



The pineapple farm is the demonstration farm at Adidome Farm Institute - © 2015 Joseph Sarpong

of them are women) including farmers have undergone demand driven training in various units of the revised citrus and pineapple training package. Due to the relevant competencies, skills and attitudes they have acquired, they are now better equipped to enter the industry and start their own businesses or be employed in existing businesses along the value chains.

Sound agricultural practices have been integrated into the knowledge management system. ATVET documents, including information on the knowledge management system, are available for perusal at <http://moap.mofa.gov.gh>.

ATVET is working on Workplace Experience Learning (WEL) opportunities for trainees in collaboration with the private sector and agricultural institutions, including Federation of Associations of Ghana Exporters (FAGE), Sea-freight Pineapple Exporters of Ghana (SPEG), HPW, Blue Skies and Fruitland.

In line with the MOAP, considerable progress has been made in efforts, in collaboration with the Agribusiness Division of the Ministry of Food and Agriculture, to implement an 'agripreneurship' programme that would enhance ongoing agribusiness training programmes at selected institutions.

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Support to Pan-African Reform Processes in Agriculture Development (NEPAD/CAADP)



Ghana

Key economic data

Population	26 m
GDP per capita as of 2014	US\$ 1850
Agricultural sector (percentage of GDP)	22%
Growth in agriculture (average, 2015)	4.2%
Share of employment in agriculture	44.7%
Female share of employment in agriculture	51.9%

Sources: World Bank, Ghana Statistical Service

Promotion of agricultural technical vocational education and training (ATVET) with the support of the Comprehensive Africa Agriculture Development Programme (CAADP)

Context

Agriculture and related activities continue to be the mainstay of a large share of Africa's population. With 38.5% of employment and 22% of Gross Domestic Product (GDP) generated by agriculture, Ghana is no exception and can thus serve as a valid example of agricultural policy-making in Africa.

In order to ensure a productive and innovative agricultural sector, as well as food security for the population — in the face of climate change, soil degradation and increasing population pressure — the meaningful education and training of all people involved is of the utmost importance.

However, ATVET did not always receive adequate attention by African policy-makers in the past. Ideally, this education and training would not only include farmers, but all professions involved in agricultural value chains. Now, in the second decade of putting into action the African Union's (AU's) CAADP, the decisive role of ATVET in boosting productivity and achieving the CAADP annual growth rate target of 6% in agricultural GDP has been acknowledged.

A major obstacle to an efficient ATVET system in many countries is the lack of a systematic approach to it, as it is often subsumed under technical

vocational education and training (TVET) in general or delinked from TVET under agriculture. In addition, the responsibility for ATVET is fragmented over several ministries. In Ghana, many different ministries are directly or indirectly involved in the implementation of ATVET policies: They include the ministries of Food and Agriculture; Education; Local Government and Rural Development; Fisheries and Aquaculture Development; Trade and Industries; Lands and Natural Resources; Gender, Children and Social Protection; Finance; Environment, Science, Technology and Innovation; Employment and Labour Relations; and Youth and Sports. The responsible institutions also often do not possess the capacity required for meaningful reform measures, such as the revision of curricula to reflect labour-market needs.

Furthermore, many existing policies do not equip graduates with the skills that are actually needed. It is in this context that GIZ, on behalf of the German government and as part of its broader support to CAADP, supports the AU's New Partnership for Africa's Development (NEPAD) Planning and Coordinating Agency (NPCA) in the development of more coherent and focused policies for ATVET, particularly for women and young people. These groups were identified as potential drivers of development, but their needs have often not been adequately considered.



Workers packing pineapple in crates for the market - © 2015 Ernest Mallet

Project

The project aims to embed ATVET into NPCA/CAADP structures on the continental level and into educational and agricultural policies in selected countries, one of which is Ghana. It therefore addresses two levels:

- On a continental level, the NPCA is supported in the development of an Africa-wide strategy for agricultural education, as well as in the development of guidelines for the inclusion of ATVET in the CAADP-based national agricultural investment plans (NAIPs) of AU member countries. Furthermore, a knowledge management system (KMS) will be established for continental exchange and peer learning in ATVET.
- On a national level, there are two activity areas. The project supports the relevant government bodies in the inclusion of ATVET in the NAIPs and national qualification frameworks (NQFs). Furthermore, individuals and institutions are trained on the basis of pilot measures. These relate to selected value chains (VCs), and

include VC-specific training and training of the trainers (ToTs). The pilot measures include the development of occupational standards, the respective curricula and the relevant training material.

On both levels described above, the focus is on informal, non-formal and formal learning and the respective links between these forms of training. This takes into account the specific characteristics of agriculture as a small-scale, often family-led and community-based sector in which the youth is traditionally often trained and educated in informal and non-formal settings.

Additionally, all reform measures and recommendations are developed in close cooperation with a broad array of stakeholders, such as farmers' associations, training providers and private sector representatives. These, together with the relevant ministries, form the core of the national ATVET committees the project helps to establish. An important project partner is GIZ's Market-oriented Agriculture Programme (MOAP) in Ghana. The CAADP ATVET project and MOAP

cooperate closely in the areas of VC development, the training of instructors and the development of learning material.

Results

The Council of Technical Vocational Education and Training (COTVET), as the responsible national body in Ghana, has shown its willingness to support the ATVET project. The Ghana National Medium-term Agriculture Sector Investment Plan (METASIP II) includes ATVET in the process to ensure adequate attention at the national level with regard to embedding it in the NPCA and CAADP structures and processes in the country.

A stocktaking exercise was successfully carried out and, on the basis of this, six ATVET institutions were selected for their potential in the areas of human capacity development and organisational development. These training centres are being upgraded to accommodate quality management systems, highly trained and motivated staff, and the two demand-driven curricula on pineapple

and citrus value chains. The intake of the selected training institutions has increased significantly.

In line with the project's above-mentioned focus areas, three heads of Ghanaian ATVET institutions visited different training institutions as part of a study tour to learn and share experiences. Among the institutions visited was the Fresh Produce Exporters Association of Kenya (FPEAK) and the Songhai Institute in Benin. Furthermore, the project supported the training of trainers in contract farming at the FPEAK Practical Training Centre; 34 tutors were trained in Competency Based Training (CBT) methodologies, industrial standards generation and learning materials development as well as value chain analysis. These activities have significantly increased the awareness of best practices in ATVET.

Following the training needs assessment, important skills required in the value chains of pineapple and citrus production were identified and incorporated into the new curricula. This was done in close cooperation with public and private stakeholders. Furthermore, new training material was developed, with a particular focus on CBT, and was introduced at four pilot institutions (three public ones and one private).

Curricula are designed to equip trainees to venture into agriculture as a business and to encourage them to become involved in agricultural enterprises along the value chain. Therefore, all steps from production, through processing, to marketing are included. In order to align the existing curricula with the National TVET Qualification Framework (NTVETQF), the curricula would have to be done in the Competency Based Training (CBT) mode and for COTVET to approve. Ghana has established a National TVETQF by law with the aim of assuring high quality standards of learners, certification systems and easy progression of the learner to higher levels.

Furthermore, the training of 570 farmers from 19 communities by farmer business schools has been supported, with a female participation rate of 30%.

Facilitators have been trained in CBT facilitation and verification methods and 578 learners (138