

### Intervention

he Agricultural Technical Vocational Education and Tunisia Sierra Training (ATVET) Project has been implemented by Leone the African Union Development Agency (AUDA-NEPAD), **Uganda** with technical support from Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), since 2012 and has Kenya been instrumental in changing how African member states approach agricultural skills and training. **Burkina Faso** The Project **Ghana** Benin Rwanda began as a pilot in six AU Member Togo States. Namibia Malawi Kenya South Africa **Burkina Faso** After much Benin **Ghana** success, the Project was further scaled up Togo to include six more Member States Malawi









### Results

The ATVET Project, from its initial implementation, recognised the key role of the private sector and made the effort to engage its support for the Project implementation. The Project's appraisal studies in all countries identified the potential roles of the private sector and other relevant value chain/commodity association players in each country's specific socio-economic situation. An implementation framework was designed around this.

## 1. The Role and Opportunities of the Private Sector in ATVET Reform in Africa

The success of ATVET reform in Africa depends on the effectiveness and efficiency of private sector involvement in the design and implementation of the chosen approach. A key success factor in the reform process is the mobilisation of the private sector in the country to ensure a common understanding of the reform journey. Private sector support for ATVET reform includes:

- Training delivery
- ▶ Governance, management and funding
- Post-training support
- Curriculum development

### **Training Delivery**

- · Facilitators, assessors and verifiers
- Trainers, especially for work experience learners
- Mentors and career guidance, business development and entrepreneurship
- Provision of technology and other infrastructure for practical training
- · Business and entrepreneurship trainers

#### **Post-training Support**

- Employers
- Entrepreneurship mentoring
- · Support access to market
- Financing and credit for start-ups
- Feedback and tracer studies for ATCs

#### 2. The Role and Opportunities for an Employer

With the dwindling opportunity for employment in the public sector, entrepreneurship and private sector employment have become critical for the absorption of qualified trainees emerging from the TVET system. ATVET reforms see the private sector as an equal partner in employment and job creation. Therefore, understanding the specific needs of the private sector is vital. More significantly, understanding the typology of the private sector in an economy, region or locality - and tailoring skills delivery to their specific needs around the employability of trainees - will enhance the reform process.

### 3. Governance, Regulation, and Support for Management

The private sector plays a major role in the design of policies for skills demand and analysis, curricula design and development, monitoring and evaluation of training delivery, and managing public Agricultural Training Centres (ATCs).

Furthermore, many colleges and training institutions do not have private sector or industry representation on their boards. However, for public ATVET to work successfully in partnership with the private sector, the latter must be given an important role, lead several activities and, where possible, be nominated for positions of influence.

### Governance, Management and Funding

- Board and school management
- · Industry advisory board and value chain associations
- Technical working groups
- Funding facilitators and providers for schools

#### **Curriculum Development**

- Selection of value chains for curriculum development
- Labour-market analysis for demand-driven approach
- Generation of occupational standards
- Development of assessment criteria and instruments

### Opportunities for PPP in ATVET Reform

Private sector support of training delivery at ATC Level, adapted from an illustration by Abraham Sarfo in the ATVET Toolkit for Private Sector Engagement in ATVET Reforms

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# 4. Training and After-training Support Roles and Opportunities

The private sector has expertise in encouraging entrepreneurship along the value chain and can provide non-financial support such as training, mentorship and networking. However, a major role of the private sector in training and post-training is the support given to workplace experience learning (WEL), as many successful TVET systems around the world advocate this as the bedrock of Competency-based Training (CBT).

WEL has been a major challenge in TVET delivery in all sectors in Africa, and ATVET is no exception. The current

systems focus on theoretical learning and some 'practical skills' work mainly within the training institution. This excludes job-specific training prescribed for a period at the work placement. This does not allow learners to experience fully integrated learnerships with the emphasis on WEL.

### 5. The Challenges of Private Sector Engagement in Africa

There are comprehensive systemic challenges at all levels (Macro, Meso and Micro) of the ATVET chain that impact on private sector involvement.

### Macro-level Challenges

### **Policy and System Challenges**



The macro-level challenge for private sector engagement in ATVET and other skills initiatives has been the lack of recognition of the importance of skills development and workforce needs - and the role the private sector must play in this. Furthermore, the business environment in many countries in Africa must consider the high cost of doing business as a major outlay. In addition, burdensome red tape, draconian tax regimes and the lack of incentives for private sector investment in skills development are major challenges. Until the business environment includes incentives for private sector investment in skills development, the challenge of organising it to support policy development for ATVET will continue to be difficult.

### **Meso-level Challenges**

### Sectoria

### Sectorial/Commodity Associations or Chambers of Agriculture



Meso-level challenges stem from the lack of proper legislation and policies to encourage meso-level actors to support skills training and development. One major challenge for TVET funding encountered in Africa is the lack of organisation and positions of responsibility at the meso-level. All successful skills fund managements across the world have strong meso-level actors who support the design, contribution and collection systems, and the management of and accountability for the fund.

### Micro-level Challenges

#### **Support for ATCs**



ATCs have their own challenges at the micro-level. There are also challenges that are imposed as a natural consequence of the failure at the macro- and meso-levels to stimulate subsequent, collective action at the ATC level. Some of these limitations and challenges include:

- The lack of framework conditions at the national level to support their engagement process
- The limited capacity of most training centres to engage fully with the private sector
- The lack of autonomy on the part of ATCs to initiate and sign agreements with the private sector
- The absence of business entities with the capacity to support ATCs

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There are three tools for developing framework conditions for sustainable private sector engagement in ATVET.

#### Framework Conditions for the Private Sector in ATVET Reform

### Step 1: Initiation and Consultation

The objective of the initiation and consultation processes is to bring the key stakeholders together for the common purpose of producing a sustainable framework condition. Governments need to be prepared to be open to constructive dialogue with the private sector, social partners and representatives from other sectors.

### Step 2: Secure the Support of Commodity Associations

There are three models for private sector engagement in TVET: employer-involved, employer-owned and employer-driven. The choice of model depends mainly on the structure of the private sector, commodity association and the overall TVET scheme, including the strength of the sectorial associations. Most African countries are driven by the employer-involved model.

### Step 3: Policy and Institutional Analysis

As the private sector and commodity associations are mobilised to support the reform process, they must be involved in the review process and the gap analysis for the redesign of more comprehensive framework documents that meet requirements for quality, relevance and outcome-oriented ATVET. The policy and institutional analysis should also include existing practices at macro-, meso- and micro-levels that have an impact on successful ATVET reforms.

### Step 4: Joint Stakeholder Process for Developing Framework Conditions

The joint stakeholder process is recommended at this stage for the development of the right framework conditions for private sector engagement in ATVET. No matter how straightforward and simple the process may seem, the task and processes involved must help the stakeholder engagement to function smoothly. What is needed is a well planned process that includes possible next steps and the buy-in of key partners.

### Step 5: Validation and Implementation of Framework Conditions

The implementation of the framework should be based on a common analysis that provides a snapshot of how the underlying risk analysis and categorisation of policy areas in the framework should evolve as a programme of work. This will be an ongoing process among key partners and will set out the priority of implementation. The framework analysis should be carried out transparently with a commitment to providing a platform for a more detailed engagement with external stakeholders for implementation support.

### **Effective PPP in ATC Management and Training in ATVET**

### Step 1: Objective and Scope of the PPP

The onus is on the public sector to create a clear business plan or a project proposal to convince the private sector to lend its support. A thorough local market assessment of the current private sector is needed, assessing its competence, focus areas and possible partnership opportunities.

For high-level partnerships, what is needed is to:

- Document the state of the National Qualifications Framework (NQF)
- Highlight the role and importance of the industry in the improvement of the quality and relevance of training
- Set up the objectives to ensure compliance between the NQF, the training system and the specific role and scope of the private sector

### Step 2: Agreeing on Financing Mechanisms and Contributions

Before formalising a partnership, the partners need to consider which resources will be needed for the agreed project or programme of work. Typically, this is worked out in terms of funding requirements, but one of the real benefits of working with industry players is the potential access to a wide range of non-cash resources that partners can bring to the relationship.

### Step 3: Ensuring System Interlocutors Build Trust

One major factor inhibiting an effective PPP in all forms, especially where there are no financial gains for the private sector, is the long-standing distrust of governments.

Interlocutors support the following:

- Adequate planning with enough time to develop relationships with private sector partners
- Defining the clear delineation of roles and expected outputs
- Managing change with adequate influence and resources through frequent interaction between the partners

### Step 4: Supporting ATCs and Other Providers with Appropriate Legal and Organisational Management Systems

One major condition for most private sector partnerships is the legal stature of the partnering organisation. In all ATVET partner countries, most ATCs do not have autonomy and do not exist as independent legal entities but instead operate as institutes under the Ministry of Agriculture.

The focus needs to be on building the institutional capacity in organisational development, strategic planning and business planning, in order to negotiate and build lasting relationships with the private sector.

### **Private Sector Financing Models for ATVET**

#### Step 1: Establish the Policy Objective

A legislative instrument backed by an Act of Government is the desired ultimate result to ensure good framework conditions for private sector support of ATVET. The introduction of a framework concomitant with the setting-up of a training fund - a specific body which provides a secured channel for the management of the training levy distinct from other organs - is an important and desirable condition. Such training funds define and manage training schemes to promote skills development according to economic needs and national economic priorities.

#### Step 2: Establish the Mechanism for Collection and Allocation of Funds

A fundamental mechanism for private sector financing is the collection and disbursement of the funds, especially for a levy-based financing mechanism. A failure in many countries is that there is no clear mechanism for collecting the levy. It is collected as part of the general tax system without a specific allocation modality.

The following actions need to be taken:

- · Clarify the institutional structure and collection process
- Clarify the fund allocation process
- Ensure that the policy and legislation instrument is clear on the modalities of collection and disbursement
- Agree on the role of social partners
- · Establish a clear formula for disbursement
- · Manage levy income and expenditure

### Step 3: Define the Use of the Funds and the Selection of Target Beneficiaries

Most training funds are established to support enterprise training and workforce development. This has been the key motivating factor for the contribution from the private sector. During this phase, it is important to have the agreement and support of industry/enterprise stakeholders. Standards developers should identify, inform and involve key industry stakeholders, explain skills standards, clarify workplace learning and build commitment for this development.

In most cases, supported training activities include:

- Enterprise-based training (WEL)
- Public school-based training provision
- Mixed provision (e.g. apprenticeships)

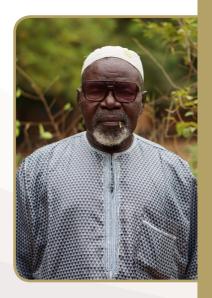
### **Burkina Faso**

#### Florence Bassono Kabore

Growing up in a rural environment, Florence Bassono Kabore developed a love for agriculture. She is 35 years old, married with three children and has a stable job as an executive assistant. Despite being a paid employee, Florence grew steadily interested in entrepreneurship. She started practising cassava processing in her free

In 2009, Florence created the transformation unit, Faso Attiéké. The unit has since become a benchmark of Burkina Faso's agrifood sector. Thanks to Florence's determination and dynamism, Faso Attiéké is producing about 550 tons of attiéké (fermented cassava) per year. The unit has transformed the lives of 39 employed women and improved the living conditions of 9 000 local people.

Florence plans to continue organising women in rural areas. Her main goal is to assist them in the development of income-generating activities. To help women fulfil their entrepreneurial potential, Florence proposes setting up awareness programmes for men to understand the importance of supporting women.





#### Karim Kolga

Once an onion and tomato producer, Karim Kolga has now embarked on the cultivation of cassava. He made this change because cassava is more profitable in the local market. Karim has ten children and abandoned his activity of selling cattle to focus on agriculture that he considers more beneficial and stable.

Since 2014, Karim started collaborating with the group Burkina Journalier, a local processing unit. This has allowed him to increase his cultivable areas from half a hectare to three hectares. Karim produces about 40 tons of cassava per harvest. sold at about 4,000,000 FCFA (approximately 6,000 EUR). Karim has ambitious plans to increase production further through the purchase of new equipment and the identification of a wider

He is admired by other producers for his success story. Working during both the rainy and dry seasons, Karim contributes to food self-sufficiency and the increased popularity of the cassava crop in his locality.

### **Benin**

### **Teddy Kossougbeto**

Dr Teddy Kossougbeto is a passionate agripreneur and President of the rural farming cooperative, Koberside International. His efforts have seen the cooperative partner with Super U, one of Benin's largest urban supermarkets, to ensure Koberside's locally produced eggs and meat are readily available in this mega-store. Through his leadership, the partnership with Super U is helping over 100 rural poultry and small-livestock farmers to access urban markets and to boost their income. With the support of the ATVET Project, Koberside was able to offer income-enhancing training to farmers. As a result, productivity has increased by over 100%, and the quality of farmers' products now meets the standards demanded by an urban market.





### **Augustin Faton**

Augustin Faton's success is driven by his personal experience. Augustin established Bouge ONG, an ATC focused on skills development for vulnerable youth and graduates who face difficulties finding employment. The word 'bouge' translates into 'getting active'. Thanks to Augustin's activism, he has become one of Benin's most important figures in transforming the lives of young people by enhancing their skills and employability in agriculture.



# **Malawi**

### Ngaba and Dziko Chatata

Ngaba and Dziko Chatata are a successful wife and husband duo. Together they are paving the way to their emergence as leading vegetable producers in Malawi. Seven years ago, the Chatatas established and now co-own Thanthwe Farms, an innovative agribusiness venture that specialises in horticulture, livestock and community outreach. With support from the ATVET for Women (ATVET4W) Project, Ngaba and Dziko offer mentorship and skills training to budding farmers and vulnerable households surrounding their farm in Likuni. This out-grower scheme uses a household approach to champion joint decisionmaking for farming and home-related management decisions. This approach has proven successful for Ngaba and Dziko as equal and empowered partners, in both marriage and their agribusiness. As a husband and business owner, Dziko understands that joint ownership and management of Thanthwe Farms gives the couple higher chances of success. If women are empowered both socially and economically prospects for the future are brighter. The Chatatas now serve as role models for other households and agribusiness partnerships in Likuni, Malawi and beyond.

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### **Acronyms**

ATC Agricultural Training Centre

ATVET Agricultural Technical Vocational Education and Training

ATVET4W Agricultural Technical Vocational Education and Training for Women

AU African Union

**AUDA-NEPAD** African Union Development Agency - New Partnership for Africa's Development

**CAADP** Comprehensive Africa Agriculture Development Programme

**CBT** Competency-based Training

GIZ Deutsche Gesellschaft für Internationale Zusammenarbeit

NQF National Qualifications Framework

**PPP** Public-Private Partnership(s)

TVET Technical Vocational Education and Training

WEL Workplace Experience Learning

