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MANAGING AND PROMOTING KNOWLEDGE: THE CASE OF THE TUNISIAN SYSTEM FOR AGRICULTURAL RESEARCH AND HIGHER EDUCATION

Mohamed Aziz DARGHOUTH (darghouth@iresa.tn) (TUNISIA)
IRESA (Institution for Agricultural Research and Higher Education)

- Supervisory authority on agricultural research and higher education establishments (1991)
  - 11 establishments for Agricultural research
  - 12 establishments for Agricultural Higher Education (Engineer, Veterinarian and bachelors degrees, postgraduate studies)
  - 820 faculties
  - Development & implementation of national strategies of agricultural research and capacity development
  - Mandated for funding, programming, monitoring and evaluating research activities
  - Boosting bilateral and multilateral international cooperation in agricultural research and higher education
KNOWLEDGE A GOOD (universal, public, private, protected)
SHAPING HUMAN HISTORY

- Generation of technologies which have strongly contributed to shape our History and to improve Human welfare particularly during the last century
- One of the major driving forces of developed modern economies and societies
- Knowledge, a critical issue for managing the several challenges facing the Mediterranean region:
  - Case of the Tunisian System for Agricultural Research and Higher Education
Levers for a knowledge economy in Tunisia

- **Stage 2 Economy (Efficiency driven)** (Global competitiveness Indexes 2011-12, World Economic Forum)

- A great field of progress for the Tunisian economy regarding knowledge management and promotion (Global competitiveness Indexes 2016-17, World Economic Forum):
  - Capacity to retain talents
  - Capacity to attract talents
  - Capacity for innovation
  - Foreign Direct Investment and technology transfer
  - University industry collaboration in R&D
WASTE OF KNOWLEDGE: CRITICAL POINTS IN THE CASE OF TUNISIAN AGRICULTURE

- High unemployment rates of agricultural high education graduates
- Accumulation of knowledge (deliverables of research) not transferred to the socioeconomic sector:
  - Technology and Innovation Transfer Systems
- Conflict between “modern” knowledge and local know-how
- Relationship between Research and Higher education and the socioeconomic stakeholders (profession, industry, services, development sector, civil society and consumers, state):
  - Identification of needs and expectations and transformation into research thematic/programs/projects and research expected deliverables
  - Format of knowledge deliverables (acceptability/applicability)
GLOBAL CHALLENGES FOR THE TUNISIAN AGRICULTURE

- Climate changes
- High pressure on limited natural resources (water, soil, ecosystems)
- Small-scale farming sector (75% farms) embarked in a conflict of agricultural model (Green Revolution generic model)

Need for a new agricultural economy of knowledge

- Adaptation, resilient sustainable efficiency, and gradual transformation of production systems
- Efficient technology and innovation transfer systems
CRITICAL ISSUES FOR MANAGING AND PROMOTING KNOWLEDGE

Why developing our knowledge?/
- Solve problems (socioeconomic stakeholders, development sector, state, scientific awareness)
- Know and understand better our universe

How?
- Reliable translation needs/expectations into the scientific format
- Relevant scientific approach

Promoting knowledge: valorising its deliverables (+ human resources/competences)
- Ecosystem for knowledge and innovation promotion
- Value chains (multi-actors, institutional sustainability) for transfer of knowledge (e-learning, interactive pedagogy) and technology & innovation
EFFICIENT SYSTEMS FOR RESEARCH-INNOVATION AND HIGHER EDUCATION-SOCIOECONOMICAL INSERTION OF GRADUATES:

THE CORE OF THE PROJECT OF STRATEGIC PLAN FOR THE TUNISIAN SARHE

SLOGAN
Tunisia, New Agriculture of Knowledge

CHANGE OF PARADIGM
Repositioning the Agricultural Research & Higher Education/socioeconomic stakeholders: Alliance groups

TWO STRATEGIC PILARS
- EFFICIENT RESEARCH & INNOVATION SYSTEMS
- HIGH SOCIOECONOMICAL INSERTION OF GRADUATES

TWO SUPPORT PILARS
- POSITIONNING AND GOVERNANCE
- EFFICIENT ADMINISTRATION