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**Skills for Upgrading in
Agricultural Global Value Chains**

By

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The views expressed are those of the author and do not necessarily reflect
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Skills for Upgrading in Agricultural Global Value Chains

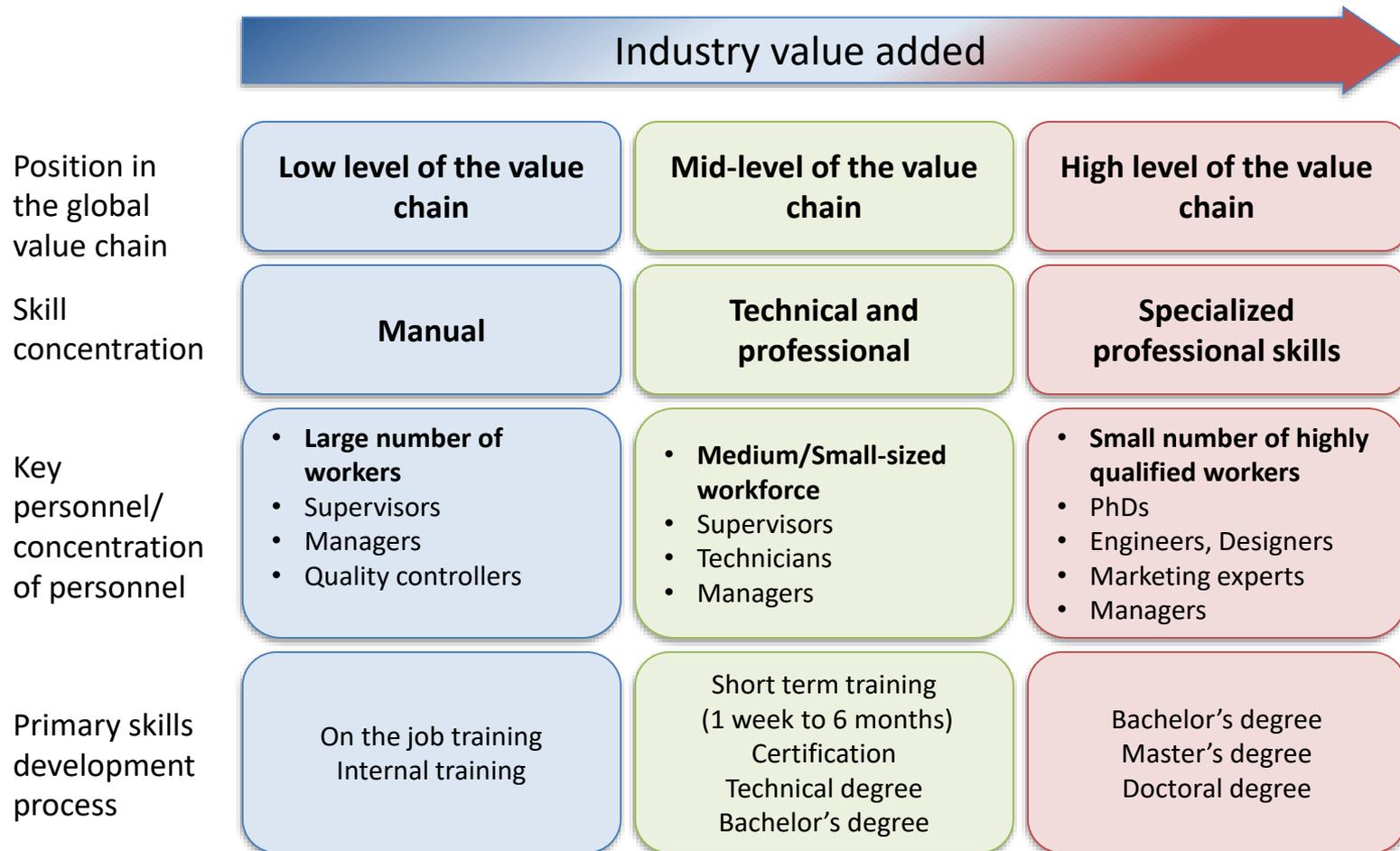
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- **Skills development** is a key driver of both **economic** and **social upgrading**.
- In economic terms, it is a critical element for firms to enhance competitiveness through increased capabilities, improved productivity and quality compliance,
- In social terms, it empowers workers, enhances labour mobility, contributes to job security and supports access to higher paying jobs with better working conditions.

GLOBAL VALUE CHAIN AND SKILLS

Each stage of the value chain requires a new set of skills and capabilities



JOB PROFILES & UPGRADING: CHILE IN THE FRUIT GVC

Chile Upgrading

Services and R&D
Mid-2000s to Present

Production (export of fresh fruit and vegetables): 1980-Present

Packing and cold storage: 1985-Present

Processed fruit and vegetables: Mid-1990s-Present

GVC Segment

R&D

Inputs

Cultivation

Packing & Cold Storage

Processing

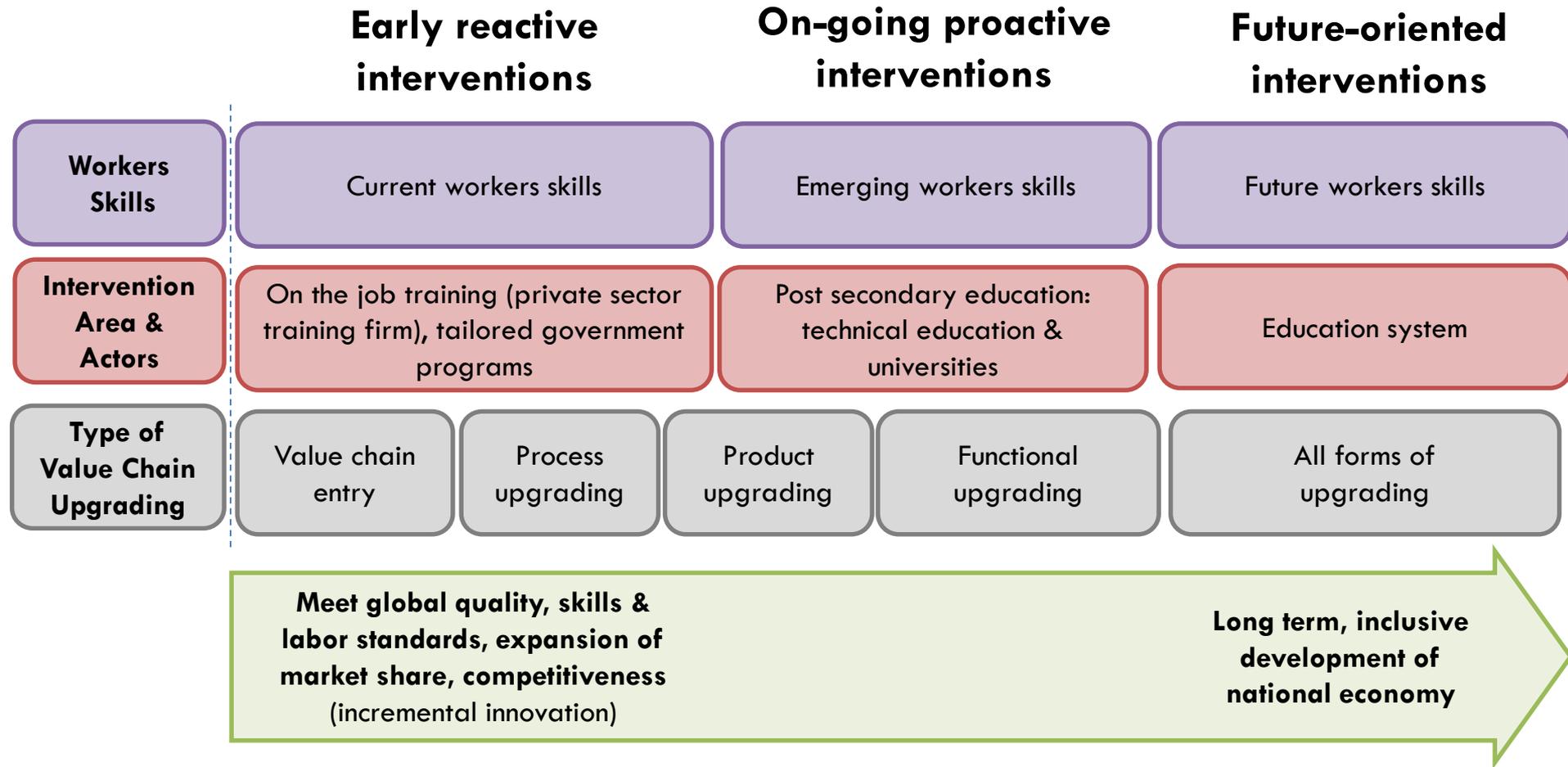
Skill Level



Job Profiles

Agronomist	Extension Agent	Irrigation Technician	Soil Erosion Control Technician	Nursery & seed multiplication staff	Producer	Cold Unit Manager	Operator/Technician	Packer	Business/Operation Manager	Mobile Unit Operator	Collector/Aggregators	Warehouse Manager	Quality Control Technician	Mechanic/Machine Operator	Line Worker
Regulator: ●	Environmental Specialist: ●	SPS Certifier: ●													

Typology of Skills Development Policies for GVC Upgrading





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SKILLS FOR UPGRADING: POLICY PRIORITIES

	Early Reactive Policies	Ongoing Proactive Policies	Future-Oriented Policies
Upgrading Trajectories	Product & Process Upgrading	Functional Upgrading	Functional & Inter-sectoral Upgrading
Priorities	Skills needed to expand exports and market share, improving productivity and quality, and meet international standards requirements	Skills needed to carry out activities in next stage of the chain; no current demand in workplace, students unlikely to pursue these careers alone	Adaptive skills needed in increasingly complex, rapidly changing knowledge and technology environment
Primary Stakeholders	Private Sector supported and incentivized by public sector	Private & Public Sector, Multi-stakeholder Council	Public Sector & Educational Institutions
Target Workforce	Existing workforce and near-hires	Secondary students considering tertiary education alternatives; career changers	Primary and secondary students
Policy Approach	<ul style="list-style-type: none"> • Evaluate the current skills gap within industries, identifying areas that need rapid remediation. Requires quick sectoral studies to detect major skills deficiencies for competitiveness. • Encourage and financially incentivize firms to invest in training for their workers. Ensures workers acquire correct skills on-site while simultaneously receiving practical on-the-job training. • Provide research and coordination support where firms lack the time or knowledge to identify the correct skills & training resources. • Prioritize managers' skills development. Good managers essential for knowledge dissemination & good working conditions. • Train near-hires & prioritize life-long learning programs for sector. Special training, through life-long learning programs, can move near-hire individuals to ready-hire workers. 	<ul style="list-style-type: none"> • Assess GVC position of & determine potential upgrading paths. • Identify core job profiles for desired upgrading trajectories, including bottleneck positions. • Incentivize linkages between training institutions & firms particularly in curriculum development. • Prioritize targeted technical education through scholarships and low cost financing. Technicians critical for upgrading into midstream segments. • Utilize foreign universities for near term skills demand and bottleneck positions. (e.g. study abroad scholarships, curricula development, & train-the-trainer). • Incentivize firms to undertake internal worker skills upgrading, including mentoring and career planning for workers. Leverages experience of existing workers. • Create national labor market information systems. Information about needed skills, salaries, key skills gaps, etc. 	<ul style="list-style-type: none"> • Strengthen basic skills in primary and secondary education. Ensure that children master basic skills critical for lifelong learning. • Emphasize “soft skills” (including language skills) throughout all education levels as core skills for engaging with global economy. • Regularly re-evaluate technical education needs. This should be aligned with labor market needs. • Facilitate continuous, life-long learning programs to ensure access to updated skills and knowledge. • Establish and institutionalize efficient and effective multi-stakeholder coordination mechanisms. Ensures sustained engagement between the government, private sector and educational institutions.