



Integrating Agricultural Technical Vocational Education and Training (ATVET) into National Strategies: From Policy to Practice

Case studies from Ghana, Kenya, Sierra Leone, South Africa and Tunisia

The AUDA-NEPAD ATVET Project supports the improvement of Agricultural Technical Vocational Education and Training (ATVET) across the African continent. This booklet focuses on innovative approaches and processes undertaken in order to integrate ATVET into national strategies and policy directives. The case studies cover Ghana, Kenya, Sierra Leone, South Africa and Tunisia.

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General Acronyms

ATC	Agricultural Training Centre
ATVET	Agricultural Technical Vocational Education and Training
ATVET4W	Agricultural Technical Vocational Education and Training for Women
AUDA	African Union Development Agency
CBT	Competency-based Training
E4D	Employment for Sustainable Development
GmBS	Gender makes Business Sense
CTPA/WK	Coopérative de Transformation des Produits Agricoles/Wend Kuuni (Burkina Faso)
M&E	Monitoring and Evaluation
NEPAD	New Partnership for Africa's Development
P3	Power 3 - a course for agribusiness development
UDERD	Union Départementale des Etuveuses de Riz de DOUNA
USP	Unique Selling Point
WG	Working Group

Introduction

Agricultural Technical Vocational Education and Training (ATVET) systems in African countries experience a number of problems. Comprehensive efforts are needed to develop demand-driven systems that combine education, training, knowledge development and skill-enhancing techniques, while bringing together public and private players. It is, therefore, vital to develop new and innovative models to integrate ATVET into national policies, frameworks

and strategies. Agriculture needs to be mainstreamed into the system, either by incorporation into existing TVET institutions or by setting up new ones specifically for agricultural TVET. The Comprehensive Africa Agriculture Development Programme (CAADP), supported by Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) has supported these efforts for a number of years. In relation to policy, priority areas were identified and included in several countries where the ATVET Project was being implemented. At regional and continental level, efforts to mainstream ATVET and exchange good practice have been made.



The Process: Key Steps

Step 1

Lobby and secure national commitment for reforms through consultations and joint exchange forums at regional and international level. Examples of this step include visits by policy makers to Songhai Centre in Benin and to Germany's dual system.

Step 2

Ensure that ATVET is included in National Agricultural Investment Plans (NAIPs) and any other relevant education and training policies.

Step 3

Develop professional and occupational career pathways, by ensuring that agricultural technical qualifications are mainstreamed into the National Qualification Frameworks (NQFs) or Technical Vocational Frameworks and addressed by statutory certification and approval bodies.

Step 4

Adopt Competency-based Training (CBT) reforms to improve curriculum and assessment practices.

Step 5

Support dialogue to forge partnerships between the public and private sectors, and to encourage employers to provide on-the-job training.

Step 6

Establish steering bodies or other structures to implement cooperative and coordinated activities between education and training agencies and the private sector.

The Process: Strategies used to integrate ATVET into national documents



Technical Advisory Services and Consultations

In Sierra Leone, for example, the ATVET Project was housed at the Ministry of Technical and Higher Education under the directorate of Technical Vocational Education and Training (TVET). The project provided advisory, consultation and support services to all established technical working groups on TVET-related activities. These included the review of the national TVET policy, review of the draft NQF, review of national TVET curricula, the development of TVET communication, and more. The ATVET Project was the technical lead on all agriculture-related activities at all levels.



Lobbying

Lobbying for financing of ATVET in the National Agricultural Investment Plans (NAIPs) was an important intervention. Governments earmark and decentralise a significant part of their budget to the agricultural sector, of which at least five per cent should be allocated to agricultural activities for rural youth and young women. This was achieved in Burkina Faso, Kenya and Uganda.



Exchange Visits

The ATVET Project organised a study tour to Ghana and Benin from 4 to 15 August 2019. The purpose of this was to help stakeholders of the Sierra Leone ATVET Project Technical Working Group (TWG) to learn from existing ATVET/TVET operating systems in Anglophone and Francophone countries, and to strengthen their ability to support the implementation of the ATVET Project in Sierra Leone. Representatives from the Ministry of Agriculture and Forestry, Ministry of Technical and Higher Education, National Council for Technical and Vocational Awards, Ministry of Youth Affairs and the private sector participated in the study tour. Many insights were gained during these visits.



Networking

Creating and supporting networking opportunities in the context of specific activities is vital to bringing ATVET onto centre stage. Some examples are:

- Consulting in a participatory way with rural youth and relevant organisations to establish their needs. Governments and development partners put the needs and preoccupations of rural youth at the centre of their development policies.
- Developing legislative frameworks for setting up and supporting NQFs, increased standardisation and accreditation opportunities. For example, ATVET has been included in NQF systems for certification of initiatives such as Standardisation of Modular Training and Apprenticeship Cooperation and Network Development.
- Transforming the ATVET system into ‘agribusiness’ or ‘entrepreneurial’ training proved successful in attracting more young people and producing better farmers. Farmer organisations and rural youth sectors within national, regional and continental platforms played a major role in this.



Collation and Dissemination of Useful Information

AUDA-NEPAD and the ATVET Project have produced a number of useful ‘knowledge products’ such as policy briefs, toolkits and other types of reports. The Toolkit Series, for example, was developed in consultation with industry experts from both the public and private sectors of different countries, as well as value chain actors who have been involved in project implementation in partner countries. An innovation here was the interactive ‘Writeshop’ approach which brought participants together to share content on which to base the Toolkits. The aim of these knowledge products is to communicate experiences and practices across countries, and to provide useful guidelines to help support the integration of ATVET into national policies. Three examples are ‘Toolkit on ATVET: Stakeholder Engagement & Curriculum Development’ (AUDA-NEPAD 2019); ‘Increased Public and Private Financing for ATVET’ and ‘Policy Brief: Private Sector Engagement’, which are both in the process of publication.

Case Studies

The case studies cover Ghana, Kenya, Sierra Leone, South Africa and Tunisia. Each case study highlights key elements of integration of ATVET into policy rather than providing extensive coverage of all activities.



The National Qualifications Framework (NQF)

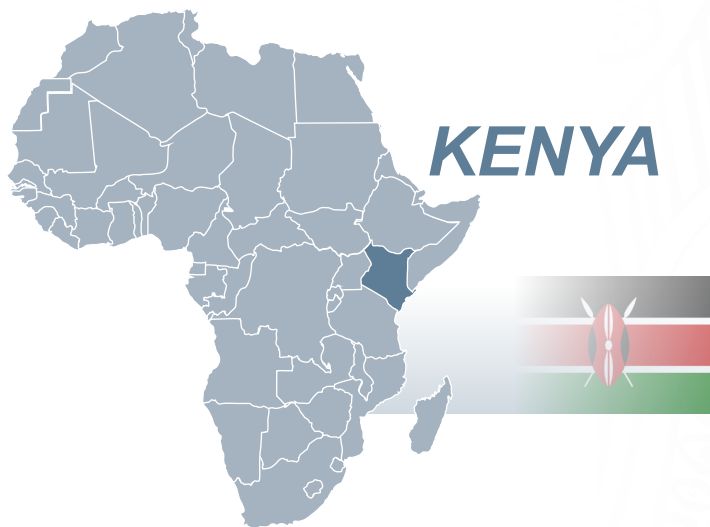
The development of the NQF is under discussion. The National Technical Vocational Education and Training Qualifications Framework (NTVETQF) has already been developed for the TVET sector.

The NQF will be the overall framework for both TVET and general education. The NQF will allow for both vertical and horizontal progression along education and training pathways, and movement between TVET and general education. The curricula developed by the ATVET Project is the best example of a fully developed approach in line with the various Level Descriptors on the NTVETQF. The curricula set out the following: occupational standards, unit specifications, learning material, and assessment and marking guidelines.

The National Agricultural Investment Plan (NAIP) – (GhaIP)

The Ghana Agricultural Investment Plan (GhaIP) has integrated ATVET as a training model, linked to a budget line for implementation. ATVET institutions are in the process of developing learning materials in the Competency-based Training (CBT) mode, facilitators are being trained and logistics for training are being addressed. Lobbying achieved the inclusion and creation of budget lines for ATVET in GhaIP.





The National Agricultural Investment Plan (NAIP) – (ASTGS)

The Government of Kenya formulated the Agricultural Sector Transformation and Growth Strategy (ASTGS) as a blueprint for steering agricultural development in the period 2019 to 2029. The strategy translates one of the fundamental aspirations of the current Government (Agenda 4). The approach is anchored in the belief that food security requires a vibrant, commercial and modern agricultural sector that sustainably supports Kenya's economic development, its national priorities, and its commitments to the Malabo Declaration under the Comprehensive Africa Agriculture Development Programme (CAADP).

The development of ASTGS was rigorous and consultative, with the support of major development partners including the German Government through

GIZ. Experiences from projects implemented by GIZ in Kenya (including the ATVET Project) contributed significantly to shaping the strategy. Pillar 7 of the ASTGS acknowledges the need for addressing knowledge and skills gaps among young people. The ASTGS notes:

“...youth workers will be trained in agricultural best practices specific to their agro-ecological zones (e.g., through Agricultural Technical Vocational Education and Training – ATVET) and in using digital tools, including accessing digital agricultural extension resources on the internet and agriculture-specific apps to provide farmers with information such as crop disease and pest diagnostics, weather information, soil testing and interpretation of results, best agronomic practices, availability of seeds and marketing.”

(ASTGS 2019, page 140)

The ASTGS was launched in 2019 and outlines flagship projects for implementation within the first five years of the strategy. Additional implementation and financing details are contained in the accompanying five-year National Agriculture Investment Plan (NAIP).

These achievements were supported by lobbying, technical consultations and networking.

The Kenya National Qualifications Framework (KNQF)

The ATVET Project contributed technical advice and consultation support for the inclusion of ATVET in the KNQF.

Kenya's policy framework on Education, Training and Research (Sessional Paper No. 1 of 2005) highlighted the need to coordinate and clarify Kenya's education and training system. It acknowledged the need for a common regulatory system for recognising the attainment of knowledge, skills, competences, values and attitudes. Kenya's National Qualifications Framework Act No. 22 of 2014 was enacted to establish the Kenya National Qualifications Authority (KNQA) to develop and implement the KNQF. The KNQF created 10 levels of qualifications, which are

in tandem with the qualifications created by the East African Community Qualifications Framework (EAQF). The KNQF covers basic education, TVET and university levels, and seeks to create better integration and articulation within the education and qualifications award system of the country.

In Kenya the process of mainstreaming agriculture into the KNQF was steered by the KNQA with support from the ATVET Project. The process involved a series of stakeholder consultations with expert support. The key workshop brought together stakeholders from all agricultural training institutions (private institutions, TVET and universities) and related departments in the Ministry to deliberate and map out the qualifications. This workshop was followed by a series of meetings of experts to draft the agricultural Credit Accumulation and Transfer System (CATS) guidelines. At the time of





writing this report, the draft guidelines were ready but could not be validated due to restrictions created by the COVID-19 pandemic.

Capacity Building Strategy for the Agriculture Sector (2017)

The Ministry of Agriculture, Livestock, Fisheries and Cooperatives had for several years acknowledged that there was a lack of hands-on skills to ensure knowledge and skills transfer to value chain players. At training institutions too there were gaps, such as a lack of curricula suited to the agricultural vocational training and qualifications framework.

With a high degree of support from the ATVET Project, the Ministry adopted a Capacity Building Strategy (CBS). This was a participatory process which involved staff and stakeholders from national and county level. The task team carried out desktop reviews on the legal, regulatory and institutional frameworks, with respect to capacity building and the existing initiatives in the sector. County consultations were conducted with sector representatives in 13 counties. This was followed up with expert meetings and consultations with senior staff from the Ministry. The strategy was launched in 2017 and has since played a major role in steering the Ministry, the training institutions and other related government bodies.



SIERRA LEONE



Lobbying and Advocacy

The ATVET Project in Sierra Leone advocated for the inclusion of agriculture in the national TVET policy to attract private investment into agriculture, with the goal of achieving inclusive agricultural growth and transformation. There had been no TVET policy and strategy in place to guide the implementation of TVET activities since 2010; in addition, there had been limited capacity and interest at institutional level to support the roll-out. Furthermore, private sector participation and investment were very weak in TVET.



As a starting point, in October 2019 a platform was established to bring together over 40 private sector players across various agricultural value chains for the following purposes:

- To map out existing private sector players in ATVET.
- To collectively analyse and understand the gaps, effectiveness and opportunities in the education-to-employment pathways: this could help with the development of a 'system integrator' resource for effective skills development led by the private sector.
- To support the Ministry of Agriculture and Forestry (MAF) in initiating more sector-wide collaborations to build industry consensus on improving education and training.
- To present and discuss the ATVET concept and model with the private sector in general for collaboration and partnership.
- To develop a road map for private sector engagement in ATVET.
- To identify existing and potential private sector ATVET innovations and suggestions on the apprenticeship approach in ATVET implementation in Sierra Leone.

- To share the experiences of other countries around private sector collaboration in ATVET.

This approach built confidence among private sector players and further increased their investment in TVET as the best option for job promotion and economic growth. During the two-day exercise, commitments from key private sector players in the country were received.

Strategic steps to generate interest

Once the National TVET policy was approved, the ATVET Project helped develop the TVET communication strategy by providing relevant tools to rebrand and properly roll out the TVET policy for Sierra Leone at all levels. The communication strategy is also directly linked to the draft NQF that is currently under review. The ATVET Project has been a technical member of the review process, which has also included crucial private sector collaboration and partnerships. This process has the potential to increase interest from both public and private sectors in investment in TVET.



Advocacy, lobbying, networking, technical advice, appraisal studies and consultancy processes were among the methods applied in the process of incorporating ATVET into national policy documents in South Africa.

ATVET Project documents and products were customised for the South African context, informed by and building on existing South African policy and current legislation pertaining to vocational and occupational training and qualifications. A Vocational Education and Training (VET) strategy was developed to provide guidance and direction to the provision of training to the Agriculture, Forestry and Fisheries (AFF) sectors and their respective labour markets. The



approach was designed to work together with various strategies and initiatives aimed at strengthening and improving coherence and coordination in the overall South African TVET system. It also pays attention to the needs and interests of the AFF sectors. The strategy will be implemented in collaboration with all the relevant stakeholders and roleplayers in the public and private sectors.

The process started by determining the scope of the strategy and establishing a road map for its development. A team of specialists in vocational education, in agriculture, forestry and fisheries, in agricultural education, and in public governance, was established to lead the formation of the strategy.

Extensive literature – particularly relating to the successful provision of VET internationally – was reviewed to establish a framework for good practice.

The next step was a multi-stakeholder consultative process through workshops and consultation meetings. There were two national workshops and nine provincial workshops. This country-wide spread gave a voice to all relevant stakeholders: public and private skills development providers, private sector industry, government regulators, national and provincial departments of agriculture and education, farmers, entrepreneurs and students. The strengths and weaknesses of the current system were identified, and participants reflected on a vision for a future system. Specifically, these workshops explored the following topics: the possible range of stakeholders and their involvement with VET; examples of good practice in VET; and the nature of the barriers and stumbling blocks inhibiting the effective provision, uptake and impact of VET serving the AFF sectors. Consultations were also held with the Department of Higher Education and Training (DHET), the Quality Council for Trades and Occupations (QCTO), and the relevant Sector Education and Training Authorities (SETAs) among others. The data from all these consultations were analysed and the resulting insights were incorporated into the present strategy. This includes the strategic objectives and initiatives needed to improve the system. The overall goal is to ensure that the ATVET system delivers the range and quality of knowledge and skills required to meet the needs of the future as well as the current labour market demands.





TUNISIA



2019: Year of the Reform of the Agricultural Extension and Training System

The Tunisian Government and the Ministry of Agriculture and Maritime Fisheries and Water Resources have made ATVET and agricultural extension one of their main priorities for the country's development plans: the 2030 Agriculture Agenda and the Five Year 2021-2025 Development Plan. The Tunisian Prime Minister and the Minister of Agriculture and Maritime Fisheries and Water Resources announced to Parliament in November 2018 that the year 2019 would be the year of the reform of the agricultural and fisheries training and extension system in Tunisia.

A communication strategy was developed by the Cabinet, the International Cooperation Directorate and the Agricultural Extension and Training Agency (AVFA) to support this decision. This strategy was

based on raising awareness about institutions such as the Ministry of Agriculture and Maritime Fisheries and Water Resources, the Ministry of Vocational Training and Employment, and the Ministry of International Cooperation. The focus was on the role of international cooperation in providing technical and financial support to the Tunisian ATVET System.

The communication strategy was effective in getting different donors to respond positively and support this reform policy. Since December 2018, the ATVET Project with its partner institution AVFA has supported the reform of the agricultural and fisheries TVET



system in Tunisia at the policy level. From September 2019 to May 2020 a consultancy has been exploring the reorganisation and restructuring of AVFA and the training institutions, through new legislation. In 2019 the Food and Agriculture Organisation of the United Nations (FAO) engaged in programmes to restructure the Ministry of Agriculture and Maritime Fisheries and Water Resources, and to support Public-Private Partnerships in the agricultural and fisheries extension services. The United States Embassy in Tunisia, with the support of Deloitte, launched a three-year project in September 2019. This project is known as FARMER: Facilitating Agricultural Results, Modernization, and

Educational Resources. It will support the reform of AVFA at the policy level, in collaboration with the ATVET Project, and the modernisation and upgrading of five Agricultural Training Centres.

These interventions show that the lobbying strategy undertaken by the Tunisian Ministry of Agriculture and Maritime Fisheries and Water Resources to modernise ATVET showed good results. The Government needs to continue its support for the implementation of the new reforms, especially by providing sustainable financial resources and reinforcing private sector engagement in ATVET.





These Case Studies illustrate how AUDA-NEDAD, through the GIZ-supported ATVET Project, has been able to work with African partner countries to advocate for the inclusion of ATVET in national strategies, and to promote concrete ways to achieve this.



