonesian higher education institutes
Project period	2008-2012
Country	Indonesia
Budget	€ 2,000,000
Counterpart organization	Universitas Negeri Papua (UNIPA), in cooperation with Universitas Nusa Cendana (UNDANA), Universitas Pattimura (UNPATTI) and Politeknik Pertanian Negeri Kupang (POLITANI)
Partners consortium	Wageningen University, CDI, Van Hall Larenstein, MDF
Project summary	<p>The project aims to support four higher education institutes in eastern Indonesia to improve their study programmes in agriculture by upgrading the teaching capacity of staff in their technical specializations through modern competence-oriented teaching methods and managerial skills, by improving facilities and by strengthening applied research programmes, in order to provide the required expertise, skilled labour, and community service for the agricultural sector. Study programmes, research activities and community service are relevant to local and regional conditions and respond to demands for professional education and the labour markets within reach of its graduates. There are clear differences between the four partner institutes and different approaches are applied. As women are heavily involved in agriculture, the project pays attention to gender and female access to the labour market.</p>





3

NPT

New educational
approaches in
transforming
economies

3.1 Adapting education to a transforming Vietnamese economy; from top-down to demand-driven vocational training



Vietnam recently changed from a closed plan-economy to an open market economy, which implied new requirements for its vocational education system. Van Hall Larenstein University of Applied Sciences collaborated with the Vietnamese Ministry of Agriculture and Rural Development to introduce a more demand-driven approach at nine schools, and found out that transforming the Vietnamese education system is not easy. It can only be achieved one step at a time.

During the last twenty-five years Vietnam has undergone a dramatic economic transformation. This started in 1986, when the Vietnamese government decided to do away with old dogmas and opened up the country to the free market. This new policy is called 'Doi Moi', which means 'renovation'. By now, the Vietnamese economy is among the fastest-growing in the Southeast Asian region. But the transition from the old to the new economic system has not always been smooth. It requires adaptations in many sectors of the Vietnamese society too – the education system in particular.

With the growing economic activities in the country, more and more private enterprises were looking for skilled labour. It became increasingly clear that the national vocational education system was not up to par, as it was primarily geared towards educating government clerks, rather than teaching skills useful for private enterprises. The old system of vocational education needed to change to better fit the demands of the market. The fact that the relevant government officials and school administrators themselves had been educated in the traditional communist and top-down fashion, provided plenty ingredients for a challenging project.

Van Hall Larenstein – in collaboration with Wageningen UR Centre for Development Innovation and some local partners – took up this challenge together with the Vietnamese Ministry of Agriculture and Rural Development. The goal: strengthening the Ministry and its vocational and technical education system in the forestry and wood-processing sector, to make it respond better to the demands of the labour market. The project focused on this particular sector, because it presented the most striking mismatch between the vocational education and the private sector demands. Furthermore, the forestry and wood-processing sector has traditionally served as an important source of income in the rural areas of Vietnam, and has the potential to contribute to rural development in the poorest regions of the country. Before 'Doi Moi', the government's policy was based on centrally planned forestry interventions with state-owned enterprises taking the lead. Management of forest resources was poor, resulting in their over-exploitation. Recently, however, the government had started new programmes to develop the forestry sector. The aim

was to make it more rewarding for both the small and medium-scale private businesses and for the people living in and near forested areas, while at the same time ensuring sustainable exploitation, biodiversity conservation and reforestation. The forestry sector thus needed people with a new set of knowledge and skills related to forestry production and forest-product processing. A new vocational education programme was needed to improve the students 'employability'.

According to Willibrord Verheggen, the project manager from Van Hall Larenstein, the project's specific aim was to strengthen the Ministry and nine vocational forestry schools in various parts of the country by improving the curricula and organization of the schools and making them more market oriented. This covered a wide range of activities. The project partners developed, for example, practical training courses, based on the identification of a certain existing or anticipated demand for particular skills (such as the 'fingerjoint' technique to create long beams from short beams). These courses were then taught to students as well as professionals from outside the school. The latter group showed great interest in these practical courses, which provided an important opportunity to raise funds at the school level as these external professionals were willing to pay for the training they received.

Inspired by the success of the courses, teachers became interested in developing new modules with a practical orientation. The project therefore produced a manual for developing modules, propagating a new approach consisting of three simple stages: first, investigate what is needed in the labour market, then define the specific goals of the training course, and finally define the organisational steps that this requires. Furthermore, the approach towards module development was based on the premise that a student will only obtain the required skills when he or she is obliged to actually practice them, in short, through learning by doing.

All these new concepts were quite revolutionary in the context of the Vietnamese vocational forestry schools.

In addition to the new modules and manuals, the project aimed to bring 'the world of work' to the schools. One way of doing this was to create job centres at the schools, where students who had graduated were being 'matched' with the private sector. Some of these centres proved to be quite successful, and have become the starting point for companies that are looking for new employees. In addition, 'School Advisory Committees' were created. These are platforms for entrepreneurs and others who work in the forestry and wood-processing sector to meet with school representatives to discuss the needs of the sector, improvements in the curriculum, and possibilities for internships. Through these committees, private companies also have a direct link with schools for training their own employees.

The project experienced plenty of difficulties. Just like the transformation from a plan to a market economy can hardly be expected to be a smooth process, the transformation from a top-down to a practice-oriented schooling system also has its hiccups. Verheggen notes that many of the Vietnamese partners in the project seemed accustomed to the old ways, with each and every decision being taken at the highest level. This attitude may have been reinforced by the confusion that emerged resulting from the government's policy to decentralize the management of schools. 'No one seemed to know what decentralization entailed, and the school administrators felt insecure about how to implement it', Verheggen explains. 'In theory, decentralization of school management was conducive to our aims. After all, we wanted to build capacity at each individual school to develop their own curricula, which required a certain degree of independence from the central level. In practice, however, many administrators still had a centralist attitude, and passively awaited further instructions. Initially, Ministry staff too reacted traditionally,

giving instructions instead of developing decentralized measures and possibilities together with the schools’.

While the centralist tradition worked against the project in some ways, it may also have increased its impact. Towards the end of the project it appeared that the Ministry of Agriculture and Rural Development highly appreciated the project’s manuals on module development and human resource management, which made them decide to distribute both manuals to all schools under its responsibility, all over the country. ‘That’s what happens’, Verheggen says. ‘As soon as you produce something that the central government considers useful, the system will reproduce it through its own mechanisms for wider use. They will print their own logo on

the cover of course! Although it may take longer than the lifespan of a project, the widespread dissemination of these re-packaged products will definitely have a positive impact on the ground’.

Verheggen emphasizes one major lesson: capacity building in the public sector is bound to be a tricky and slow process. But there are signs that the seeds of change have started to grow. He points, for example, to the interest of the private sector in the courses taught at the schools and the success of the job centres. ‘Schools and the Ministry are starting to see that the practical orientation is bearing fruit, and they are motivated to continue this challenging transformation process’.



NPT-VNM 020

Project title	Quality Improvement and Strengthening of a demand-driven Agro-Forestry Vocational and Technical Education and Training System-VocTech
Project period	2005-2008, extended until December 2010
Country	Vietnam
Budget	€ 4,000,000
Counterpart organization	Ministry of Agriculture and Rural Development (MARD), Socialist Republic Vietnam
Partners consortium	Van Hall Larenstein, CDI, CECM, IVTC
Project summary	<ul style="list-style-type: none">• Institutional Development of OPD/MARD, responsible for the supervision and development of Agricultural Schools and Colleges under decentralization policy developments• Strengthening of the school board and teaching staff of nine schools for decentralized management, curriculum development and vocational teaching and training• The development of a labour market demand driven curriculum for the forestry and wood-processing sectors• Networking and collaboration between schools and colleges and selected extension centres



3.2 Emerging black farmers in South Africa; agricultural extension work in challenging situations



South Africa has embarked on an ambitious plan to transfer agricultural lands to millions of black farmers, aiming to involve them in profitable commercial agriculture. This can only succeed if agricultural extension workers acquire a completely new set of skills. Where they were used to provide their services to large-scale, predominantly white farmers, they now have a new group of beneficiaries: 'emerging' black farmers. As a result, the social skills of extension workers have become equally as important as their technical knowledge.

In South Africa's Cape provinces, agricultural extension workers are educated at the post-secondary Cape Institute for Agriculture Training (CIAT). Under South Africa's apartheid regime, CIAT essentially became a training institute to support the wine production by white farmers. Recently, however, the institute has needed to undergo a drastic transformation to adjust to the new situation in which millions of hectares of agricultural lands are being transferred to 'emerging' black farmers. The Ministry of

Agriculture asked a Dutch consortium (consisting of Wageningen UR Centre for Development Innovation, Van Hall Larenstein University of Applied Sciences and Wageningen University) to assist CIAT with this transformation process. According to the Dutch project coordinator Jan Brouwers, who worked closely together with a South African counterpart, the main objective was to help CIAT to better serve its new beneficiaries.

In the recent past, a relatively small group of white farmers produced 95% of the marketed output in South Africa; and they controlled 80% of the total agricultural area. Their large farms and high-tech equipment were in stark contrast with the small plots cultivated by black farmers, who had no access to modern technology. The South African government decided it was high time to transform the agricultural sector. The participation of black farmers in commercial agriculture was to be increased through land reform policies. A target was set: 30% of the agricultural lands were to be transferred to the so-called 'emerging black farmers'. This translates to transferring at least 37 million hectares of land to two to three million black South Africans. Most of them



are subsistence farmers, who are used to earning only a very small part of their total income with farming. They lack the necessary skills and know-how for commercial agriculture, and as a result the land assigned to them shows a decline in productivity. To overcome these obstacles, and to make the agricultural transformation process a success, South Africa needs to change its agricultural education system and to design and implement a new type of extension services.

Jan Brouwers explains: 'In South Africa, the majority of the black people used to live in the cities. The recent political endeavour to transfer agricultural lands to the black population therefore requires, amongst other things, that these people shift from an urban to a rural mind-set'. Not only people, but institutions too need to change. CIAT, with its curriculum geared towards commercial and predominantly white farmers, was far from ready to deal with the new agricultural reality.

The Wageningen UR consortium assisted CIAT in strengthening its training and education towards developing better suited extension services that would really support the emerging farmers in the Cape Provinces. The consortium trained CIAT staff and supported the development of new modules and curricula on extension and development. The project moreover gave several South Africans the opportunity to study for an MSc or PhD degree.

After graduation, about half of them became part of CIAT academic staff. But the project wanted to have a clear impact beyond the institutional walls. Therefore, training of extension workers in the field took place as well, to improve their capacity to deal with the challenges of the new reality. Five crash courses were developed, called the 'Big Five', and taught to hundreds of extension workers in eight different locations in three provinces (Northern, Western and Eastern Cape).

One of these courses explicitly focused on improving the personal skills of extension workers. Their skills to present and to disseminate information were tackled, as were their skills to deal with tension and conflict. The latter is indispensable for professionals working 'on the ground' in a society so rife with conflicts of all sorts. Many of these conflicts are fuelled by the remnants of the apartheid regime, the widespread unemployment among the black population and the high prevalence of HIV/Aids. Because the extension workers are often seen as the only formal representative of the national government in a given community, people tend to turn to them for mediation when conflicts arise. The extension worker, who often serves as intermediary, can refer people to relevant government institutions for assistance. It is for this reason that conflict analysis and conflict management became important subjects in the new courses.



Brouwers explains that many South African communities are severely disrupted and that these everyday realities greatly affect the work of extension workers in the field. Most of them have been working in the villages for years and have developed their own ways of dealing with community tensions. But none of them ever received training on the social and personal aspects of their work; their training has been 100% technical. Brouwers: 'They know the highest yielding seed varieties, the preferred bio-physical circumstances, and what have you. But they are also confronted with very different questions, to which they often lack the answers. How does one provide technical advice in villages where half of the population is HIV positive? And how does one approach villages where a third of the women are victims of rape?' During this part

of the course participating extension workers often got emotional. Many of them had dealt with dramatic situations in the communities where they worked, but without being allowed to reflect on these experiences, either professionally or personally. The course helped them to deal with their own emotions and those of others. The new modules for training field workers that were developed in the course of this project are considered a great success. South Africans have been trained to continue providing these courses at the various Provincial Departments of the Ministry of Agriculture, which is where the extension workers are based. They will make sure that the new generation extension workers are adequately prepared to support the emerging black farmers of South Africa.

NPT-ZAF-112

Project title	Improving the capacity of CIAT to contribute to the extension delivery services to emerging farmers in the Western, Eastern and Northern Cape Provinces in South Africa
Project period	2005-2009
Country	South Africa
Budget	€ 1,800,000
Counterpart organization	CIAT: Cape Institute for Agricultural Training; Provincial directorate of Agriculture Eastern, Northern and Western Cape; University of Western Cape, University of Grahamstown
Partners consortium	CDI, Van Hall Larenstein, Wageningen University
Project summary	5 project components: <ol style="list-style-type: none"> 1. Curriculum development (B.Agric. Extension; Diploma in Agriculture; Honors Degree) 2. In-service training extension staff (Big-5) 3. Research on extension and innovation 4. Interactive extension policy development 5. Improving institutional capacity CIAT for extension education

3.3 Theme ‘New educational approaches in transforming economies’ – other projects



NPT-BEN-216

Project title	Appui au Développement des Curricula du Lycée Technique Agricole Medji de Sékou (LAMS), Bénin
Project period	2007-2010
Country	Benin
Budget	€ 1,000,000
Counterpart organization	Lycée Technique Agricole Medji de Sékou (LAMS)
Partners consortium	Van Hall Larenstein, MDF, The Schoolinspection (DIPIT), The Pedagogical Training Institute (ENSET)
Project summary	The direct aim of the project is to introduce a competence based learning curriculum at LAMS responding to changing demands of the labour market. A wider goal is the transformation of agricultural schools in Benin towards new learning approaches. Staff has been trained, contacts and links have been established between agricultural schools and the private sector. Special attention has been given to gender and HIV/AIDS.

NPT-MOZ-017

Project title	Support for the creation of new polytechnics in the provinces Tete, Manica and Gaza
Project period	2004-2007
Country	Mozambique
Budget	€ 1,500,000
Counterpart organization	Ministry of Higher Education, Science and Technology (MHEST), Mozambique
Partners consortium	Van Hall Larenstein, GRNB, Mozambique; Technikon Witwatersrand, Johannesburg, South Africa
Project summary	The project supports the creation of new Polytechnics that offer higher education courses with a shorter duration than the current ones offered in Mozambique. The polytechnics are to offer new curricula in Agricultural Sciences, Geology and Mining Engineering. The project has focussed on development of curricula and educational materials, long and short term training of staff.

NPT-COL-075

Project title	Formación integral en gestión ambiental urbana y rural y cadenas productivas sostenibles para el fortalecimiento cultural y organizativo de grupos étnicos y poblaciones campesinas
Project period	2005-2008
Country	Colombia
Budget	€ 4,500,000
Counterpart organization	Van Hall Larenstein, CDI, Stichting Tropenbos
Partners consortium	Servicio Nacional de Aprendizaje SENA, Colombia
Project summary	<ul style="list-style-type: none">• Develop training programmes for the Indian and black minority groups in Colombia within the broad topic of environmental protection and initiation of productive chains• Curricula are specially designed in a way to respect the social and cultural values of the minority groups and boost their self-esteem. Colombian trainers are trained in issues of curriculum development for groups in different cultural settings, and special AV materials are developed• The training programmes are partly distance-learning, supported by special educational radio programmes to be produced by the Colombian trainers

NPT-MOZ-231

Project title	Consolidation of the Polytechnic Institutes in Gaza, Manica and Tete
Project period	2007-2011
Country	Mozambique
Budget	€ 2,500,000
Counterpart organization	Fundacao dos Institutos Superiores Politécnicos de Gaza, Manica and Tete
Partners consortium	Van Hall Larenstein, Nelson Mandela Metropolitan University Saasfeld, Fontys University of Applied Sciences Eindhoven, Gapi, Maputo School of Mines, Johannesburg University
Project summary	<p>Three viable regionally embedded ISP's deliver accredited higher professional education and training that respond to a variety of existing and potential development opportunities.</p> <ul style="list-style-type: none">• Project development and project management• Assist in curriculum development• Provide training in didactical skills for ISP teaching staff• Management training of ISP management staff and assist in the development of management systems• Assist in the establishment of a ISP Foundation in Mozambique

NPT-ETH-260

Project title	Capacity building for sustainable development of horticulture in Ethiopia
Project period	2007-2011
Country	Ethiopia
Budget	€ 2,000,000
Counterpart organization	Jimma University College of Agriculture and Veterinary Medicine
Partners consortium	LEI, part of Wageningen UR; PTC+
Project summary	<p>The project aims to facilitate the development of an Ethiopian floriculture industry to be profitable, sustainable, dynamic, reputable and compliant with national and international market and legal requirements. A broad based strategy has been developed and endorsed by the stakeholders for the floriculture sector. Next to floriculture training needs, the project includes capacity building regarding the export sub sector for fruits and vegetables. This will be achieved through strengthening the capacity of JUCAVM.</p> <p>The project has contributed to the following components: 1) staff development at JUCAVM for teaching, research and extension in export oriented floriculture and horticulture and in regular horticulture, in particular women; 2) the development of training programmes at JUCAVM that is demand driven (undergraduate and postgraduate) and compatible with new policies (gender sensitivity, export oriented commodity) and (inter)national market developments; 3) the strengthening of JUCAVM at national and international level in the area of horticulture training, research and extension; and 4) the upgrading of teaching and research facilities for horticulture (e.g. laboratories, greenhouse, library and ICT networking, etcetera).</p>

NPT-UGA-172

Project title	Capacity Building in the Floriculture Sub-sector in Uganda
Project period	2007-2010
Country	Uganda
Budget	€ 1,500,000
Counterpart organization	Bukalasa Agricultural College, Mountains of the Moon University, Rosebud Farm, Uganda Flowers Export Association
Partners consortium	PTC+, LEI, Wageningen University
Project summary	<p>Uganda's floriculture sector is fast expanding and currently enjoys a 2% international flower market share with potential for further growth. Uganda is the 5th largest African exporter of cut flowers (just behind South Africa and Tanzania) with Ugandan flowers gaining more acceptance in the international market. But the floriculture sub sector faces some key challenges which may prevent it from achieving its expansion goals in the medium term. One of the key weaknesses that negatively impact the sub sector is the lowly skilled workforce.</p> <p>The overall objective of this project is to strengthen capacity for training in the floriculture sector so as to enhance productivity and quality of cut flowers and cuttings and hence contribute to the development of the Ugandan economy. This has been achieved through the development of a new and practical curriculum, and the strengthening of capacity to provide practical training and conduct research in three institutions: Bukalasa Agricultural College (BAC), Mountains of the Moon University (MMU) and Rosebud Farms.</p>

NPT-ZAF-167

Project title	Improving the capacity in agricultural education and training at the Cedara, Lowveld, Madzhivandila and Potchefstroom Colleges of Agriculture in South Africa
Project period	2006-2009
Country	South Africa
Budget	€ 3,000,000
Counterpart organization	The Cedara, Lowveld, Madzhivandila and Potchefstroom Colleges of Agriculture in South Africa
Partners consortium	CDI, Wageningen University, Van Hall Larenstein, Practical Training Centre (PTC+), ICRA, MDF
Project summary	<p>A major transformation of the agriculture sector is taking place in South Africa. The main thrust is to bring more black farmers into commercial agriculture and to ensure the success of these new farmers. The success of the transition process lies, amongst others, with the creation of a strong extension service coupled with appropriate training of farmers, extension staff and schoolteachers in agriculture. Recently a well-defined Agricultural Education and Training (AET) strategy, together with a properly structured implementation plan has been developed. It is within this context that 4 Colleges of Agriculture have formulated an outline for a project to improve their capacity in agricultural training and education so as to satisfy the need to improve existing service delivery systems and to train competent extension staff, agricultural teachers and other agricultural workers. The CDI led consortium has introduced a participatory, consultative and interactive methodology for vision, curriculum and human resource development, in short: for institution building. Activities included:</p> <ul style="list-style-type: none">• The creation of a (mobile) Education and Training Support Unit• The introduction of an accredited extension curriculum and courses in higher education and further education and training• General curriculum development based on principles of Competence Based Education and Experiential Learning• The training of relevant key stakeholders in new extension approaches• Introduction of e-learning and other web-based devices• Expansion of (accredited) subject offerings including training of (to be) involved staff• Introduction of an appropriate AET-quality management system• Upgrading and effective use of College Facilities, including ICT• Active campaigning amongst school leavers and other potential entrants into the agricultural sector• Active recruitment and training of staff in fields where shortage exist i.e Extension, Plant Production, Animal Husbandry, agro-processing and marketing as well as Horticulture and Entrepreneurship• Use of a web-based team-site to facilitate communication between partners and staff



4

NPT

Sustainable use
of natural resources

4.1 Linking higher education with local forest production in Guatemala; teaching forestry for real world challenges



Logging and carpentry are the most important forestry activities in the north-western area of Guatemala, near the Mexican border. This is hardly surprising, given that this mountainous area is covered with huge pine forests. Forestry and agro-forestry are being taught at the local university, but for a long time a large gap existed between the practice of the regional forest sector and the curricula at the forestry education centres.

For many years, forestry education and business operated as two separate sectors in Guatemala's north-western region. The lack of direct relations between the education centres and the various stakeholders throughout the production chain of forest and wood products meant that what students were taught had little practical relevance, or even helped sustain inefficient practices in exploitation, transport, transformation and marketing. In 2006, the local University, Centro Universitario del Noroccidente (CUNOROC), which is part of Guatemala's national San Carlos University, together with its partner EFA-ESTEFFOR, a local

polytechnic, applied for the NPT programme to help overcome this mismatch. Two fundamental flaws in the academic practice were to be tackled in particular: firstly, the weak links between higher education and the local logging and wood processing industry, and secondly, the weak organisational and institutional development of the forestry education centres.

The local logging industry in north-western Guatemala is 'irrational', says Henk Lette, Advisor Forests, Biodiversity and Natural Resources Management at Wageningen UR, Centre for Development Innovation. Because the area is very mountainous and, most of the larger, more efficient and sustainable logging and wood processing companies are hardly interested in operating in the region of Huehuetenango. Instead, most logging and carpentry is done by small-scale entrepreneurs, which unfortunately results in harmful environmental practices, inefficiency and unnecessary loss of natural resources. Chaotic lumber practices lead to inadvertent destruction of the forest. Timber is mainly transported outside the region to the bigger production centres of Guatemala City. As a result, forests and biodiversity are declining in the area while the region itself does not even profit from its resources.

A consortium was formed, including Wageningen UR, Centre for Development Innovation, Van Hall Larenstein and the local consultant CODERSA, to support the two educational institutions. Their support concentrated on capacity building, exchange visits, creation of alliances within the sector and curriculum improvement of both teaching institutes. Thanks to their efforts, CUNOROC and EFA-ESTEFFOR are now much better equipped to play a relevant

role in the modernisation of the forestry development in the region, assisting organisations to better perform their tasks and to present creative solutions to sustainability problems.

At times, it was a bumpy road that the project team had to travel. Initially, CUNOROC and EFA-ESTEFFOR defined their needs principally in terms of hardware. If Wageningen could supply them with sufficient machinery, instruments and laboratory materials, changes would come automatically, so they assumed. 'It took a while for us to convince our partners that equipment was only part of the problem,' Henk Lette explains. 'More pressing were the problems of weak links with the industry and the outdated curriculum'. But also the notion that using the equipment of the industry itself for teaching purposes is more economical than purchasing new teaching hardware, needed some time to land. In turn, the Dutch partners suggested, the university could contribute to more efficient production methods for the industry by means of focused research involving their students. In the end, the selection of what equipment to purchase was the result of a well-considered process for which the stakeholders in the sector

were also consulted. It was decided to give priority to equipment for drying the wood before the processing for carpentry. This is really considered to respond well to the region's main problem of the timber quality and loss of product.

Today, three years since the effective start of the project in early 2007, contacts between the wood industry and the two institutions for higher education have improved substantially. Frequent meetings are taking place; agreements have been signed; and the active linking of the regional Forestry Education System to the national overarching educational system is a fact. Exchange visits to like-minded institutes in Honduras, El Salvador, Mexico, Bolivia, Venezuela and Brazil are encouraging for university staff as well as regional stakeholders. Many courses, workshops and other regional and national events have been facilitated by the project, involving over 200 people up to now. The project has assisted at least five organisations in drawing up Strategic Plans for their own development, taking note of possible synergy with the regional forestry sector.



As it turned out, the industry is very keen to maintain close contact with both the university and the polytechnic. They are interested in hiring young people whose acquired knowledge and capacities fit the relevant job descriptions. The role of alumni turned out to be particularly important. They serve as a true *trait d'union* between the educational institutions from which they once graduated and the companies and other organisations where they now work. Contacts are moreover maintained through frequent field visits by students and professors to the forest and wood-processing industries. The project facilitates these visits. Lette: 'Our adagio was: out of the class room, into the real world. The goal of education is not just to acquire knowledge, but also to make sure that the knowledge fits the needs of the professional world'. To achieve this, the lecturers and professors at both the polytechnic and the university needed additional knowledge and didactic instruments. A programme to enhance the capacities of teaching

personnel was introduced. Many teachers were invited to partake in courses, while others visited seminars and engaged in field trips to other logging areas. Three staff members received a Masters degree as part of the project.

Looking back, Henk Lette is quite pleased: 'Changes are clearly noticeable. Especially contacts between organisations in the forestry sector, including companies in the wood-industry, and the university and polytechnic are much more frequent and fruitful than before. The curriculum has improved and is now more geared towards the real needs of the industry'. Whether these changes will lead to a more sustainable system of forest management and help preserve the forest and biodiversity of the area, remains to be seen, Lette admits: 'In development co-operation output and outcome can be realised relatively easy; to guarantee impact, on the other hand, requires a much longer time frame'.



NPT-GTM-196

Project title	Institutional Strengthening of Forestry Education in the northwestern region of Guatemala
Project period	2006-2010
Country	Guatemala
Budget	€ 900,000
Counterpart organization	Carrera de Ingeniería Forestal, Centro Universitario del Nor-Occidente/CUNOROC Universidad de San Carlos de Guatemala
Partners consortium	CDI, Van Hall Larenstein, CODERSA
Project summary	<p>The project supports collaboration between the different forestry education centres in Huehuetenango. The need for a project appeared from the weak response of forestry education programmes (in quality and orientation) to the changing requirements of the sector.</p> <p>The University centre CUNOROC in Huehuetenango and the Professional Forestry Education Centre ESTEFFOR in Jacaltenango have been assisted in improving curricula and study facilities of the university as well as for the technical school and in facilitating three candidates to follow MSc-studies. The Consortium has supported CUNOROC and ESTEFFOR in organising workshops, seminars, training courses, national and international study trips and participation in international forestry related events.</p>

4.2 Universidad Tecnológico del Chocó; bridging the gap between the university and 'the real world'



Institutional development is the key concept for a project that Alterra, part of Wageningen UR, supports at the Universidad Tecnológico del Chocó (UTC). The Chocó department in Western Colombia is one of the poorest parts of the country. Interestingly, though, it can boast of an abundance of natural resources. What is missing is the capacity to manage these resources and to support initiatives for sustainable development and sustainable production chains. 'The UTC is relatively young and lacks the capacity to offer the educational background that the situation requires', says Kees van 't Klooster, the project coordinator from Alterra.

An important part of the project is to train local staff members. Ten young researchers from the university were given the opportunity to study abroad: in Mexico, Spain and Wageningen. Six did a masters degree and four are currently finalizing their PhD. Others took courses in academic English. Staff members have also been trained in providing distant education, so that students don't always have to be present at the university to follow classes.

One of the biggest challenges is to close the gaps that exist between the university and the professional field. UTC students need to get used to a more practical and multi-disciplinary approach to subjects such as the environment, resource management, and food processing. Ideally, these courses should prepare them for the requirements of society. Therefore, a number of new courses were introduced, such as tourism management, natural resources management, agro-forestry, water management, and environmental science.

Finally, the technical facilities of the UTC were upgraded. The university now counts several libraries, laboratories, office equipment and computer and internet facilities. Kees van 't Klooster: 'I am optimistic that all stakeholders at the university are dedicated to the development of the Chocó department. The staff that went abroad to study have all returned to the UTC and are determined to further develop their careers right there. That is very important for the sustainability of all the changes we have accomplished'.

NPT-COL-073

Project title	Strengthening the capacity of the University of Technology in Choco, Colombia, in the fields of environmental management and organization of production with a focus on sustainable production chains in the context of cultural ethnic diversity of the department of Choco.
Project period	2005-2009
Country	Colombia
Budget	€ 2,000,000
Counterpart organization	Universidad tecnológico del choco 'Diego Luis Cordoba'
Partners consortium	Alterra, Van Hall Larenstein, Stichting Tropenbos
Project summary	The aim of the project was to strengthen the institutional capacity of the Technological University of Chocó by training and upgrading of quality of teachers and administrative staff, for which short courses and training as well as master's and doctoral training were provided. The project launched an academic programme in Environmental Science focusing on four levels: Technology, Undergraduate, Specialization and Master. A multidisciplinary approach was used.



4.3 Theme ‘Sustainable use of natural resources’ – other projects



NPT-RWA-061

Project title	Development of a MSc programme at the National University of Rwanda (NUR)
Project period	2004-2010
Country	Rwanda
Budget	€ 1,500,000
Counterpart organization	Faculty of Agronomy of the National University, together with local staff. Additional support is provided by the African Network for Agriculture, Agro-forestry and Natural Resources Education (ANAFE) and ICRAF
Partners consortium	Wageningen University
Project summary	<p>Background: agro-forestry and soil management contribute to economic transformation and improve the conservation and management of natural resources. For a densely populated rural society as in Rwanda, agro-forestry provides food, fibre and market products while contributing to soil management for soil fertility and water.</p> <p>The project aim is to build capacity for research, education and training in the field of agro-forestry and soil management at the NUR. Activities include the set-up of an MSc programme, the training of staff for their future teaching positions and the rehabilitation of a soil laboratory.</p>

NPT-UGA-085

Project title	Capacity Building for environmental management in Uganda
Project period	2005-2008
Country	Uganda
Budget	€ 1,400,000
Counterpart organization	National Environmental Management Authority (NEMA), Kampala, Uganda
Partners consortium	Wageningen University, Maastricht School of Management (MsM), International Institute for Geo-information Science and Earth Observation (ITC)
Project summary	<p>Overall objective: Improved environmental management service delivery through a better training and capacity building network on environmental services. Project activities are focussed on:</p> <ul style="list-style-type: none">• Development of curriculum for non-formal/professional education and training in environmental management for specified target groups• Development of distance learning curricula• Training of staff members from NEMA (and its partner institutions) and of government ministries, parastatals, local governments, NGO's, and private sector organizations with upgraded qualifications in environmental management (MSc and PhD levels)• Strengthening NEMA's co-ordination capacity for training• Strengthening six universities and vocational institutes with reading materials and data infrastructure on environmental management

A close-up photograph of two hands shaking. The hand on the left is dark-skinned and wears a gold ring on the ring finger. The hand on the right is light-skinned. They are both wearing dark clothing. The background is a warm, orange-brown color.

5

NPT

Strengthening
education for
the social and
economic sector

5.1 The art of mediation in Indonesia; conflict studies at Islamic universities



In Indonesia, Islamic clergy traditionally play an important role in the mediation of conflicts, even though they never received formal training to do so. Wageningen UR therefore assisted in the development of conflict mediation curricula and conflict mediation centres at four Islamic universities, where Islamic clergy and influential religious scholars and leaders are educated. By now the lead centre at Semarang has gained official recognition from Indonesia's Supreme Court. It increasingly shares its expertise with other sectors of society by providing training and mediation services.

Indonesia has just over 240 million inhabitants, of whom 86% are Muslim. Being the country with the largest Muslim population in the world, Indonesia is widely considered a crucial player on the stage of contemporary international politics. The country can arguably form a bridge between the 'western' and 'Islamic' worlds – two worlds that seem increasingly divided by growing tensions. This mediator role may be helped by the fact that the Islam practiced in Indonesia has long been considered relatively moderate.

But within Indonesia too, tensions exist. Not just between various religious and ethnic groups, but also between civilians and the government, NGOs and companies, village leaders and local politicians, and within families. Conflicts related to large-scale commercial interests seem to be particularly on the rise. Think of palm oil companies that want to establish industrial plantations on lands used by local communities, or urban project developers who are eagerly building one fancy mega-mall after the other, being indifferent to the fact that houses and small shops have to disappear to give way to their plans. Unfortunately, there are also still many conflicts related to communal, interreligious and ethnic tensions.

The number of conflicts that need solving vastly exceeds the capacity of the country's formal legal system. The Indonesian government has therefore been looking for alternative ways to tackle this without increasing the burden on the country's legal courts. They realized the potential of improving existing traditional systems of conflict resolution, which often involve people with a certain religious status.

Islamic clergy have long played an important role in Indonesian society. They are called upon for advice or mediation when tensions rise or conflicts emerge. These traditional mediators have usually studied at one of the country's numerous Islamic schools and universities. However, they have never received any formal training in conflict resolution. And so the Ministry of Religious Affairs saw an opportunity: training students at Islamic universities in conflict analysis and resolution would better prepare them for their future role, and would help decrease the pressure on the legal system. The Indonesian Ministry of Religious Affairs, eager to implement

this idea, appointed a lead university in Semarang, Java and three other Islamic partner universities across the country to develop and implement a new curriculum. They also started looking for assistance and advice of western academic institutions and through NUFFIC they found an enthusiastic partner at Wageningen University. The Chair of Disaster studies, who had extensive experience with the study of conflicts in the South as well as the relevant networks to provide training and capacity building, was happy to take on the challenge.

In collaboration with the universities of Utrecht and Leiden, Wageningen University provided a range of courses to the teachers at the selected Islamic universities. Courses on theories of human conflict and conflict analysis were taught, while also giving ample attention to practical mediation skills, for example through role plays. For these practical courses the project joined hands with several Dutch mediation professionals. The Indonesian partners also studied case studies of social conflict in the Netherlands, among others in relation to religion and ethnicity, and about tensions in multi-ethnic urban neighbourhoods. The prospective teachers were further assisted with the development of theoretical and practical courses to strengthen their own curricula, as well as with institution building to assure the sustainability of their new programmes.

An important part of the project was also to establish so-called mediation centres at the universities, which are meant to play an active role in the resolution of actual conflicts. In Semarang, for example, the centre mediated in a conflict between the local government, who wanted to demolish a local market to build a modern market place, and hundreds of small vendors who were afraid they would be evicted or unable to afford the rent at the new market. In Lombok, attention was paid to interreligious conflicts between Hindu and Muslim communities on the island. In Aceh, the reintegration of ex-combatants was put on the agenda, as this

process faced a lot of problems and created a variety of tensions. In Semarang, the centre also mediated in a conflict in a residential estate, and resolved a number of disputes between individuals. These mediation centres – particularly the one in Semarang, which is the most advanced – are widely appreciated. The latter was officially recognized by the Indonesian Supreme Court in 2009, which has accredited it eligible for court-mandated mediation and providing certified trainings to those interested in becoming a mediator.

As the project evolved, and the centres became more established, interest from professionals from outside the Islamic universities grew. The project partners therefore decided to also develop training courses for local politicians, police officers, lawyers and judges, local officers of religious affairs, school teachers and gender activists. As a result, the emphasis of the mediation centres gradually shifted from actual conflict mediation, to the



training of other professionals, who in turn can play a positive role in resolving conflicts in the Indonesian society. The Semarang centre has studied traditional forms of conflict resolution in Javanese society to better respond to this demand.

For a country that has around 300 ethnic groups living within its borders, the role that individual people can play in their own

communities to prevent conflicts, or their escalation, is crucial for maintaining a healthy and stable society. Moreover, having stability and peace within its borders may very well be a prerequisite for Indonesia to be able to serve as a conflict mediator at the regional and international stage.



NPT-IDN-192

Project title	Building capacity of the State Institute for Islamic Studies and associated institutes for conflict prevention, resolution and peace building activities in Indonesia
Project period	2006-2010
Country	Indonesia
Budget	€ 1,600,000
Counterpart organization	State Institute for Islamic Studies (IAIN), Walisongo, Semarang
Partners consortium	Wageningen University, Utrecht University
Project summary	<p>Overall objective: develop the capacity of the staff of the Mediation Center of IAIN Walisongo, Semarang in conflict prevention, mediation and resolution. Assist in setting up mediation centers at three other Islamic institutions located in (former) conflict areas in Indonesia. These four centers will engage in mediation activities at various levels of society. Meanwhile – and in support of these activities – they will take on education and field research in the field of peace and conflict and disseminate their findings through publications and a seminar. Inputs from the Wageningen and Utrecht Universities’ consortium and their partners will consist of an intensive initial training package and continuous backstopping, training and joint activities in the remaining three years. Special attention will be paid to strategy and organisational development. Experts are taken from diverging disciplines to cover the social, political, psychological, religious, natural resource/ livelihood and regional dimensions of conflict. The technical assistance provided will include some (limited) theoretical and analytical foundations, but will mainly focus on a hands-on, applied training in terms of conceptual and practical mediation skills. The project includes training and exposure visits to the Netherlands, but will largely be carried out in Indonesia.</p>

5.2 Strengthening the Women Research and Training Centre in Yemen; how gender studies became an integral part of the university curriculum in an Islamic country



Gender inequality is part of the day-to-day reality in Yemen. A chemistry professor at Aden University, however, refused to take this for granted and established the Women's Research and Training Centre. With the help of Dutch universities it grew into a fully-fledged and widely respected centre, which is successfully putting gender issues on the agenda in Yemen. It even accomplished that all Bachelor students in all Yemeni Universities follow a special module on gender issues.

In Yemen, the poorest country in the Arab world, men and women do not have equal rights. Due to a combination of strong patriarchal traditions and strict religious beliefs, women have limited access to education, health care and economic opportunities. Approximately three quarters of the women in Yemen are illiterate. Girls are married at a very young age, and women are expected to be fully covered in public. Yemen surely is an interesting place to study socio-cultural differences between men and women, but not an easy place to establish a research centre specialized in gender studies.

This, however, did not withhold Rokhsana Ismail from setting up the Women Research and Training Centre (WRTC) at Aden University in 1998, where she was – and still is – working as a chemistry professor. Ismail was raised in southern Yemen and obtained a PhD degree in the former Soviet Union. After returning home, she could not get used to the ever growing restrictions on women's freedom after the unification of North and South Yemen in 1990. She managed to form a core group with two other university teachers, and together they dedicated part of their time to setting up the WRTC, under the umbrella of the university. The centre did, however, not receive official status and initially senior university and government administrators were reluctant to accept, let alone support, a centre that specialized in gender issues.

Ismail and her colleagues therefore started to look for outside support to improve the courses, facilities and organisation. The NPT programme offered them the opportunity to collaborate with three Dutch partners (Bettina Bock of Wageningen University, Jaap Voeten of the Maastricht School of Management and Amrita Chhachhi of the Institute of Social Studies in The Hague) on a project to strengthen their centre. Within this project, WRTC staff received training in gender and development education in the Netherlands, while five women started a PhD at universities in the Arab region. Also, a senior advisor went to Yemen for two years to help the centre, both in terms of content and in terms of management and organization. The project invested in the restoration of offices and setting up a computer lab and a library, which now has a collection of around 10,000 books. These investments had an unintended but positive side effect: they strongly improved the status of the centre within the university. Ismail and her colleagues were suddenly taken seriously.

This had not always been the case. Gender is a controversial topic in Yemen. The term is associated with 'deviant' sexual behaviour. This translated into significant, though never explicit, opposition from university bureaucrats and administrators. But, over the years the centre discovered that much is possible, as long as one has the drive to persist.

Indeed much has changed since the start of the project. While the WRTC started as an informal centre dependent on the enthusiasm of three devoted university teachers, it has since grown into an official and widely recognized centre with 22 trained teachers, of who eight are men. To become self-sufficient, the WRTC staff received acquisition training to pull in external finances. This has borne fruit: the centre now receives many requests for research and consultancies from international organisations. Although the centre wants to remain within the university structure, this external money provides a high level of independence.

The centre has thus grown bigger, better and stronger. And this, in turn, has resulted in some revolutionary changes at Yemeni universities as well. At Aden University itself, the WRTC in 2006 started an one-year 'higher diploma programme' on gender and development for BA graduates. Because of its success, this was officially changed into a two-year MA course in 2009. But this is not all. To many people's surprise, the WRTC managed to introduce gender studies as a special module in an obligatory course for *all* BA students at *all* Yemeni Universities. In 2009, after a long and bureaucratic process, the gender and development module proposed by the WRTC was accepted. The first course is expected to start in the second half of 2010. This success shows that the WRTC has managed to put gender firmly on the agenda, at least within Yemeni Universities, where many of the future leaders and role models are being educated.



NPT-YEM-037

Project title	Strengthening the Women's Research and Training Centre at Aden University
Project period	2004-2009
Country	Yemen
Budget	€ 1,800,000
Counterpart organization	Women's Research and Training Centre, Aden University, Yemen
Partners consortium	Wageningen University, Maastricht School of Management (MsM) and the Institute of Social Studies (ISS)
Project summary	The project aimed at supporting Women's Research and Training Centre at Aden University in becoming a sustainable organisation that trains gender practitioners, conducts research on gender issues and makes information on gender and development available in Yemen. More in general the project wanted to contribute to the improvement of the position of women in Yemeni society. The project focused on six output areas: improving management capacity, developing a BSc course and MSc programme in Gender & Development, training 5 PhD and 2 MSc staff, establishing a service for training and policy-oriented research in gender issues and opening a library with information on gender issues.

5.3 Theme ‘Strengthening education for the social and economic sector – other projects’



NPT-GTM-067

Project title	Readucción de la formación académica de la economía con un foque de economía ambiental
Project period	2005-2010
Country	Guatemala
Budget	€ 1,500,000
Counterpart organization	Facultad de Economía of the Universidad de San Carlos de Guatemala and of the Instituto de Agricultura, Recursos Naturales y Ambiente of the Universidad de Rafael Landívar
Partners consortium	Wageningen University, The International Centre for Economic Policies for Sustainable Development, Costa Rica, Institute for Development Studies and Utrecht University, the Netherlands
Project summary	<p>The main aim of the project is to upgrade and improve the education and research in the area of environmental economics in Guatemala, in particular of the <i>Facultad de Economía</i> of the <i>Universidad de San Carlos de Guatemala</i> and of the <i>Instituto de Agricultura, Recursos Naturales y Ambiente</i> of the <i>Universidad de Rafael Landívar</i>. This is done along six lines:</p> <ul style="list-style-type: none">• Revision of the curriculum of the pre-grade education in economics (licenciatura) with respect to environmental economics• Setting up a department (or area) of environmental economics within the Faculty of Economics• Training of lecturers and researchers of the Faculty of Economics• Setting up a master study in environmental economics• Developing socio-economic aspects of an environmental information system• Research into environmental economic issues

NPT-ZAF-200

Project title	Enhancing the quality and relevance of education and research in the social and natural sciences at the University of Zululand
Project period	2006-2010
Country	South Africa
Budget	€ 1,500,000
Counterpart organization	University of Zululand, South Africa
Partners consortium	Wageningen University (departments of Household & Consumer Science, Agro-Technology & Food Sciences, Education Institute, Communication Science, Education & Competence Studies) and CDI
Project summary	<p>The main aim of the project is:</p> <ul style="list-style-type: none">• To enhance the capacity of academic staff in order to develop and implement career-focused and competency based programmes in the social and natural sciences• To strengthen the research capacity in the fields of educational and applied research relevant to the community, industry and regional needs• To improve the research and education support- and infrastructure and the upgrading of laboratories• To enhance the capacity of management staff to implement the strategies of a comprehensive institution

NPT-GTM-065

Project title	Realignment of academic training in economics, with a focus on environmental economics
Project period	2005-2008
Country	Guatemala
Budget	€ 1,480,000
Counterpart organization	San Carlos University (USAC), Faculty of Economic Sciences (FCE)
Partners consortium	Wageningen University, Tilburg University, Utrecht University and CINPE (International Economic Policy Centre for Sustainable Development, Costa Rica)
Project summary	<p>The general aim is to create a capacity within the country for professional training in the field of environmental economics that will enable a contribution to resolve the country's economic, social and environmental development problems and its global relations. More specific objective of the project is to introduce content that is relevant to environmental economics into the faculty's academic programme and to strengthen the Institute for Agriculture, Natural Resources and Environment's (IARNA's) capacity to research, generate and document socio-environmental information. The project envisaged the following main activities: strengthening of the undergraduate curriculum in environmental economics; creation of a Department of Environmental Economics; training of staff lecturers in environmental economics; creation of a Master's in Environmental Economics; creation of a system of environmental information and a joint research programme.</p>



6

NFP

Netherlands

Fellowship

Programme

6.1 NFP and Wageningen UR

Through the Netherlands Fellowship Programme (NFP), Wageningen UR has provided a wide variety of courses to more than two thousand five hundred professionals from all over the world. A distinction is made between five different modalities: PhDs, Masters, short courses, tailor-made training, and refresher courses. As a rule, the people who receive a scholarship must be employed in their home countries and be nominated by their employer, which can be a university, education institute, NGO, government department or a private business. This means that, even though the fellowships are awarded on an individual basis, the programme at the same time contributes to the capacity of the local organisation or institution for which these individuals work.

An evaluation of the NFP conducted in 2007 showed that an impressive number of NFP alumni had ended up in key positions and are now making an important contribution to the advancement of their respective countries. The evaluators also highlighted the indirect positive effects, such as the presence of many graduates from Dutch institutions in developing countries, who provide a very useful network to the Netherlands embassies.

The demand for scholarships remains high. The fellowship requests considerably outnumber the positions available, which makes the programme highly competitive. Over the years, Wageningen UR has been successful in attracting talented people from all corners of the globe, who have been able to maximize their potential through the cutting-edge training programmes. For detailed figures on applications, courses and fellowships see chapter 7.2.

6.1.1 Land of no people



Name	Shristi Shrestha Country
Country	Nepal
Study	MSc Landscape Architecture and Planning at Wageningen University
Starting date	September 2009

'The long-drawn conflict between the Maoist rebels and the government army that took place in the Nepalese countryside triggered many people to move to the cities, especially to the capital Kathmandu. Although by now the conflict has formally been ended, rural-urban migration continues. This poses serious problems because Kathmandu is located in a valley and does not have enough space to accommodate the migrants, let alone

sufficient facilities. This creates huge planning challenges. There is a strong demand for professional planners, but only few people have the necessary theoretical and practical background. In Kathmandu, I work at an architecture and planning agency. Although I have always been interested in planning, I must admit that – being trained as an architect – I only knew how to design buildings before coming to the Netherlands.

In September 2009, I started a two-year Masters in Landscape Architecture and Planning at Wageningen University. I am learning about planning and social spatial analysis in both theoretical and practical terms. One of the interesting concepts I came across so far is that of 'compact cities', where many people can live together, with access to facilities and green space, and without having to construct high-rise buildings. A city like Amsterdam is a good example. Such Dutch experiences are very relevant for Nepal and I am sure I will be able to use this when I return to Kathmandu. I also found the skill-building courses that I took extremely useful. They focused for example on argumentation and communication and taught me how to have an academic argument without becoming rude. The Dutch are very good in being direct and polite at the same time. I love that.

But there are also things that seem strange to me. After my first few weeks in the Netherlands, I spoke to my grandmother on the phone and she asked me what I was seeing around me. I looked around and realized I did not see any people on the streets – it seemed as if I was living in the land of no people! It then occurred to me that it shouldn't be difficult for the Netherlands to make its public space more lively. Just look at Nepal; allow open-air markets and support small shops, and you will see that people will get out of their cars and into the streets. Yes, I really think we can learn from each other'.

6.1.2 How playing football leads to academic quality



Name	Latifou Idrissou
Country	Benin
Study	PhD – Communication and Innovation Studies Group, Department of Social Sciences, Wageningen University
Starting date	June 2006

'I have just returned to the Netherlands for my final eight months, which will be devoted to writing my PhD dissertation. This is going to be a tough time. My research is about participatory forest management, which implies that local communities and the government work together in the management of forests. It was introduced in Benin around 1993. At the time, it represented a true paradigm shift, generating a lot of enthusiasm. After some years, however, the number of conflicts between local communities and the forest department started to increase. I wanted to know why this was happening.

My supervisors here at Wageningen University introduced me to the concept of framing, which is now at the core of my dissertation. The theory of framing helps me to study the ways in which different stakeholders in forest management construct reality, and how this influences their behaviour. It has really opened my eyes. As a research assistant at the University of Parakou in Benin, I was used to focussing on purely empirical research. Here in Wageningen, my supervisors pushed me to also reflect on theory, which gave me a much broader perspective. I learned that you need theory to understand practice, while at the same time you need practice to build theory.

Obviously, it is good to be close to my supervisors while writing my dissertation. I have to say that supervision here is very different from in Benin. My Dutch supervisors always seem to be available and I receive a lot of useful feedback. Moreover, the social relationship is easy. Sometimes we go swimming, or we play football together! This has created enough trust to discuss freely, which has an enormous positive effect on my academic

learning curve. Such a relationship is quite unimaginable in Benin. Actually, it is an experience I want to take back to my country. After my graduation, I will become a lecturer at the university, and I will definitely try to introduce a more informal approach towards the students – but without losing the focus on quality of course. After all, Wageningen is famous for the quality of its work and alumni, and I would not want to hurt that reputation’.

6.1.3 Scholarships seldom go to farmers



Name	Jimmy Alejandro Bolanos Arguello
Country	Nicaragua
Study	MSc – Agricultural production Chain Management, Van Hall Larenstein University of Applied Science and Wageningen University
Starting date	September 2009

‘I am a farmer. Actually, the farm belongs to my father. We have about ten hectares of land planted with cassava. In Nicaragua, scholarships seldom go to small farmers, even though they are in need of training – they are the ones who can make a difference. I applied for a scholarship myself. In the application form I wrote: ‘If we as producers do not take the initiative to look for new opportunities for our products, nobody else will’.

Nicaraguan farmers often sell agricultural products in their raw form, without adding value. And, because of poor management, the post-harvest losses are huge. That’s why I chose to focus on post-harvest treatment and logistics here in Wageningen. We are offered theory classes, but also given practical exercises. I enjoy that a lot. We do not just read books, but we also apply what we learn from them. Last week, for example, we were conducting an experiment on the impact of cold storage on the shelf life of bananas. Such an assignment allows you to experience yourself

what happens. And it becomes something that you will never forget. This type of practical knowledge is crucial for improving post-harvest management of fruits and vegetables, which has a lot of potential to increase farmers’ incomes.

We don’t have this type of practical training at Nicaraguan universities. Furthermore, Wageningen University is unique because of the experience of the professors, the facilities, the library, the access to information, and the rich cultural diversity of students enrolled in international programmes.

The most difficult part of this experience has been to be away from my wife and daughter. My first daughter was born in Nicaragua last December, and I could not be there. It was a true challenge to manage both the academic obligations and the events in my personal life during that time – but I did. I hope that when my daughter grows up, she will understand the reasons why I could not be there.

I was lucky to have this opportunity. The things I learn are valuable for me as a farmer. And, as a member of the Nicaraguan commission of producers and exporters of tubers, I am very

committed to sharing my knowledge and experiences. This scholarship is not just to benefit me, but also to benefit other Nicaraguan farmers.

6.1.4 Seeds for change



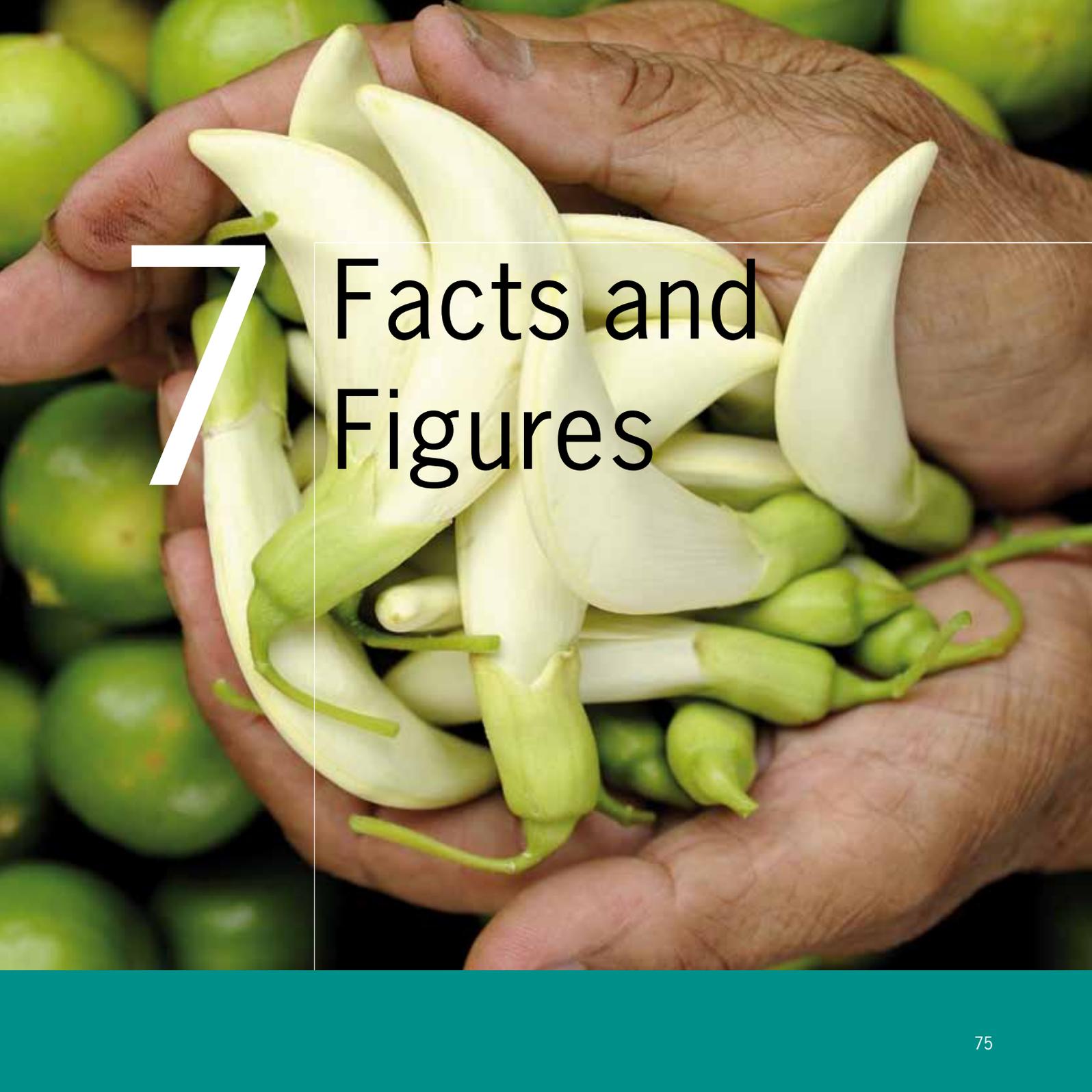
Name	Sreemathi Govindaraju
Country	India
Study	Short course on contemporary approaches in genetic resource conservation and use, Wageningen UR, Centre for Development Innovation
Starting date	April 2010

'India has an enormous wealth of agro-biodiversity. In one province alone we counted 360 rice varieties. But many of these varieties are threatened, and once they are gone, we can never get them back. Over the last decades many Indian farmers switched to cultivating hybrid high-yielding crop varieties in monocultures. As a result, mixed farming systems using indigenous seed varieties were gradually replaced. The problem is that the hybrid crop varieties need to be purchased at market prices. Moreover, they are vulnerable to pests and require chemical inputs, with negative consequences for people and the environment. The seeds of indigenous crop varieties, on the other hand, can be grown by farmers themselves, are much better adapted to local environmental circumstances, and do not require fertilizers or pesticides. Therefore my NGO – called *Sahaja Samrudha* – aims to preserve traditional farming practices and indigenous crop varieties. We work closely with farmers, for example to select and multiply indigenous varieties. We do not only support them with setting up community seed banks, but also with the processing and marketing of their produce.

I came to Wageningen to follow a short course on seed conservation. I have only started three days ago. So far, we received training on practical methods that can be used in the field. We learned, for example, about using drawings and pictures while working with farmers. Using such visuals can be a powerful tool for information dissemination, all the more so since many of the farmers we work with do not know how to read or write. In the coming weeks I also expect to learn more about the possibilities for a grassroots NGO to bridge the gap that exists between farmer's realities on the one hand, and policymakers and seed businesses on the other hand.

Participating in this course gives me an unique chance to interact with professionals from other countries. My colleagues from Ethiopia, for example, are struggling with similar problems, and have relevant experiences that I can learn from and apply in my own work. Normally I work in extremely remote places, and here I can suddenly connect with people from all over the world. After this, I expect to be better equipped to work on our common goal – to promote sustainable agriculture and improve the livelihoods of rural people. Nurtured in Wageningen, we ourselves can become seeds for change.

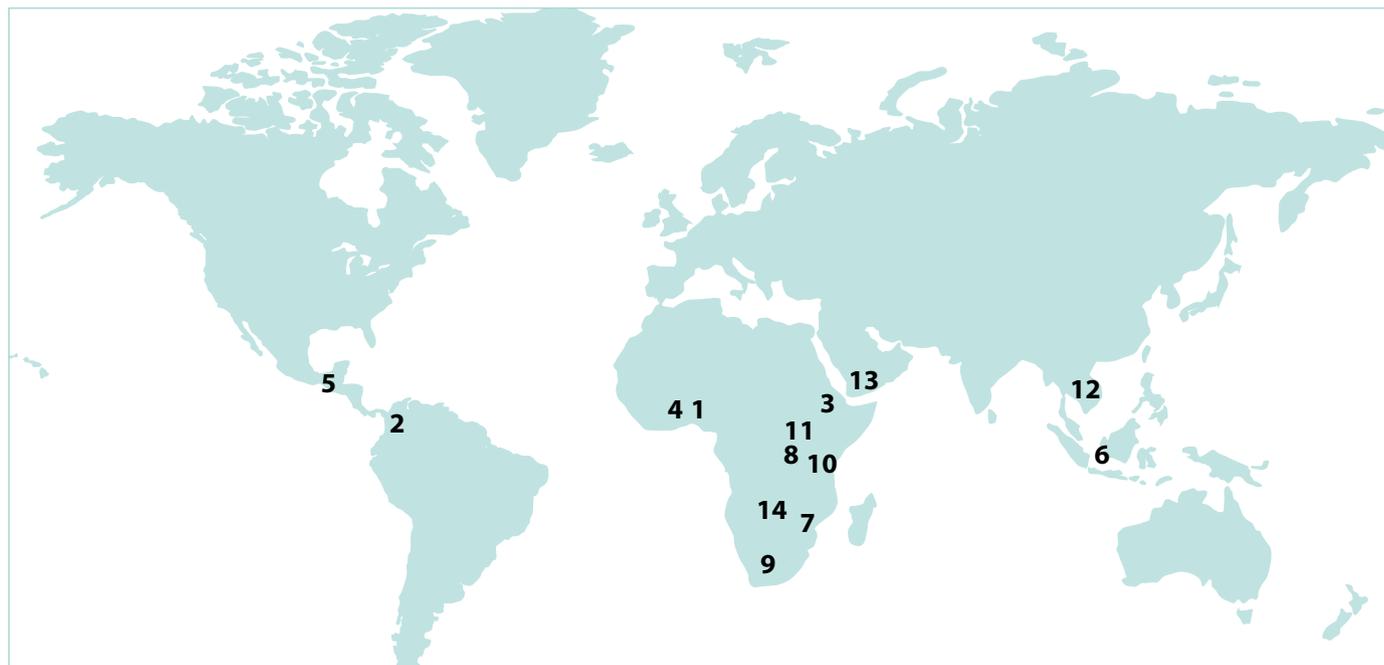




7

Facts and Figures

7.1 NPT



Country	Sectors and themes
1 Benin	Water, Agriculture
2 Colombia	Environment, Good Governance
3 Ethiopia	Higher Education
4 Ghana	Health, Environment, Polytechnic Education
5 Guatemala	Good Governance, Environment
6 Indonesia	Education, Water, Justice
7 Mozambique	Higher Education
8 Rwanda	Rural Economic Transformation Justice and Human Rights
9 South Africa	Education, Agriculture
10 Tanzania	Business Environment, Decentralization
11 Uganda	Justice, Law and Order, Local Government, Development, Education, Procurement
12 Vietnam	Health, Water, Forestry and Biodiversity Higher Education
13 Yemen	Water, Education, Health, Good Governance Gender
14 Zambia	Education, Vocational Training

7.1.1 NPT countries, sectors and themes

For the NPT programme 14 countries have been selected by the Dutch Ministry of Foreign Affairs from among the countries with which the Netherlands has multi-year cooperation arrangements. For each country guiding sectors and themes have been identified. In all NPT countries Wageningen UR concern members have employed activities, in 11 countries as leading consortium member; in Ghana, Tanzania and Zambia as non-leading partner.

7.1.2 NICHE countries (2010 – 2013)

Afghanistan	Mozambique	Ethiopia	Tanzania
Bangladesh	Nicaragua	Ghana	Uganda
Benin	Rwanda	Guatemala	Vietnam
Bhutan	South Africa	Indonesia	Yemen
Colombia	South Sudan	Kenya	Zambia
Egypt	Surinam	Kosovo	



7.1.3 NPT projects Wageningen UR 2004 - 2009

Country	NPT	Title	Sector	Southern Consortium	Dutch Consortium (leading member)	Start date	End date	budget K€
Benin	NPT/ BEN/145	Strengthening the Education programmes in water management of the Faculté des Sciences Agronomiques (FSA) of the University of Abomey-Calavi	Water	Faculté des Sciences Agronomiques (FSA); Université Abomey Calavi	Wageningen University	1-11-2005	30-11-2008	1,200
Benin	NPT/ BEN/151	Appui au Développement des Curricula au Second Cycle des Lycées Techniques Industriels dans le Secteur de l'Eau au Bénin	Water	Ecole Polytechnique Abomey-Calavi (EPAC); Université Abomey Calavi	Van Hall Larenstein University of Applied Sciences	1-1-2006	31-12-2009	1,250
Benin	NPT/ BEN/153	Strengthening the Education programmes in water management of the Faculté des Sciences et Techniques (FAST) of the University of Abomey-Calavi	Water	Faculté des Sciences et Techniques (FAST), Université Abomey Calavi	Wageningen University	1-1-2006	31-12-2009	1,200
Benin	NPT/ BEN/159	Appui au développement des curricula au Second Cycle des Lycées Techniques Industriels dans le secteur de l'eau	Water	Ecole Polytechnique Abomey-Calavi (EPAC) Ecole Normale Supérieure de l'Enseignement Technique (ENSET) La Direction de l'Inspection Pédagogique et de l'Innovation Technologique (DIPIT)	Van Hall Larenstein University of Applied Sciences	1-1-2006	31-12-2009	700
Benin	NPT/ BEN/146	Renforcement de programme de formation et de recherche en agriculture	Agriculture	Faculté des Sciences Agronomiques (FSA); Université Abomey Calavi	Wageningen UR, Centre for Development Innovation	1-3-2006	28-2-2010	1,550
Benin	NPT/ BEN/183	Appui au Renforcement des Programmas de Formation et de Recherche agricoles	Agriculture	Faculté Agronomique, Université Parakou	Wageningen University	1-2-2006	31-1-2010	1,200
Benin	NPT/ BEN/193	Développement des formations Professionnelles Continues dans le Secteur de l'Agriculture	Agriculture	Centre Autonome de Perfectionnement, Ecole Polytechnique Abomey-Calavi (CAP-EPAC)	Wageningen UR, Centre for Development Innovation	1-7-2006	30-6-2010	500
Benin	NPT/ BEN/216	Appui au Développement des Curricula du Lycée Technique Agricole Médji de Sékou (LAMS)	Education	Ecole Polytechnique Abomey-Calavi (EPAC) Ecole Normale Supérieure de l'Enseignement Technique (ENSET) La Direction de l'Inspection Pédagogique et de l'Innovation Technologique (DIPIT)	Van Hall Larenstein University of Applied Sciences	1-9-2006	31-8-2010	1,000

Country	NPT	Title	Sector	Southern Consortium	Dutch Consortium (leading member)	Start date	End date	budget K€
Benin	NPT/ BEN/262	Renforcement de l'enseignement sur la gestion (contrôle) de la qualité (juridico – commerciale) pour la production et l'exportation des produits agricoles prioritaires et de pêche	Agriculture	Ecole Nationale d'Economie Appliquée et de Management (ENEAM et Faculté des Sciences Economiques et de Gestion (FASEG) de l'Université d'Abomey Calavi (UAC) et la Faculté des Sciences Economiques et de Gestion de l'Université de Parakou (FASEG-UP)	Wageningen UR, Centre for Development Innovation	1-2-2008	1-2-2012	950
Benin	NPT/ BEN/263	Renforcement de l'enseignement sur la gestion (contrôle) de la qualité technique pour la production et l'exportation des produits agricoles prioritaires et de pêche	Agriculture	Université Abomey Calavi (UAC): La Faculté des Sciences Agronomiques de l'UAC (avec l'Ecole Polytechnique d'Abomey Calavi, la Faculté des Sciences et Techniques et la Faculté d'Agronomie de l'UP)	Wageningen UR, Centre for Development Innovation	1-2-2008	1-2-2012	950
Colombia	NPT/ COL/073	Generación de capacidades en la Universidad del Chocó	Natural Resources	Technological University of Chocó (UTC)	Alterra, part of Wageningen UR	1-1-2005	31-12-2008	2,029
Colombia	NPT/ COL/075	Rural and urban environmental management and sustainable production chains	Education	Servicio para el Aprendizaje (SENA)	Van Hall Larenstein University of Applied Sciences	1-1-2005	31-12-2008	4,500
Ethiopia	NPT/ ETH/152	Establishment of the Institute for Pastoral and Agro-Pastoral Studies (IPAS) and curriculum development	Agriculture	Institute of Pastoral and Agro-pastoral Studies (IPAS)	Van Hall Larenstein University of Applied Sciences	1-1-2006	31-12-2009	1,250
Ethiopia	NPT/ ETH/239-260	Capacity building for sustainable development of horticulture in Ethiopia	Education	Jimma University College of Agriculture and Veterinary Medicine	LEI, part of Wageningen UR	1-10-2007	30-9-2011	2,000
Guatemala	NPT/ GTM/065	Apoyo para el desarrollo de la Maestría en Desarrollo Rural Sostenible	Socio-economic Education	Latin American Faculty of Social Sciences (FLACSO)	Wageningen University; Van Hall Larenstein University of Applied Sciences	1-1-2005	31-12-2008	1,148
Guatemala	NPT/ GTM/067	Readecuación de la formación académica de la economía con un foque de economía ambiental	Socio-economic Education	USAC, Faculty of Economic Sciences; IARNA, URL	Wageningen University	1-1-2005	31-12-2008	1,473

Country	NPT	Title	Sector	Southern Consortium	Dutch Consortium (leading member)	Start date	End date	budget K€
Guatemala	NPT/ GTM/196	Fortalecimiento Institucional de la Educación Forestal de la Región Nor-Occidente de Guatemala	Natural Resources	CUNOROC Huehuetenango	Wageningen UR, Centre for Development Innovation	1-6-2006	1-5-2010	900
Indonesia	NPT/ IDN/192	Building capacity of the State Institute for Islamic Studies and associated institutes for conflict prevention, resolution and peace building activities	Socio-economic Education	State Institute for Islamic Studies Walisongo (IAIN Walisongo), Semarang	Wageningen University	1-5-2006	30-4-2010	1,600
Indonesia	NPT/ IDN/250	Improving the quality of education, research and community services in the field of agriculture at 4 eastern Indonesian higher education institutes	Agriculture	UNIDA, UNDANA, UNPATTI, POLITANI	Wageningen UR, Centre for Development Innovation	1-9-2008	1-9-2012	2,000
Mozambique	NPT/ MOZ/017	Facilitate the creation and start of polytechnics in the provinces Tete, Manica and Gaza through support of curriculum development in Agricultural Sciences, Geology and Mining Engineering.	Education	Ministério da Educação e Cultura (MEC)	Van Hall Larenstein University of Applied Sciences	1-1-2004	31-12-2007	1,400
Mozambique	NPT/ MOZ/231	Consolidation of the Polytechnic Institutes in Gaza, Manica and Tete	Education	Institutos Superiores Politécnicos in Gaza, Manica and Tete province	Van Hall Larenstein University of Applied Sciences	1-6-2007	1-6-2011	2,000
Rwanda	NPT/ RWA/050	Strengthening of the Institut Supérieur d'Agriculture et d'Elevage	Agriculture	Institut Supérieur d'Agriculture et d'Elevage (ISAE)	Van Hall Larenstein University of Applied Sciences	1-10-2004	30-9-2008	1,200
Rwanda	NPT/ RWA/061	MSc Agro Forestry and Soil Management	Natural Resources	National University of Rwanda (NUR)	Wageningen University	1-11-2004	31-10-2008	1,550
South Africa	NPT/ ZAF/200	Enhancing the quality and relevance of education and research in the social and natural sciences at University of Zululand	Socio-economic Education	University of Zululand (Unizul)	Wageningen University	1-4-2006	1-4-2010	1,500
South Africa	NPT/ ZAF/112	Improving the capacity of CIAT to contribute to the extension delivery services to emerging farmers in the Western, Eastern and Northern Cape Provinces in South Africa	Education	Cape Institute for Agricultural Training (CIAT)	Wageningen UR, Centre for Development Innovation	1-1-2005	1-1-2009	1,800

Country	NPT	Title	Sector	Southern Consortium	Dutch Consortium (leading member)	Start date	End date	budget K€
South Africa	NPT/ZAF/167	Improving the capacity in agricultural education and training at Cedara, Lowveld, Madzivandila and Potchefstroom Colleges of Agriculture in South Africa	Education	The Cedara, Lowveld, Madzivandila and Potchefstroom Colleges of Agriculture	Wageningen UR, Centre for Development Innovation	1-6-2005	1-6-2009	3,000
Uganda	NPT/UGA/172	Capacity Building in the Floriculture Sub Sector in Uganda	Education	Bukalasa Agricultural College, Mountains of the Moon University, Rosebud Farm	LEI, part of Wageningen UR	15-5-2006	14-5-2010	1,500
Uganda	NPT/UGA/085	Capacity Building for Environmental management in Uganda	Natural Resources	National Environmental Management Authority (NEMA)	Wageningen University	1-1-2005	31-12-2008	1,393
Vietnam	NPT/VN/020	Quality improvement and strengthening of the forestry VET system	Education	Quality Improvement and Strengthening of a Demand-driven Agro-Forestry Vocational and Technical Education and Training System (VocTech)	Van Hall Larenstein University of Applied Sciences	1-1-2005	31-12-2008	4,000
Yemen	NPT/YEM/036	Strengthening the Water and Environment Centre of Sana'a University Graduate Programme in Integrated Water Resource Management	Water	Water Education Centre Sana'a University, Yemen	Wageningen University	1-1-2005	31-12-2008	2,000
Yemen	NPT/YEM/037	Strengthening of the Women's Research and Training Centre	Socio-economic Education	Women's Research and Training Centre (WRTC), Aden University	Wageningen University	1-7-2004	31-8-2008	1,793

7.2 NFP

7.2.1 NFP countries

Afghanistan	Bosnia-Herzegovina	Cuba	Guinea-Bissau	Macedonia	Pakistan	Tanzania
Albania	Brazil	Ecuador	Honduras	Mali	Peru	Thailand
Armenia	Burkina Faso	Egypt	India	Moldova	Philippines	Uganda
Autonomous Palestinian Territories	China	Eritrea	Indonesia	Mongolia	Rwanda	Vietnam
Bangladesh	Cambodia	Ethiopia	Iran	Mozambique	Senegal	Yemen
Benin	Cape Verde	Georgia	Ivory Coast	Namibia	South Africa	Zambia
Bhutan	Colombia	Ghana	Jordan	Nicaragua	Sri Lanka	Zimbabwe
Bolivia	Costa Rica	Guatemala	Kenya	Nigeria	Suriname	

7.2.2 Quantitative demand for NFP master fellowships Wageningen University per country Number of eligible applications 2004 - 2009

Country	1-9-2004	1-9-2005	1-1-2006	1-9-2006	1-9-2007	1-9-2008	1-9-2009	Grand total
Ethiopia	130	194	22	148	156	167	201	1,018
Nepal	66	58	10	32	56	46	56	324
Tanzania	43	38	0	28	33	41	65	248
Zimbabwe	10	14	1	21	24	39	49	158
Ghana	17	21	3	11	22	30	26	130
Nigeria	7	22	6	12	23	24	19	113
Kenya	23	16	1	10	22	14	21	107
Rwanda	1	3	0	7	11	17	26	65
Eritrea	6	6	0	8	11	13	14	58
Bangladesh	17	6	0	2	4	13	14	56
Other countries	139	160	10	101	95	97	115	717
Total demand	459	538	53	380	457	501	606	2,994

7.2.3 Quantitative demand for NFP short courses Wageningen UR, Centre for Development Innovation per country Number of eligible applications 2004 - 2009

Country	2004 - 2006	2007 - 2009	Grand total
India	191	332	523
Nigeria	144	280	424
Nepal	176	195	371
Ghana	71	277	348
Tanzania	133	201	334
Kenya	121	202	323
Ethiopia	90	212	302
Indonesia	90	181	271
Zimbabwe	99	161	260
Philippines	129	113	242
Other countries	572	691	1,263
Total demand	1,816	2,845	4,661

7.2.4 Number of fellowships Masters Wageningen University and Van Hall Larenstein University of Applied Sciences

Number of fellowships	2004	2005	2006	2007	2008	2009	Total
Wageningen University	58	60	67	73	96	175	529
Van Hall Larenstein	41	42	40	40	42	47	252

7.2.5 Number of fellowships short courses Wageningen UR, Centre for Development Innovation

Number of fellowships	2004	2005	2006	2007	2008	2009	Total
	200	189	177	298	363	478	1,648

7.2.6 Quantitative demand for NFP master fellowships Wageningen University per course Number of eligible applications and fellowships allocated () 2004 - 2009

Course	2004	2005	2006	2007	2008	2009	Total
MSc Plant Sciences	33 (4)	69 (8)	44 (7)	36 (7)	49 (10)	69 (20)	300 (56)
MSc Environmental Sciences	46 (6)	52 (6)	36 (6)	49 (8)	42 (8)	45 (13)	270 (45)
MSc Animal Sciences	48 (6)	46 (5)	38 (6)	45 (7)	44 (9)	44 (13)	265 (46)
MSc Management, Economics and Consumer Studies	30 (4)	33 (4)	28 (5)	28 (4)	49 (9)	68 (19)	236 (45)
MSc International Development	30 (4)	28 (3)	17 (3)	21 (3)	52 (10)	44 (13)	192 (36)
MSc Forest and Nature Conservation	41 (5)	33 (4)	23 (5)	36 (6)	27 (5)	27 (9)	187 (34)
MSc Organic Agriculture	12 (1)	24 (3)	25 (6)	30 (5)	18 (3)	23 (7)	132 (25)
MSc Agro-ecological Knowledge	21 (3)	26 (3)	19 (4)	19 (4)	19 (3)	23 (7)	127 (24)
MSc International Land and Water Management	19 (1)	26 (3)	14 (3)	27 (5)	19 (3)	22 (7)	127 (22)
MSc Biotechnology	19 (2)	19 (2)	16 (3)	25 (4)	21 (3)	22 (6)	122 (20)
MSC Urban Environmental Management	23 (2)	21 (2)	10 (3)	18 (3)	23 (4)	22 (6)	117 (20)
MSc Geographical Information Management	29 (4)	27 (3)	15 (2)	14 (3)	17 (3)	11 (3)	113 (18)
MSc Food Safety	17 (2)	19 (2)	8 (1)	22 (3)	22 (4)	23 (7)	111 (19)
MSc Food technology	14 (2)	24 (3)	19 (4)	17 (3)	14 (3)	20 (5)	108 (20)
MSc Nutrition and Health	17 (2)	26 (3)	17 (3)	17 (3)	15 (2)	15 (4)	107 (17)
Other Courses	60 (12)	65 (6)	51 (6)	53 (5)	70 (20)	128 (36)	427 (85)
Total	459 (58)	538 (60)	380 (67)	457 (73)	501 (96)	606 (175)	2,941 (529)

7.2.7 Quantitative demand for NFP master fellowships Van Hall Larenstein University of Applied Sciences per course Number of eligible applications and fellowships allocated () 2004 - 2009

Course	2004	2005	2006	2007	2008	2009	Total
Training, Rural Extension and Transformation	87 (11)	81 (9)	56 (10)	50 (8)	47 (9)	35 (10)	356 (57)
International Agriculture	55 (7)	72 (8)	34 (6)	44 (7)	33 (6)	30 (9)	268 (43)
Social inclusion, Gender and Rural livelihoods	63 (8)	54 (6)	40 (7)	31 (5)	25 (5)	20 (6)	233 (37)
Livestock Chains (Animal Production)	71 (9)	90 (10)	59 (10)	43 (7)	31 (6)	25 (7)	319 (49)
Post Harvest Technology and Logistics	31 (4)	56 (6)	41 (7)	56 (9)	42 (8)	28 (8)	254 (42)
AIDS and Rural Development	-	-	-	25 (4)	44 (8)	24 (7)	93 (19)
European MBA in Agribusiness	16 (2)	27 (3)	0	0	0	0	43 (5)
Total	323 (41)	380 (42)	230 (40)	249 (40)	222 (42)	162 (47)	1,566 (252)

7.2.8 Quantitative demand for NFP short course fellowships Wageningen UR, Centre for Development Innovation per course Number of eligible applications and fellowships allocated () per course 2005-2009

Course	2004	2005	2006	2007	2008	2009	Total
Integrated Pest Management (IPM) and Food Safety	165 (33)	76 (30)	75 (17)	141 (46)	123 (45)	91 (25)	671 (196)
Contemporary approaches in plant genetic resources	120 (24)	59 (21)	75 (17)	147 (45)	117 (43)	89 (26)	607 (176)
Market Access for sustainable development	65 (13)	62 (9)	37 (10)	62 (15)	151 (29)	164 (58)	541 (134)
Participatory Planning, Monitoring and Evaluation	0 (0)	61 (15)	97 (19)	68 (15)	106 (35)	161 (60)	493 (144)
Governance of food safety in international food chains	80 (16)	49 (16)	82 (23)	90 (21)	90 (17)	68 (20)	459 (113)
Food and Nutrition Security	55 (11)	27 (9)	31 (6)	31 (22)	117 (35)	142 (40)	403 (123)
Plant genetic resources and seeds	96 (19)	43 (15)	74 (16)	52 (12)	74 (14)	44 (15)	383 (91)
Décentralisation rurale et gouvernance locale	55 (11)	34 (12)	30 (9)	86 (28)	85 (32)	77 (24)	367 (116)
Facilitating multi-stakehold. processes and soc. learning	45 (9)	22 (8)	38 (13)	80 (25)	59 (22)	71 (24)	315 (101)
Seed Potato technology, certification and supply syst.	45 (9)	23 (8)	34 (8)	68 (22)	61 (23)	81 (22)	312 (92)
Agriculture in transition: analysis, design and management	45 (9)	21 (7)	28 (6)	63 (21)	65 (24)	54 (16)	276 (83)
Leadership and Adaptive Management	0 (0)	59 (12)	71 (12)	36 (9)	39 (8)	65 (22)	270 (63)
Towards participatory Fisheries Governance	45 (9)	46 (12)	44 (12)	9 (2)	33 (6)	51 (17)	228 (58)
Fisheries data collection and analysis	0 (0)	0 (0)	0 (0)	29 (7)	70 (13)	88 (20)	187 (40)
Governance for forests, nature and people	66 (13)	10 (3)	10 (3)	11 (3)	32 (6)	25 (8)	154 (36)
International training of trainers on wetland management	0 (0)	0 (0)	25 (6)	8 (2)	0 (0)	115 (39)	148 (47)
Other courses (ICRE, Goal, etc)	90 (18)	21 (4)	0 (0)	0 (0)	0 (0)	0 (0)	111 (22)
Landscape functions and people	0 (0)	0 (0)	0 (0)	13 (3)	55 (11)	35 (12)	103 (26)
Local governance for rural development	30 (6)	0 (0)	0 (0)	0 (0)	0 (0)	72 (25)	102 (31)
Transition to sustainable crop- and livestock systems	0 (0)	39 (8)	0 (0)	0 (0)	0 (0)	16 (5)	55 (13)
Total	1,002 (200)	652 (189)	751 (177)	994 (298)	1,277 (363)	1,509 (478)	6,185 (1,705)

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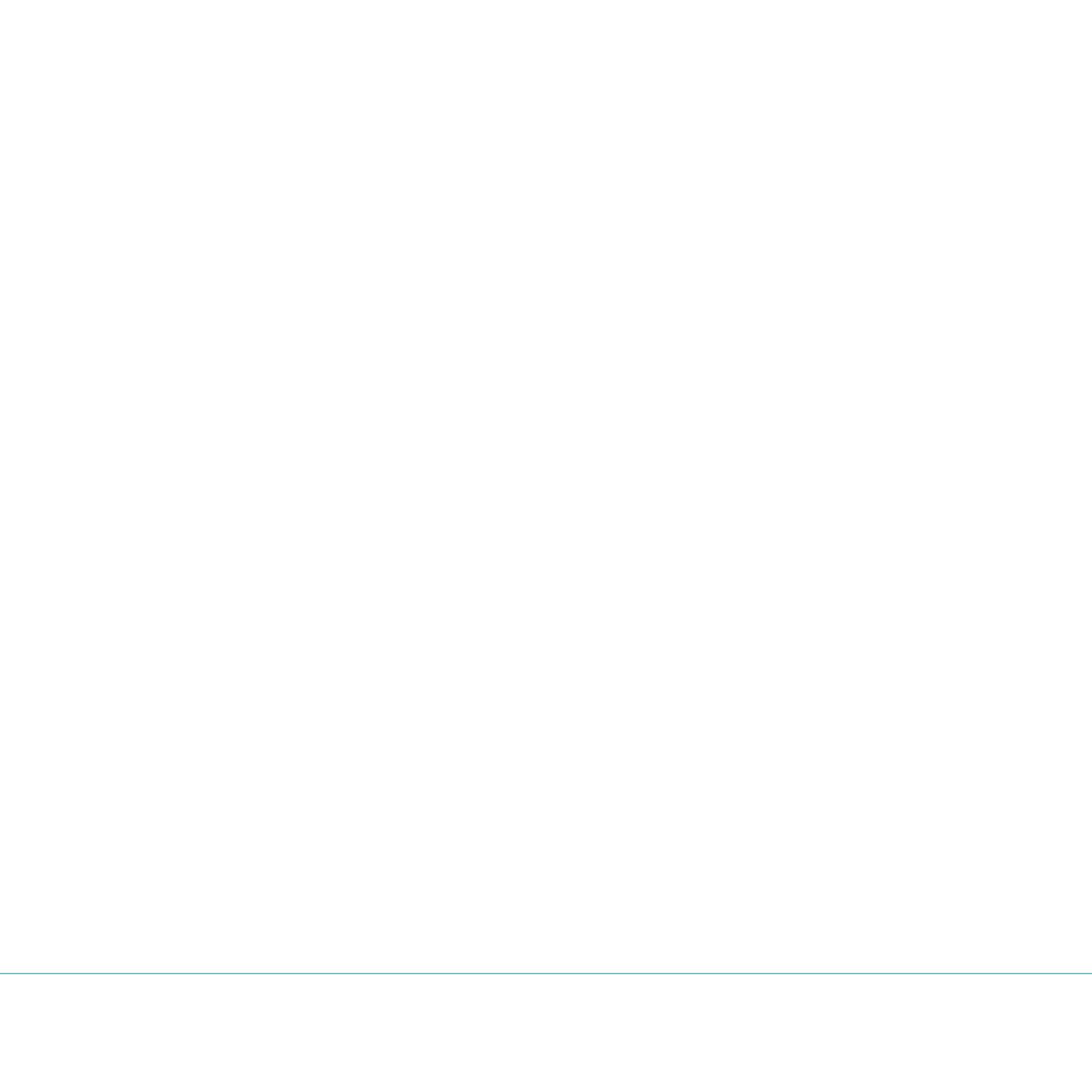
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Capacity Development in Higher Education Five years of Wageningen UR involvement with NPT and NFP

Since the launch of two International Education Capacity Development Programmes by the Dutch Ministry of Development Cooperation in 2002, Wageningen UR (University and Research centre) has been actively involved in the NPT and NFP programmes. NPT (*Netherlands Programme for Institutional Strengthening of Post-Secondary Education and Training Capacity*) and NFP (*Netherlands Fellowship Programme*) are the main instruments of the international education policy of The Netherlands. In both NPT and NFP, Wageningen UR has been very successful in terms of projects granted and fellowships awarded.

Between 2004 and 2008 Wageningen UR and its external partners supported over 30 NPT projects in 11 countries with a total budget of over € 50 million and an average budget per project of € 1.4 million. During the same period, more than 2,400 NFP fellowships were awarded, amounting to € 35 million on a total NFP programme budget of € 177 million.

This booklet describes the personal experiences of scientific and professional staff and students with NPT projects and NFP study activities during the first phase of the programmes (2004-2008). The NPT and NFP officially ended in 2009, but are succeeded by improved versions: *Netherlands Initiative for Capacity Development in Higher Education* (NICHE) and *Renewed NFP* for the period 2010-2013.

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