



Follow up meeting with farmer group trained on agripreneurship and tomato processing in Embu, Eastern Kenya.

- Vegetable processing by Kenya School of Agriculture (25 participants)
- Fodder production and conservation and dairy milk quality control and processing by the Dairy Training Institute (30 participants)
- Dairy and horticulture modules in Kakamega County in Western Kenya (100 youth)
- Dairy production and processing skills in Bungoma County (58 participants).
- Dairy, horticulture and aquaculture modules in Siaya County in Western Kenya (500 youth and farmers)

In total 1234 persons have been trained so far, with a women participation rate of about 40%.

Joint exchange and learning visits were organised in collaboration with the GIZ bilateral programme. The focus was on partners learning from each other and exchanging information on issues related to framework conditions and appropriate packages to boost agriculture. This capacity-building process supported decision-makers in developing clear strategies and plans to profitably invest in agricultural vocation training, and extension

services, and to transfer technologies and research results in order to make traditional farming systems more professional.

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



Kenya

Key economic data	
Population	43 m
GDP per capita as of 2014	US\$ 1,290
Agricultural sector (percentage of GDP)	27.3%
Growth in agriculture (average, 2015)	5%
Share of employment in agriculture	14%
Female share of employment in agriculture	34%

Sources:

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

Context

Kenya's economy registered a growth rate of above 5.3% in 2015. The Agricultural Sector directly contributes about 25% of the country's Gross Domestic Product (GDP) and a further 27% through manufacturing, distribution and service sectors and accounts for 65% of the total export earnings. The Sector employs over 80% of Kenya's rural work force and provides more than 18% of formal employment. The crops, livestock and fisheries subsectors are the main components of the Agricultural Sector contributing 77.6%, 19.6% and 2.0% of the Agricultural GDP respectively. In addition the TVET sub-sector in Kenya has experienced moderate growth over the last 40 years. However, the sub-sector is yet to produce adequate and skilled middle level human resource required to meet the demands for national development. ATVET is often subsumed under technical vocational education and training (TVET) in general or delinked from TVET under agriculture. In addition, the responsibility for ATVET tends to be shared over several ministries. In Kenya, both the Ministry of Agriculture, Livestock and Fisheries, and the Ministry of Education, Science and Technology are involved in policy-making related to ATVET.

In line with this the Vision 2030 has however placed special demands on TVET as the leading engine that the economy must essentially rely upon to produce adequate levels of middle level professionals that will be needed to drive the economy towards the attainment of the vision. In addition The Constitution of Kenya (2010) has the Bill of Rights at its core while the Kenya Vision 2030, acknowledges the need to reform the education and training to create a sector fit for purpose. This has led to the policy provisions embodied in this document which address the constitutional requirements and national aspirations as well as offer direction in modernising and re-branding the country's education and training system. It is in this context that GIZ, on behalf of the German government and as part of its broader support to CAADP, has been cooperating with the AU's New Partnership for Africa's Development (NEPAD) Planning and Coordinating Agency (NPCA) in developing more coherent and focused policies for ATVET, particularly for women and young people.

Project

The project aims at embedding ATVET into NPCA and CAADP structures on the continental level and into educational and agricultural policies in selected countries, including Kenya. It addresses two levels:

- On a continental level, the NPCA is supported in the elaboration of an Africa-wide strategy for agricultural education, as well as in the development of guidelines for the inclusion of ATVET into the CAADP-based National Agricultural Investment Plans (NAIPs) of AU member countries. Furthermore, a Knowledge Management System (KMS) is being set-up for continental exchange and peer-learning on ATVET.
- On a national level, the project supports the Ministry of Agriculture, Livestock and Fisheries and the CAADP implementation team in the inclusion of ATVET into the NAIPs. In Kenya, the project was launched in 2013 on the basis of a partnership with the ministries of Agriculture and Education. A joint project steering committee (PSC) was formed in 2013 to drive the policy and technical process of ATVET establishment in Kenya. Apart from the ministries, members of the PSC include representatives from agricultural training institutions (both public and private), private sector companies operating in agricultural value chains, representative farmers' bodies and other relevant organisations. Among the initiatives taken by the Kenyan government before the

start of the project was the establishment of a TVET Authority and Curriculum Development Accreditation and Certification Council in the existing government structures. The PSC will seek to implement ATVET measures and to harmonise TVET and ATVET systems in cooperation with the different partners.

On both levels described above, the focus is on iIn addition to the PSC, a technical working group (TWG) has been established to support and oversee the implementation of project activities. The membership of the TWG is drawn from partners represented on the PSC.

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.

A national strategy for agricultural education is currently being developed in Kenya. With the support of GIZ's ATVET project, reform measures of TVET in the agricultural sector are being developed in close cooperation with major stakeholders, such as farmer associations, training providers, development partners, government institutions and representatives of the private sector. After the devolution process in Kenya, policy-making on education still remains under the jurisdiction of the national government. However, institutions that offer vocational education (including those offering agriculture programmes) were devolved. Hence, the project has to pay special attention to ATVET authorities at the county level.

Important partners in the Kenyan context are the national TVET authority, the Curriculum Development Accreditation and Certification Council (CDACC), the Ministry of Agriculture, Livestock and Fisheries, the Ministry of Education, Science and Technology, and the Kenya Agribusiness and Agro-industry Alliance (KAAA). The project also cooperates closely with GIZ's Food Security and Drought Resilience Programme to support the development of tailor-made courses on irrigated agriculture, and the training of farmers in the programme regions of northern and western Kenya.

Results

With the project's support, a training needs analysis (TNA) has been carried out for agriculture-related industries and value chain role players in the horticulture, dairy and aquaculture subsectors. Occupational standards and curricula for the selected value chains – focusing on all stages in these chains – in the three subsectors have been developed. The curricula are currently being piloted and tested by institutions, and scaling measures have also been realised. Furthermore, institutional assessments of selected agricultural

training institutions have been completed. These assessments formed the basis for interventions at macro-, meso- and micro-levels.

According to the TNA results, agricultural entrepreneurship (agripreneurship) aspects are in high demand. These aspects are therefore considered in an adapted agripreneurship module, which fits into the different types of curricula. On the basis of these, the training is conducted in the form of short courses to improve outreach.

Moreover, training material – based on occupational standards and curricula – has been developed. This includes a business module on agripreneurship.

Capacity-building through pilot training of the trainers (ToTs) has been conducted, based on the occupational standards, curricula and training material developed. It includes areas such as contract farming, value chain development, good agricultural practices (GAPs) and aquaculture. The implementation of activities in these areas has begun in close cooperation with various project partners.

With the support of the project, several public and private training centres and institutions have started pilot training on the developed curricula. These institutions include the Dairy Training Institute, the Bukura Agricultural College, several polytechnics in the counties, the Kenya School of Agriculture (public), Baraka Agricultural College and Faraja Latia Resource Centre (private).

By end of 2015, 416 trainers have been undergoing training in the following areas:

- Contract farming (30 participants)
 - Value chain development (60 participants)
 - Good agricultural practices (40 participants)
 - Cage farming in aquaculture (10 participants)
 - Competency-based education and training (CBET) methodology (276 participants)
- In total, 818 farmers have been trained in the following areas:
- Agripreneurship training by Faraja Latia (80 participants)



Fish market in Turkana county, northern Kenya