



Opportunities of a thematic approach at the continental and sub-regional level – a case study on horticulture

To whom the questionnaires should be sent

1st difficulty: it is not easy to list all the institutions
with such specialization and competences

2nd difficulty: most of the contact persons had little
idea of what capacities exist outside their
institution, in their country or in the sub-region



Questionnaire for a National Assessment on higher education in horticulture

Two components were investigated:

1. Existing capacities

Who and where are the human resources active in higher education for the coming 5 years in horticulture at university, college or professional training levels in your country?

2. Employment of graduates

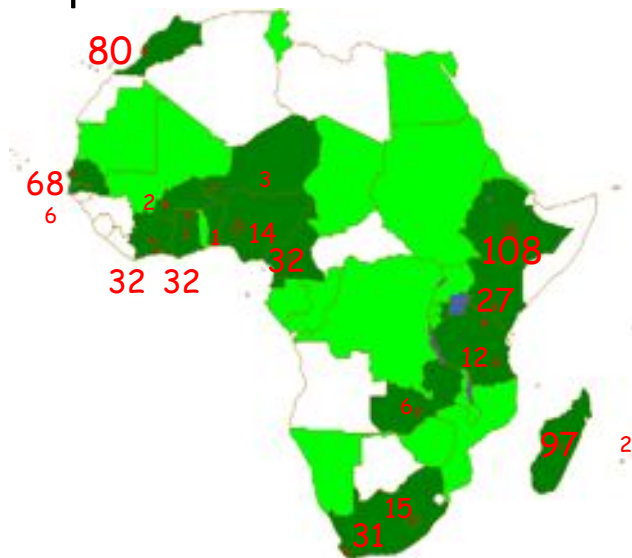
What are doing most of the trained students 5 years after their last degree in horticulture obtained in your country?

Questionnaire elaborated in 2 languages, French and English

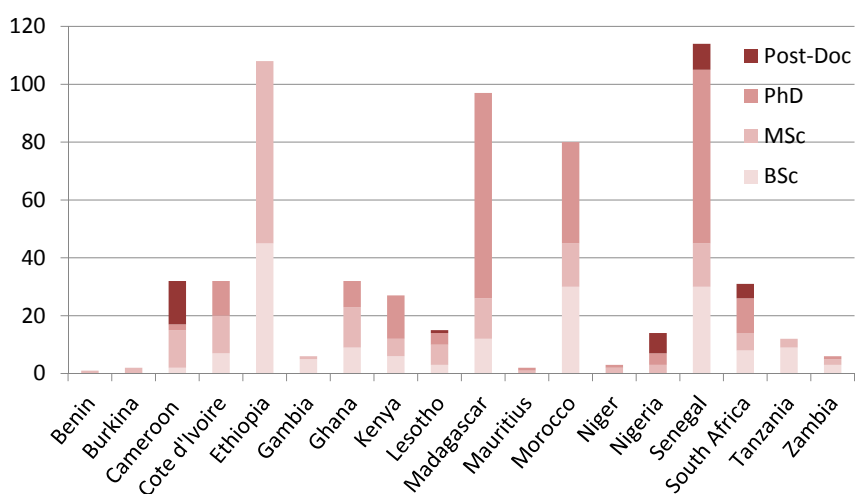
- Questionnaire sent to 36 countries
- 28 Respondants from 19 countries



n Total number of staff identified as specialized in horticulture

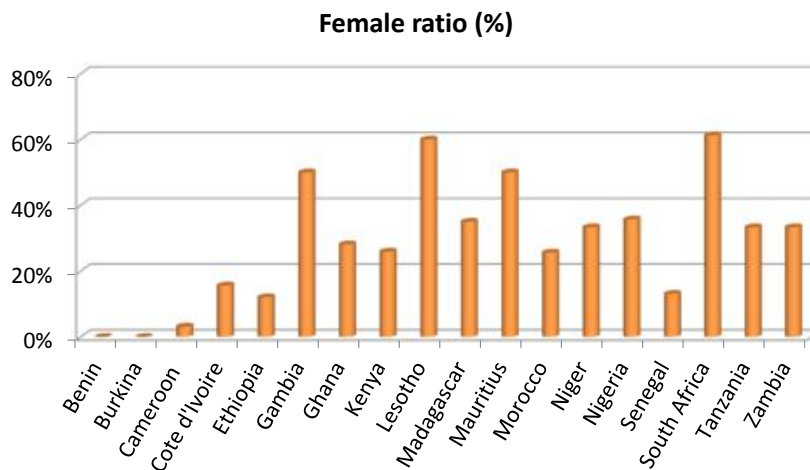


National assessment on higher education in horticulture
1. Charaterization of staff in horticulture



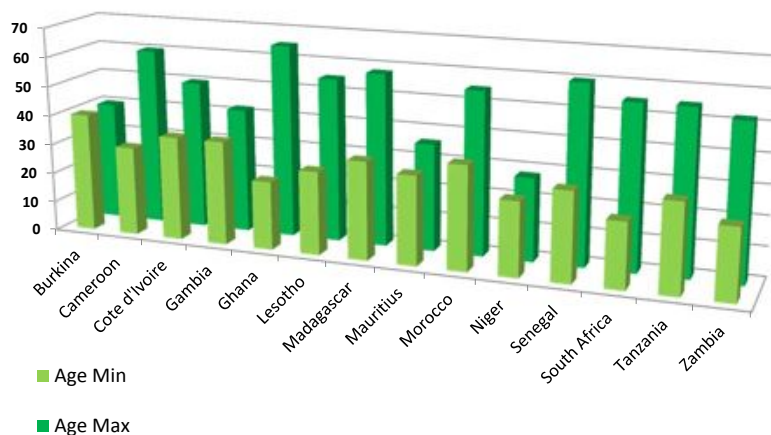
National assessment on higher education in horticulture

1. Charaterization of capacities in horticulture



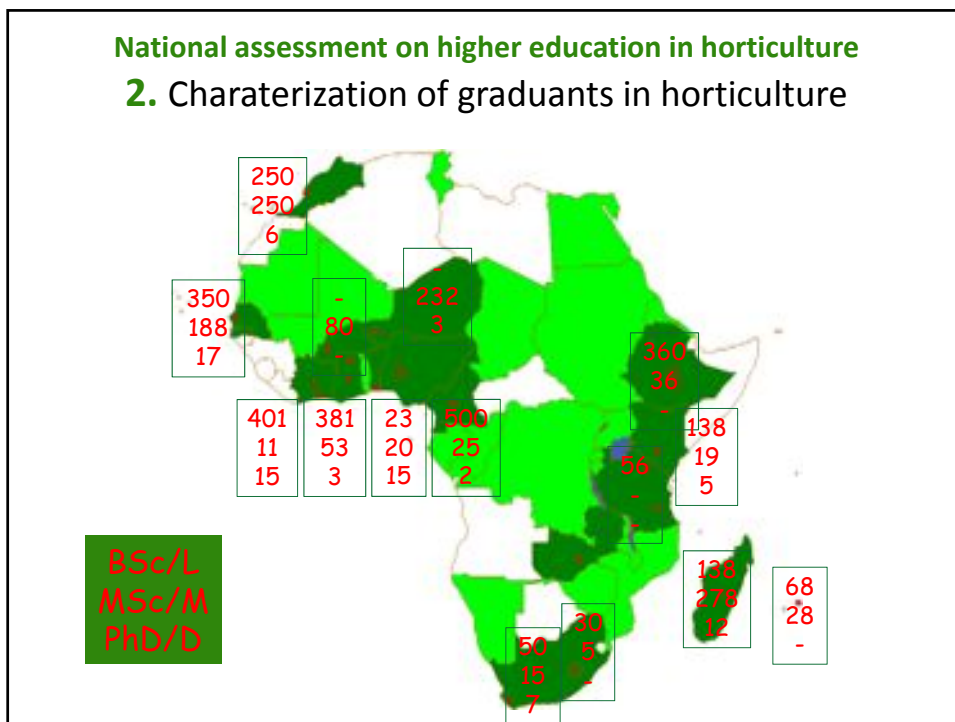
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1. Charaterization of capacities in horticulture



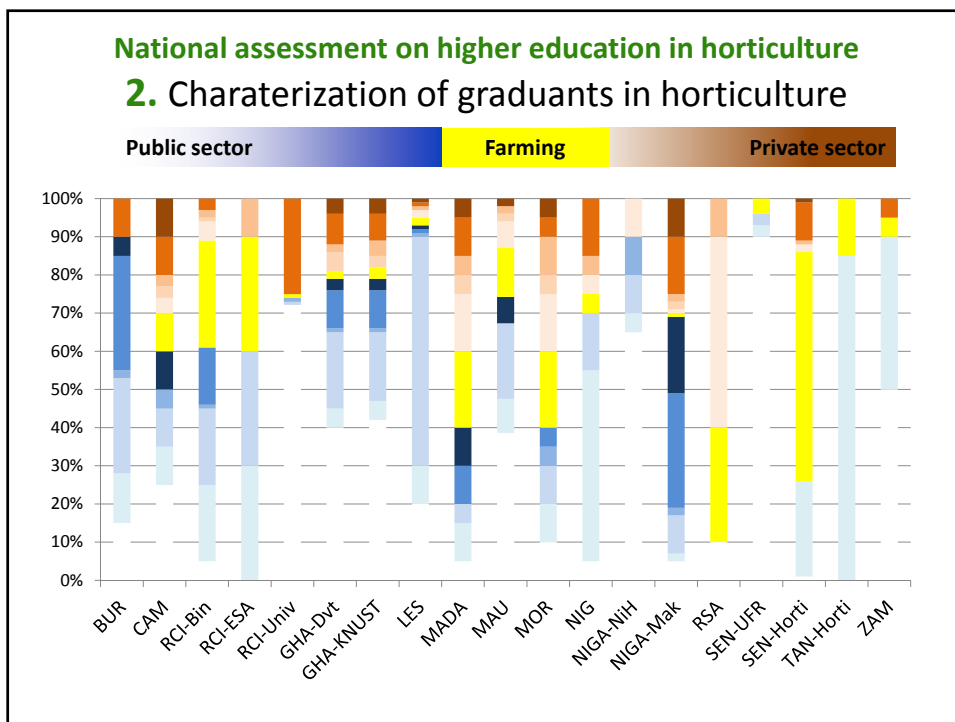
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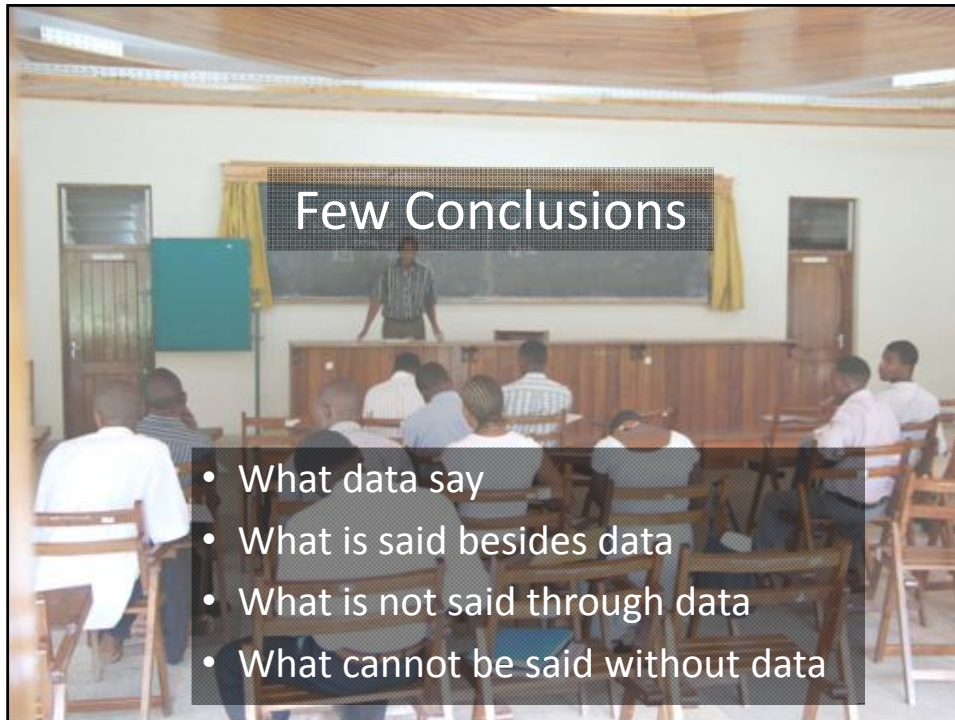
2. Charaterization of graduants in horticulture



National assessment on higher education in horticulture

2. Charaterization of graduants in horticulture





What data says

- No directory exists at the country level
- Little information exists about a specialization in agriculture like horticulture
- Very little follow-up of graduates and alumni
- Technical and academic training co-exist without linkage
- The technical diploma find more easily jobs than academic degrees

What is said besides data

- Good opportunity to know about the capacities at sub-regional or continental level
- No curriculum yet but soon (Benin, Burundi, Cote d'Ivoire, Niger, Togo ...) – in connection with LMD-harmonization of universities
- The existing specialized curricula have difficulties to attract students
- Students who want to specialize in horticulture go to some “hub” with good reputation (in Kenya, South Africa, Senegal)

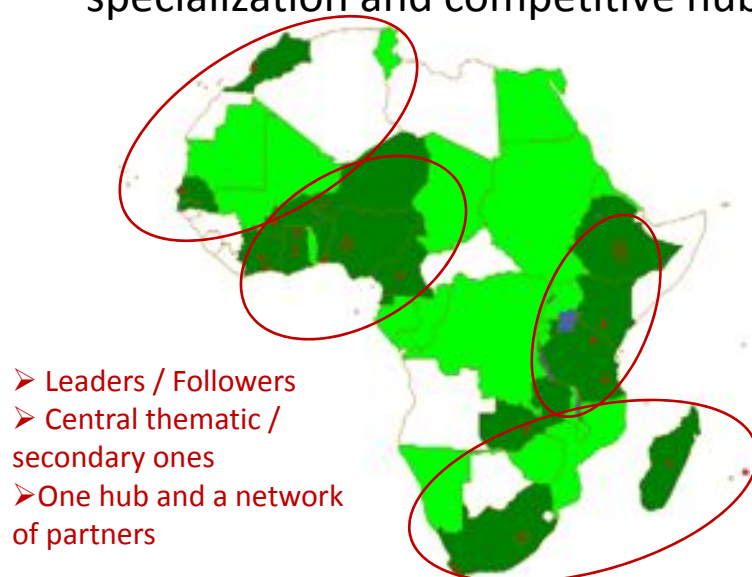
What is not said through data

- The main areas where horticulture is present as specialization:
 - Crop intensification,
 - Integrated pest management, and
 - Postharvest and marketing
- How education programs adapt to the need of the employers
- The strategy of each institution at a sub-regional level

What cannot be said without data

- Not all institutions had time to respond; the assessment is still on-going
- People are willing to provide more information (on priority setting or PPP strategy in particular)
- Information sharing is the best way to elaborate successful strategies:
 - Respond the needs of the countries
 - Anticipate the future needs (nutrition, city supply)
 - Avoid duplicated efforts
 - Encourage complementarities and synergies
- From regional concentration to regional specialization and competitive hubs

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Thanks to all contributors

and to those
to come!

