

Research capacity for neglected and underutilized species: a situation analysis in 10 African countries

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Meeting agricultural targets: the role of NUS research capacity



Doubling food production



Ensuring agricultural sustainability



Adapting to climate change



Supporting nutritious food system

EU-ACP Science & Technology Programme: Developing NUS research capacity

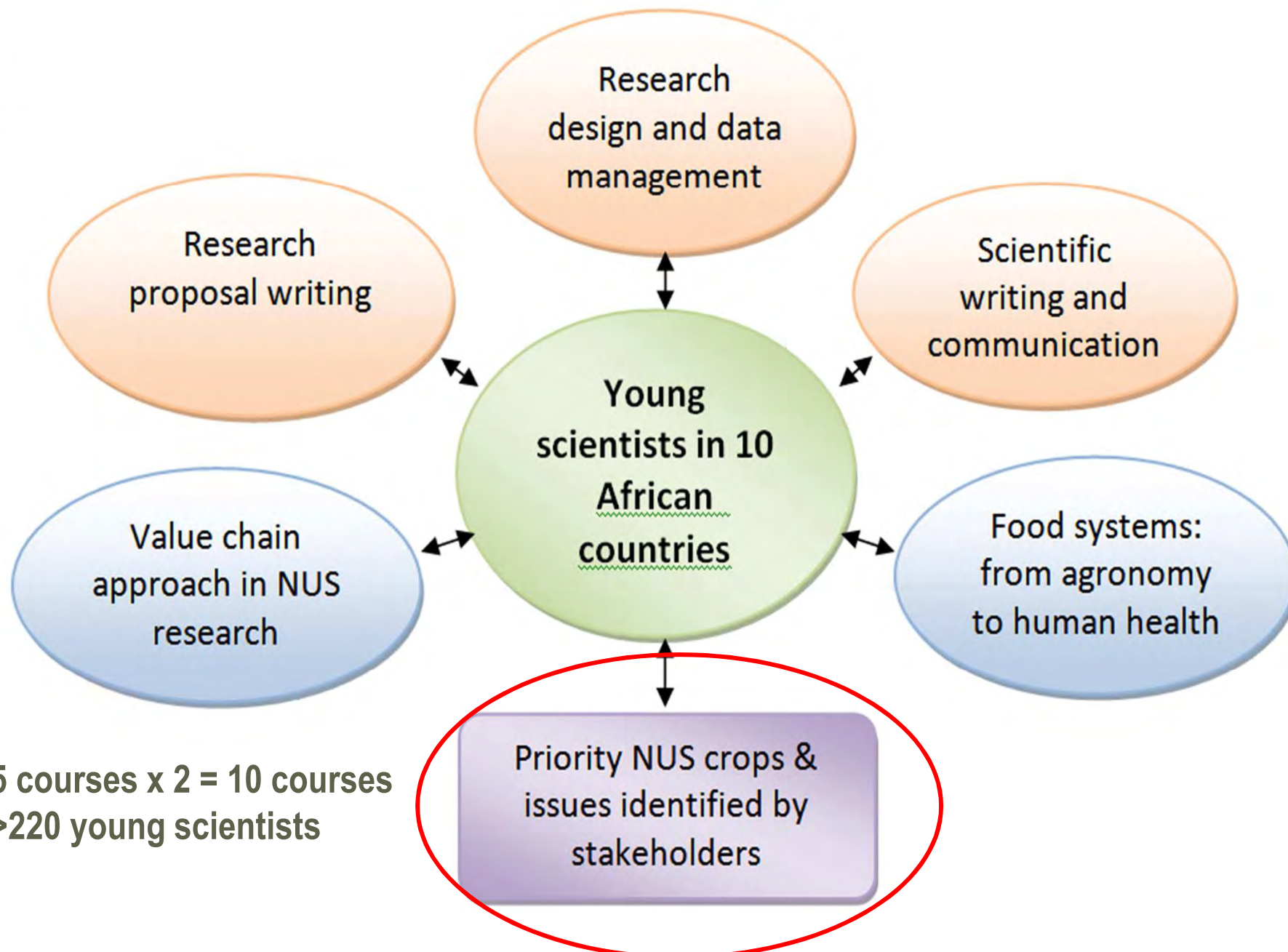


10 SSA countries
7 training courses 2010-2012
1498 applications
160 scientists trained

Regional priority NUS – West Africa

Type of crop	Priority species
Cereals	<ul style="list-style-type: none">• Fonio• Pearl Millet
Legumes	<ul style="list-style-type: none">• Kersting's groundnut• African yam beans• Bambara groundnut
Leafy vegetables	<ul style="list-style-type: none">• <i>Corchorus olitorious</i>• <i>Amaranthus cruentus</i>• <i>Crassocephalum rubens</i>• <i>Telfairia occidentalis</i>• <i>Cassia obtusifolia</i>
Roots and tubers	<ul style="list-style-type: none">• Bitter yam• Elephant ears/taro/cocoyam (• <i>Xanthosoma spp</i>
Fruit trees	-

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5 courses x 2 = 10 courses
>220 young scientists

Survey Participants

# Respondents	383 (65% response)
Age Range	24 to 57 (Average 37)
Female	33%
Resident in Africa	95%
Resident in Home Country	90%

Nigeria **36%**
Ethiopia **15%**
Kenya **13%**

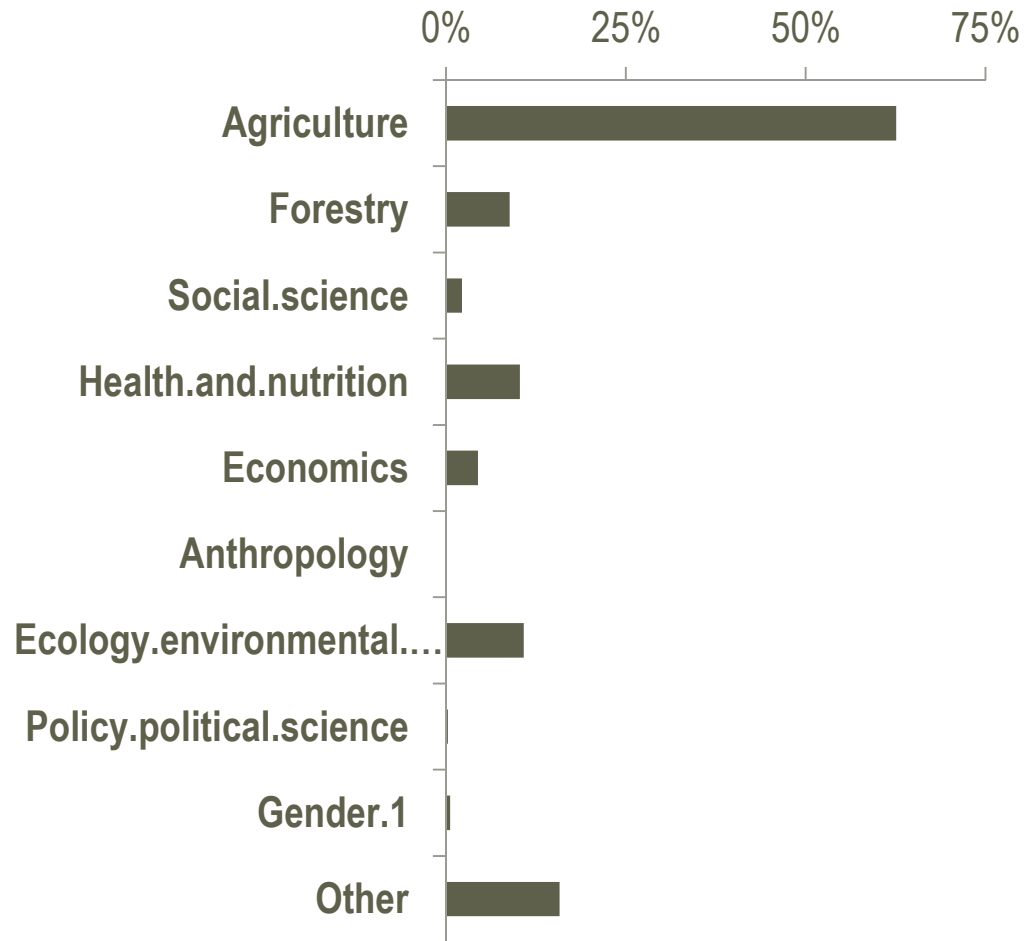


- Home Countries (15)
- Countries of Residence (18 Africa+ 9)

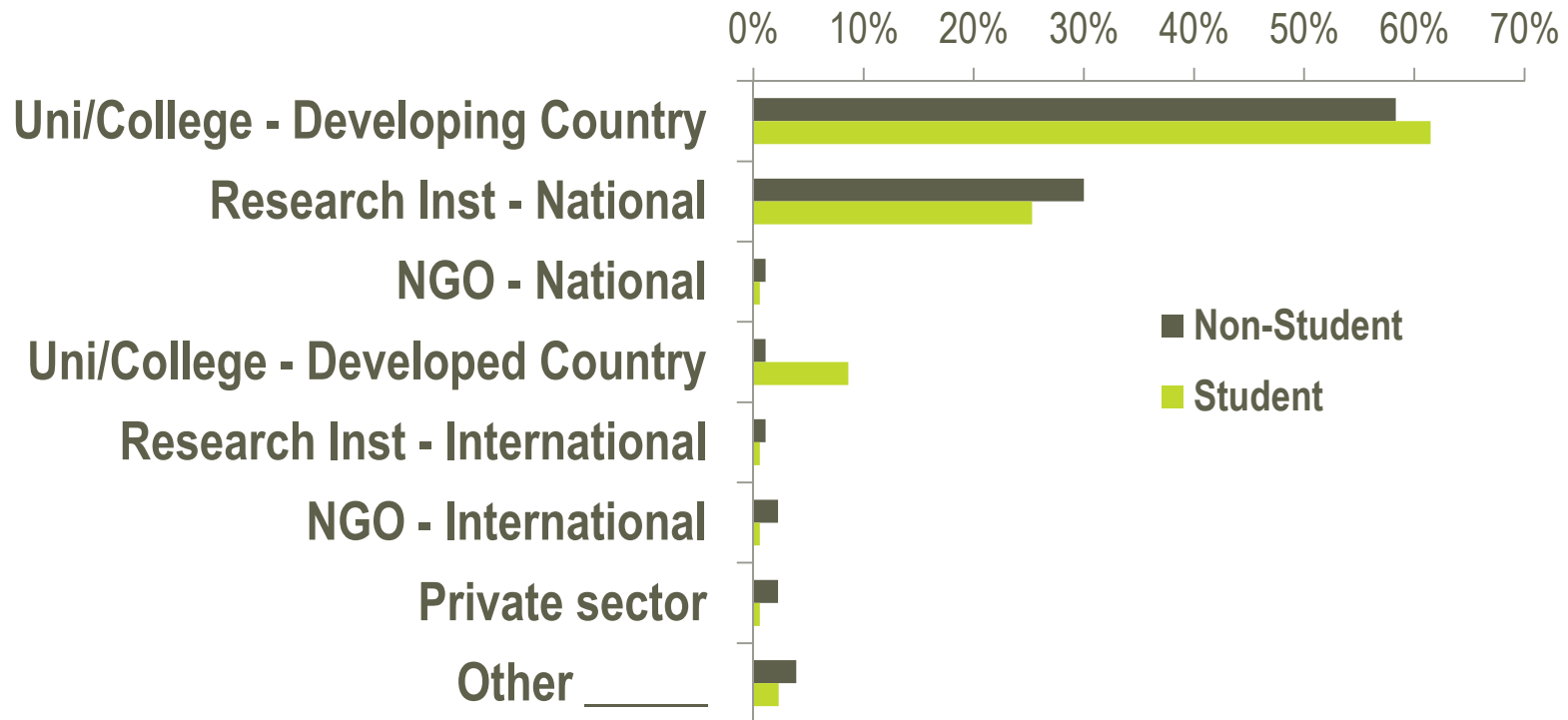
Respondent Education

Highest Degree Obtained	
BSc	3%
MSc	61%
PhD	31%
No Response	6%

45% Currently Studying



Respondent Affiliation



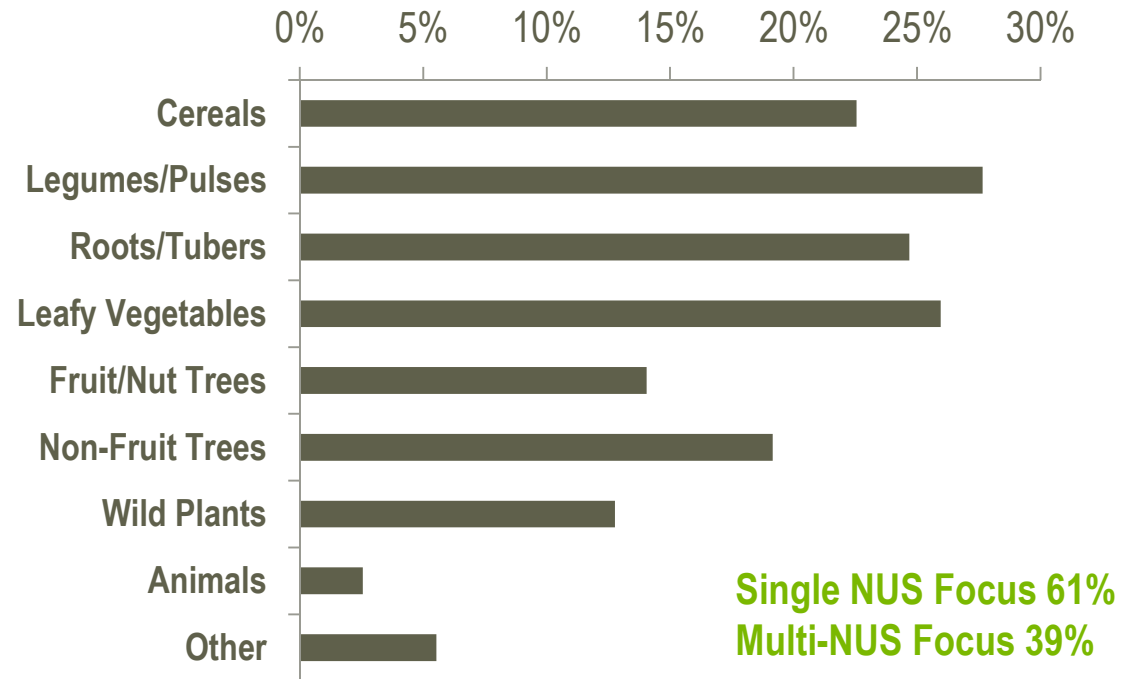


NUS Research

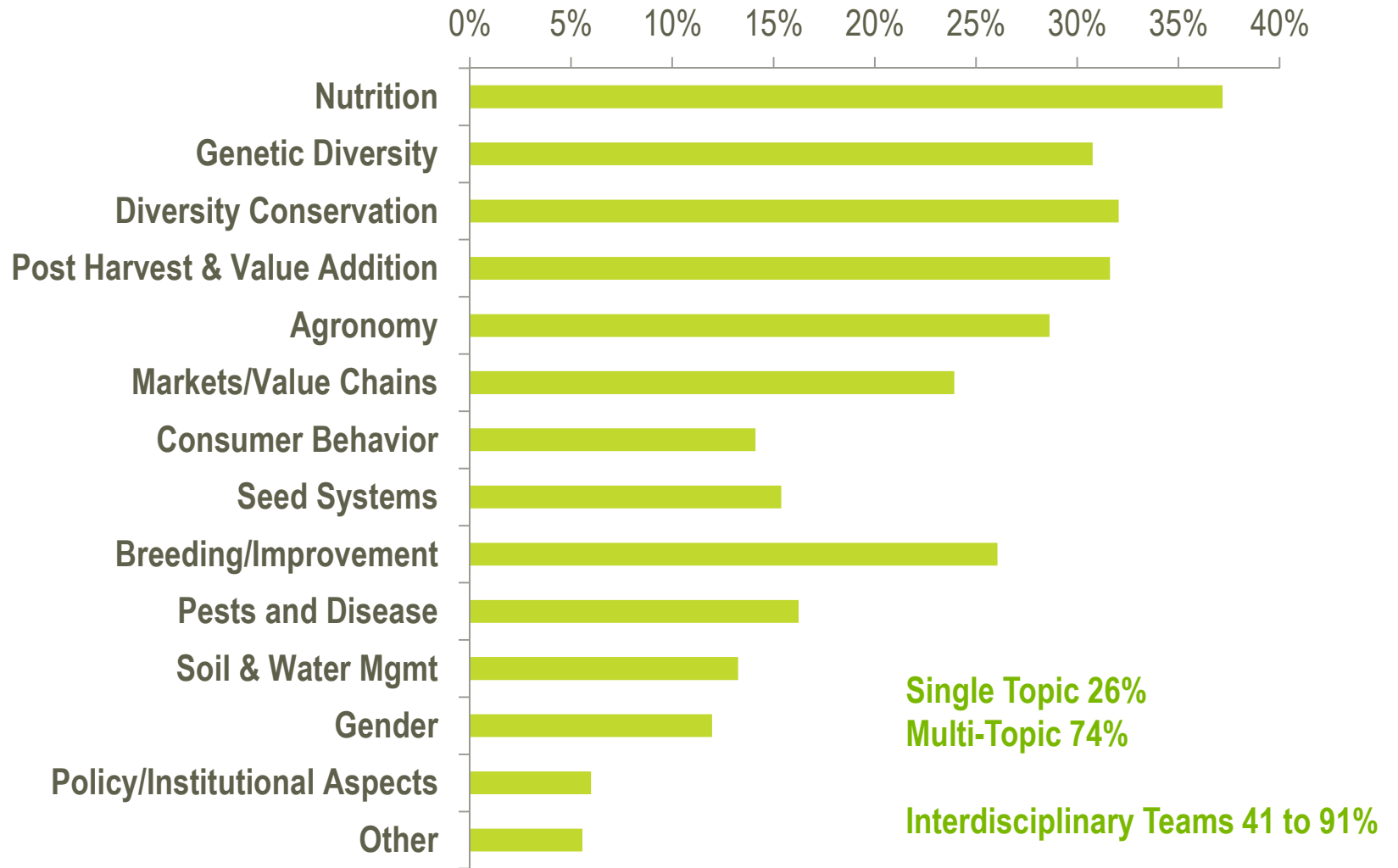


Current NUS Research

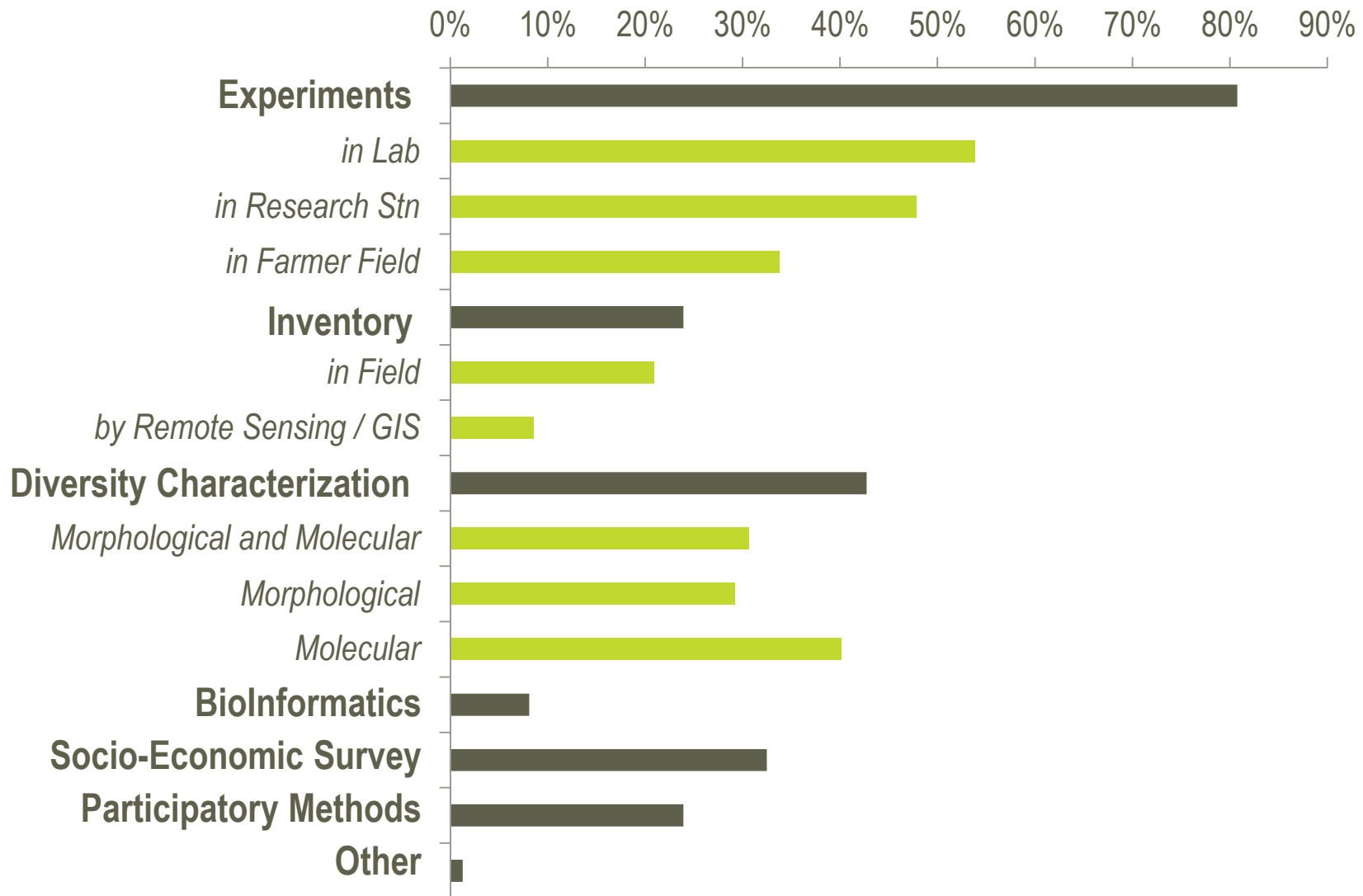
Currently Research NUS	63%
Want/Plan to Research NUS in the Future	26%
Don't Plan to Research NUS	1%
<i>No Response 11%</i>	



Current NUS Topics



Current NUS Methods



Gender Considerations in NUS Research

Gender Considered in NUS Research	79%
Research idea/conception phase	39%
Formulation of research questions and hypotheses	32%
Choice of methodology and approaches	27%
Data collection (including collection of sex-disaggregated data)	37%
Analysis	27%
Dissemination of results	39%
Monitoring and evaluation	18%
Selection of research and development partners	35%

Planning + Methods + Analysis 21%

Planning + Methods + Analysis + Dissemination 15%



Capacity Building



Training for NUS Research

Thesis related to NUS	81%
Included courses with aspects of NUS conservation or use	65%
<i>Included a specific course on NUS</i>	15%
Good to Very Good	51%
Adequate	30%
Poor or None	19%

41.7% attended a training course on NUS in past 5 years

35.3% attended a scientific conference on NUS in past 5 years

Institutional Support for NUS Research

Institutional Support for NUS Research	
NUS Included in Institutional Strategy	68%
Collaboration within Institution	58%
Funding from Institution	39%
Access to mentorship from Senior Scientists working with NUS	
Very Good to Excellent	25%
Adequate	26%
Poor to Non-Existent	49%

External Support for NUS Research

External Support for NUS Research	
Collaboration outside Institution	65%
Funding from outside Institution (National or International)	37%
Overall external support for NUS research	
Very Good to Excellent	14%
Adequate	26%
Poor to Non-Existent	60%
National policy support for NUS research	
Very Good to Excellent	10.2%
Average	37.2%
Limited to None	53%

Main Constraints

Top Constraints for Current and Future NUS Researchers	
Funding	70%
Facilities / equipment	29%
Availability or access to information	19%
Technical skills for self and co-workers	15%
Lack of interest or priority for NUS among donors, the government and society	14%
Availability or access to experts in NUS for mentorship or collaboration	9%
Availability or access to raw materials (seeds of sufficient quality and diversity)	8%

46% of Current NUS Research was self-funded

Conclusions

Scientists see opportunities for NUS research: Funding for such research is highest priority

External support for NUS research was rated 'Poor' or 'Non-Existent' by 60 % of respondent. National policy support was regarded 'Limited' or 'None' by 50%.

Actions to provide supportive external environment for NUS research are needed

Gender must be considered throughout the research process, not just as an add-on in the analysis phase

Participatory research methods was used by 25%; Efforts to strengthen capacity for such research a priority



Thank you

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