

NEPAD Planning and Coordinating Agency

Agricultural Education and Training (AET)

ICQN – TVSD Ministerial Conference

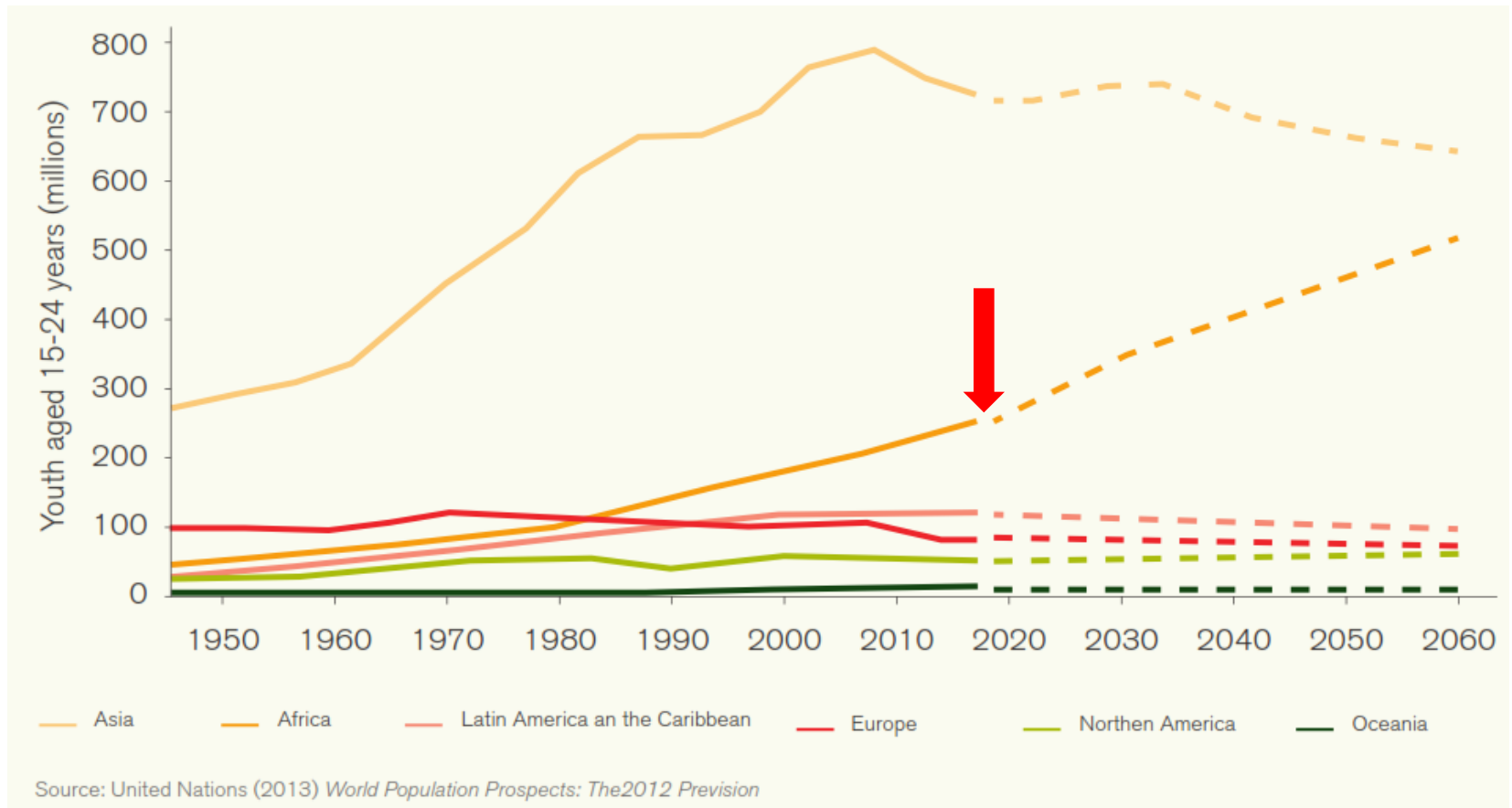
Promoting investment in Skills and competencies acquisition

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Africa has the faster Youth (15-24 years) growth in the world



Agriculture is the main employment sector in Africa



Political context:

High political will of AU Head of State to promote Agriculture led-development:

Adoption of CAADP in 2003 with Maputo Declaration

(10% budget for Agriculture and 6% annual growth)

Lessons learnt from CAADP first decade:

Weakness of Human Capital for Implementation and Agriculture Education and Training left behind CAADP Processes

AU Heads of State summits in Malabo on June 2014 and in Addis Ababa in January 2015 have both, made strong recommendation to “***Enhance Skills, Knowledge and Agricultural Education***”

AU Summit in Johannesburg, June 2015 called for Agri-business for Women empowerment



Agricultural Education and Training Context

AET context	Consequences
2 – 3 decades of inadequate attention due to Structural Adjustments	Lack of political support and interest
Drastic decrease of public funding and Development partners technical and financial supports	Disaffection and demotivation of staffs and students.
Unattractive working condition (infrastructure, ITC tools, laboratories and experimental stations)	Low enrolment rate and disaffection of youth
Outdated teaching and learning methods to respond the end-users needs (Theoretical Knowledge containers).	Inappropriate graduates skills for the current needs of ready works and problems solvers (Practical knowledge creator)
Weak involvement in the CAADP/NAIPs processes.	Away from CAADP planned activities and lack of qualified technicians to implement actions.

Imperative Reforms of AET for the needed human capital to meet

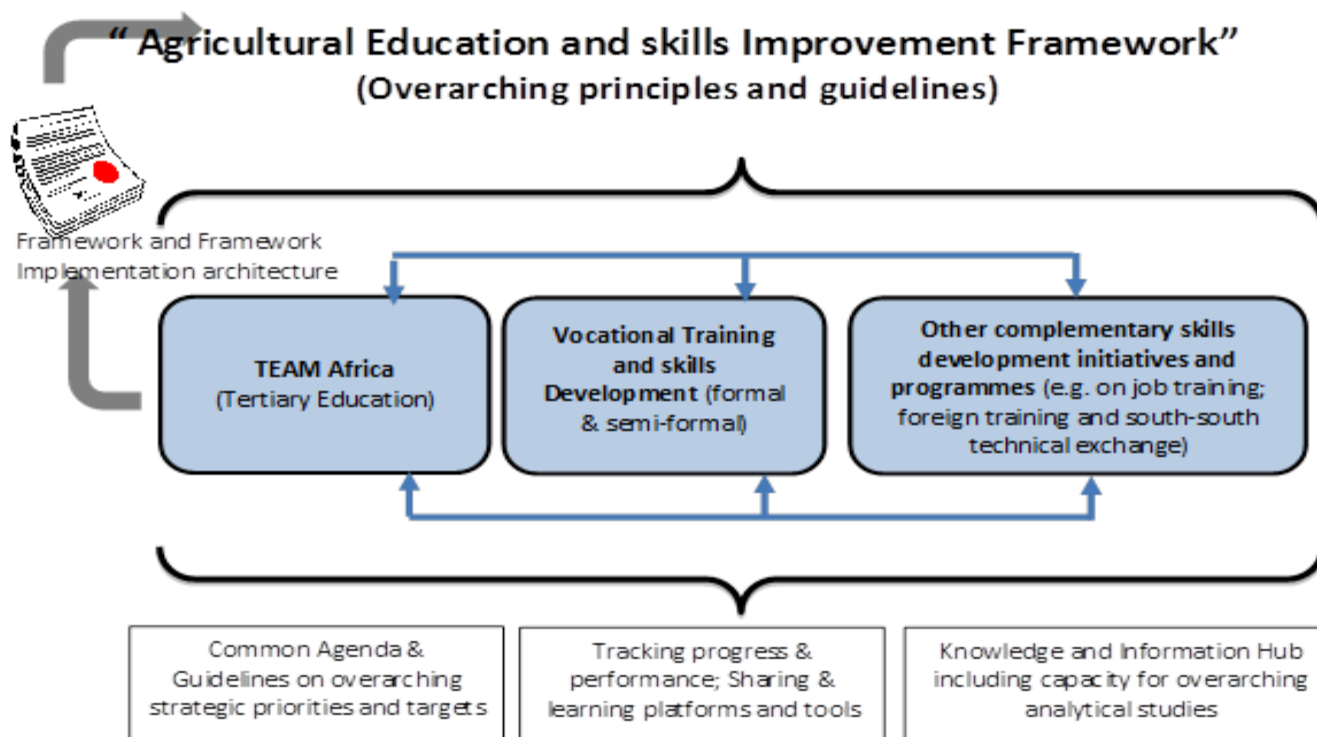
CAADP vision on Agriculture-led development in Africa



NPCA developed in 2015

Agricultural Education and Skills Improvement Framework (AESIF)

A continental level policy framework to stimulate and coordinate the drive on agriculture education (Tertiary, Technical and vocational) and skills development around a shared vision and common agenda.



AESIF Objective and Strategic areas of Actions

Objective:

to improve the efficiency of African AET system in order to produce the needed ready workers with entrepreneurial skills to implement CAADP/Malabo objectives of Agriculture-led development in Africa.

3 key Strategic areas of Reforms and actions:

- 1) Governance and Management policies;
- 2) Teaching and Learning Systems;
- 3) Public and Private Partnership mobilization.



(1.1) At the Governance policies:

- Establish a National AET Agency to coordinate AET according to the national priorities.
- Sensitize stakeholders of political leaders, parliamentarian, Private sectors, civil society..., on the importance to invest for improving human capital in Agriculture.
- Develop a national quality assurance framework for monitoring and evaluation, self-assessment, accreditation mechanism;
- Promote Lifelong Learning and Recognition of Prior Learning (RPL),

(1.2) At the management levels:

- Promote good managerial skills targeting AET leaders based on individuals' merits not political affiliation or other subjective criteria.
- Develop an adequate data recording system to better analyze information about the labor market needs and trends in agricultural employment.
- Train all staff (managers, teachers and support staffs) with adequate software and ITC tools to implement their daily activities on time and accuracy.



2. Teaching and Learning Systems Strategic actions:

Action 2.1 Reform and Update curricula:

- Updated to take into consideration the dynamic change of the agriculture sector

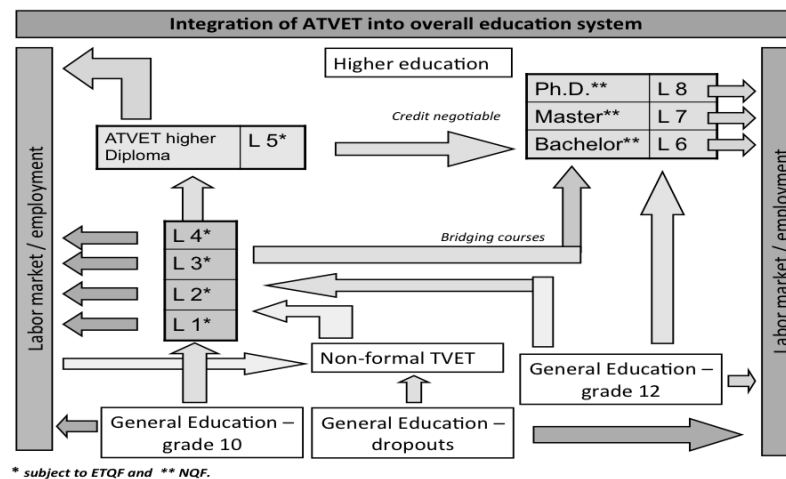
Action 22: Improve Training methods:

Promote modern training using ITC and Online,

Develop pedagogy training centers, Innovation Centre (ICs), training of trainers on *best-practice to deliver* services for different target groups

Action 2.3 – Interrelation of ATVET and TAE

Facilitate permeability between ATVET and TAE
encourage the concept of Agric. University In
Tanzania, Benin, Senegal...



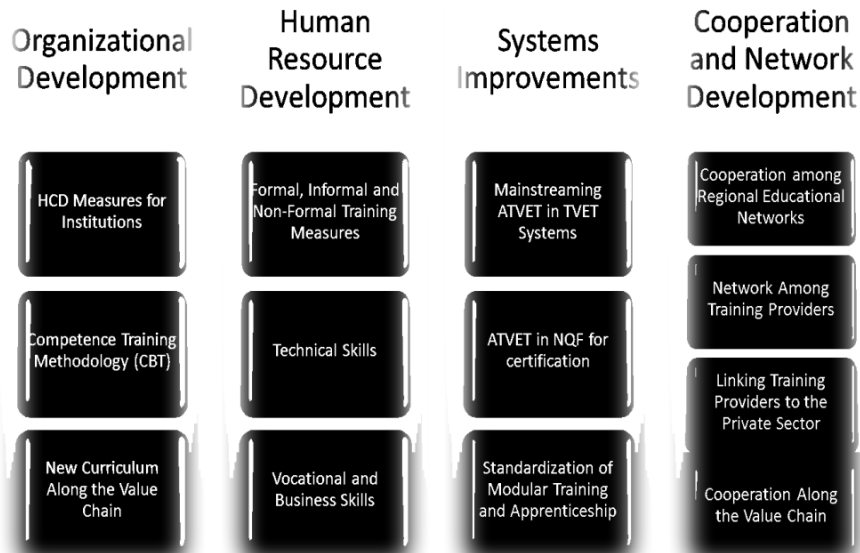
3. Public and Private Partnership mobilization strategic actions

- A ten year investment plan coupled with a business model through a participatory approach at regular National AET forum. The current cost of training covers only 15-20% of needs and it need to be quadruplet.
- Public investment in long term infrastructure for AET and facilitate the access with paved road and Internet connectivity. These investments should be prioritised in the National Agricultural Investment Plans (NAIPs) and negotiation with DP's engage base on the Malabo declaration for productivity.
- Private sector support the running cost including support to student with scholarship and mentoring for the future employers in their business through the encouragement of enterprise-based investment in AET, with concomitant tax incentives; expansion of student internships and cooperative training schemes
- Development partner's facilitate conventions (MoU) with more advance institution to build scientific collaboration in training and join-research activities.
- Business model for a sustainable financial mechanism by cost sharing with trainees like training credits or loan...



Activities in progress

NPCA/GIZ/CAADP ATVET Capacity Building Model in Benin, Burkina, Ghana, Kenya Malawi, Togo



Promotion of new Curriculum with partners (ANAFE,...)



Environment

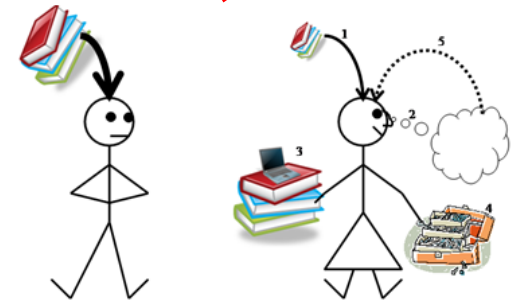
- Policy
- Incentives
- Financing
- Access to resources

Organization/Institution

- Curricula
- Training Systems and Training Quality
- Mentoring and Incubation
- Linkages and Networks
- Private Sector and Demand Driving
- Infrastructure & ICT

Individual

- Technical Skills
- Entrepreneurship
- Financial Management
- values
- Life Skills
- Attitude



Knowledge
Containers

Knowledge
Creators

THANK YOU!!!

