

Exchange of Knowledge systems, formation and expansion of partnerships with a focus on agriculture-education exchange cooperation

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Agritourism, dialogue between private public and NGo sector, education from elementary level to higher education, collaboration with agronomists, engineers and institutions of higher learning, with social movements, forge partnerships in agriculture research, international cooperation The migration and exodus from rural areas into urban settings and towards the old continent has often seen more disadvantaged and less educated people trapped into subsistence farming and escape into a dream context that in actuality was just as disheartening as back home. Informal settlement, often created because of the rural migration to urban areas are targeted by government for redevelopment. Vulnerable people have often been attracted by an aggressive manipulation of information of shrewd syndicates that have presented Europe as the mecca of economical opportunities. It is estimated that alone in the Mediterranean Sea around 40000 people have died trying to cross the sea into Italy. Rural migration, lack of access to water and other facilities has fuelled conflicts, contributed to unsustainable subsistence in disadvantaged urban communities, South Africa, Brazil and India share parallels. Cuba's most urgent needs are a sustainable agriculture, housing and energy. There is a need to engage in issues of mutual concern, to elaborate and collaborate on the causes of rural migration that affect both urban and rural areas, to promote pilot projects in African countries and cross collaboration across Asian, Latin American and African countries to seek solutions that can be applied to enable a transition from subsistence farming to sustainable economical activities that could include agritourism, renewable alternative energy resources, utilizing public policies and with help of social movements and collective systems. There is a need for development of joint training programs for human resource development in sustainable development (erosion, soil improvement, research, agrifinance, organic farming, sustainable architecture and urban design, gender matters. The educational component looks at complementary synergies (like School Feeding System - the Brazilian Model), cooperation opportunities, student exchange at tertiary level, collaborative research, implementation of private public partnerships, broad participation of governments and private enterprises, exchange of researchers in respective disciplines.

Key Words: collaboration, exchange at tertiary level, government policies