

INNOVATE
CATALYZE
TRANSFORM

*Transforming Lives
through the
Global Rice Sector*

IRRI

Capacity Building Needs of CORRA

Preliminary results of short survey of CORRA
members' country priorities in capacity
building

The Survey

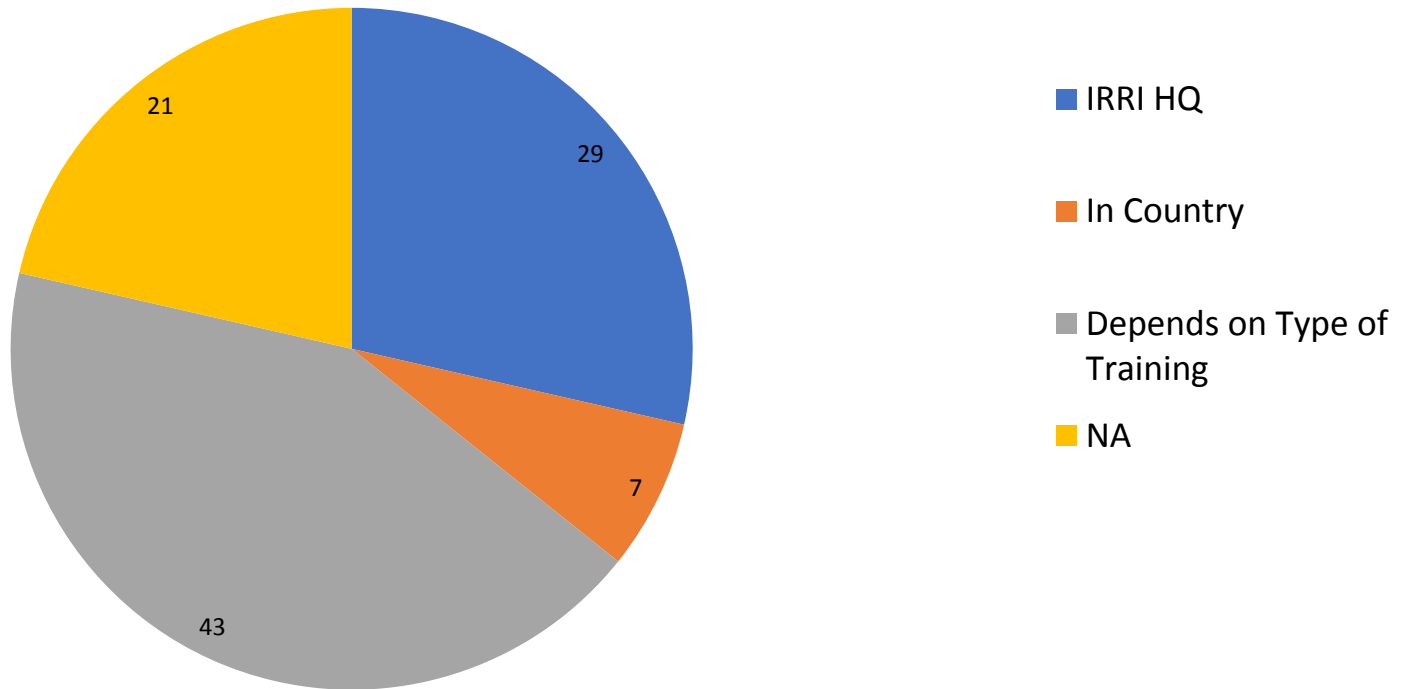
- Purposive – all CORRA member countries (including those not attending)
- Objective – get overview information of priority areas in capacity building and appetite for collaboration with IRRI Education
- Ten (10) Questions – mostly open-ended, qualitative
- Return Rate – 88%, 14 out of 16 member countries

Results (Preliminary)

- Estimated number of scientists working on rice range from 10 to 20,000;
- Estimated number of extension agents working on rice range from 39 to 100,000;

Preferred Venue of Training

Preferred Venue of Training (% , n=14)



Interest in Leadership and Policy

- Interest on Leadership and Research Management Courses:
 - 71% expressed interest in collaborating with IRRI
 - 21% no answer
- Interest on Courses on Policy:
 - 57% consider Policy courses a Priority
 - 43% No Answer or not clear

Training Needs Assessment

- Available in-country?
 - 50% has no TNA done at the National level
 - 29% has country TNA available
 - 21% no answer
- Interested to Collaborate with IRRI on TNA?
 - 64% expressed interest to collaborate
 - 14% says TNA is not necessary
 - 21% has no answer

Priorities for Training

- Analysis is in progress.
- Discussions from this meeting will be taken into account.

A person's hand is shown holding a single rice stalk. The background is a solid teal color. The text 'INNOVATE CATALYZE TRANSFORM' is centered in a white box. Below it, the tagline 'Transforming Lives through the Global Rice Sector' is written in a white, italicized font. At the bottom, the IRRI logo is displayed in white on a dark teal square.

**INNOVATE
CATALYZE
TRANSFORM**

*Transforming Lives
through the
Global Rice Sector*

IRRI

INNOVATE
CATALYZE
TRANSFORM

*Transforming Lives
through the
Global Rice Sector*

IRRI

Education at IRRI

Dr Peter Brothers

Head of IRRI Education

Presentation to the 2017 CORRA Meeting

20 September 2017

What is IRRI Education?

- The educational arm of the International Rice Research Institute (IRRI)
- Provides educational offerings of value to all in the agricultural sector
- Based on
 - the knowledge and activities of IRRI's researchers
 - experience training farmers around the world

Who pays?

- Old model (“IRRI donor funded”):
 - IRRI’s donors provide full cost of training
 - IRRI provides education at no charge to students
- Additional new model (“student funded”):
 - IRRI provides full portfolio of offerings
 - Students pay individual costs for a desired course
(funding from their government or their donor network)
 - Organizations (government agencies, private sector firms) can also commission courses for their staff

What does IRRI Education offer?



Short courses

- 1-3 weeks long
- Has 3 parts: pre-reading, instruction + hands-on field or lab work



Digital tools

- Rice Knowledge Bank
- Rice Crop Manager, Rice Doctor
- Distance learning (“blended learning”) to come



Scholars programme

- PhD/ MS
- Enrolled at home institution, research at IRRI
- Also internships, on-the-job-training (OJT)

Course Types

- **Three course types:**



- **Full prospectus, to address all needs**
 - Over 50 courses scheduled for next year
 - Others to be offered on demand



- **Training in research tools and techniques for early-career scientists.**
- **Research basics:**
 - Experimental Design and Analysis
 - Research Data Management
- **Specialty areas:**
 - Plant Breeding
 - Crop Management
 - Social Sciences



- **Context: real-world hands-on experiences**
- **Participants include**
 - Extension service agents
 - Private-sector agri-business employees
 - Researchers and university students
- **Courses include**
 - Training-of-Trainers
 - Rice Production, Seed Production, Post-Harvest Management
 - Mechanization
 - Climate Change Responses



- **“First-line leadership” in an agricultural context**
 - Skills that enable people to work well in groups
- **Top-level courses in policy development / implementation**
 - Principles, up-to-date information, current trends, and experience sharing (case studies)

How, Where, When, What

- **Self-study, classroom, workplace**
- **At Los Baños or in home countries**
 - Creating a satellite location in Varanasi
- **Scheduled courses and on-demand**
- **Regular offerings and customer-created**
- **We are flexible**

Example: Scholars Programme

- **IRRI hosts a large number of graduate and postgraduate students undertaking research in cooperation with IRRI scientists**
- **In partnership with academic institutions**
- **Scholars take IRRI courses as well as doing research**
- **2016: Over 300 scholars at IRRI**

Example: Training-of-Trainers

- **Extension Services: Capacity Building and Teaching Material Generation**
 - Week 1: Specific course
 - Week 2: Farmer-Centred Learning Basics (“Training-of-Trainers”)
 - Week 3: Translate course to local conditions
- **Based on IRRI farmer-training experiences in multiple locations and topics**

Example: Policymaking Course

- **Senior Leaders / Policy Issues focus**
- **Experienced international speakers such as**
 - Ministers of Agriculture
 - WTO leaders
 - Agribusiness CEOs
- **Current technical opportunities briefing**
- **Sharing of participant issues in a “safe” environment**
- **Public / private sector interaction strategy discussions**
- **Creation of networks**

Summary

- **IRRI Education has broad capacity-building offerings**
 - Prospectus: Science, Technology Transfer, Leadership
- **Courses available to individual students**
- **Also partnering with major entities (Departments of Agriculture, NARES, private sector companies) to assess needs and create focused training programmes**
- **In particular: emerging scientists, “train-the-trainer”, policy developers**

Questions for CORRA Members

- 1) Are there capacity development needs common to CORRA members where an integrated approach might be of value?**
- 2) Are there capacity development needs where an approach to donors driven by country needs, but with IRRI as a partner, might be of value?**
- 3) Are there opportunities for IRRI to partner with member countries' own capacity development activities (local or international) to jointly develop and deliver learning?**
- 4) Specific to IRRI's development in Varanasi: what educational elements might be set up there that would be of value to CORRA members?**

Questions for CORRA Members

- 1) Are there capacity development needs common to CORRA members where an integrated approach might be of value?
- 2) Are there capacity development needs where an approach to donors driven by country needs, but with IRRI as a partner, might be of value?
- 3) Are there opportunities for IRRI to partner with member countries' own capacity development activities (local or international) to jointly develop and deliver learning?
- 4) Specific to IRRI's development in Varanasi: what educational elements might be set up there that would be of value to CORRA members?

**Thank you
for your thoughts!**

A person's hands are shown holding a rice seedling against a teal background. The seedling is positioned vertically on the left side of the frame. The person's hands are visible at the top and bottom, with the fingers gently gripping the seedling. The background is a solid teal color with a subtle gradient.

**INNOVATE
CATALYZE
TRANSFORM**

*Transforming Lives
through the
Global Rice Sector*

IRRI