



"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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Wageningen University & Research

- 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....

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- 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**

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
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**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'?