

## Teaching global sourcing in an international setting

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## Teaching global sourcing

- Globalisation implies purchase whatever you want from anywhere in the world, at the cheapest price.
- Production in opposing hemispheres will eliminate price incentives to domestic out-of-season production.
- Globalisation will reduce prices  
Primary producers respond by:
  - Increasing production
  - Investing in new technology
  - Differentiation of branded products in the market

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## International cooperation

- Cultural differences
- Historical differences
- Communication on distance

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Course in which students experience advantages and difficulties of international cooperation by themselves.

- As part of the course they have to present (written and orally) a case study in which year round supply of high quality horticultural produce is asked.

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## Course

Co-operation of universities from 9 European countries:

- Sweden (Swedish University of Agricultural Sciences-Alnarp)
- Denmark (University of Copenhagen)
- Finland (University of Helsinki)
- Poland (Warsaw Agricultural University)
- Germany (Leibniz Universität Hannover)
- Netherlands (Wageningen University) - coordinator
- Belgium (Catholic University of Leuven)
- France (National Institute of Horticulture in Anger)
- Portugal (UTAD Vila Real)



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## Course

- Teachers from 9 universities
- Students from 9 universities (in total about 35)

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## Course

Preparation at home (posters, oral presentation)	Intensive Period 2 weeks full-time all students together
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- Two weeks full-time, at one of the partner univs in Europe
- International team of teachers
- International teams of students
- Teachers-students ratio 1:7
- Interactive lectures, case studies, excursions, discussions
- Getting familiar with the ICT environment
- Social Program



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## Course – preparation task


Preparation at home (posters, oral presentation)	Intensive Period 2 weeks full-time all students together
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- Make a poster about the major developments of the horticultural industry in your country of origin over approximately the last 15 years
- Prepare an oral presentation in which you analyse the chain of a certain horticultural commodity in your country of origin

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## Course – preparation task

Preparation at home (posters, oral presentation)	Intensive Period 2 weeks full-time all students together
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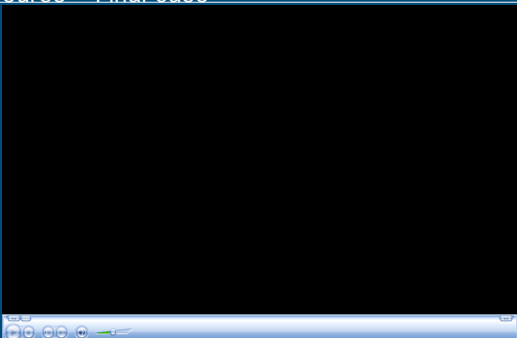
## Course – Final case

Preparation at home (posters, oral presentation)	Intensive Period 2 weeks full-time all students together	Final Case	Internet Video meeting	Final Exam
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- Start during Intensive Period, finalize at their home institute
- Groups of about 6-7 students in different countries
- Communication by internet (email, video group meetings)
- Present their results to and discuss with the other groups and teachers in a final internet video conference.

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## Course – Final case



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## Course – Final case



### ■ Introduction of the case

- An European fruit importer, located near to Paris, considers taking advantage of the following opportunity in the market. A supermarket chain with a large market share in several western-European countries, will introduce a new product for its shops: a ready-to-eat fruit salad with all the following ingredients *apple, kiwi, banana, melon, pineapple, strawberry and table-grapes*. The supermarket chain now searches for potential suppliers and also contacted the fruit importer because of its international reputation and high quality standards.

## Course – Final case



- First indications of product requirements announced by the supermarket chain to potential suppliers of this product are:

1. Year-round supply of a constant product volume
2. at a constant high product quality, and
3. that meets all essential quality standards and regulations (e.g. EUREP-GAP; HACCP)

## Course – Final case



- The fruit importer has contacts with producers and exporters of fruits all over the world for all fruits species. On top of the valuable established contacts, the fruit importer always considers new suppliers of products.
- Production of the ready-to-eat-salads will be done in house.
- Develop a plan for the fruit importer that meets the demands of the supermarket and will be profitable for the importer.

## Course – Suppliers of the fruits

Students have to discuss how to make the best choice of possible countries to import from.

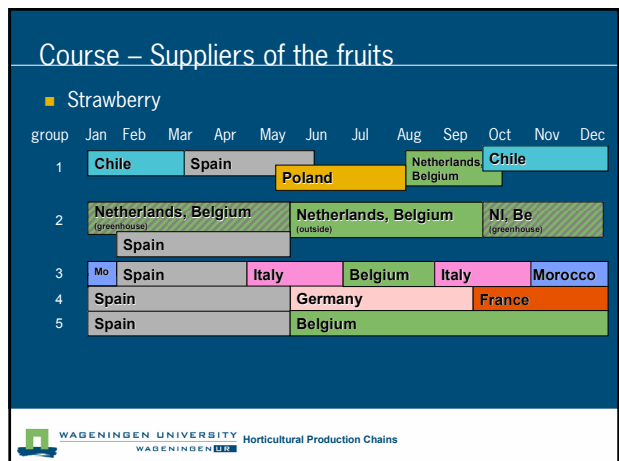
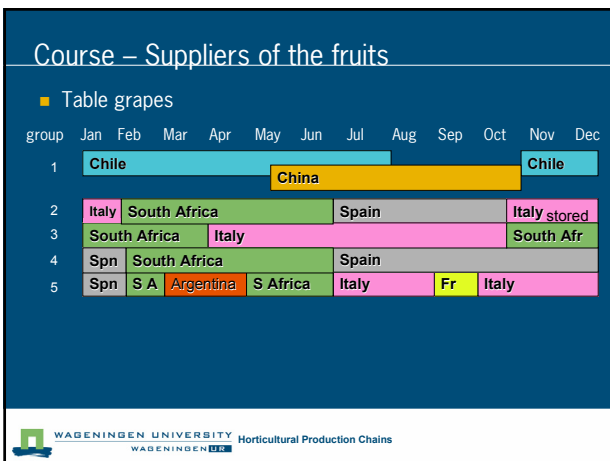
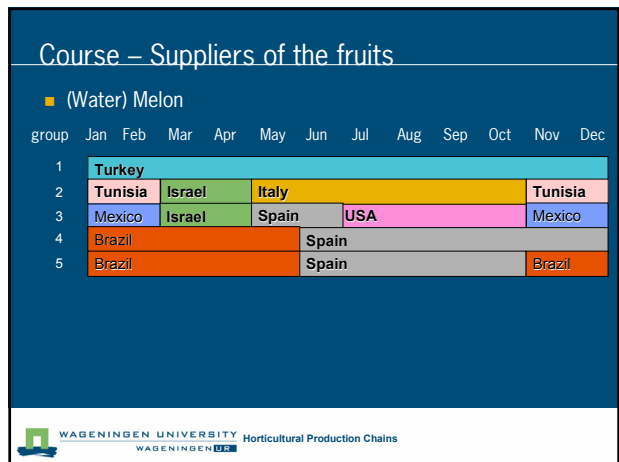
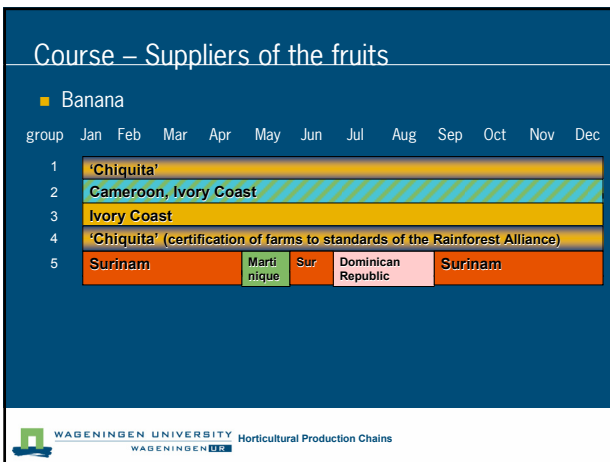
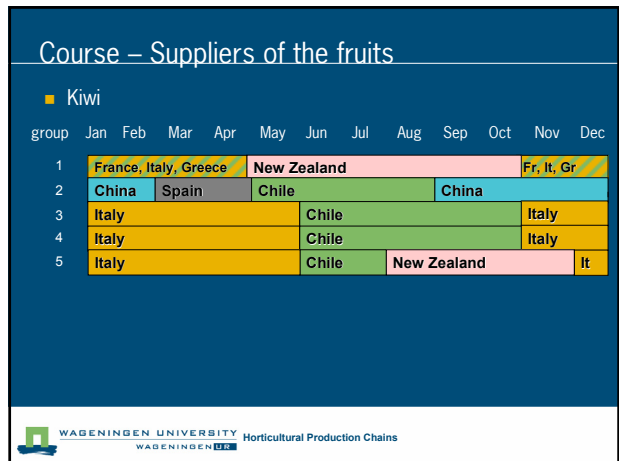
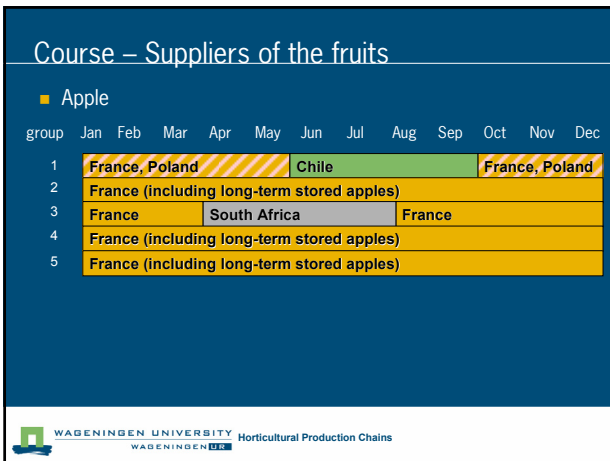
## Course – Suppliers of the fruits

- Availability
  - Climate condition –season
  - Specific cultivars
  - Knowledge
  - Crop properties related to storability (senescence rate)
- Costs
  - Production costs (labour, soil, climate)
  - Transport costs
  - Trade barriers (agricultural policy)
- Quality
  - Certification (quality assurance) / Certification bodies
  - Transport conditions
  - Trust, Habits and culture
- Risks
  - Political situation
- (Carbon Footprint)

## Course – Suppliers of the fruits

### ■ Pineapple

group	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
1	Costa Rica (Gold MD-2 variety)											
2	Ivory Coast (low cost)											
3	Ghana (low cost, opportunity processing directly in Africa)											
4	Ivory Coast (low cost, distance, EUREP-GAP)											
5	Ivory Coast											



## Course – Suppliers for the salad

- All fruits

fruit	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Pineapple	Ghana											
Apple	France			South Africa				France				
Kiwi	Italy						Chile			Italy		
Banana	Ivory Coast											
Melon	Mexico	Israel	Spain		USA			Mexico				
Strawberry	Mo	Spain		Italy			Belgium	Italy		Morocco		
Grapes	South Africa		Italy								South Afr	



## Course – other aspects

- Preparation of the salad
- Way of storage and transport
- Packaging

## (Global) sourcing of students?

- European or International MSc?
- Support by Horticultural Industry (sponsoring of students, of a MSc program)

## Thanks

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