

# AGRICULTURAL EDUCATION IN UNIVERSITIES BY YEAR 2030

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- INTRODUCTION



# ISSUES

- Why is agricultural education important for Kenya?
- What is the relevance of agricultural education to industrial needs in Kenya?
- What are the causes of decline in student enrolment in agriculture-related courses and ways of promoting student acceptance of agricultural related degree courses?
- What are the priorities for modernizing agricultural education and training in Kenya?

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- What are suggested actions that would help agricultural faculties move towards vision 2030
- How do we align agricultural education to industrial needs?

# SITUATION ANALYSIS

- Contribution of agriculture to national economy in Kenya
- Agriculture is an engine for economic development
- Over 80% of the population resides in rural areas
- There is a relationship between economic growth, poverty reduction, agricultural development and agricultural education
- Agriculture contributes more than 26% of Kenya's GDP employs over 70% of Kenya's workforce

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- Education is a necessary, but not sufficient condition for economic development
- That is, additional factors are also necessary (employment, opportunities, favorable business climate etc)
- Decline of student enrolment in faculties of agriculture
- A lot of agriculture graduate work in other sectors of the economy

# Why decline of agriculture students enrolment?

- uncertainty of job placement after training
- Inadequate entrepreneurial and marketing skills skills;
- Attitudes that agriculture is for subsistence;
- Limited agricultural education in primary and secondary schools
- Limited resources to fund agriculture education
- Narrow disciplinary approaches and definition of scholarship

# Ways to improve enrolment of agriculture students

- Highlight importance of agriculture to the economy
- More stakeholders in curriculum development
- Emphasis of farming as a business
- Encourage simple and efficient technologies eg on processing and value addition

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- Encourage private sector participation in extension service
- Regional specific training
- Export of agriculture graduates to other countries
- Good remuneration for agriculture graduate by public and private sector
- Broaden the scope of agricultural education
- Policy framework that encourages rural based employment in the agricultural sector
- Formal linkages of agricultural education institutions with the industry

# Current policy framework for University education (MoE,2005)

- University education need be demand-driven, of high quality, gender sensitive, technologically informed, research supported, democratically managed and globally marketable
- Government will ensure relevant training in all professional courses to address skills mismatch
- Government will promote rationalization of academic programmes among universities with the aim of creating centres of excellence and make each university have comparative advantage

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- Government promote open universities, and distance education to increase learning opportunities
- Government support adequate support for scholarship and research at university level
- Government promote all private sector investment in development of university education
- Provide adequate support for research and scholarships at the university level
- Constantly carry out an all embracing university programme reviews

# Towards vision 2030

- Generate political will to support agricultural education
  - educate the public
  - create the capacity for lobbying and join forces with other stakeholders
- Bring agricultural education institutions into the national agricultural systems by establishing better institutional and market linkages
- Assess and rebalance agricultural education enrolment profiles

# Towards vision 2030

- Reorient curricula and modernize teaching methods
- Link curricula to labor market
- Replenish human capital through local postgraduate programs
  - strengthen and expand national Msc programs
  - emphasize regional Ph D programmes
  - retention of academic members of staff

# Towards vision 2030

- Manage the finances proactively
  - make more efficient use of existing finances
  - mobilize non-public resources
- Achieve better gender balance in agriculture graduates
- Modify institutional governance structures for greater institutional flexibility and increased responsiveness to stakeholders

# Towards vision 2030

- Harness the potential for distance education and online provision
- Promote/accept regional collaboration partnerships in agricultural education
- Outsource more public research to universities
- Award greater autonomy to Universityl management

# Towards vision 2030

- Modify University governance to include greater stakeholder representation
- Establish quality assurance mechanism for higher education
- Government will provide budgets on the basis of strategic goals and performance
- Female enrolment in the agriculture degree programmes

# Conclusions

- Vision 2030 should enable us produce extension agents, researchers, educators, and skilled producers in sufficient quantity to boost agricultural productivity and output, and of sufficient quality to play an active role in a changing agricultural scenario