



establish the ability of the selected centres to carry out the youth's training.

So far, about 150 students have been trained in the entrepreneurship courses (according to the Competency-based Economies through Formation of Enterprises (CEFE) approach) to better understand market needs. Approximately 206 rice producers have been trained in the Farmer Business School. Thirty women have been trained in rice boiling technology. The training focused on modules related to entrepreneurs and their markets, innovation and operation, and the development of the enterprise.

The project has contributed to identifying the most promising employment opportunities in the selected value chains for the youth, while linking training to the job requirements in the labour market in order to develop curricula based on specific competencies. Finally, the capacity of stakeholders was developed to enable them to formulate the national ATVET strategy, a process that is currently underway.

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Togo

Key economic data

Population, 2012	6.6 m
GDP per capita, 2012	US\$ 636
Agricultural sector (percentage of GDP), 2014	30.8%
Growth in agriculture (average, 2014)	6.7%
Share of total employment in informal sector, 2013	90%
Share of employment in agriculture, 2013	42.5%

Sources: World Bank, PERI Project Togo

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

Context

Togo is a country in West Africa, bounded on the north by Burkina Faso, to the south by the Gulf of Benin, the west by Ghana and east by Republic of Benin. With a population of 6.6 million (RGP, 2012), Togo covers an area of 56,600 km².

Since the implementation of the National Agricultural and Food Security Investment Programme (PNIASA) in 2010 through the Support Project Agricultural Sector (PASA); the Project for the Development of Agriculture in Togo (PADAT) and The West Africa Agricultural Productivity Program in Togo (WAAPP-Togo); and other local scale projects such as the Integrated Development Project of the plain Mô (IRD P Mô); Development Project for rice production in the Kara region (PDPRK); Development Project of the plain of Djagblé; the Rural Development Programme including agriculture (ProDRA) supported by GIZ, in connection with the Comprehensive Agricultural Development Programme in Africa (CAADP), the vocational skills development needs by the stakeholders of the agricultural sector and the improvement of the training system became essential to support this sector to face the current challenges.

Indeed, Togo, agricultural and rural training system is facing some difficulties: outdated, it is no longer

suitable and could no longer meet the social demand for rural promotion, the needs of people in vocational qualifications and new skills required by a transforming agricultural sector (liberalization, opening of markets, population growth and emerging middle classes, fertility degradation, mechanization, high food demand, emergence of new professions). The training system needs to be reformed, and improved.

To overcome the current needs and anticipate the changes and future requirements in terms of skills development needed to face the challenges of the agriculture sector, the government sponsored the diagnosis of agricultural and rural training scheme, with the support of experts of Agro Campus in the second half of 2012. The study was undertaken to analyse the current needs covered by the agricultural training centres and to develop new training measures in line with emerging needs and new agricultural models to build for the future.

From this analysis, it appears that today the initial technical and vocational training diploma and qualification is weak in general. It barely articulates its content and there is need to adapt this to the development of economic value chains in the sector. The discontinuity of public policies in this sector explains the absence of national technical and vocational agricultural training system. The



establishment of agricultural colleges in the past that has not been realized on the one hand and business interruption at the Tové¹ training college for several years on the other hand failed to include in the sustainable manner the culture of training as lever of individual and collective success in rural areas.

It is in this context that the Education Program, Agricultural Technical Vocational and Education Training (ATVET / CAADP-GIZ) was launched in May 2014 to support the renovation process of the training system.

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 Togo. 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.

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.

An important project partner in Togo is GIZ's Promotion of Rural Development and Agriculture Programme.

Results

Project activities in Togo commenced in May 2014, and several activities have been carried out. Among these were the selection of two value chains (rice and aquaculture), and a study assessing agricultural jobs and their specific requirements. Furthermore, a list of formal and informal training centres was compiled, together with the selection of two pilot centres (Infa de Tové and Centre International pour le Développement Agro-sylvo-pastoral (CIDAP)) where the new curricula can be tested.

Other achievements include the development of the ATVET Strategy (Stratégie Nationale pour la Formation Agricole et Rurale (SNFAR)), and capacity-building support to the ATVET National Council. This has served as preparation for the implementation of pilot measures along the value chains selected for curricula development. Through a workshop with stakeholders, two value chains, rice and aquaculture, were identified as offering the most promising employment opportunities for the youth, with thirteen and ten jobs created, respectively. The curricula have been developed, and the next step is to train the trainers to master the new courses. According to the skills needs identified through the mentioned study, a quick evaluation of competences has been done to

¹ Public Agricultural Training Centre for training of agricultural extension agents