



As a next step, the project will support the development of specific curricula and occupational standards for these value chains. A competence-based education and training (CBET) orientation has already been conducted to prepare participating institutions for this process. It was well received by all stakeholders. This will contribute to meeting industry needs.

The curricula are tailor-made in such a way that meaningful training is offered to women and the youth. As the drivers of development, they will be able to increase agricultural growth through entrepreneurship and job creation. It is envisaged that they will catch the attention of policy-makers and persuade them to take ATVET, seriously since the training will be offered in community colleges that have a high level of executive support.

In this regard, the project will aim to incorporate agricultural, entrepreneurial and commercial skills into training measures, market-oriented training standards, curricula, and teaching and learning material for formal training. It is envisaged that the training will be piloted at the selected ATVET institutions and government community colleges.

Currently, the curriculum is being developed by national and international consultants engaged in the project. With this in place, there is a greater probability that ATVET will be included

in Malawi's NAIP, the Malawi Agricultural Sector Wide Approach (ASWAP II) and the country's qualification frameworks (TQF and NQF). This will ensure that a systematic approach and efficient ATVET system is in place in Malawi.

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



Malawi

Key economic data	
Population	15.9 m
GDP per capita as of 2014	US\$ 275
Agricultural sector (percentage of GDP)	27.5%
Growth in agriculture (average, 2015)	5.7%
Share of employment in agriculture	64%
Female share of employment in agriculture	70%

Sources: African Development Bank, Economic Report 2015, International Monetary Fund, World Economic Report 2015

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 are still the backbone of Malawi's economic growth. Some 64% of the population is engaged in agriculture, and this sector contributes 27.5% to the gross domestic product (GDP). Malawi is no exception to the rest of Africa, and can thus serve as a valid example of the impact 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 (under the heading 'Sustaining the CAADP Momentum'), 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. This is because it is often subsumed under

technical vocational education and training (TVET) in general or delinked from TVET under agriculture. In addition, authority over ATVET is fragmented over several ministries.

In Malawi, the Ministry of Labour, Youth and Manpower Development, and the Technical, Entrepreneurial and Vocational Education and Training Authority (TEVETA) are directly involved in the design of ATVET policies, while the Ministry of Agriculture and Irrigation, together with Water Development, supports the process with technical knowledge on agriculture and budgetary issues in this regard. As a result, 14% of the national budget was allocated to agriculture in 2015/16, and a significant growth rate of 6.5% has been achieved by the agricultural sector.

The Ministry of Education, Science and Technology is concerned with qualification measures. Training institutions in this country often do not possess the capacities required for meaningful reform measures, such as the revision of curricula to reflect labour market needs. The existing training does not equip graduates with the skills that are actually needed. It is in this context that GIZ supports the African Union's New Partnership for Africa's Development (NEPAD) Planning and Coordinating Agency (NPCA), which has been tasked by the AU to coordinate CAADP implementation across the

continent, in the development of more coherent and focused policies for ATVET, particularly for women and young people.

These groups were identified as the drivers of development, but their needs have often not been adequately considered.

Project

The project aims to embed ATVET into NPCA and CAADP structures on the continental level and into educational and agricultural policies in selected countries, including Malawi. 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, the project supports TEVETA and the National Council for Higher Education (NCHE), which are government-mandated bodies for the inclusion of ATVET into the NAIPs, technical qualification frameworks (TQFs) 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.

Ultimately, the two activity areas at national level will reinforce each other and help to deeply embed reform measures within national systems. The two-level approach will also support consolidation at the continental level.

Another important project partner in Malawi is GIZ's Promotion of Technical Vocational Education and Training for the Agriculture Sector project.

Results

The project commenced with its work in Malawi in August 2014. So far, a mapping exercise has been completed, which established the status of ATVET in Malawi. It identified relevant actors and institutions, such as the following:

- TEVETA
- NCHE
- Public ATVET institutions:
 - The Malawi College of Fisheries
 - Community colleges (Naminjiwa, Mponela, Mbandira Ngara)
 - Residential training centres (Lisasadzi, Thuchira)
- Private ATVET institutions:
 - DAPP Mikolongwe Vocational Training School
 - Stephanos Vocational Training Centre,
 - St John of God Institute of Vocational Training
- Private sector and national employer and employee bodies, such as the following:
 - Employers Consultative Association of Malawi (ECAM)
 - Malawi Confederation of Chambers of Commerce and Industry (MCCCI)

Based on the mapping exercise, two studies were conducted: one on skills needs in value chains and another on the organisational capacity of ATVET institutions. The aim of the studies was to identify at least three priority agricultural training centres and their training needs.

Two value chains in horticulture (mango and pineapple) and one in aquaculture have been selected in Malawi.

The public institution selected to offer training on aquaculture is the Malawi College of Fisheries. Private institutions will provide training on the horticulture value chains of mango and pineapple.

