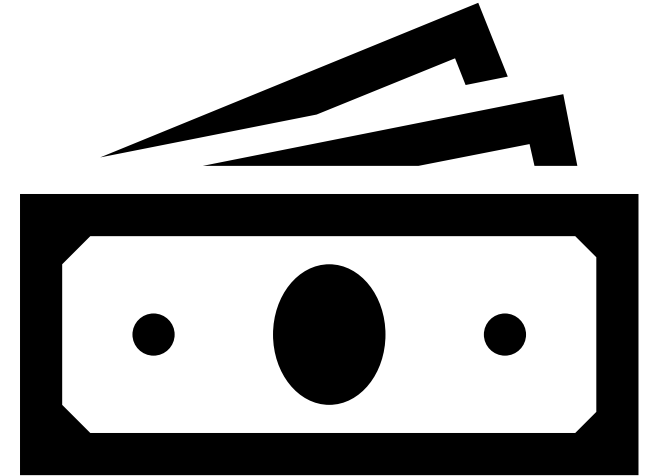


## Pan African Expert talk No. 5 / 8

**“There is no good unless you make it happen” : Financing ATVET in Africa!**

**« Il n'y a rien de bon si on ne le réalise » :  
Financement EFTPA en Afrique !**



# Agenda

- 1 Welcome, objective & agenda,
- 2 Harnessing financial tools to boost ATVET and linking ATVET to Investments
- 3 Mechanisms deployed by AUDA-NEPAD HCID to make ATVET institutions fit for sustainable financing; Recommended private sector financing models
- 4 Output-based approaches for cost-effective ATVET; Prerequisites in good governance and transparency to mobilize partnerships
- 5 Discussion, Outlook & Closing

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- 1 Bienvenue, objectif & agenda
- 2 Outils de financement employés pour stimuler EFTPA et les relier aux investissements
- 3 Mécanismes déployés par AUDA-NEPAD HCID pour rendre les institutions EFTPA aptes au financement durable; Modèles de financement du secteur privé recommandés?
- 4 Approches pour promouvoir EFTPA rentable; Conditions préalables de bonne gouvernance / transparence pour mobiliser les partenariats
- 5 Discussion, perspectives et clôture

# Objective

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Strengthening the vocational training systems to improve the performance of the agricultural sector in Africa

>> Sharing on what **kind and mechanisms for financing AVTETs** for providing needed skills, jobs and income opportunity for their graduates

# Key questions?

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1. What financing tools do you harness to boost ATVET in Nigeria? How do you link ATVET with investments?
2. What mechanisms does HCID deploy to make ATVET institutions fit for sustainable financing? What are the private sector financing models recommended?
3. How output-based approaches should be designed to promote cost-effective ATVET? What are the prerequisites in good governance and transparency to mobilize partnerships?

**Dr. Adeola Odedina**  
**Nigeria**

**Mrs. Caroline Mutepfa**  
**South Africa**

**Mr. Tiéba Ouattara**  
**Côte d'Ivoire**

# Speaker No **1**

**Dr. Samson Adeola Odedina**, Honourable Commissioner for Agriculture and a Member of the State Executive Council of Ogun State in Nigeria since January 2020.

In 2019, Rector of Moshood Abiola Polytechnic, Abeokuta, Nigeria, with over **20,000** students in various Technology based learning (National Diploma, ND; Higher National Diploma, HND).

Provost/ CEO of Federal College of Agriculture (FCA), Akure, Ondo State in Nigeria 2015 to 2019 after working for over 26 years in training post-secondary school students for Award of ND and HND and Short courses in various areas of Agricultural Technology.

Resource person for the National Board for Technical Education (NBTE), the statutory Federal Government Agency that supervises and regulates ATVETs in Nigeria.

Consultative work for organizations (e.g. Bill & Melinda Gates Foundation, CRS, IITA, World Bank, AfDB, USAID, DFID) and companies. Developed with other Nigerian Institutions and support of Government of Switzerland a curriculum on Value Chains for ND and HND Programs in Agricultural Disciplines → approved by NBTE as first of its kind in Nigeria

Under his watch as Honourable Commissioner for Agriculture, Ogun state won twice the awards for the Best Performing State (**Agriculture**) in Nigeria (2020, 2021) of the Nigeria Agriculture Awards

Over forty national and international awards, Over 60 publications in National and International Media.



# Agribusiness opportunities

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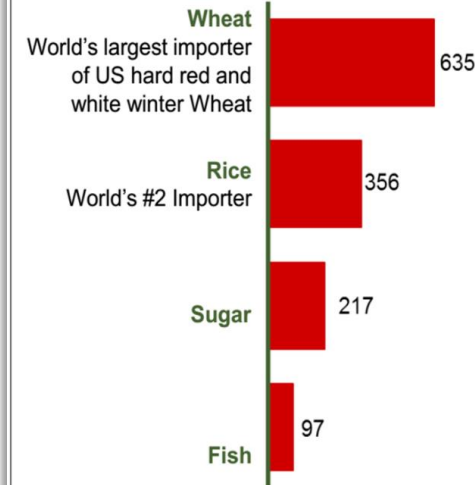
- ➔ **Import Substitution** in Key Raw Materials  
e.g. High Quality Cassava Flour, Glucose Syrup, Starch, Biofuel, Pharmaceuticals, etc.)
- ➔ **Export Opportunities**
- ➔ **Foreign Direct Investment**
- ➔ **Economic Diversification with a new focus on Agriculture**
- ➔ **Large Scale Requirement of Raw Materials**

## Huge Investment Opportunity for Import Substitution: Nigeria Imports over USD\$11 Billion in wheat, rice, sugar and fish every year

### Nigeria's imports

#### Nigeria's top 4 food imports \*

Measure: Annual food imports in billions of naira



\*CBN

### Key takeaways

- Nigeria's food imports are growing at an unsustainable rate of 11% per annum.
- Relying on the import of expensive food on global markets fuels domestic inflation.
- Excessive imports putting high pressure on the Naira and hurting the economy
- Nigeria is importing what it can produce in abundance.
- **Import dependency is hurting Nigerian farmers, displacing local production and creating rising unemployment.**
- Import dependency is not acceptable, nor sustainable fiscally, economically or politically.

# Key agribusiness skills requirements

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- Productivity of Primary Production/Yield Gap
- Quality Issues
- Value Chain Coordination
- Inclusiveness and Connections
- Production Planning

- Mechanization
- Business relationships
- Advisory Services
- Financial Linkage
- Climate Smart Agriculture
- Demand Creation

# ATVET and Curriculum (1/2)

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Key Requirements/Skills	Institutional Curriculum	Opportunities for Bridging Skill Gap					
		SIWES	Industrial Attachment	Final Year Project	Study Tour	Integrated Assignment	Amended Evaluation Criteria
Productivity of Primary Production/Yield Gap	x	✓	✓	✓	✓	✓	✓
Quality Issues	x	✓	✓	✓	✓	✓	✓
Value Chain Coordination	x	✓	✓	✓	✓	✓	✓
Inclusiveness and Connections	x	✓	✓	✓	✓	✓	✓
Production Planning	x	✓	✓	✓	✓	✓	✓
Demand Creation	x	✓	✓	✓	✓	✓	✓



# ATVET and Curriculum (2/2)

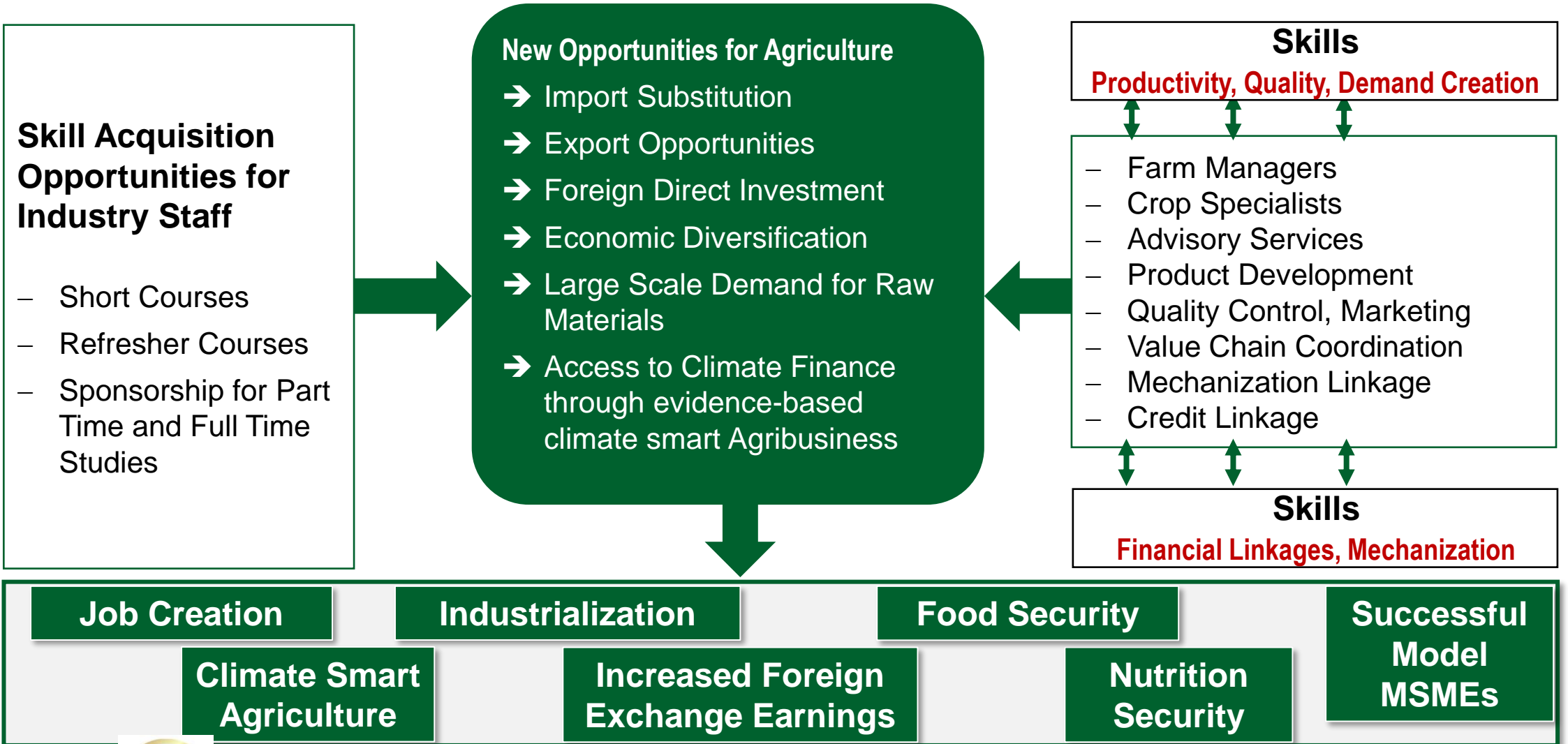
## Changes required in short term technical and vocational education

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CONVENTIONAL	AGRIBUSINESS FOCUS
Project	Case Studies
Project Report	Folders of Experience and Success Stories
Proposal Presentation	Business Plan Presentation
Seminars	Business Development lecture series
Panel of Academic Evaluators	Blend of Evaluators from Financial Institutions and the Industry
Final Project Grading	Stage by Stage Evaluation of Business Plan with Overall Grade based on Successful Implementation of Bankable Plan
Possible Literature Review on submitted projects by subsequent project students for next projects	Opportunities for Partnership- Products and Ideas

# ATVET and the industry

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# ATVET ... an investment

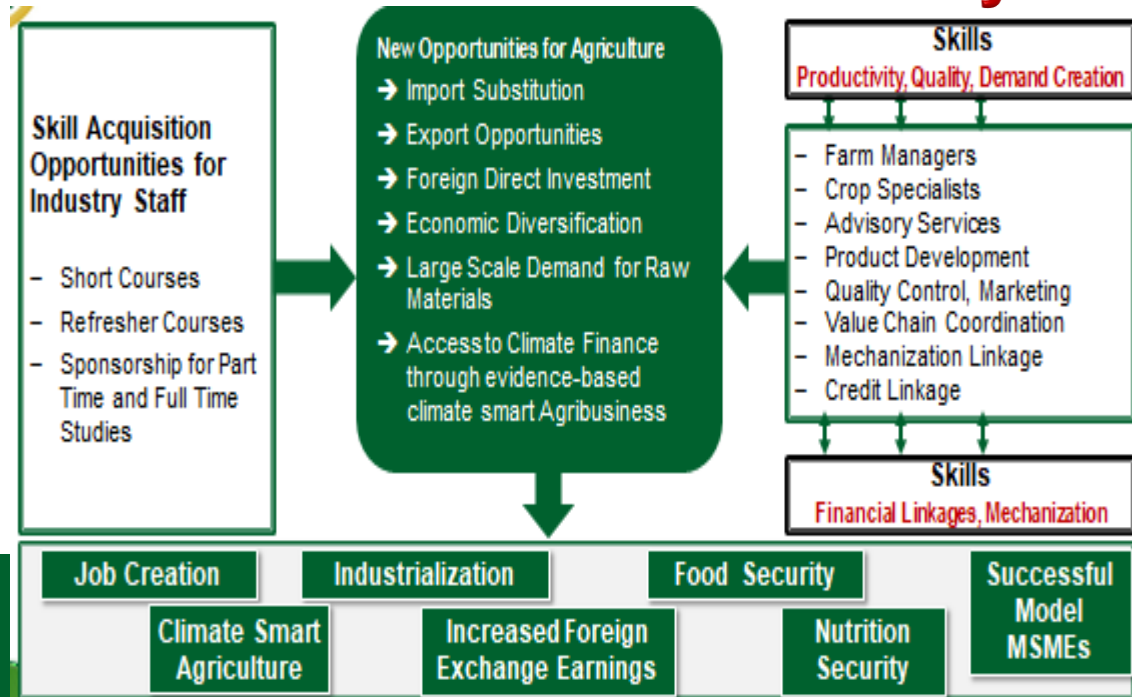
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## ATVET... an investment/Foundation

for successful Agricultural Transformation Initiative which is the most crucial production factor for knowledge and skills - that can be developed without limits (e.g. compared to land, etc.)

**Macro-economic outcomes that can be quantified**

## ATVET and the industry



# ATVET as Investment ... Financing ATVET (1/3)

## → Budgeting

- ATVET institutions to budget for training  
(A good number prioritize infrastructures such as road, classrooms, etc., over training)
- Advocacy for increase in budgeting by Heads of ATVET institutions

## → Industry

- Sponsored Staff for appropriate training  
**Such as** Contract Farming, Industry Based Trainings, etc.
- Corporate Social Responsibility (CSR) through Training that expose beneficiaries to Agricultural opportunities, while inadvertently securing source of raw materials

## → Commercialization (Rebranding Short Courses)

- Fees based Training (Structured)
- Short Courses
- Sponsored tailored made training
- Workshops, Seminars, Webinars, etc. that facilitate training

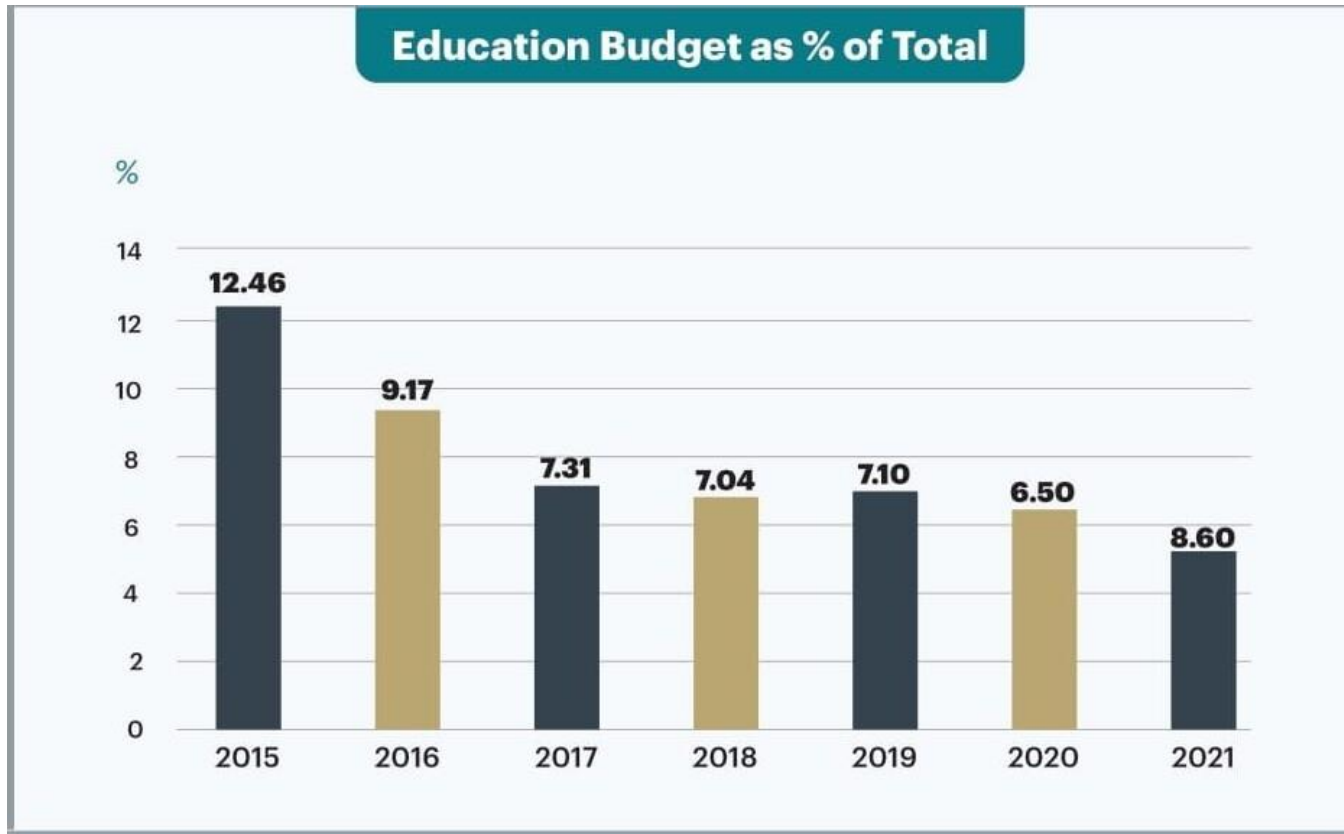
# ATVET as Investment ... Financing ATVET (2/3)

## → Innovation

- 1 -- Centers for Agribusiness/Value Chain Development and Linkages
  - (i) Short Courses (Contract Farming/Outgrowership)
  - (ii) Demand driven trainings
- 2 -- Direct linkage/request to collaborate with projects addressing productivity
- 3 -- Financial Institutions (NIRSAL, CBN, Anchor Borrowers, etc) require certification from training agencies as condition for credit linkage
- 4 -- Proposal to Government Agencies with training as part of budget
- 5 -- Linkage with politicians (Senators, First Ladies, etc.) with budget for training  
For Example, In 2017, Training Budgets for Nigerian Ministries/Departments/Agencies in Agriculture, Trade, Environment, etc., were Multi-Billions.

# ATVET as Investment ... Financing ATVET (3/3)

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Budgetary Allocation to Education in Nigeria

in % of Total from 2015 to 2021

Source: budgIT

# Recommendations

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- ➔ ATVET should show results and account for existing budget, while relating it to Agricultural transformations in terms of Job Creation and Sustainable Industrialization in all forms of reporting
  - ➔ Tracing: Past beneficiaries and roles of past trainees in current Agricultural transformation
  - ➔ Advocacy and sustained linkage to Policy Makers, Industry and other Stakeholders



# Speaker No **2**



## **Caroline Mutepfa**

Senior Programme Officer, Skills & Employability for Youth, AUDA NEPAD

Caroline Mutepfa works in the Skills and Employment for Youth Unit since 2019.

Her passion lies in unlocking the potential of the Agriculture sector through developing demand-driven skills and training, especially for the youth and women.

She has led the implementation of the ATVET and ATVET4Women projects on Vocational Skills and Training in the organisation and supported roll out in over 12 African Union member states and supports implementation of several other projects on Youth Entrepreneurship and Training for the AUDA.

She has expertise in both the Agriculture and the Education (TVET) sectors working on the continental level for both sectors. She has worked for international development agencies including USAID and GIZ. Her experience in implementing TVET and training on the African continent spans over 10 years and in more than 15 countries.



# Background & Challenges to Funding ATVET and ATC's

- Traditionally ATVET has been funded through these three channels
- Each channel has its pitfalls hence the need for revolution and re-engagement

## Government

- Lack of adequate budget compared to Basic/ tertiary education
- Unfavourable policies (ATC's cant source own funds) ATC autonomy and the ability to enter into their own partnerships
- Lack of accountability of private sector funds

## Student Fees

- Cost of training is out of reach for many
- TVET remains not a career of choice, reluctance of parents or guardians to support ATVET training

## Private Sector

- Lack of government structures to motivate private sector
- Lack of government incentives (tax breaks for contributing to skills levies)
- Inability to sign direct agreements with ATC's especially public

## What do we advocate for? (1/2)

- 1 **1. ATC's must speak the private sector language:** cost-benefit analysis to the private sector must be carried out with clear business plan or project design agreed upon and the financial and non-financial contribution e.g Work Based Learning WBL can be quantified
- 2
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- 5 **2. Establish PPP's** - In the context ATVET refers to various agreements between the public and private sector where the private sector delivers / supports ATVET reforms from policy, financing, training development & delivery, and post-training support.



## What do we advocate for? (2/2)

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3. **Intrinsic factors** - public sector management including leadership and vision to see the importance of the private sector in ATVET delivery and commit to the partnership
  4. **Sector Skills Councils/ Bodies** – to act as interlocutors building trust within the system and sometimes manage the financial contribution from both parties

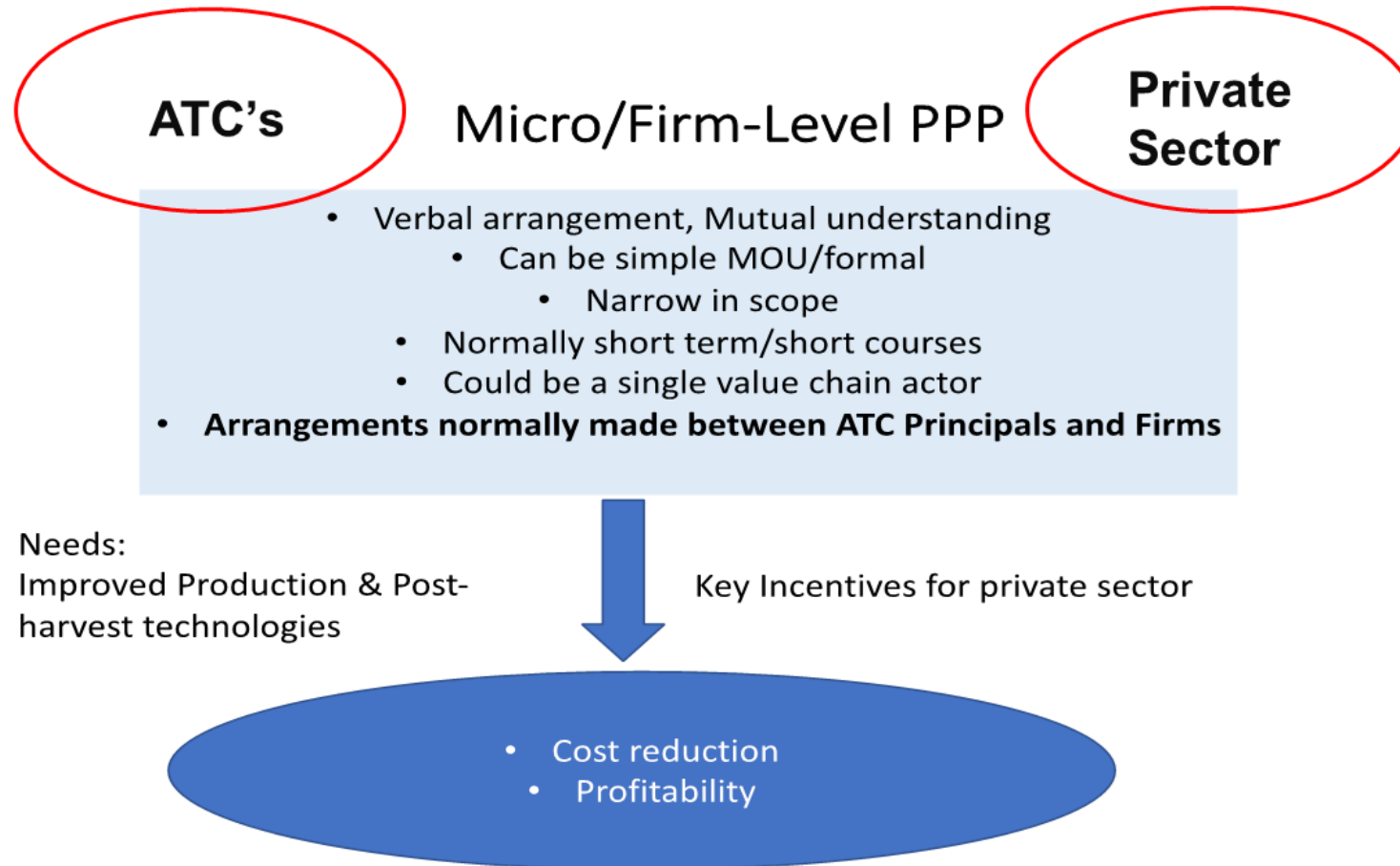
### Case Example:

South Africa has functional skills councils (SETAs) for each sector where, through legislation, employers pay a levy used for skills development and training and hence have a greater say in all training aspects (Agri SETA)

[Seta's South Africa | Vocational skills, FETA Colleges & Seta's \(seta-southafrica.com\)](http://seta-southafrica.com)

# What does this Private Sector financing model look like?

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## Orateur No **3**



### **M. Tiéba OUATTARA**, Chef de Service, Fonds de Développement de la Formation Professionnelle (FDFP) en Côte d'Ivoire

Plus de 20 ans d'expérience professionnelle dans la formation professionnelle avec plus 15 ans dans le financement des projets de formation agricole et artisanale en milieu rural.

Il a occupé les postes de Chef d'Antenne Régionale et Coordonnateur du Réseau des Antennes Régionales du FDFP. Il a été acteur de la mise en œuvre du Projet d'Appui à la Formation de la Population Active (PAFPA) financé par l'IDA (prêt Banque Mondiale).

Spécialiste en ingénierie de formation, il est titulaire d'une Maîtrise en Economie et fait partie des Experts Ivoiriens pour la mise en œuvre de l'apprentissage dans l'Enseignement Technique et la Formation Professionnelle en Côte d'Ivoire.

## Comment les approches fondées sur les résultats devraient-elles être conçues pour promouvoir un EFTP rentable? (1/2)

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### 1. Valoriser le métier d'agriculteur par la formation professionnelle et entrepreneuriale pour qu'il/elle devienne un **entrepreneur averti capable**

- d'avoir **une vision à court et moyen terme** du développement de son exploitation
- de **prendre des décisions** de gestion de son exploitation
- **d'établir un plan d'affaire** avec des objectifs de rentabilité

## 1 Comment les approches fondées sur les résultats devraient-elles être conçues pour promouvoir un EFTPA rentable? (2/2)

2 2. Renforcer ces capacités à accroître de **la valeur ajoutée** de la production par:

- 3
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- **La connaissance et la maîtrise des circuits de commercialisation**
  - **La réduction du nombre d'intermédiaires**
  - **La transformation de la production et la valorisation des sous produits issus de cette transformation**



## Mettre en place un dispositif fiable et efficient de co-financement de la FP avec la participation des agriculteurs et entreprises du secteur agricole

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- Permettre aux agriculteurs d'apporter **une contribution en nature** pour la prise en charge du financement de leur formation professionnelle (continue)
  - Etablir des **frais scolaires abordables attractifs** pour la prise en charge de la formation initiale des jeunes intéressés par le métier d'agriculteur
  - Instituer une **contribution forfaitaire des entreprises** du secteur agricole pour le financement de la formation des agriculteurs



## Quelles sont les conditions préalables à la bonne gouvernance et à la transparence pour mobiliser les partenariats?

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- Mettre en place une **gouvernance tripartite** associant des représentants
    - de l'Etat (ministères en lien avec le secteur agricole)
    - des entreprises du secteur
    - des exploitant.e.s agricoles
  - Concevoir des projets ou programmes qui font la promotion d'une **agriculture écoresponsable**
  - **Associer les représentants des agriculteurs** à la conception de ces projets ou programmes
  - Présenter et promouvoir (documenter et illustrer) les exemples d'expériences réussies (**Success stories**)

# Cas du Fonds de Développement de la Formation Professionnelle en Cote d'Ivoire



- 1 **Création** Loi des Finances N°91-997 du 27 décembre 1991
- 2 **Structuration** Décret N°92-05 du 8 Janvier 1992 portant, organisation et fonctionnement du F.D.F.P.
- 3 **Objet** Gérer conjointement la Taxe d'Apprentissage (TA) et la Taxe Additionnelle à la Formation Professionnelle continue (TAFPC).
- 4
- 5 **Financement** Cotisation des entreprises
  - Taxe FPC (1,2%) de la masse salariale,
  - Taxe TA (0,4%) de la masse salariale.

**Le recouvrement de ces taxes est assuré par la Direction Générale des Impôts (DGI).**



# Mission



## Le FDFP a pour mission essentielle, le financement :

- Des actions de **formation continue** destinées aux salariés des entreprises, quelle que soit leur taille;
- Des **études** ayant trait à la planification générale de la formation professionnelle continue ;
- Des actions de **formation d'apprentis** ;
- Des projets collectifs de formation et de développement des capacités de la population active ;
- Et plus généralement, toutes actions visant à assurer une meilleure **adéquation emploi /Formation**



## Statut du FDFP:

EPN sous la **double tutelle** du Ministère de l'Economie et des Finances et du Secrétariat d'Etat Chargé de l'Enseignement Technique et de la Formation Professionnelle.

Le FDFP est composé de **deux (02) organes** :

### **Le Comité de Gestion (CG):**

**Composition tripartite** >> représentants des Pouvoirs Publics, des employeurs et des travailleurs.

### **Le Secrétariat Général:**

**Chargé de mettre en œuvre la politique générale du FDFP définie par le CG.**



## Les produits :

- Le plan de formation
- Le projet d'études
- Les projets collectifs
- Les projets de formation initiale et d'apprentissage

## Les services

- L'information-communication
- Le conseil
- L'assistance aux agréments de plans et projets et au remboursement
- La gestion des projets
- L'assistance à la qualification des offres et des opérateurs de formation

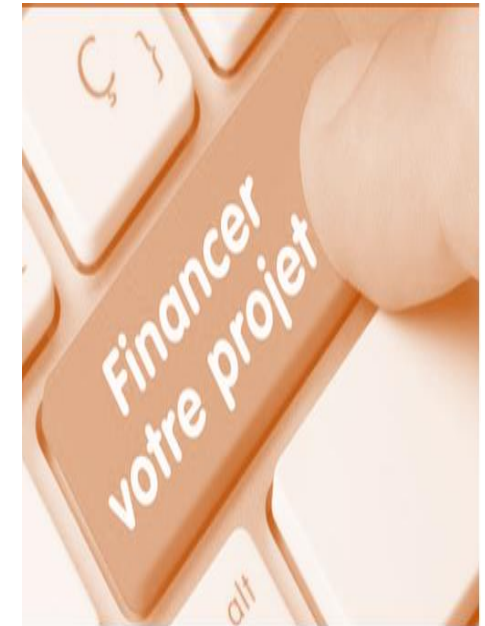


# Projets collectifs dont peut bénéficier le secteur agricole



- Formation en faveur des populations du secteur non structuré , avec un accent particulier mis **sur les femmes et les jeunes**
- Formation dans tous les domaines émanant des **besoins exprimés** par les populations rurales:

Agriculture , élevage, pêche lagunaire et maritime, conservation des ressources naturelles, artisanat, métiers ( couture, coiffure, électricité, électronique, poterie, géo - béton) etc.

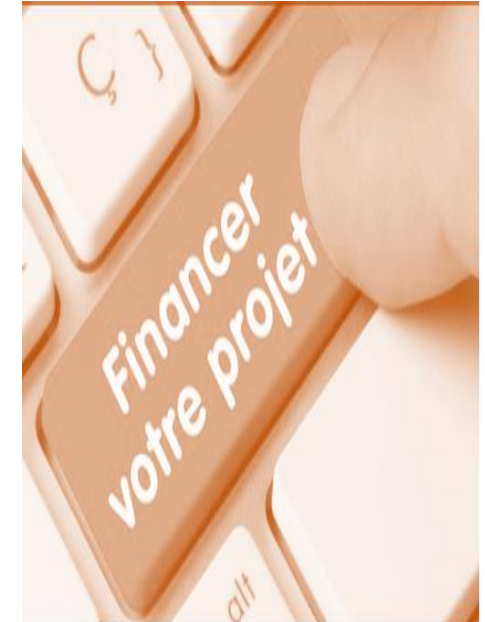


## FINANCEMENT DE FORMATION DANS LE SECTEUR AGRICOLE

En FCFA: 656 FCFA = 1 EUR

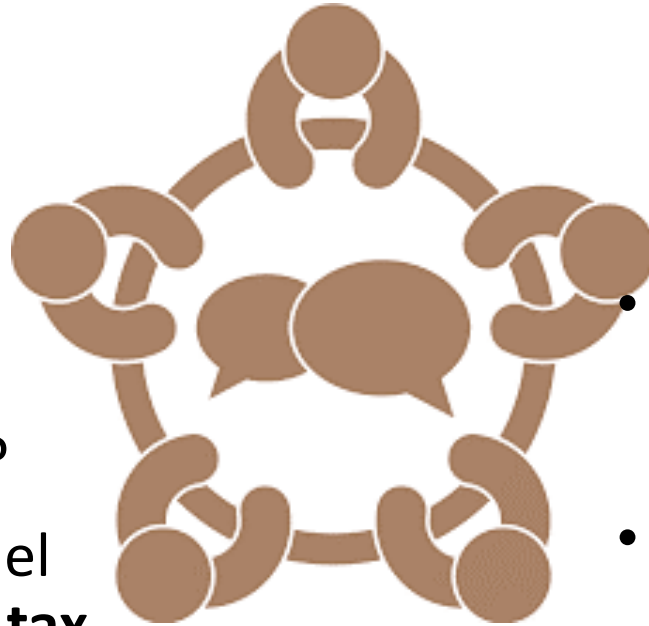
PERIODE	NB PROJET	MONTANT	FEMME	TOTAL STAGIA
1997 A 1999	543	10 364 755 293	41 457	76 426
2000 A 2016	554	9 233 894 115	23 542	55 830
2017 A 2020	113	4 516 421 734	631	6 801
<b>Total</b>	<b>1210</b>	<b>24 115 071 142</b>	<b>65630</b>	<b>139057</b>

**37.800.000EUR**





## Discussion



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- How to balance diverse financing sources while **optimising training costs**?
  - To what extent is the model of training **fund based on tax incentives** suitable for the agribusiness ?
  - How to improve the **M&E tools** to enable a truly objective analysis of impact?
  - Comment équilibrer les diverses sources de financement tout en optimisant les coûts de formation ?
  - Dans quelle mesure le modèle de fonds de formation basé sur des **incitations fiscales** est-il adapté à l'agrobusiness ?
  - Comment améliorer **les outils de S&E** pour permettre une analyse réellement objective de **l'impact** ?