



# Skills Development, Agriculture Education and Training: Opportunities for Unlocking Youth Dividend in Agriculture and Agribusiness

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# The Context

## 1. A growing Africa

- Real GDP grew at rates faster than global in 2015
- Need for skills and talent to drive agricultural transformation - production, value addition and industry growth

## 2. Food and nutrition security remains a challenge

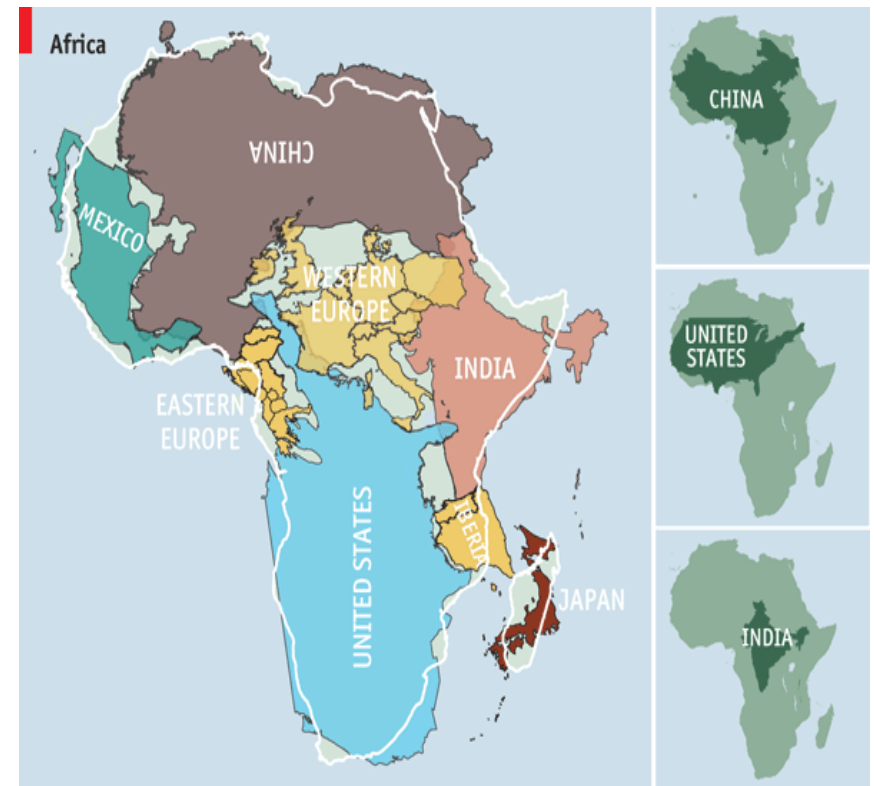
- Food import bill US\$35billion, projected to \$105 billion by 2030
- High rates of malnutrition and recurrent food insecurity

## 3. A young Continent

- 65% population below 35
- 10-12 million estimated to enter the workforce each year
- Africa's youth bulge both an opportunity, but also a risk

## 4. Challenge of 'how' to build on the demographic dividend

- RUFORUM focus on how to harness rapidly expanding university sector in Africa
- Opportunity for larger role in agricultural transformation
- How to strengthen development of private institutions



Source: <http://www.economist.com/blogs/dailychart/2010/11/cartography>

### Reflections on transformation:

- 1) rising inequality in agriculture,
- 2) growing share of modern agriculture and rising land inequality,
- 3) substitution of "modern inputs" for land and labor,
- 4) danger of foreign appropriation of land (with or through local elites)

# World Share of Rural Youth in Total Population

## Various levels of capacity/ skills needed for transformation

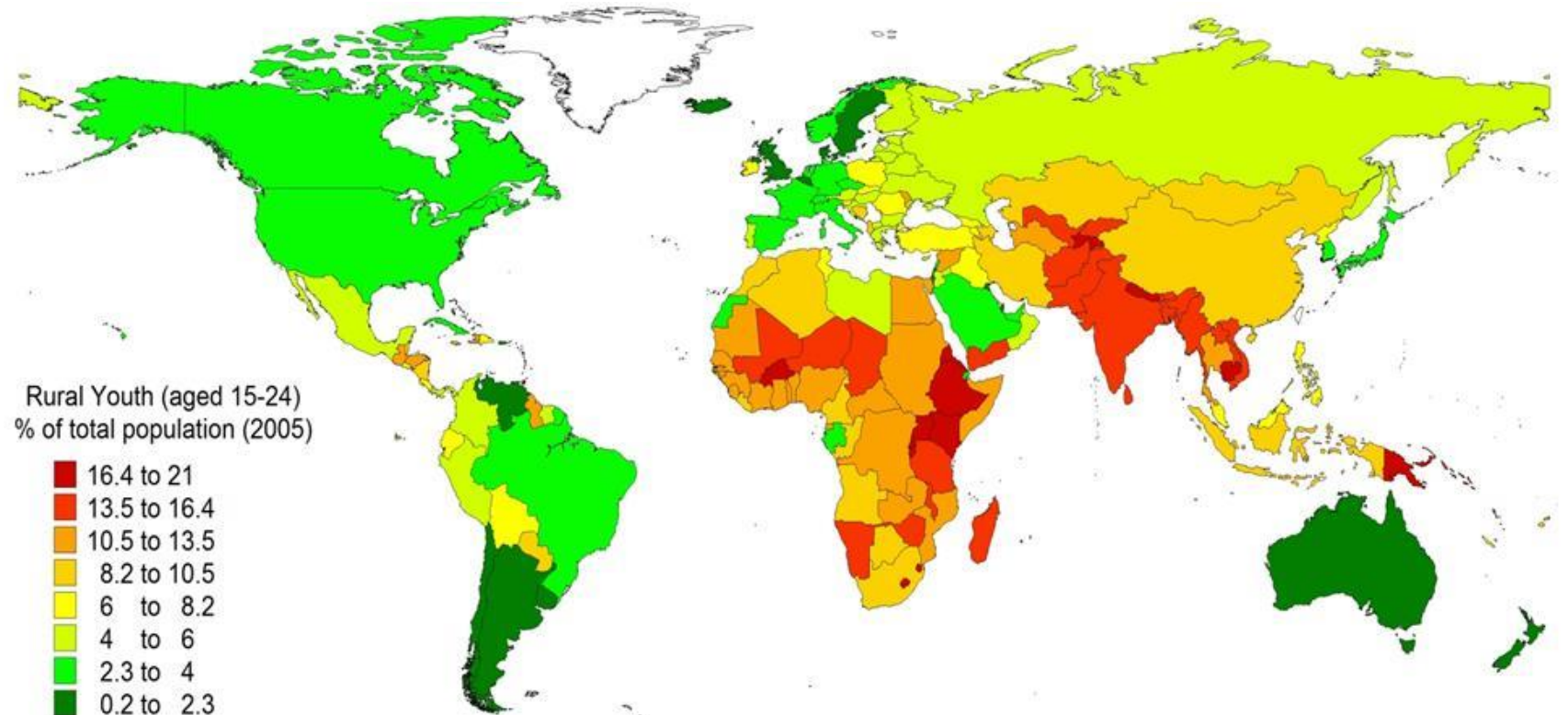
Policy makers, scientists, researchers, trainers

Entrepreneurs, input dealers & traders, processors, wholesalers, retailers

Agricultural advisory service workers/ extension and change agents

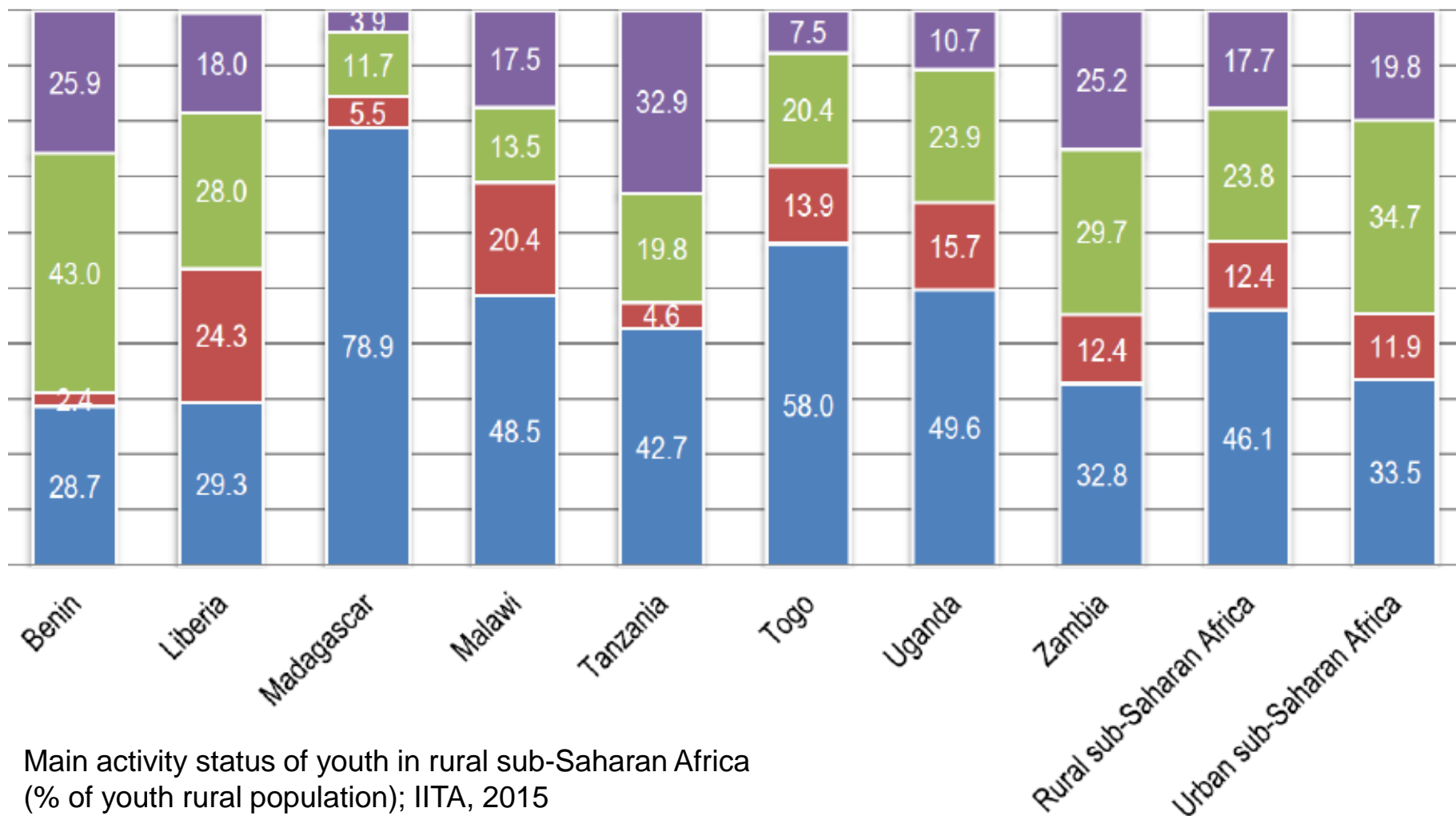
Rural technicians and artisans

The smallholder producer and her family



# Opportunities for unlocking youth dividend in agriculture and agribusiness

■ Working not in school ■ Working and in school ■ In school ■ NEET ■ Others



Nobel Prize Winner, W. Arthur Lewis, argued that a country can employ any number of skilled people provided two things happen:

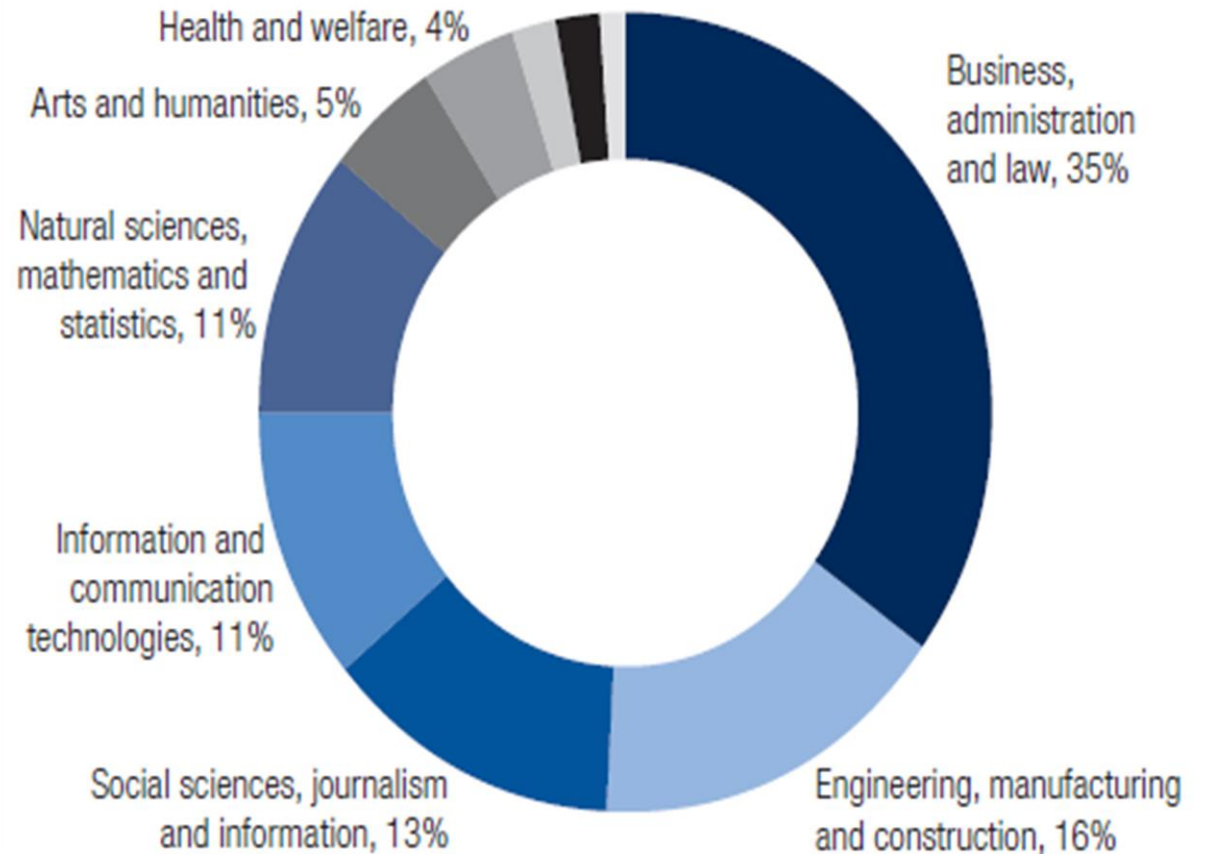
- 1) the qualifications required for any job go up and
- 2) the relative wages of skilled to the average worker come down.

Main activity status of youth in rural sub-Saharan Africa (% of youth rural population); IITA, 2015

\*NEET: Neither in employment nor in education or training

# Africa's workforce

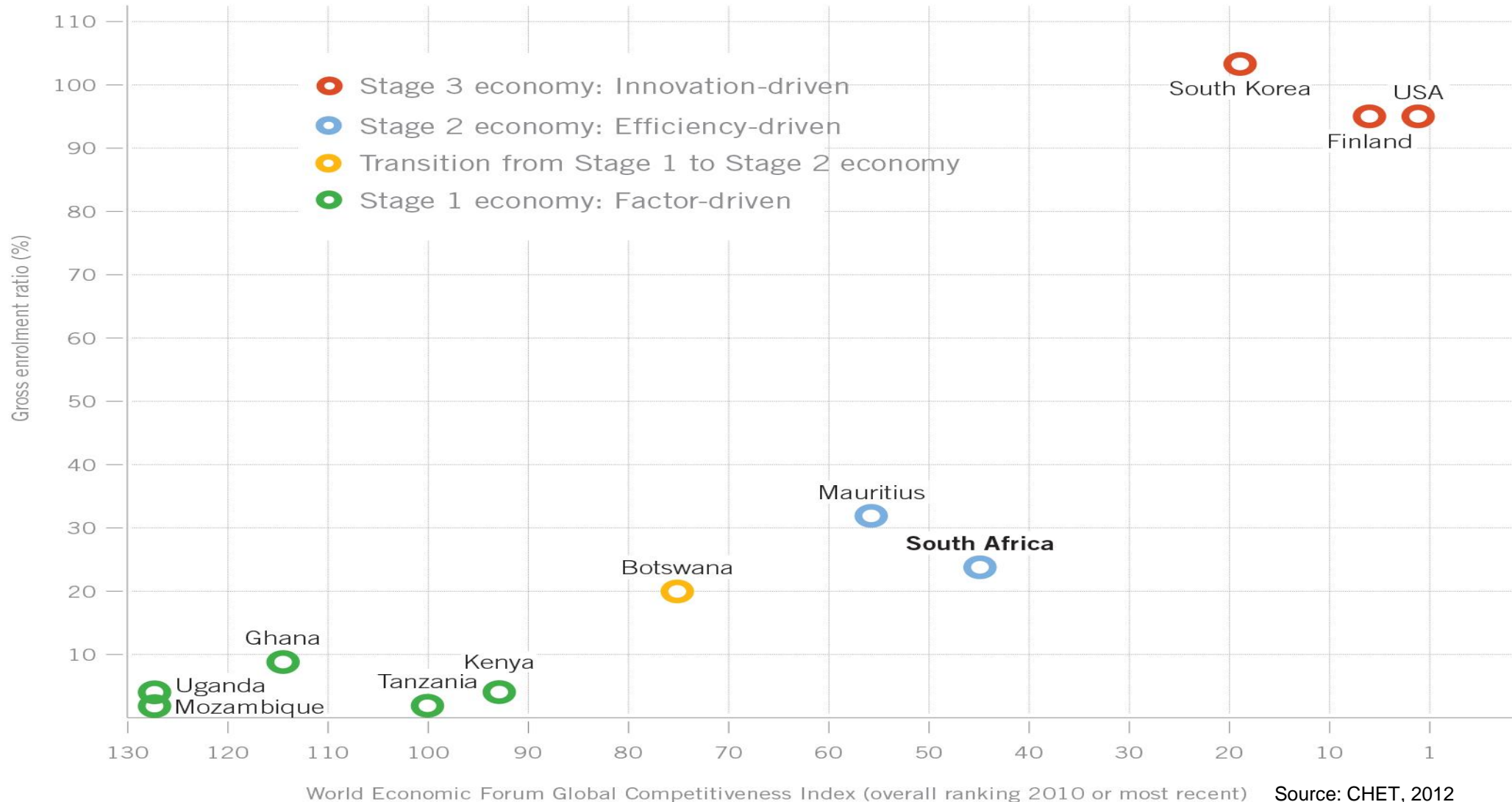
- SSA exhibits a high-skilled employment share of just 6%, a contrast to the global average of 24%.
- Nearly half of 10 million graduates from 670 universities failing to find work
- Agriculture must simultaneously deliver food security, environmental sustainability and economic opportunity



Distribution of fields of study among Africa's tertiary-educated workforce; **WEF, 2017**

# Gross enrolment ratio and global competitiveness

Need to increase participation of youth in higher education



# Expanding higher education sector

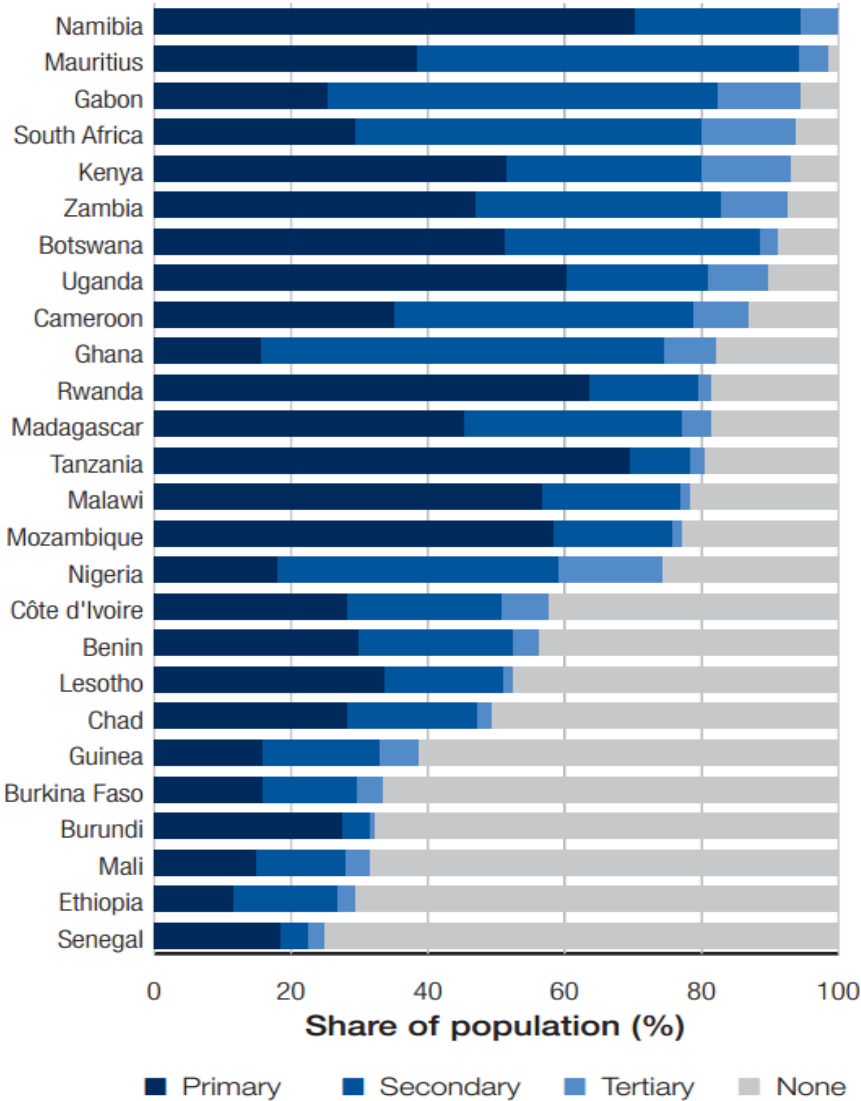
Country	Year	No of Universities by year	No. of Private Universities	No. of Public universities
Uganda	2016	46	39	7
Kenya	2015	60	37	23
Ghana	2016	36	27	9
Nigeria	2016	152	68	84 (40 federal & 44 State Universities)
Malawi	2016	22	18	4
South Africa	2014	26	-	26
Egypt	2016	43	23	20
Morocco	2016	18	5	13
<b>Total</b>		<b>403</b>	<b>217</b>	<b>186</b>

1. Inadequate staffing
2. Theoretical training and graduates not practicing agriculture
3. Limited impact on surrounding communities

# Student enrollment (total) at African universities by country

Country	Student enrollment by year		
	1970	2000	2015
Uganda	5,000	60,000	120,646 (2010)
Kenya	1,000	59,193	324,560 (2013)
Ghana	9,000 (1976)	86,570	217,543 (2010)
Nigeria	19,000	358,758	1,375,671
Malawi	90 (1965)	4,304 (2001)	15,000
South Africa	473,000 (1993)	799,658 (2008)	968,890 (2014-Public Univ.)
Egypt	n/a	1,167,891 (1999)	2,646,000 (2010)
Morocco	n/a	60,000	603,626 (2014)

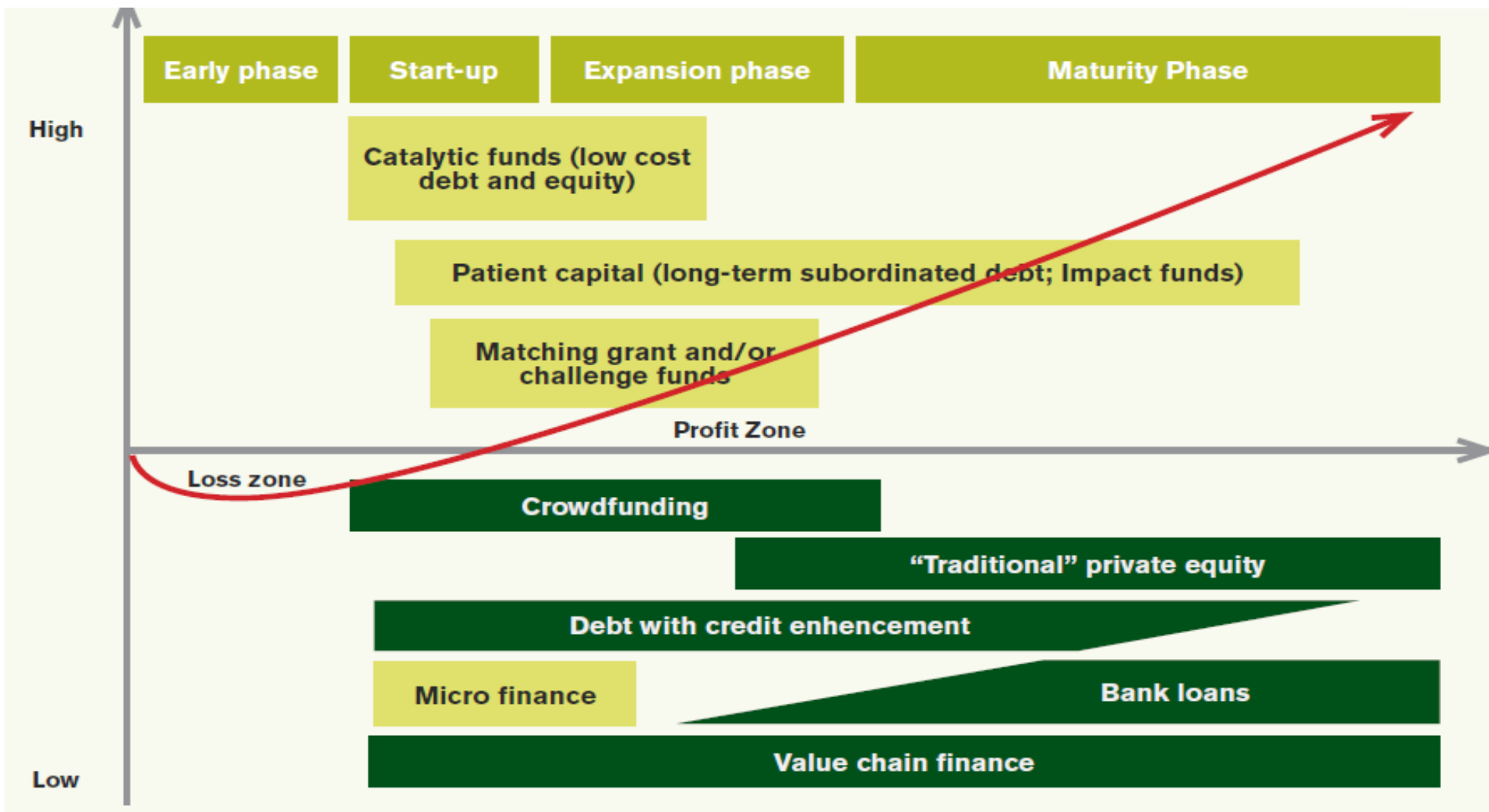
Formal qualifications held by Africa's working age population (15-54) population



Inequity in higher education remains a challenge



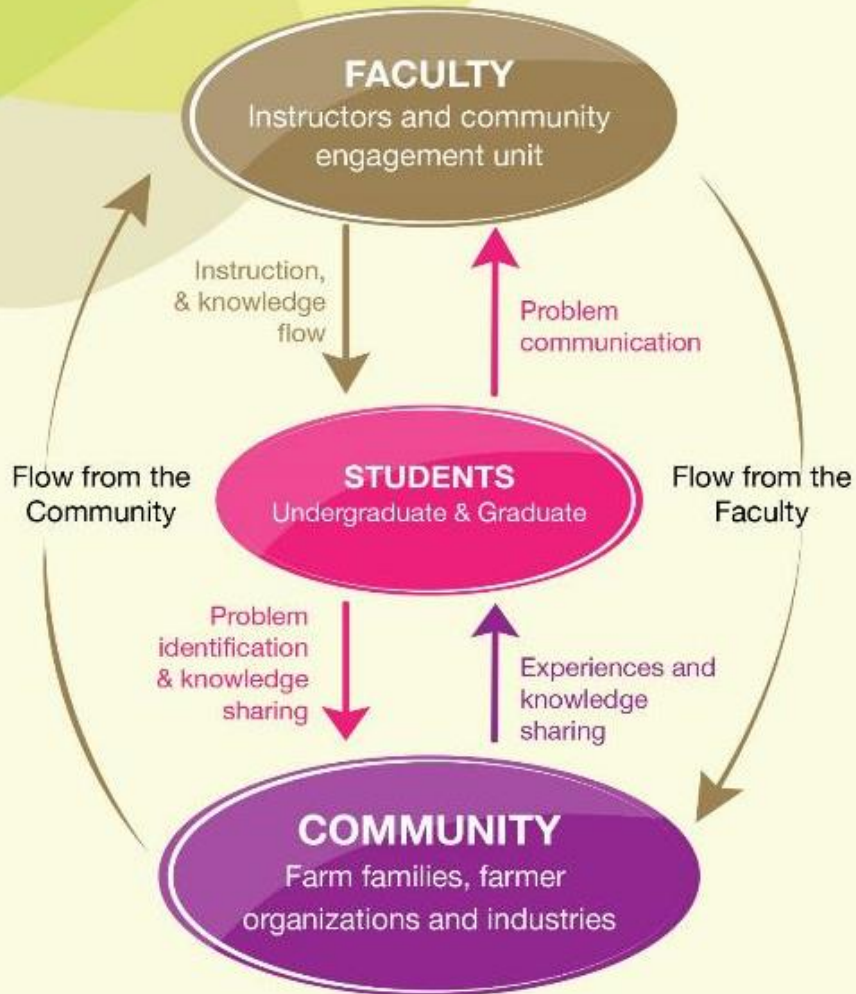
# Self employment will be the major transition for graduates



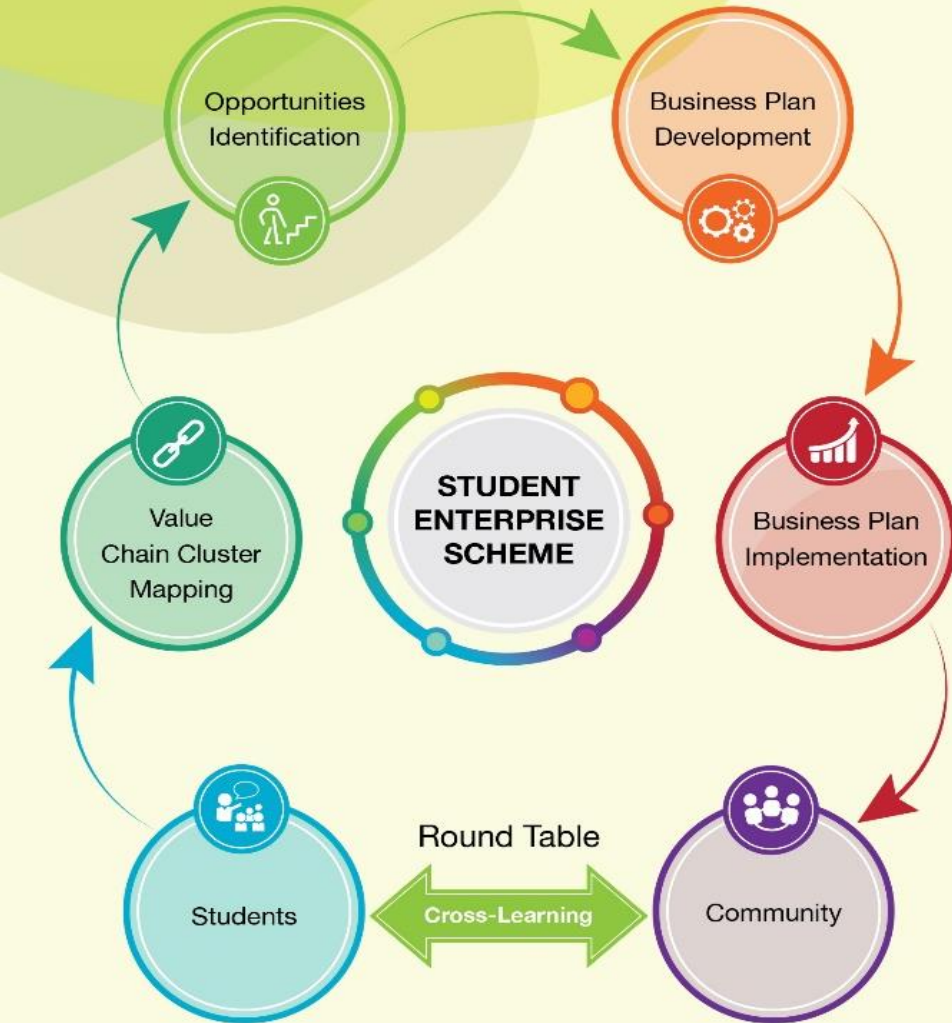
1. 8 million adults (half) in Uganda access the formal financial system
2. 3 of 10 adults have bank accounts
3. The rest access through mobile money services

# Delivering training using new models

## Student – Centered Outreach Model

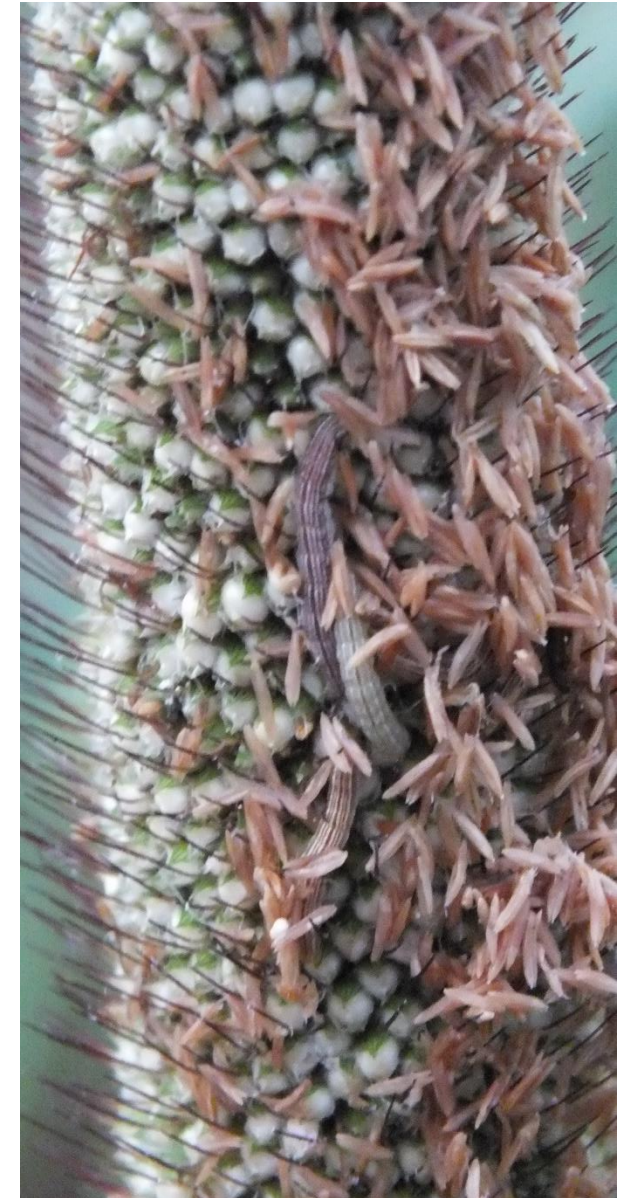


## Agribusiness Innovation Model



# Key messages

1. Need to enhance the generation of knowledge (use of STI) to support technological and other innovation in Africa
2. Agricultural training institutions need to play a greater role in agricultural advisory services by linking university knowledge to farmers
3. Expand the menu of post-secondary choice in terms of types of post-secondary institutions and modes of delivery including strengthening curricula
4. Need for greater integration of entrepreneurship education at all levels and responsiveness to labor market demands
5. Need for greater foresight to understand the needs of tomorrow's agriculture and align training curricula to future skills needs
6. Need to invest in digital fluency and ICT literacy skills to support agricultural growth and transformation
7. Define the role and types of policies that government would best develop for advancing post-secondary education and training





*Thank You!*

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