"Investing in people, by investing in higher education and skills in Africa"

THE ROLE OF HIGHER AND VOCATIONAL EDUCATION AND TRAINING IN DEVELOPING KNOWLEDGE AND SKILLS - THE CASE OF AGRI-FOOD TRANSFORMATION
Investing in People by Investing in Higher Education and Skills in Africa

The role of higher and vocational education and training in developing knowledge and skills: the case of agri-food transformation

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Many collaborative projects in various countries in Africa

Focusing on

- Research
- Education and capacity development
- Developmental collaboration

Sometimes, but not naturally collaborating with TVET institutes....
Wageningen University & Research

- Projects oriented at ‘Development’ (impact) often supported by Ministry of Foreign Affairs/ EKN, The Netherlands

- Food Systems /Agri-Food Sector Transformation
  ......broader than production and productivity.....

- Not always explicitly oriented at capacity development

- However, skilled human resources needed, but also explicit Knowledge (development) agenda
  .....explicit involvement of HE and/or TVET institutes......
‘Borderless Network’

Collaboration between Higher Education/Colleges/Vocational Education Green Sector
Borderless Network in Africa

- Funding Orange Knowledge Programme, through NUFFIC/MinFoA

- Aim: knowledge and skills training to contribute to youth employment, youth entrepreneurship and agri-food sector transformation and innovation

- Projects e.g. in Benin, Burundi, Kenya, South Africa and Uganda

- Collaboration between Dutch partners in Green education

- Aiming to support collaboration and connections between Green education institutes in respective countries
Challenges

- Higher education, but also skills education is needed to contribute to agri-food sector transformation
- Collaboration between Higher Education and Skills training not always easy
- Vocational Training in agriculture often production oriented, and less to Sector transformation, entrepreneurship, value chain and sector development; not always what agri-food sector transformation needs
- Teachers/Lecturers not always well trained in latest educational approaches for skills & competence-based training
- Labour opportunities after graduation not always guaranteed
Opportunities

- Smart connections between capacity development projects and ‘development’ projects; involving students for internships and thesis

- Explicit collaboration between Higher Education and Vocational Training in order to have a broad and shared vision on sector transformation needs

- Explicit collaboration between Higher education, Vocational education and Private sector to enhance relevance for job market
YOUTH INCLUSION AND THE AVAILABILITY OF SKILLED LABOUR ARE AT STAKE WHEN HIGHER EDUCATION AND TVET INSTITUTIONS CONTINUE TO WORK IN SILO’S.

HOW CAN LINKAGES BETWEEN THESE LEVELS BE IMPROVED FOR AGRI-FOOD SECTOR TRANSFORMATION?
THE GROWTH OF AFRICA IS PEGGED ON HOW THE PRIVATE SECTOR AND AGRI-FOOD INDUSTRY WILL EVOLVE.

WHAT DO YOU THINK IS THE ROLE OF AFRICAN UNIVERSITIES? AND WHAT PART CAN EUROPEAN UNIVERSITIES PLAY?
ACCORDING TO YOUR EXPERIENCE, IN WHAT WAY IS THE AGRI-FOOD SECTOR AN EXAMPLE OF A SECTOR WHERE LEARNABILITY AND EMPLOYABILITY MEET?
DOES THE TYPE OF PARTNERSHIP MAKE A SIGNIFICANT DIFFERENCE IN CAPACITY BUILDING IN AGRI-FOOD TRANSFORMATION?
Local knowledge development is paramount, how to put knowledge institutions in developing countries 'in the driver's seat'?