



NEWSLETTER



Enhance ISPM's Institutional Capacity to provide quality education in Agriculture (NICHE/MOZ/151).

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Introduction

By **Carel Jaspers, director Q-Point BV**



The project "Enhance ISPM's Institutional Capacity to provide quality education in Agriculture (NICHE/MOZ/151)" is funded by the Nuffic/NICHE program and will cover a four-years period. The project will focus on capacity building in the field of Agro food processing and biotechnology in Mozambique. We are happy to inform you that the new BSc program on agro food technology at ISPM, will be launched in February 2015.

I hope you enjoy reading.
Carel Jaspers

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Exposure visit to the Netherlands

By **Olivia Ansenk, trainer Q-Point BV**



From 17 till 22 August Instituto Superior Politécnico de Manica (ISPM) visited the Netherlands together with Instituto Superior Politécnico de Gaza (ISPG). This visit concentrated on project management progress (preparation of the Annual Plan 2015) and exposure visits to Biotechnology and Food Technology organisations in the Netherlands.

Biotechnology firms visited were KeyGene, Biopartner Center Wageningen and Monsanto. Explanation on the various activities undertaken by KeyGene and Monsanto together with a tour in their lab and greenhouse facilities was helpful to better understand private sector operations in the field of Biotechnology (related to food and agriculture).

The incubation function of Biopartner Center Wageningen was also interesting for them as this is in line with ISPMs' aspirations.



Arjen van Tunen, CEO Keygene together with visitors Dr. Rafael Massinga, Elisa Enzomatola and Sarrok Talhada of ISPM.

For inspiration for the food technology lab and curricula a butcher was visited in Amsterdam Slagerij de Wit, known for its quality and sausage making process. Here we learned how to break down a pig into all the available cuts in just a few minutes and how each part can be used in different ways. The equipment and operation was very enlightening for the visitors, as it showed them how you can organize many meat processing activities in a very small area.



Visit to butcher De Wit in Amsterdam.

Moreover an extensive consultation with HAS Hogeschool was organised to learn from their Food Technology lab and curricula. Johan Wels from the HAS took time in his summer holiday to organize a tour through the lab and elaborated on essential equipment and educational activities to teach basic food technology subjects.



Exposure visit HAS Hogeschool, organized by Johan Wels of the HAS.

Furthermore Olaf McDaniel and Pim Pollen from CBE had the opportunity to organize a session in Amsterdam to discuss follow up activities on the earlier undertaken strategic management and quality assessment activities with academic staff in Mozambique.



The delegation from Mozambique (ISPG and ISPM) discussed with Olaf Mc Daniel and Pim Pollen from CBE about follow up activities.

Curriculum development

Sebastiaan Hetterschijt, Trainer Q-Point BV



In January 2014 there was a second mission about curriculum development. To get a clear picture about current situation at ISPM, a Labour Market Needs Assessment (LNA) was conducted. This important step was necessary before starting the development of the new curriculum in agro food

technology. We discussed about the agricultural strategy of the government of Mozambique on agro food processing, also to use this information in the curriculum.

An important part of the new curriculum in agro food processing are the agribusiness developments in Mozambique. It is important to incorporate these market developments in to the new curriculum

and lesson materials.

By the LNA, ISPM will be more connected with the agro business in Mozambique and will offer student more practical lesson so that they are more useful for companies.

Important technology's for agro-food education: meat (including: egg's, poultry, beef, aquaculture, pig, leather production, dairy, fruit & vegetables (like corn, beans), seed production).

Discussion about LNA, important issues are: Knowledge of usage of machines, marketing, selling products, entrepreneurship, certification of products etc. It is important to listen good to your stakeholders, it will be the bases for the course.

We talked about the professional domains:

1. Research and development
2. Commerce, service and support
3. Application and production laboratories
4. Laboratory Diagnostics
5. Engineering
6. Manufacturing / production
7. Quality Assurance.

Important element in education: Business Industry Centre / commercial kitchen / pilot plant, to encourage emerging farmers, to work-out business cases for farmers, to promote linkage in the agro-food chain, mechanization, supply chain, value chain management.

The draft curriculum on food technology is now already approved by the Executive Board of ISPM. The intention is to start this new BSc program in February 2015.

Design of curricula and courses of molecular biology

By Grace Irakiza, MSc in Food Quality Management (Wageningen University and Research Center), Trainee at Q-Point BV (Agro/Food Biotechnology internship)



From 1st April till 15th August, 2014 it was my pleasure to work closely with Q-Point staffs at Wageningen as a trainee. I worked on Design of curricula

and courses of molecular biology for bachelor and master degree in agro/food biotechnology field to be implemented at the ISPM Mozambique. This internship project was one of the activities within (NICHE/MOZ/151) with ISPM.

The main objectives of internship were:

- A. To advise on how to design new curricula of molecular biology for Bachelor and Master of Science degree level in ISPM (Mozambique).
- B. To design new courses for molecular biology program (BSC and MSC level) within the advice for particular curricula designed.

To get a clear picture on how to design curriculum and courses needed to be developed on Bachelor and Master level in ISPM, the following activities were done:

- In-depth literature analysis and internet information were used to get insight in factors influencing internal model component, curriculum design, objectives of molecular biology curriculum, implementation and evaluation of curriculum. Literature analysis was also done in order to get insight in knowledge, attitude, and performance deficits (in field of molecular biology in Mozambique). Q-Point information (reports), ISPM information and Mozambican official document were also used.
- Benchmarking was done to collect the information on the courses designed by the other universities/polytechnics

which offer BSc/MSc in molecular biology program. Benchmarking was done to compare molecular biology program in various universities/polytechnics in order to provide new insights on how the new molecular biology courses could be designed and implemented at ISPM.

- Visiting some universities/high school laboratories (molecular biology laboratory at Wageningen University and agro food processing laboratory of HAS) and supplier company of

laboratory equipment (Telstar) in order to get insight into the basic equipment and facilities needed in molecular biology training (practical courses).

- The selection of courses (BSc & MSc courses) was done according to:
 1. the outcome of desk study of molecular biology in agro food sector in Mozambique;
 2. experts suggestions;
 3. literature.

Gender commitment is moving forward

By Christine Verheijden, Expert gender & water Diversity4Change



Since the article in the last newsletter, in which was informed about the progress of the process of gender awareness and capacity building on gender issues among management and direction, ISPM (and also ISPG) is making headway. Still there is a long way to go, as it is not only a concern of the gender commission, or Gender Unit as the commission at ISPM is called now, it should be completely integrated at institutional level.

Last November a Training of Trainers (ToT) workshop on gender took place at the Campus of ISPM. This ToT was a joint training of the gender commission of ISPM and the one of ISPG. Both commissions, the one of ISPG with 7 members: 5 men and 2 women and the one of ISPM with 8 members: 5 female and 3 male, came together to get more training on gender.



Group of participants in front of ISPM building.

For some participants this was their first training on gender equality as they just recently joined the team, for others this was a second or third training. Both institutions have now a consolidated commission, with a more permanent occupation of the team members. At ISPM the team was extended with 2 male members as this was really felt necessary. At ISPG new members came in as the team before was felt to be too small.



Maria Virginia giving presentation of groups work.

The objective of the training was analysing the current situation regarding gender in the organization and in the curriculum. This was done by looking to the time path since the beginning of the projects, the gender assessment and what had been done or reached in the meantime. But it was also very important to have knowledge on current gender gaps and to identify the needs and/or priorities for the implementation of the Gender Strategy (GS) and Gender Action Plan (GAP). A whole day had been reserved within the program to give feedback and to work on these two documents. And of course the training was also meant to train the members of the gender commissions so they acquired new skills and knowledge for the implementation of the gender strategy in practice, as also the gender action plans. The training was developed based on their needs and as a Training of Trainers course, as all of them will need to know how to give awareness sessions and eventually trainings on gender to other staff and students of the institution as they are the agents of change regarding gender integrations internally.

The interaction of the two groups was very interesting and has been felt as very successful. Both are more or less in the same phase of the process, still planning and trying out many aspects and steps in

the process, and in this way they have been able to have a lot of possibilities for interchange. For instance, how has to be the gender office, what are necessary requirements for functioning, or what are important aspects in the Terms of Reference for the Gender Commissions, just to mention a few.



Training session.

The training was quiet intensive, four and a half day. But this made it possible to work a lot with the group. Theory and practice were interspersed through presentations and exercises in groups. So in this way the training had a focus on theoretical and practical learning. Specially the group exercises were very much appreciated by the participants. For example, one of these was preparing as team (gender commission) a gender awareness session for students or staff and do the presentation for the whole group, and receiving feedback on it. The same is the case with the Gender Strategies (GSs) and Gender Actions Plans (GAPs), both were still at draft version for both institutions and the commissions had a few doubts about the documents. So the Chairs of both commissions have been presenting their GSs and GAPs to the whole group and everybody was ask to think of something to give as a feedback, i.e. something that had to go out or a suggestion to include. With this new input the commissions have been improving and finalizing their GSs and GAPs so they

could be discussed soon in the meeting of the Board of Representatives. At ISPG this has happened already and they are approved.

The fact that ISPM had identified already a space (room) that will be the future gender office, gave also a lot of ideas to the gender commissions coming from Gaza. They will start also with the identification of the space for the gender office and starting to install it. In this way both commission feel they really can start working on the implementation of the Gender Action Plan and all the work that

will be on their way. One major focus will be to find financial resources for the implementation of the Gender Action Plan during the year 2015, because it could not yet be included in the official budget due to the fact that the commissions were not officially recognized yet at the moment of preparing budgets. For this, the meeting with the board was needed. So there will be searched for external funding and developed a project for it. In April 2015 will be a follow-up training for the whole group. Until that time both commissions will receive backstopping from distance.

Labour market need assessment

Olivia Ansenk, Trainer Q-Point BV



I had the pleasure to work closely together with ISPM staff in Chimoio on the Labour market Need Assessment (LNA) approach. The LNA is one of the activities within the Nuffic NICHE/MOZ/151 project.

ISPM together with the consortium will develop and implement new curricula for Degree and short courses in agro food processing. Since Instituto Superior Politecnico de Manica (ISPM) is similarly developing new curricula for courses in agro food processing, a collective approach to assess the labor market needs was chosen. ISPG focusing on sector stakeholders in Chockwe & Maputo and ISPM focusing on stakeholders in Chimoio & Beira.



First steps in pig meat processing

The aim of the labour market need assessment is first of all to determine the competences and subjects that future employees need to master in order to be successful in the Food Technology / Agro-processing sector. Secondly the aim is to explore significant and meaningful employer engagement in program design and implementation (incl. research). Thirdly the assessment functions as a pilot (first step towards) the implementation of a system for regular review on labour market needs, involving relevant sector stakeholders.



Sausage processing

Carrying out interviews, going into the field, building personal relationships is very relevant for further course developments activities.

Carrying out interviews, going into the field, building personal relationships is very relevant for further course developments activities.

During my visit we took our time to develop a questionnaire using input from previous experiences and similar labour market assessments, we practiced the interview process and questionnaire through a simulation, followed by several visits to industry players in the surrounding of Chimoio to test and improve the developed questionnaire and

to reflect on the interview process together.

We visited a skin processing -, meat processing -, milk processing- and cereal company. The stakeholders we visited were very open and informative. The participants expressed that they felt well prepared and confident to perform the interviews using the tools developed collectively in the training. The active participation of ISPM staff in the training led to fruitful results. Afterwards a reporting format was developed for both ISPG and ISPM to compile results and ease analysis.

ISPM Meeting

By Carel Jaspers, director Q-Point BV



In March Carel Jaspers and Olivia Ansenk went to Maputo for a meeting of the Project management team. They made the (financial) annual report of 2013 and they made a planning for coming year.



Dr Rafael Massinga (general director ISPM), Carel Jaspers (director Q-Point BV), Elisa Enzomatola (ISPM), Olivia Ansenk (trainer Q-Point BV), Sarrok Talhada (lecturer ISPM).

Partners



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The Netherlands



CBE International
The Netherlands



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Requesting organisation



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Institute of Manica
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Donor



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Colophon

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