

# ATVET

## Best Practices





## Imprint

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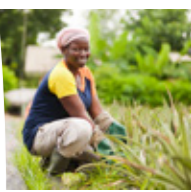
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The Agricultural Technical Vocational Education and Training (ATVET) project is a flagship project of the NEPAD Agency's Skills and Employment for Youth (SEFY) programme. In 2012, the project was launched in Ghana and Kenya. Given its success, the project has since expanded to another 10 countries: Benin, Burkina Faso, Malawi, Togo, Sierra Leone, Tunisia, Namibia, Rwanda, Uganda and South Africa. A sister project – ATVET for Women – was established in 2016 to further build the capacity of women in the agri-food sector.

### The ATVET approach hinges on 5 focus areas:

The main entry point for ATVET and the development of qualifications in countries is the National Agricultural Investment Plans (NAIPs), working in the value chains articulated and prioritised in these NAIPs.

I

Support to continental, regional and national actors (Ministries of Agriculture, Education, Labour, and national TVET systems) to establish demand-driven agricultural vocational education and training systems, curricula and training measures.

II

Knowledge management through co-creation, collation and dissemination of good practices and lessons learnt in agricultural training and skills development from the partner countries for up-scaling to other countries.

III

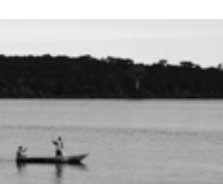
Facilitating dialogue and synergies between the private and public sectors, farmers' organisations and other key actors in TVET through multi-stakeholder platforms with the aim of reforming vocational training systems in the agricultural sector.

IV

Supporting public and private Agricultural Training Centres (ATCs) in developing demand-driven training services through the delivery of labour market-oriented curricula for formal, non-formal and informal learning delivery mechanisms.

V

Developing training courses for youth self-employment with an emphasis on entrepreneurial competencies as well as modular vocational training courses for the training of farmers.





### Agriculture in Africa

- Employs 65% of the continent's workforce - of which 70% are women.
- Economic base for most rural and disadvantaged communities.
- Key economic sector in most countries.
- Accounts for an average 32% of GDP.
- African farm yields are among the lowest in the world.

### Recent reforms

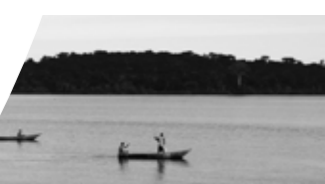
- Increased Government investment since the 2003 AU Maputo Declaration.
- Rise of farmer organisations.
- Increase of international and private (national) investments during the last 5 - 7 years.
- Gradual popularisation of partnerships and public private investment in the agri-food sector.
- Organisation of private qualification measures by input supply companies.

### Challenges

- Agricultural growth is not sustained enough to meet the demand for food security, poverty alleviation and wealth creation.
- Scarcity of land and lack of ownership in disadvantaged groups.
- African farm yields are among the lowest in the world.

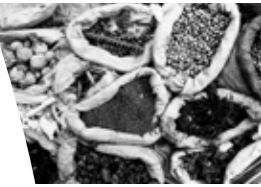
### Recommendations

- Advances in agricultural development should embrace integrated commercialisation and market-oriented growth.
- Growth should be based on productivity and economic advancement.
- Agricultural investment efforts should deal with special needs of rural populations whose livelihoods depend on farming, and especially focus on women's empowerment in agriculture.



Education, skills development and technical training are central to agricultural production and rural employment in Africa. The core problems of ATVET in Africa are listed in the table below and recommendations on how to rectify most of these challenges are made.

Core Problems	Recommendations
Fragmented and scattered TVET delivery programmes that do not meet the needs of a fast growing agri-food sector.	Develop new and innovative models to incorporate agriculture into existing TVET systems.
Low capacity, inadequate and outdated training materials and equipment.	Recognise the need to develop professional and vocational capacities as a crosscutting theme in agriculture strategies and development programmes at all levels.
Lack of skilled and qualified trainers in existing training institutions.	Revisit and adopt models that have proved to be effective in generating vocational capacity in other regions or countries (for example, the German dual-system).
Lack of practical pedagogical and didactic skills, technological knowledge and competences to develop labour-market oriented curricula.	Develop legislative frameworks, safeguarding and supporting National Qualification Frameworks (NQFs) and recognising agriculture within these frameworks.
Few linkages between private and public efforts as well as between TVET, agricultural and research-based universities and institutions.	Develop appropriate M&E systems to trace the impact of ATVET regarding improved productivity of rural farmers and increased employability of graduates and self-employed value chain actors.
Instead of promoting innovation and efficient methods, efforts to rehabilitate training centres and agricultural programmes tend to rebuild old systems.	Develop and support new partnership approaches as tested in some value chain programmes.
ATVET is constantly omitted or not prioritised in the implementation of CAADP and the National Agricultural Investment Plans (NAIPs).	Install incentives that encourage private sector participation in ATVET skills development.
Present national capacities have not been adjusted to NAIP investments in terms of capacities and concepts.	Modernise existing facilities to cope with emerging innovations in training delivery.
Existing perception that vocational training is an inferior option to academic studies.	Support linkages between public and private initiatives among research-based universities and ATVET institutions.
Farmers' voices on skills they require are continuously ignored and hence public training institutions do not provide the training requirements of the farmers within their vicinity.	Support the roles of farmer organisations in assessing training needs, compiling overviews of available training institutions as well as to lobby for improved or changed curricula and for demand-driven training courses in their country or region.
Youth perceive agriculture as archaic back-breaking work and not as having the high-income potential of white-collar jobs or other vocations.	Transform the ATVET system into "agri-businesses" or "entrepreneurial" training that attracts more youths and produces agripreneurs.
Barriers to rural women's access to vocational training and skills development such as: inadequate female-friendly environs in formal institutions and lack of accredited non-formal training options.	Address women and youth issue, such as equal access to training and education for both women and men, creation of youth platforms for training and post-training support and the promotion of ICT use for rural youth.
Rural women's access to vocational training and skills development is hampered by barriers such as lack of access to training, inadequate female friendly environs in formal institutions and lack of accredited non-formal training options	For ATVET to reach women and youth, attention should be placed on their issues, such as equal access to training and education for both women and men, creation of youth platforms to determine training and capacity building needs and the promotion of ICTs for rural youth.





**Demand orientated, relevant and in high quality**

**Quality and relevance**

Quality management  
Monitoring programmes relevance  
Support ATVET Providers

**Open access / equal opportunities / gender sensitivity**

Social inclusion

**Flexible mode of delivery and modularisation**

Training according to the needs of target groups

**Combination theoretical / practical training**

High ratio of practical training

**Financing of ATVET**

**Benchmarks of**

**ATVET Best Practices**

**Outcome Based Approach**

Create necessary knowledge, information and skills of trainees enabling them to perform according to occupational standards

**NQF**

Improve access to work and further learning, ensuring relevance qualification / employment / learning

**Permeability**

Provide vertical and horizontal mobility between different occupations and different qualification levels

**Integration formal / non formal / informal education and training**

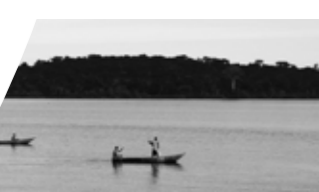
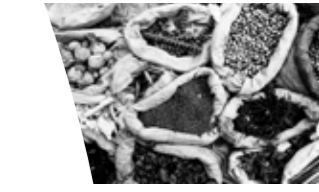
Recognition and certification of competencies

**Stakeholder involvement private sector participation**

The financing is anchored in the NAIPs in order to ensure financial resources to build up and sustain the system

**Best Practices**

Best practice refers to a method or technique that has consistently shown results superior to those achieved with other means and thus can be used as a benchmark. It also describes a method or technique that delivers sustainability and ongoing development by considering all stakeholders, delivering consistent and repeatable outcomes, minimising resources and maximising results. A summary of success factors of best practices across the reviewed countries is shown in the figure.

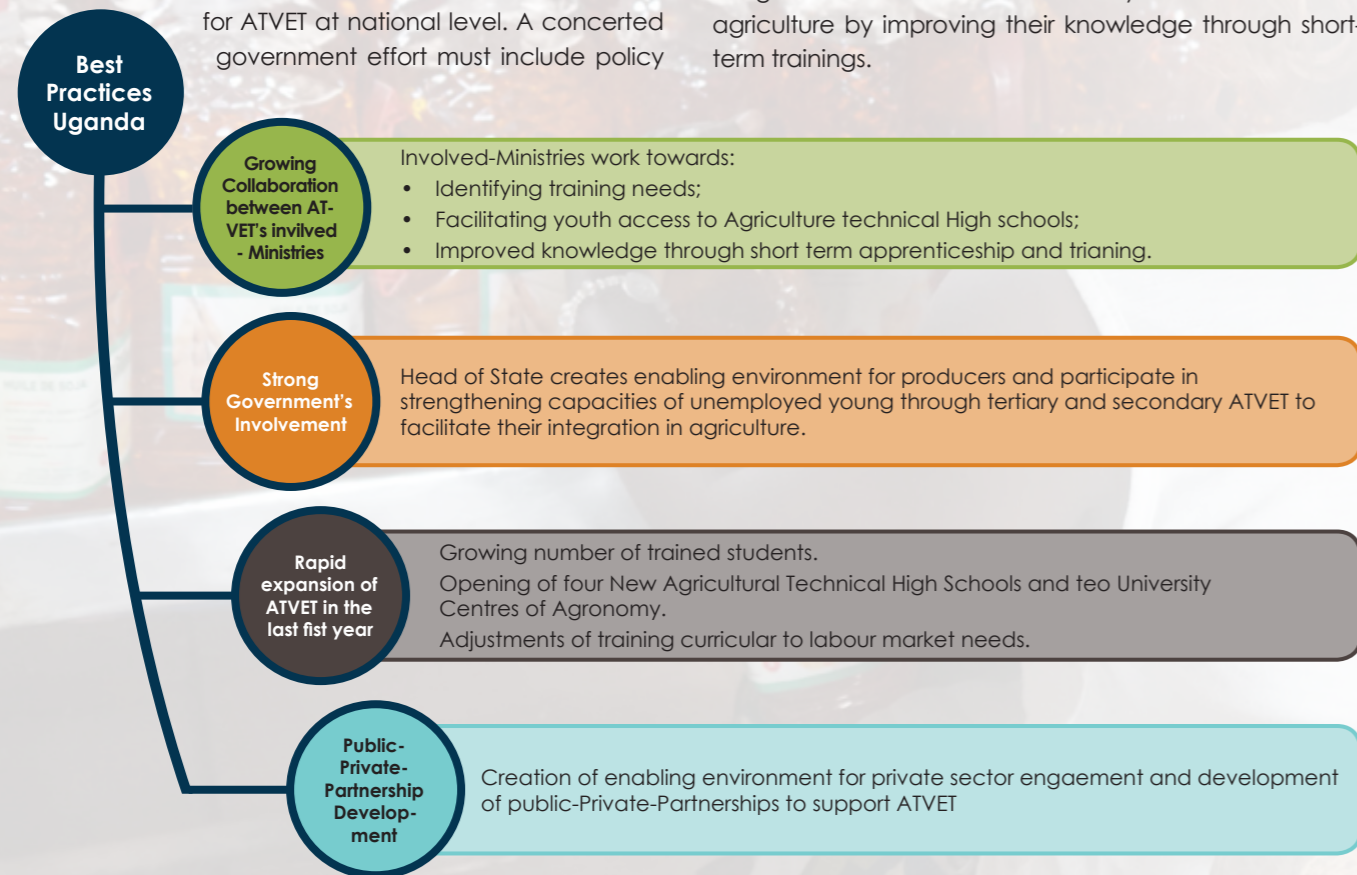


Benin's agricultural sector is a pillar to its national economy. It accounts for about 40% of GDP and provides about 80% of total employment. To transform Benin's economic and social conditions, a roadmap for the government action 2016-2021 was established. One of the key priority areas is to improve education and performance.

The government, in collaboration with donors and the private sector, is gradually investing in technical and vocational training in the agricultural sector. A 10-year plan (2013-2023) has been elaborated to serve both as a formulated vision and a strategic guideline for ATVET at national level. A concerted government effort must include policy

mechanisms that ensure consistent management of ATVET in conjunction with broader goals, including national, regional and local priorities.

The state continues to play a more prominent role in ATVET administration with major changes having been made in expanding the provision of ATVET. This has happened through specific access policy, such as increasing the number of Agricultural Technical High Schools and promoting female enrolment. Further changes involve the creation of the Department of Conversion and Integration for Youth that facilitates youth involvement in agriculture by improving their knowledge through short-term trainings.



Beside existing gaps and shortcomings, the identified ATVET best practices that form a starting point for implementation in the country are depicted in the figure.

**Songhai:**

**ATVET Institution Delivery Model**

Songhai is a private voluntary organisation, supported by the IFAD, USAID and UNIDO. Founded in 1985, Songhai was initially created to develop training alternatives, allowing young Africans to stand on their own feet through agricultural entrepreneurship.

Its current objective is to promote a continual focus on sustainable socio-economic entrepreneurship and development of human skills for empowerment of individuals and communities as active members of the society and develop sites to make such settlements socio-economically viable.

Songhai carries out training, production and research while combining traditional and modern methods. It focuses on agricultural and entrepreneurship training; production; processing; research and development on sustainable agricultural practices.

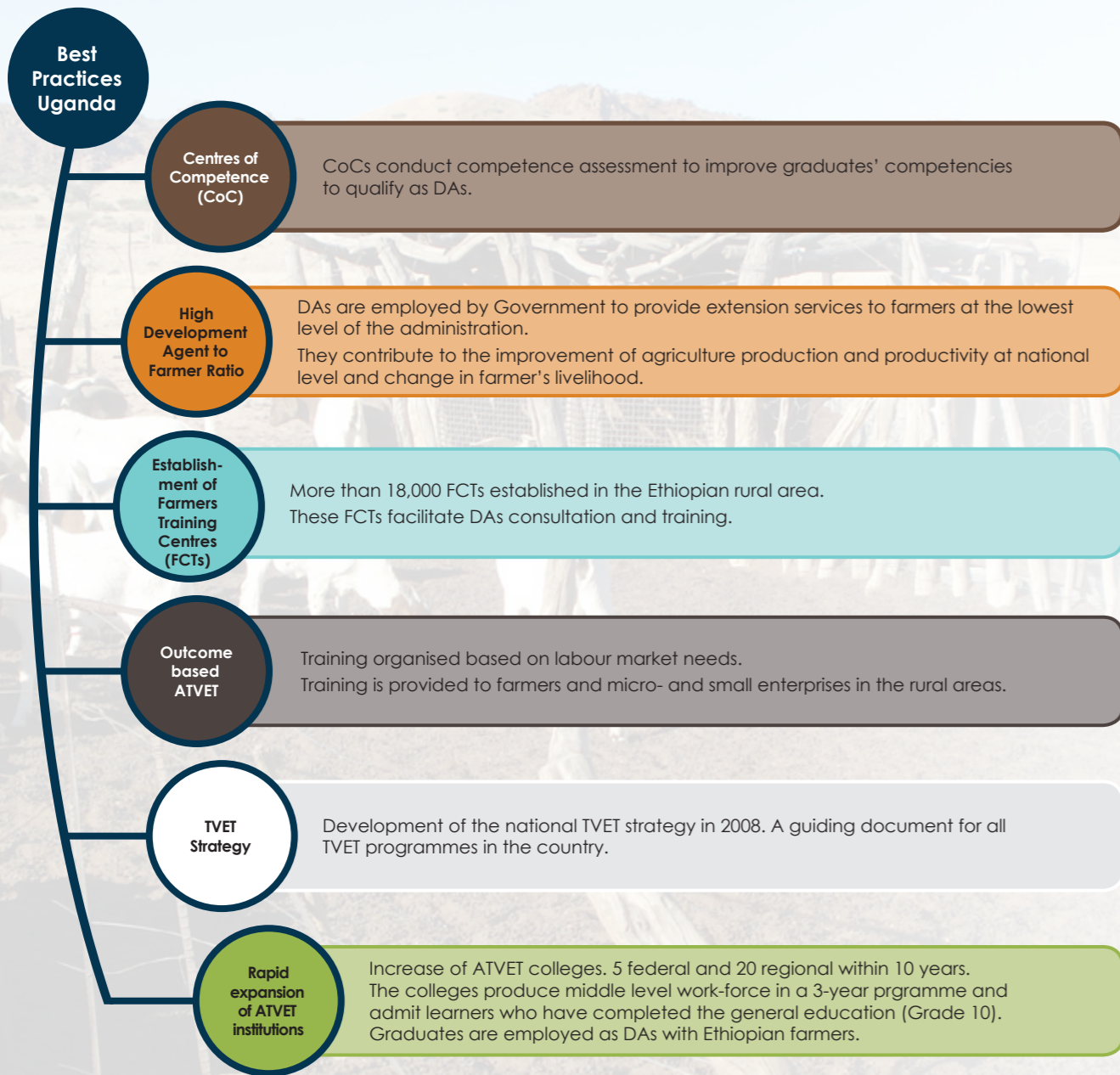
Songhai provides training in techniques on biodiversity in agriculture, agri-food and natural resource management and provides support for farmers in piggery, fishery, vegetable production and post-harvest practices. It has trained youth and farmers from different countries and has encouraged and supported its graduates to establish more than 1,000 successful enterprises in Benin.

Songhai consists of a network of over 40 public and private partners, associations, universities and inter-national groups.

**Success factors**

- ✓ Training of farmers on the qualities and attributes of entrepreneurs and socio-economic leadership, with a focus on the concepts "zero waste" and "total productivity", while including pre- and post-harvest techniques;
- ✓ Facilitating access for graduates to a post-training support mechanism to establish functional agricultural businesses and manage their own farms through a network of service provision and market access;
- ✓ Unique training curriculum centred on interrelationships between environment, agriculture, technology, services and industry;
- ✓ Encouraging of the use of local resources, the combination of traditional and modern agricultural practices, technology adaptation and diversification of activities;
- ✓ Provision of opportunities for rural communities to use and manage their resources sustainably while promoting local economic development;
- ✓ Providing holistic agriculture value chain training- from production to processing of primary products.





Agriculture accounts for 85% of Ethiopia's employment and more than 82% of its exports. There is strong government involvement through the CAADP Investment Plan, which sets a clear roadmap for ongoing development of the sector. In addition, it confirms government and donor responsibilities as well as the development of the second Growth and Transformation Plan (GTP II) 2016-2025. The main focus of the GTP II is to enhance farming production, productivity and commercialisation.

In 2012, Ethiopia started gearing up for ATVET implementation by adapting and preparing both structures and documents for its ATVET strategy. The Strategic Plan has been implemented in two ATVET colleges, while the construction of four colleges has been completed. These are now fully operational. ATVET skills were provided to more than 22,000 agricultural extension officers of which 3,000 were female. More so, relevant infrastructure was provided in 2,400 Farmers Training Centres (FTCs) \* (at time of printing).

The Ethiopian ATVET system is the most advanced of all five countries reviewed. Best practice initiatives from Ethiopia that can be useful to other countries are shown in the figure.

**Ethiopia:**

A robust ATVET System

The **agricultural extension service through Development Agents (DAs) and the establishment of Farmer Training Centres (FTCs)** is a Ministry of Agriculture (MOA) initiative. It focuses on the development of human resource capacity of ATVET and supporting FTCs with physical infrastructure, agricultural research and institutional capacity building.

**Success factors**

- ✓ Participatory approach: many stakeholders have played critical roles in the continuous achievement of sustained agricultural productivity growth in the last eight years;
- ✓ Political commitment of the government and the Ministry of Agriculture to improve agricultural production and productivity;
- ✓ Adopting extension service as a key long-term strategic intervention to improve agricultural production and productivity;
- ✓ Allocation of public resources for the development of FTCs and ATVET in general;
- ✓ Development of ATVET occupational standards and assessment tools;
- ✓ Collaboration among different stakeholders including beneficiaries and the private sector.





Agriculture accounts for more than half of the country's GDP and employs 75% of its population. As is the case in most African countries, the majority of the agricultural workforce is female and subsistence farming is still the norm.

Multiple strategic directives, led by the Ministry of Agriculture, Forestry and Food Security (MAFFS),

guide the rural and agricultural sector. Signed in 2009, the CAADP Compact sets out a clear roadmap for ongoing development of the agricultural sector and confirms government and donor responsibilities in meeting the challenges of rebuilding and restructuring the sector. This has resulted in the elaboration of the National Sustainable Agriculture Development Plan 2010-2030 (NSADP) under the CAADP umbrella, with

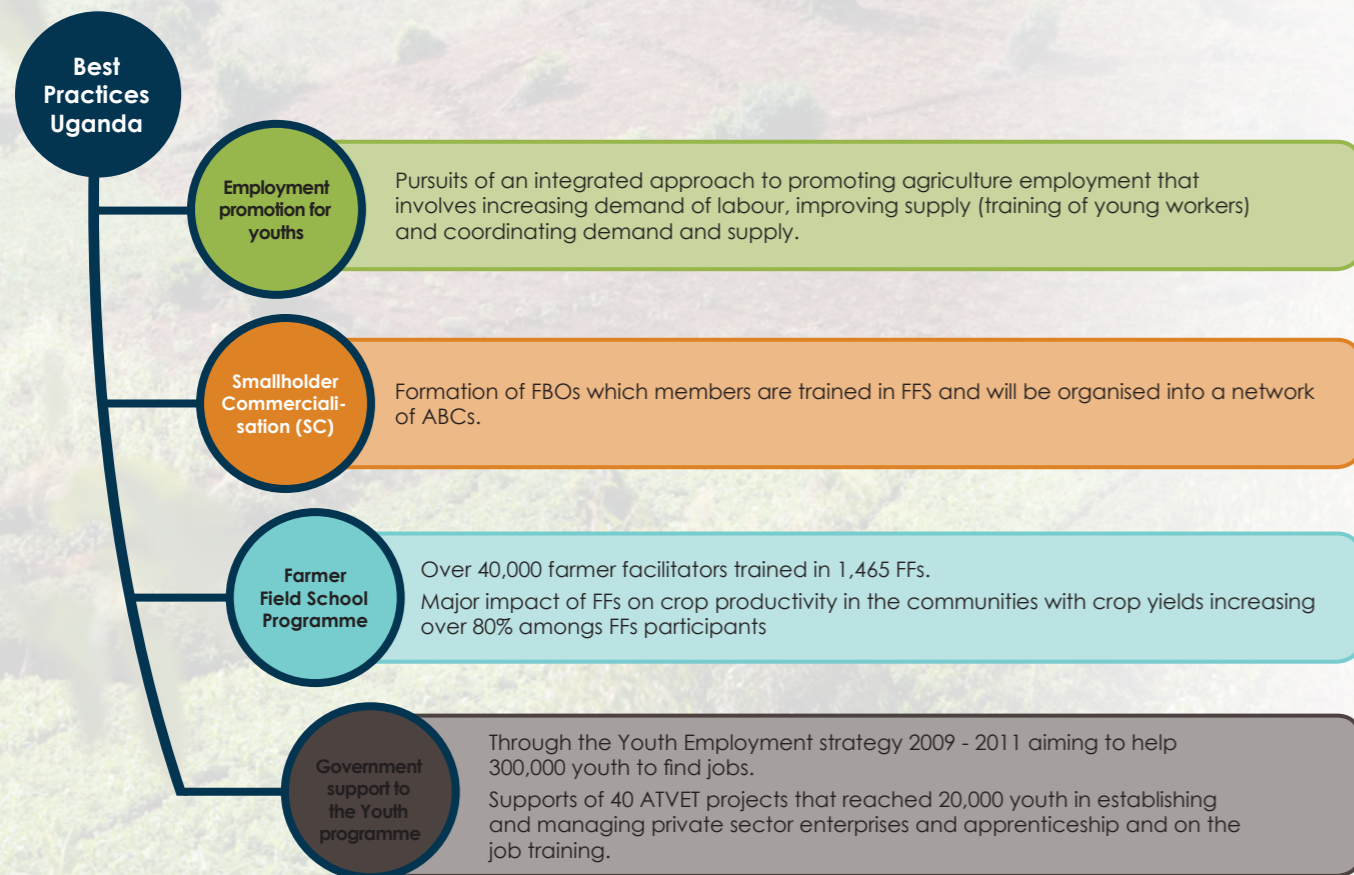
broad involvement of all stakeholders and Smallholder Commercialisation Programme (SCP) to operationalise the plan. The SCP aims to reduce rural poverty and household food insecurity on a sustainable basis and strengthen the national economy.

ATVET policy is incorporated into the general education policy and aims to improve young people's chance of acquiring skills, help them find employment and provide a range of skills development opportunities linked to jobs in the informal and formal sector.

Knowledge and experience gained from the implementation of Farmer Field Schools (FFSs) creates a fertile ground to set up further ATVET programmes that use the best practices (see Figure 7) from existing programmes.

## Success factors

- ✓ Highly participative initiative, inclusive of the National Federation of Farmers, international NGOs, international government agencies, FBOs, CBOs, cooperatives, marketing associations, private companies and government ministries;
- ✓ Measurable impact on the livelihoods of farmers and the rural population was achieved through donor harmonisation and effective coordination between national and international partners.

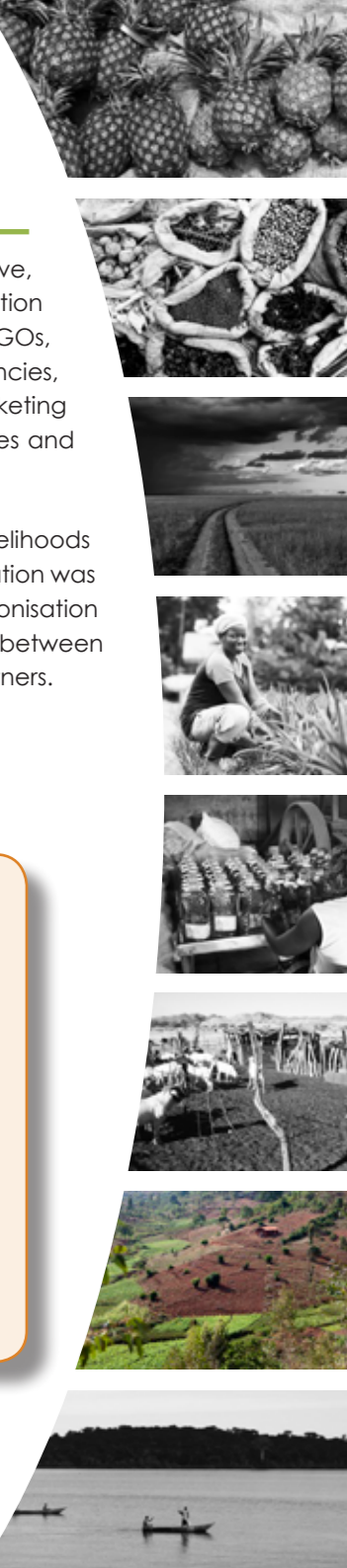


## Sierra Leone:

### Entrepreneurial training for Farmers

The **Smallholder Commercialisation / Sierra Leone**, is an Initiative by the government under the Small Commercial Programme (SCP), supported by multi-donor funds (Global Agriculture and Food Security programme GAFSP, IFAD, FAO, EU and World Bank).

The Smallholder Commercialisation, a component of SCP, aims to promote commercialisation of smallholder agriculture by increasing productivity, value addition and marketing with emphasis on commodity chain developments and institutional strengthening of farmer-based organisations (FBO). It seeks to create and strengthen Farmer Business Organisations (FBOs), implement additional 650 Agribusiness Centres (ABCs) until the end of 2014 and provide technical and marketing services to smallholders.



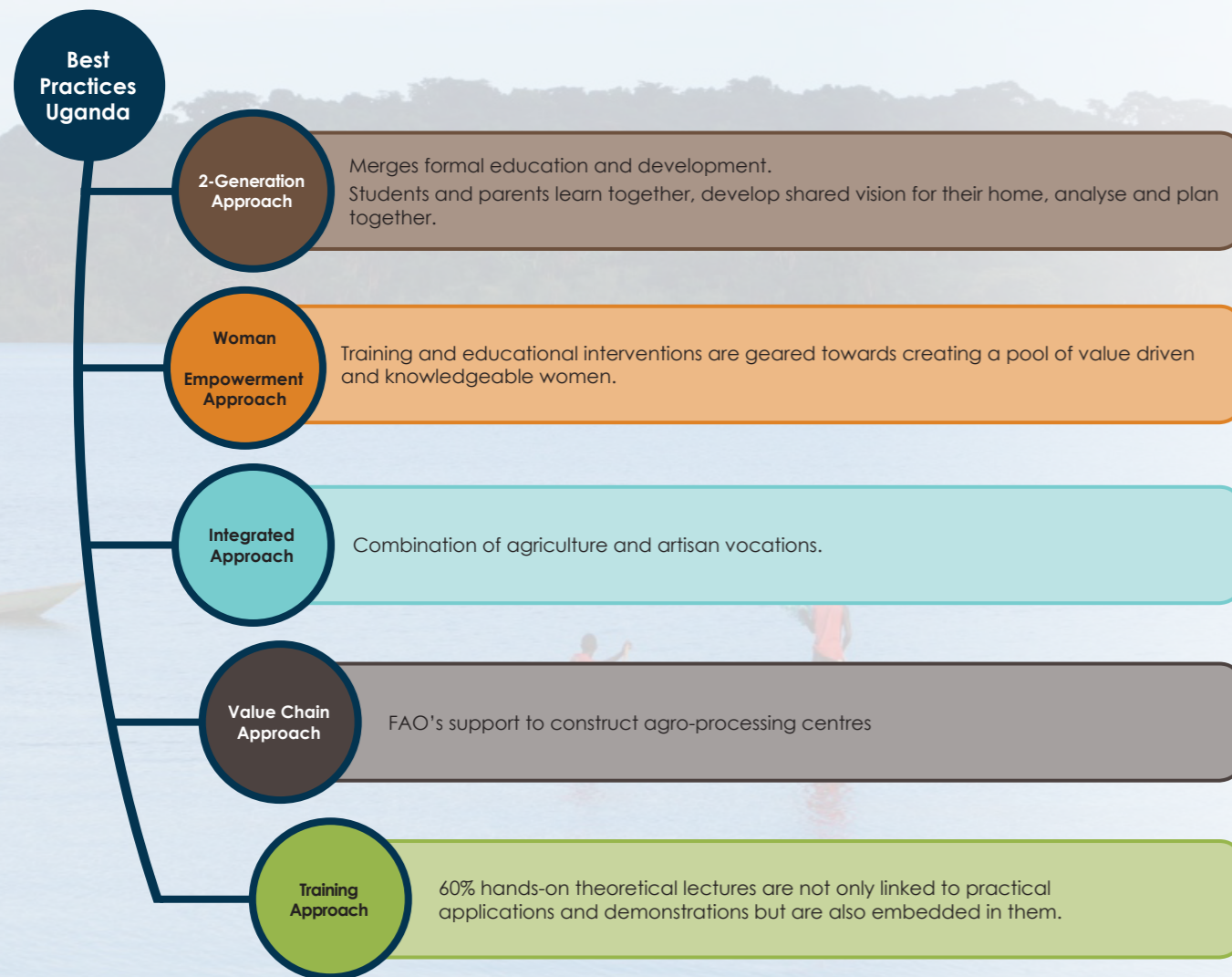
Agriculture is the pillar of Uganda's economy, employing about 60% of the population with over 80% being women. The agricultural sector has been prioritised in the national development plan and Uganda signed the CAADP Compact in 2010. An Agricultural Risk

Assessment identified price and market volatility, post-harvest losses and drought spells as the main risks in the sector. As a result, mitigation planning and adaptation tools were arranged.

In efforts to address youth and women employment, NEPAD through the CAADP-ATVET project initiated a study for the review of existing and development of new ATVET curricula. The study recommended that a successful ATVET programme should focus on developing three set of skills, including technical, entrepreneurial and vocational.

### Success factors

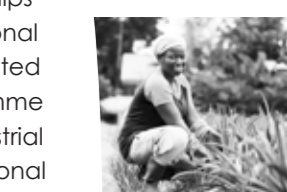
- ✓ The study highlighted Uganda Rural Development and Training (URDT), which admits 300-650 students for full-time programmes per annum. It has trained more than 3,500 rural and urban youth in vocational skills, leadership, business management, repair and maintenance. Its success is due to the establishment of strong partnerships with national and international organisations, including the United Nations Development Programme (UNDP), United Nations Industrial Organization (UNIDO), International Labour Organization (ILO), Food and Agriculture Organization (FAO), International Fund for Agricultural Development (IFAD), Tools for Work (Netherlands), Tools for Self-reliance (UK), universities, input suppliers and private individuals.
- ✓ URDT combines agriculture (i.e. crops, animals, aquaculture, agro-industry) and agriculture-related vocations (carpentry and joinery etc.) in an integrated manner to build trainees' entrepreneurial skills. The vital best practices that commission the success of URDT are highlighted.



### Uganda:

#### A Holistic Approach to Agriculture Training

The Uganda Rural Development and Training (URDT) model has been identified as a successful ATVET implementation system in Africa. URDT was founded in 1985 to address the missing link in development programmes: the merger of truly functional education and training with rural development interventions with the intent of empowering and energising marginalised people, youth and women living in rural communities. **Its training is founded on the principles of 'conscious raising and systems thinking provision'** for integrated, holistic development interventions that appreciate the multiplicity of factors that determine the impact of development efforts, rather than the sectoral or project-based interventions that tackle issues in sequence. **URDT's key approach to rural transformation is based on visionary concept generation and women's empowerment.**



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