



Increased Public and Private Financing

for

Agricultural Technical Vocational Education and Training (ATVET)

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GENERAL ACRONYMS

AFF	Agriculture, Forestries and Fisheries
ASTGS	Agricultural Sector Transformation and Growth Strategy
ATC	Agricultural Training Centre
ATVET	Agricultural Technical Vocational Education and Training
AUDA	African Union Development Agency
AVFA	Agricultural Extension and Training Agency
CAADP	Comprehensive Africa Agriculture Development Programme
CBS	Capacity Building Strategy
CBT	Competency-based Training
CSOs	Civil Society Organisations
NAIP	National Agricultural Investment Plan
NQF	National Qualification Framework
NEPAD	New Partnership for Africa's Development
NGO	Non Governmental Organisation
ROI	Return on Investment
SDG	Sustainable Development Goal
SME	Small and Medium Enterprise
TWG	Technical Working Group
TVET	Technical Vocational Education and Training
WEL	Workplace Experience Learning (also known as WIL, Work Integrated Learning)

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Introduction

Africa's sustainable economic growth will be served by increasing the agricultural sector's employment opportunities, and by the achievement of food security. In support of these goals, the AUDA-NEPAD (African Union Development Agency – New Partnership for Africa's Development) has been implementing the Agricultural Technical Vocational Education and Training (ATVET) Project, as a model for Agriculture Education and Skills Improvement in Africa within the context of Agenda 2063¹.

The Comprehensive Africa Agriculture Development Programme (CAADP) was set up as a strategy to strengthen ATVET in Africa. Since 2012, the CAADP ATVET Project has implemented an innovative approach to African agricultural skills and training, based on the principles of the CAADP framework. The project is supported by the German Development Cooperation – Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) through the GIZ CAADP Support Programme commissioned by Federal Ministry for Economic Cooperation and Development (BMZ) of Germany. An additional module called ATVET for Women was commissioned for implementation, with the support of the BMZ through GIZ. Both ATVET Projects focus on the capacity development of youth, women and farmers to enable them to access labour-market oriented and income-enhancing (entrepreneurial) opportunities in the agrifood sector.

Additionally, the interventions address the Malabo Commitment to Halving Poverty by 2025 through inclusive Agricultural Growth and Transformation, by:

1. Creating job opportunities for at least 30% of the youth in selected agricultural value chains.
2. Creating preferential entry and participation by women and youth in gainful and attractive agribusiness.

The ATVET Project has been implemented in 12 pilot countries - Benin, Burkina Faso, Ghana, Kenya, Malawi, Namibia, Rwanda, Sierra Leone, South Africa, Tunisia and Uganda. The blueprint for successful implementation is building the capacity of the relevant actors and stakeholders. These include Ministries of Agriculture, Education and Labour; TVET Authorities; Agricultural Training Centres (ATCs); private sector employers and trainers; farmers and value chain actors; and women and youth in general. Capacitation is done through a systems approach that has a number of strands:

1. Integrating ATVET into national policies and strategies.
2. Mainstreaming agriculture in the National TVET systems.
3. Building the capacity of ATCs to design and implement competence-based curricula along agricultural value chains.
4. Linking trainers and trainees to the private sector through industrial placement, attachments and other practical approaches to impart hands-on training to the trainees.



Underpinning CAADP are core principles of the African Union, which include African/local ownership and responsibility, transparency and accountability. Other core values include mutual partnerships, inclusiveness and collective responsibility, as well as a commitment to fundamental institutional and policy reforms.

- AUDA-NEPAD Website, CAADP
<https://www.nepad.org/caadp/overview>

Features of ATVET financing in Africa

Any analysis of ATVET financing will distinguish between national budget allocations at policy level, and the financial resourcing of an ATVET training institution. At the institutional level implementation and delivery activities have to be costed. Typically, the costs consist of salaries for trainers, construction or maintenance of buildings, and acquisition and maintenance of tools and equipment as well as consumables. Some of these costs increase with the number of learners. Costing should include the depreciation of buildings and equipment so that an ATVET institution can work efficiently in the long term. These costs need to be understood in relation to government funding and allocations.



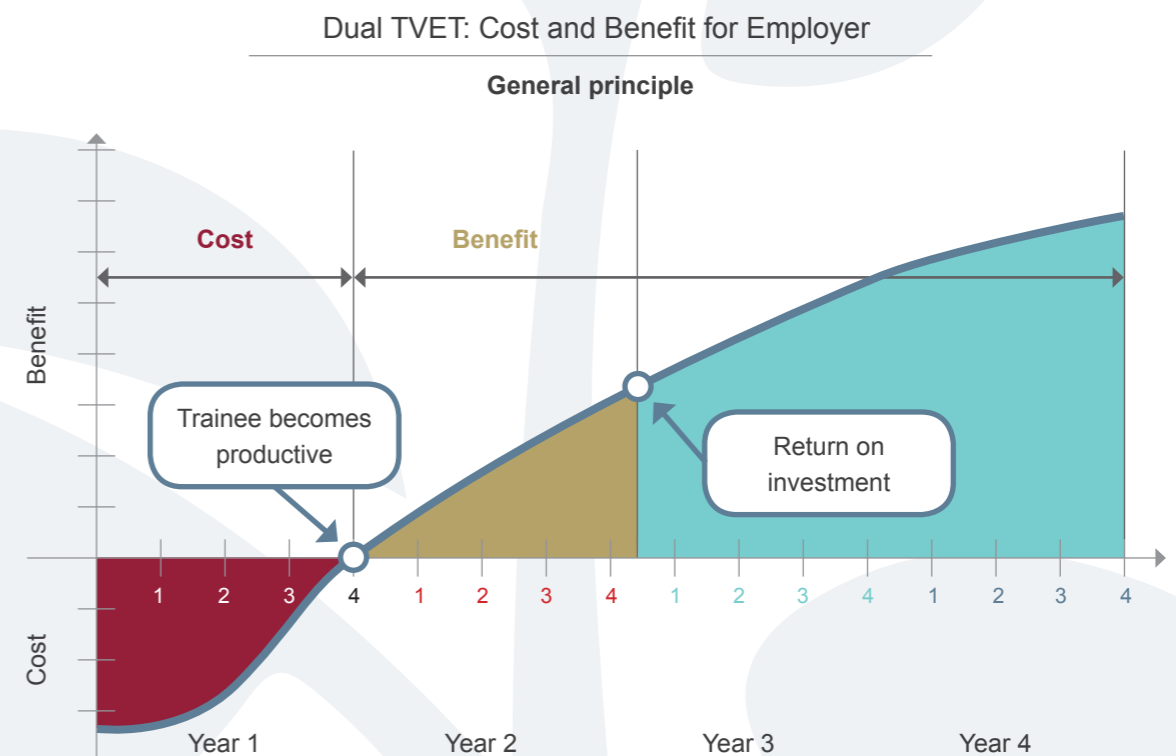
In many countries ATVET is mainly financed by the state and is, therefore, affected by any budget cuts or other restrictions put in place. In addition, national funding policies and their related budgets are affected by competing demands, so there may be tensions in the allocation of funds. Training institutions should consider other sources of funding in addition to public funding. An institution could generate its own income by diversifying its services (for example, by selling agricultural and food products, advisory and extension services, serving as incubation centres, promoting agripreneurship). Fees generated from any of these activities can then be used to purchase consumables, for example. The income-generating activities should not, however, compete with local businesses.

ATVET training institutions should ensure that they can offer high quality training products in order to attract trainees willing to invest in a qualification or certificate, to be paid for either by apprentices themselves or by their companies. Such a mechanism is particularly realistic for short-term courses. Course delivery costs must be properly calculated so that programme fees are fair. It benefits the sector as a whole if the private sector contributes to the costs of ATVET training programmes, especially during initial training (two years or more).

For companies or farms to actively participate, they should be able to realise a return on investment (ROI) during the training period. If this is not addressed, farms or companies might not be motivated to invest in training as it is likely that their trainees will be poached as soon as they graduate; it would then be more lucrative for farms to hire freshly trained specialists rather than to invest in training themselves.

At the same time, however, the trainee apprentice must be protected from exploitation as cheap labour, and the institution must make sure that all training objectives are achieved. In principle, an S-curve as shown in Figure 1 below must be attained and negotiated between all stakeholders.

All those involved should see ATVET training as an investment for future efficiencies. Employers need to understand that the expenditure of both time and money must be budgeted for. There will be an initial period during which the apprentice is not productive as they first acquire the basic skills that are the foundation for a profession (see red area in Figure 1 below). With the guidance of an experienced employee or master craftsman, the apprentice's productivity increases until at some point the productivity balance becomes positive. At this stage it is critical that the apprentice's skill set and performance exceeds that of an unskilled worker, so that there is some compensation for the initial investment (see yellow area in Figure 1 below). Finally, as the apprenticeship period progresses, a point is reached where the company achieves its ROI (see blue area in Figure 1 below). The time frame for this might vary depending on factors such as the effectiveness of the in-company training, and the motivation of the apprentice.



It is crucial for the sustainability of any intervention that local conditions are taken into account. The information given in this knowledge product captures the rich experience gained in various African countries. Its aim is to share insights which might help the interested reader who may be dealing with similar contexts regarding the financing of ATVET.

Tools for ATVET financing in Africa

In this section, four innovative tools for financing ATVET in Africa are briefly described, along with steps for implementation. Key points are given in 'Special Notes', along with references to specific countries where relevant. In the next section the four country case studies explore the application of these tools and other issues in more detail.



TOOL 1

Utilising social partnerships



The concept of 'social partnerships' in ATVET is about cooperation between social, private and public actors to ensure that training is appropriate, relevant and meets labour market needs. Social partners include workers' unions, employer federations and civil society organisations, such as non-governmental organisations (NGOs), community-based organisations (CBOs) and other non-state actors.

Civil society organisations (CSOs) have the capacity to empower, represent, defend and reach out to vulnerable and socially excluded groups, including minorities. They can also foster economic and human development, as well as social cohesion and innovation.

- Council of the European Union

Civil society can play a leading role in the promotion of ATVET. NGOs involved in TVET sometimes provide direct training and employment services to target populations. They can also use their national and international funding to work in partnership with each other and with public training providers. Close collaboration between NGOs and public institutions promote the advancement of ATVET. Key to successful collaboration is the transparent management of partner funds.

Implementation steps

1. Identify existing civil society organisations interested in supporting ATVET initiatives.
2. If necessary, support the identified CSOs so that they are able to become involved with ATVET.
3. Organise a round table discussion to bring all stakeholders together to establish a sustainable method of collaboration.
4. Include identified NGOs and CSOs, as social partners, in the ATVET policy dialogues at regional and national levels.

Special Notes

As with all partnerships, it must be borne in mind that a trusting relationship must be established between the people who represent the various stakeholders. Here, preparatory team-building measures can increase the chances of success. It should be verified that the CSOs are financially independent and will not have conflicts of interest in relation to partnership activities.

The Centre for Education and Skills Development (CEDeC) of the NGO Bouge in Benin is an example of a collaboration between social and private enterprises for the mobilisation of funds to promote ATVET and youth employment in the region. The Benin case study gives more information on how the social partnership tool was used in that country.



TOOL 2

Raising awareness through advocacy for ATVET



In many African countries, policy makers and international donors have made efforts to raise awareness about the role that ATVET can play in the national and continental development of agriculture. At country level it is vital to develop coherent policies and strategies for advocacy and awareness-raising for ATVET. These strategies and policies will support the re-engineering of existing ATVET financing systems by involving public and private actors and international donors.

Implementation steps

1. Develop an effective communications and advocacy strategy to raise ATVET awareness with the following objectives:
 - To increase awareness around ATVET at central and regional levels.
 - To build credibility with and to ensure the support of different national and international partners.
 - To mobilise stakeholders at different levels.
2. Involve private and social partners during the development of the communications strategy.
3. Organise sensitisation campaigns and workshops at national and regional levels to raise awareness of ATVET and to muster support from different stakeholders.

Special Notes

With the support of the private sector and social partners, an ATVET communications strategy could attract new financing resources from other national stakeholders and international partners at country level. The case study on Burkina Faso gives a concrete example of involving social partners to support ATVET financing.



TOOL 3



Organising multi-funding lines for ATVET

A 'training fund' is a dedicated stock or flow of finance outside normal government budgetary channels for the purpose of developing productive skills for work. The overall purpose of training funds is to raise the productivity, competitiveness and incomes of individuals and enterprises by providing them with needed skills. Many training funds are financed by levies on enterprises, but may also be based on public contributions and donor financing.²

The inclusion of multiple partners for ensuring a sustainable financing system for TVET and ATVET is essential in most African countries. One way of promoting this is to link ATVET to the Sustainable Development Goals.

Sustainable Development Goal 4 on Education calls on Member States to '... ensure inclusive and quality education for all and promote lifelong learning'. It notably targets '... equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university' (SDG 4.3) and a '... substantial increase in the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship' (SDG 4.4). This vision of TVET supports the transition towards inclusive and sustainable societies and economies, but also requires TVET systems to transform and adapt to remain relevant.³

Implementation steps

1. Support ATVET innovations through improved and modernised training and content delivery.
2. Raise the awareness of multiple partners (public, private, social and donor) and sensitise them to the new ATVET system.
3. Promote and increase the number of initiatives undertaken by social and private partners to bolster financial support for ATVET.
4. At policy level, aim to utilise multiple financial tools (government levies and support from the private sector, social partners and donors) to ensure sustainable financing for ATVET.

Special Notes

The country case of Kenya offers an example of combining private sector and donor support for financing the ATVET system in the country.



TOOL 4



Reforming policy and resource allocation

Transforming ATVET from low quality, second-choice learning into higher quality learning opportunities requires sustaining a comprehensive strategy for a series of reforms in different areas. Based on World Bank analyses, these reforms can be grouped into five categories: governance, funding, quality, private sector participation, and access to quality learning programmes (specifically for informal sector workers). Reform in the area of governance seeks to include key stakeholders in the strategic decisions and management of ATVET policies and services. It also requires the development of accountability mechanisms and decentralisation to ensure efficiency, relevance and quality in the delivery of ATVET services. A diversification of funding sources and financing tools is required to meet the challenges of better quality ATVET.⁴

Two approaches for ATVET financing systems in Africa are:

1. A sectoral approach: a levy on the payrolls of the sector's enterprises, such as that applied in the South African system that links levies to skills development in the agricultural sector. However, a limitation of this model for some countries might be the predominance of family farming in a relatively unstructured African agriculture system. This could mean that insufficient funds are gathered from levies to provide a sustainable financing system for ATVET.
2. A non-sectoral approach: a vocational training or apprenticeship tax that could provide funds required for skills development in multiple sectors (especially agriculture) to respond effectively to the training needs of small farmers, youth, women and small and medium enterprises (SMEs).

Implementation steps

1. Call for Expressions of Interest in reforming the ATVET system from the public, social and private sectors.
2. Prioritise ATVET system reform in policy dialogues and strategies.
3. Mobilise to involve all stakeholders in the process of the ATVET reform.
4. Highlight financing of ATVET as a main objective of the reform.
5. Launch dialogues with various public, social and private partners to define appropriate financing strategies for ATVET.
6. Develop the dialogue outcomes into ATVET financing strategies and policies.

Special Notes

Resource reallocation is a tool that helps address the training needs of the agricultural sector by reallocating existing national training funds. Cost-sharing between public and private sectors can be implemented in African countries where training levies are applicable. Resource reallocation can use a sectoral and non-sectoral approach to access funds for ATVET, but it needs the cooperation of ministries, and social and private partners to be successful.

Case studies from ATVET Project countries

In this section four country case studies illustrate some of the approaches taken to financing ATVET in Africa. The first case study (Benin) explores an alternative model of private funding; the other three case studies (Burkina Faso, Kenya and Tunisia) are discussed in terms of their achievements, and factors affecting implementation.

Benin



The utilisation of private funding for vocational training has social relevance and supports sustainability. In view of this, it is an alternative to be prioritised in African countries. The example of the Centre for Education and Skills Development (CEDeC) of the NGO Bouge in Benin is instructive, and the factors that contribute to its success need to be explored and shared as recommendations which others could follow. These are given below.

1. Trainee profiles and equitable selection processes are attractive for private financing

CEDeC-Bouge was created in 2007 through the private initiative of an expatriate of Swiss nationality and a young Beninese, both dedicated to the training of disadvantaged young people with a view to their socio-economic integration. The first five years (2007-2012) were devoted to the development of educational infrastructure and the elaboration of training curricula.

Since then, significant funds have been raised annually to train and equip 993 young orphans within eight years (2012-2020). The young people trained at the Centre Bouge are selected on the basis of their moral integrity and personal motivation, through a multi-actor process involving authorities and opinion leaders from their respective communities.

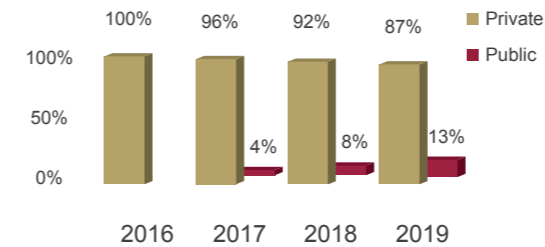
2. Private funding is a precursor to public funding and financial autonomy

Private funding comes mainly from non-profit organisations such as international NGOs, foundations affiliated to banks, and from other private actors acting individually in response to the calls for funds and the project files submitted by the NGO Bouge.

From funds mobilised by private partners, the Centre has built high quality infrastructure and developed relevant curricula to meet the needs of the labour market. In response, the public authorities in charge of the vocational training sub-sector have recognised its value and use it for referrals. Technical and financial partnerships with the public sector have been developed to strengthen the quality of training and the professional integration of young people.

The graphic below illustrates the growth of funding.

Annual Rate of Private and Public Financing



Years	Financial resources mobilised (€)		Number of graduates
	Private	Public	
2016	434,382	-	76
2017	387,883	14,427	240
2018	390,103	32,935	335
2019	433,895	62,377	342
Total	1,646,262	109,740	993

Figure 2: Annual rate of private and public funds activated by NGO Bouge for ATVET, showing a positive correlation between the increase of public financial support to private centres and the number of graduates.

Source: Annual technical and financial reports of the NGO Bouge.

The graph and the table above show how private financing has induced public funding, and illustrates the synergy effect that is reflected in the correlated growing number of graduates. The mobilisation of such an impressive amount (1,646,262 € within 3 years) is an exceptional achievement for such a small training centre.

Additionally, the NGO Bouge has opportunely developed micro-enterprises and related services (processing units, mini-markets and restaurants) to support workplace experience learning (WEL) for the trainees. These agribusiness initiatives generate substantial revenue that contributes to building the financial autonomy of the ATC.

3. Key factors identified as driving forces to increase private funding

An analysis of the strategy developed by the NGO Bouge for increasing private funding for agricultural vocational training in Benin illustrates two key factors. These are the transparent and professional management of the funds received, and the commitment to accountability to donors.

- **Transparent and professional management of funds received**

The NGO proved its integrity very early on through the transparent management of the first financial resources obtained, which were used for the construction of the Centre's wall. The name of each donor was written on the wall, along with the length of wall subsidised. It was an original and simple way to give public testimony to the financial assistance received – a gesture that sealed the trust of the private partners who continued to increase their financial support to the NGO.

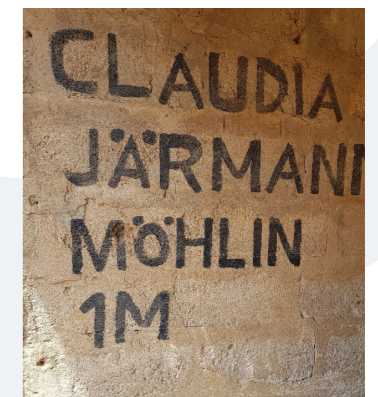


Photo of the fence at the training centre (CEDeC/Bouge)

© Geoffroy Gantoli (November 2019)

- **Accountability to donors**

The accounting documents of the training centre are kept in accordance with financial regulations and good practice

procedures. The annual financial reports present details of the funding sources, the corresponding amounts and how funds have been used. These reports are certified by a sworn officer and published. All public and private partners, including the employees and learners of the centre, can access these. Reliable accounting information and easy access for donors create public accountability and help sustain partnerships.


ONG BOUGE BENIN				
BILAN AU 31 DECEMBRE 2018				
En F CFA avec chiffres comparatifs de l'exercice au 31.12.2017				
ACTIF	EXERCICE 2018		EXERCICE 2017	
	BRUT	AMORT/PROV	NET	NET
Actifs circulants				
Liquidités	4 515 691		4 515 691	61 779 950
Banque ONG BOUGE au 31.12.2018	4 155		4 155	60 357 016
Banque ONG Centre de formation au 31.12.2018	4 570 076		4 570 076	1 387 476
Banque projet coopération suisse 31.12.2018				0
Banque IFOC au 31.12.2018	-140 609		-140 609	-57 443
Banque Projet Fondation de la solidarité 31.12.2018	0		0	0
Banque projet Fondation Christa au 31.12.2018	0		0	0
Caisse ONG BOUGE au 31.12.2018	7 651		7 651	26 624
Caisse Centre de formation au 31.12.2018	74 418		74 418	66 277
Avance de fonds au projet et autres comptes	0		0	0
Micro crédit aux mères et jeunes entrepreneurs	6 519 644		6 519 644	6 994 644
Total Actifs circulants	11 035 335	0	11 035 335	68 774 594
Brevets, licences, logiciels	2 450 000	1 029 639	1 420 361	1 665 361
Terrains	49 307 734		49 307 734	49 307 734
Bâtiments	97 463 110	39 048 502	58 414 608	63 629 482
Installations et aménagements de bureaux	90 363 988	24 475 699	65 888 289	64 112 258
Matériel	39 607 299	19 997 242	19 610 057	21 871 249
Matériel de transport	12 988 400	9 133 710	3 854 690	5 784 470
Autres immobilisations financières	160 000		160 000	160 000
Autres créances	15 650 245		15 650 245	9 000
Total Actif immobilisé	307 990 776	93 684 792	214 305 984	206 539 554
TOTAL ACTIF	319 026 111	93 684 792	225 341 319	275 314 148
PASSIF			31.12.18	31.12.17
Fonds Etrangers				
Dettes fournisseurs			0	0
Dettes sociales			311 663	311 663
Dettes fiscales			586 035	685 411
Autres dettes			984 900	380 000
Total Fonds Etrangers			1 882 598	1 377 074
Capital			76 783 208	88 783 208
Report à nouveau			195 487 440	216 091 056
Résultat de l'exercice			-48 811 927	-30 937 190
Total capitaux propres			223 458 721	273 937 074
TOTAL PASSIF			225 341 319	275 314 148

Figure: Accounting sheet extracted from the 2019 financial report of NGO Bouge

This suggests that the success of this model for mobilising private financial resources for ATVET rests mainly on the integrity of the management staff. Good governance of ATCs, as well as transparency and accountability, lead to the establishment of trusting and sustainable relationships; these are key to unlocking private financial resources.

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Burkina Faso



In Burkina Faso, there is a high degree of awareness of the importance of ATVET: a range of public and private stakeholders have been advocating for paying more attention to ATVET in policy matters. This is partly due to outreach activities conducted in the recent past (2014-2016) with the support of the ATVET Project: these have highlighted the importance of ATVET, and reached more than 120 officials in technical services and professional organisations.

One direct outcome of this advocacy is the take-up of Agricultural Vocational Training in the new National Agricultural Investment Plan (NAIP⁵), called Programme National du Secteur Rural (PNSR). See axis 5/Action 2, pages 48-49 of the NAIP document.

To achieve this the following steps were taken:

1. First the NAIP was analysed to see in which ways and to what extent ATVET was taken into account in the policy. Gaps and weaknesses were highlighted.
2. A workshop was held with the main stakeholders, mainly producer organisations, the private sector, ATCs, and leading stakeholders in ATVET and TVET. The result of this workshop was an advocacy document.
3. The producer organisations presented the advocacy document to the steering committee leading the rewriting of the NAIP (PNSR).

This process contributed to the inclusion of ATVET in the National Economic and Social Development Programme (PNDES). Page 41 of PNDES states:

The availability and employability of human resources are improved. In line with the structural transformation pattern, the guidelines aim to increase the proportion of TVET enrolments from 3.4% in 2015 to 16% in 2020, with the proportion of the labour force benefiting from TVET in agro-pastoral processing value chains by increasing 1% in 2015 to 15% in 2020, the proportion of the working-age population (18 years and over) trained in agro-pastoral occupations from 0.2% in 2015 to 7% in 2020 and the literacy rate of the working-age population (18 years and over) from 29.5% in 2015 to 35% in 2020.

- EA 2.2.2

It is because of these provisions that the budget has increased. The nine public ATCs, including the four involved in the ATVET Project, have seen their budget increase from less than 15,000 € to more than 100,000 €⁶. In the ATVET Project ATCs, finance was provided for some of the facilities and for additional equipment; this enabled the implementation of curricula and new training programmes developed under the ATVET Project. Other international partners also contributed financially to the implementation of the new training programmes.

Training Structures

Burkina Faso has two types of training structures:

1. The multi-purpose agricultural training centre of Matourkou (CAP-M): this is the training structure for producers' technical advisory support (technical staff, senior technicians, engineers). This training centre trains mainly agricultural department staff members.
2. The nine rural promotion centres (CPRs): these are basic training centres for rural youth in agriculture.

For a long time, these training centres experienced financial, material and technical difficulties that hindered the implementation of their missions. This is the motivation for the support given by the ATVET Project in response to requests for more funding for agricultural vocational training.



Roles and Responsibilities of Players

1. Role played by the ATVET Project

The ATVET Project's intervention is based on the fact that agricultural vocational training is not well addressed in national and sectoral policies and strategies, and consequently that vocational training is poorly budgeted for in the national budget. The ATVET Project supported consultation between vocational training stakeholders within the framework of a policy dialogue with officials at both sectoral and national levels. At the sectoral level the focus was on Burkina Faso's national agriculture investment plan (PNSR), and at the national level it was on the elaboration of the national economic and social development programme. A three-step approach was implemented:

- Produce an advocacy document based on the analysis of the degree of inclusion of agricultural vocational training in national and sectoral policies and strategies.
- Organise meetings with agricultural professionals and technical services to validate these results and make proposals for a better integration of vocational training in policies and strategies.
- Support and follow up advocacy by the different actors/stakeholders.

2. Role played by Confédération Paysanne du Faso (CPF)

Confédération Paysanne du Faso (CPF) was designated to advocate for agricultural vocational training issues in the bodies responsible for Burkina Faso NAIP (called PNSR II) elaboration. CPF is a powerful organisation at the national level with more than 36 000 grassroots groups and cooperatives. It has a mandate to:

- be a platform for exchange and consultation between its members
- defend the material and moral interests of member organisations
- support the professionalisation of farmers (men and women).

Agricultural vocational training is part of the CPF's final mandate on the professionalisation of farmers. CPF has, therefore, been included in the stakeholder committee in charge of making proposals on agricultural vocational training. CPF contributed to the development of the advocacy document on the need to increase inclusion of vocational training in the PNSR I, along with other technical services and agricultural professionals. The committee of stakeholders in charge of training agreed to defend the CPF's proposals in front of the national committee in charge of developing PNSR II. Concrete actions with earmarked budgets were thus proposed and taken into account in the PNSR II.

It should be noted that the president of CPF has played an advocacy role at the level of several institutions and services, and has in fact taken the issue as far as to the presidency.

3. Role played by DGFOMR⁷

The leading body of the ATVET office (Directeur Général du foncier de la formation et de l'organisation du monde rural [DGFOMR]) has consulted with a number of officials on the important role that agricultural vocational training plays in the development of agriculture. It is noted that the Department of Agriculture has undertaken reforms to develop agricultural human capital.

Representatives met with the Principal Secretary and the Minister of the agriculture department, and with local decentralised authorities. The DGFOMR has also advocated for ATVET and presented GIZ/ATVET initiatives at meetings at agricultural department level (Boards of Directors of the Ministerial



Sector). A number of initiatives were shared, such as support for integration of vocational training in national and sectoral policies to promote professionalisation of the sector, and the revision of curricula to adapt them to the needs of professionals. The DGFOMR also raised issues around the state of the training centres and stressed the need to increase the budget for ATVET in order to bring these training centres up to standard. Only in this way can they become excellent training centres, and staffing pools for producers and agriculture advisory support services.

To achieve this, the Minister of Agriculture and Hydro-Agricultural Development has also initiated advocacy with his peers in the Government. The results have been:

- The inclusion of agricultural vocational training in agricultural development strategies and policies (PNSR II and PNDES).
- A substantial budget has been allocated to training structures. The CPRs had an average annual budgetary allocation of 10 million FCFA until 2015. As for CAP-M, its average budget was 100 million FCFA per year. In order to increase the budget allocation, the Ministry of Agriculture and Hydro-Agricultural Development has drawn up strategic plans for the development of training structures, which were approved by the Government. These strategic plans served to inform the advocacy document that led to the increase in budgets.

Crucially, this budget increase has made it possible to rehabilitate infrastructure, build new infrastructure, carry out improvements in the centres, acquire agricultural and technical equipment and provide young people with installation kits⁸ after their training.

A great asset for the development of the system has been the creation of a central directorate responsible for the coordination of ATVET in the department in charge of agriculture.

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Kenya



Since 2012, the TVET sector has been identified as a key enabler of the country's economic growth. It is also seen as a vital driving force in addressing growing youth unemployment and promoting entrepreneurship. For these reasons, the Kenyan Government launched several reforms and established new government agencies to coordinate and regulate TVET.

One of the biggest milestones in Kenya was the enactment of the TVET Act of 2013 and other supportive legislations that aligned the TVET sector to the constitution and country's development plans.

Under the TVET Act of 2013, the TVET Authority (TVETA) was established alongside the State Department for Vocational and Technical Training. The two institutions oversee the management of the TVET sector and provide leadership in policy formulation and implementation. In 2018, an additional State Department of Post Training and Skills Development was established to complement the oversight and coordination of the TVET sector.

Agricultural TVET with its uniqueness was not well provided for in the government reforms. The ATVET Project offered significant support to the Ministry of Agriculture, Livestock and Fisheries (MoALF) to institutionalise and integrate agricultural TVET into the overall TVET initiatives of the Kenyan Government.

With support from the ATVET Project, a Capacity Development Strategy for the Agricultural Sector was developed and launched in November 2017. The strategy listed several sources for financing ATVET. These included budgetary allocations from government, and lobbying development partners, civil society and the private sector as the major sources for financing ATVET. Other identified sources included fees paid by the beneficiaries (learners and households).

Overall, the Kenyan government provides funding to TVET training institutions through scholarships to all students who enrol in public National Polytechnics and Technical Training Institutes. In addition, the government provides budgets for equipment and refurbishment of vocational institutions. In the recent past new Technical Training Institutes were established.







In Kenya, the number of students placed in TVET courses has been rising due to a number of factors. These include an increase in the number of TVET institutions, subsidised tuition fees, student loans, and greater sensitisation and awareness. However, although ATVET in public vocational institutions (such as Bukura Agricultural College, Dairy Training Institute (DTI), Ramogi Institute of Technology) greatly benefited from Government support, the funding was inadequate. Institutions such as DTI had to develop arrangements with dairy processing companies to support internships and related programmes.

Private institutions in Kenya are not directly funded by Government and rely on innovative approaches to finance their programmes. Some of the private institutions offering ATVET in Kenya are the Baraka College, Latia Resource Centre, RODI, among others.

Under the ATVET Project two innovative funding lines were established.

1. Funding of ATVET by devolved agencies through rurally based Vocational Training Centres (VTCs): with support from the ATVET Project, 18 vocational training centres lobbied the County Governments of Siaya, Kakamega and Bungoma for funding to deliver the competence-based agricultural curricula. Kakamega County strongly supported this initiative and a scholarship was offered for every learner who registered for an agricultural course at the 12 selected VTCs. For the last three years, more than 3 000 youth have benefited. Alongside the capitation, some youth were offered grants to finance their start-up enterprises in dairy, horticulture and aquaculture.
2. Multi-funding approaches: Latia Resource Centre (LRC) is a private training institution primarily offering ATVET. LRC utilised several funding opportunities. The key sources included direct funding by development partners and private sector companies (learners' sponsorships and farm management services) and subsidised fees from learners. LRC collaborates closely with Faraja Trust which mobilises resources from benefactors to sponsor technical learning. LRC also provides direct scholarships to learners from the proceeds of agribusiness activities undertaken by students while at the institute.

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Tunisia



Tunisian ATVET Reform Policy

In Tunisia, many programmes have been implemented to support the reform of the TVET system since 1990. The reforms initiated in the 90s consisted of introducing Competency-based Training (CBT) and the quality approach, increasing the autonomy of training institutions, developing continual vocational training systems, and strengthening the involvement of social partners at all levels of the process. The ATVET system fully adhered to these reforms even taking into account the specificities of the agricultural and fishery sectors.

In May 2018, following a meeting with Ms Fati N'Zi, AUDA-NEPAD, Dr M. Khemaies Zayani, Director General of the Agricultural Extension and Training Agency (AVFA) and the Ministry of Agriculture, Maritime Fisheries and Water Resources, Hydraulic resources and Fishery, the implementation of the ATVET Project in Tunisia with the support of GIZ was approved and announced. The ATVET Project is the only GIZ project directly supporting the agricultural and fisheries TVET system and taking into account the specificities of these sectors. In addition, it supports the ATVET system at policy level, promotes the country's priority food value chains and builds capacity in ATCs and their personnel.

The implementation of the project was also reinforced by the following strategies and national plans:

1. The reform of the vocational training system, including ATVET, over the period 2014-2018.
2. Tunisia's Five-Year National Development Plan 2016-2020. The plan specifically lists objectives related to:
 - building human resource capacity
 - promoting agricultural value chains: olive oil, date palms and seafood
 - improving the employability of youth graduated from the vocational training system
 - promoting vocational training and the green economy
 - integrating gender approaches into development policies and strategies.
3. The decision of the Ministry of Agriculture, Maritime Fisheries and Water Resources and the Prime Minister to designate the year 2019 as the Year of Reform for the agricultural extension and training system.





In March 2019, under the 2019 programme to support the agricultural extension and training system, the Fishery Training Centre of Teboulba (Monastir), a partner of the ATVET Project, received funds of 3,5 Million TND (about 1,1 Million €). This was reallocated from the Tunisian state budget to develop the centre into a 'regional training institute for naval jobs'. The ATVET Project supported the Centre of Teboulba along with two other partner ATCs to develop the ATC strategic plans. The funds approved by the AVFA and the ministry will be included in the strategic plan of the Fishery Training Centre of Teboulba. These plans will support centres in promoting skills development in both the public and private sectors in the priority value chains of olive oil, date palms and seafood at regional and national levels. The focus will be on women and youth.

At policy level, the ATVET Project in Tunisia supported the reform of the Agricultural Training and Extension system. The Prime Minister and the Ministry of Agriculture approved the publication of the policies and legal frameworks, and the implementation of the new reforms. The ATVET Project launched a consultancy to work with AFVA on reorganising AVFA and ATCs in accordance with the new legislation and reforms. Priority objectives were: facilitation of financial management of the ATCs; promotion of the Public-Private Partnerships (PPP) in the ATCs; scholarships for apprentices; and new resources for financing agricultural and fisheries TVET.

Resource Reallocation for financing ATVET

TVET in Tunisia is mainly governed by the Ministry of Vocational Training and Employment (MFPE). The vocational training tax or training levy was introduced as early as 1956. Based on a 1% to 2% levy on the employee payroll, it was intended to encourage the private sector to invest in the implementation of training measures for their staff in order to benefit from a rebate. The fund is managed by the National Centre of Continuous Training and Professional Promotion (CNCPP-MFPE). In addition to the State budget allocations, the TVET system in Tunisia is financed by the Vocational Training and Apprenticeship Promotion Fund (PPFPA). This in turn is financed by the balance of training levies which are not allocated to companies, as well as loans and grants from donors.

Dr Zayani has stated that the sectoral approach, through a reallocation of funds from training and production levies from the agricultural and fisheries sectors, is the most suitable and sustainable resource for financing ATVET in Tunisia.

A non-sectoral approach, on the other hand, will enable a reallocation of national funds to different sectors, with the option of prioritising the agricultural sector in terms of training and capacity-building needs. As an example of a non-sectoral approach, in 2019 the National Union of Agriculture and Fisheries (equivalent to a chamber of agriculture) established a convention with CNFCPP-MFPE and AVFA to promote the skills development of farmers and fishers using a non-sectoral approach. This programme is funded by the PPFPA, with training programmes implemented through the agricultural and fisheries training centres.

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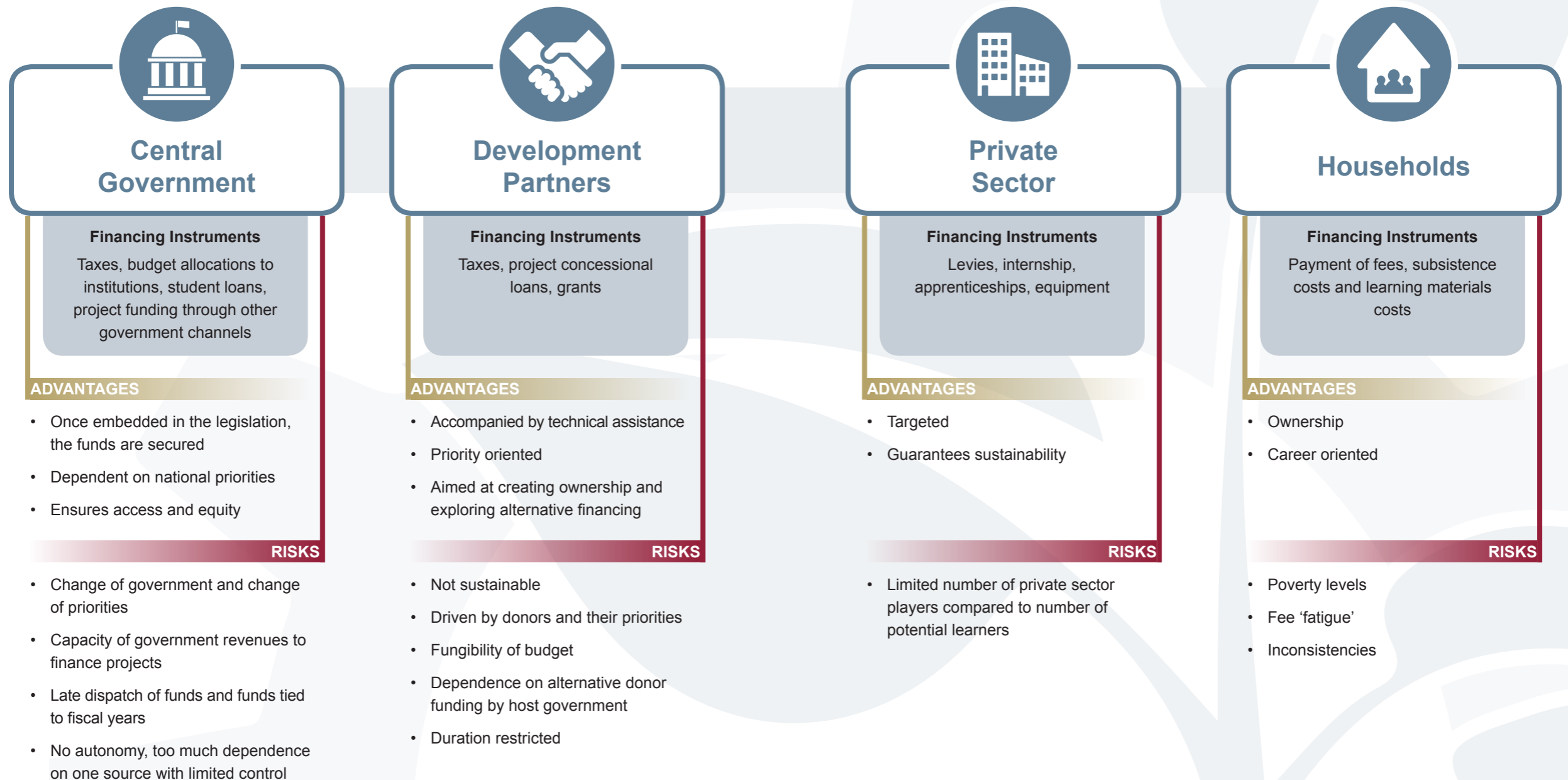
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Financial sources and their advantages and risks

The graphic below sets out the main players for financing ATVET: central Government, development partners, the private sector and households.. It lists the approaches and tools and summarises their advantages and risks. This summary is drawn from the ATVET Project experiences and documentation, as well as other research and literature sources.



Conclusion

Sustainability and lessons learned

The key principle for vocational training in general is to promote skills development that is demand oriented, meets market needs, is in line with international quality standards and is widely accessible. The high demand for vocational skills needs to be linked to the reality of an increasingly youthful population in Africa. In terms of ATVET specifically, attracting youth to the sector and providing initial training for employability is vital. Long-term sustainability for ATVET is a major challenge. Therefore the need for diversified funding mechanisms must be stressed.

The experiences of the ATVET Project and those of other development projects and related studies foreground the two approaches of sectoral and non-sectoral ways of increasing funding. The aim of the sectoral approach in agriculture is to place TVET at the service of the sector's strategic development. The sectoral approach will lead to stronger involvement by the private sector, but the resources will be limited to the agriculture sector which is often relatively unstructured in some African countries. A non-sectoral approach, on the other hand, will enable a reallocation of available national funds (multi-sectoral or cross-sectoral funds) to different sectors for general TVET; but it is essential that agriculture is earmarked as a priority sector in terms of training and capacity building needs.

Achieving sustainable and successful ATVET financing systems requires combining different financing tools and involving public, private and social partners. Supporting the local initiatives of private and social actors could lead to the emergence of success stories and creative financing tools. The role of the state will remain fundamental in supporting the local initiatives and converting these into national plans, strategies and policies to finance ATVET. Innovative financing does not exist in isolation: governments need to create a conducive policy, regulatory and administrative climate in which various financing mechanisms can function.

References

- 1 Agenda 2063 adopted on 31 January 2015 is a set of initiatives proposed and currently under implementation by the African Union. The Agenda includes 15 flagship projects, which have been identified as being key to enabling and accelerating progress in all areas of development.
- 2 Johanson, R. 2009. A Review of National Training Funds. World Bank: Washington.
- 3 Diversifying the sources of funding for TVET, Mobilising the means to achieve the 2030: Agenda for Sustainable Development. Virtual conference on the UNESCO-UNEVOC TVeT
- 4 Agenda 2063 adopted on 31 January 2015 is a set of initiatives proposed and currently under implementation by the African Union. The Agenda includes 15 flagship projects, which have been identified as being key to enabling and accelerating progress in all areas of development.
- 5 NAIP (PNSR in Burkina Faso) is the only operational reference framework for the stakeholders in the rural sector. It operationalises the sectorial policies, the National Economic and Social Development Plan and the Rural Development Strategy. It is also the tool for implementing agricultural policies at the continental and regional levels and is the main reference document for monitoring the commitments made by African Heads of State in the Malabo Declaration.
- 6 This is the annual operating budget of the centre which includes food and health care for the trainees, the running of the centre (fuel, practical materials, consumables). Trainers' salaries are not included in these amounts.
- 7 This information comes from an interview with Mr Ousmane Kabore by an ATVET Project officer.
- 8 At the end of the training, each trainee receives 1,080 € worth of equipment, via a government subsidy, to begin their activity.

