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# ATVET Curriculum Development in Cooperation with the Private Sector

Knowledge Product



**Curriculum Development is an integral part in ensuring Agricultural Technical and Vocational Education (ATVET) institutions and other agricultural training can provide the most relevant courses for their trainees. Collaboration with the private sector ensures that curricula are needs based and provide the skills private companies are searching for. Building a curriculum with the private sector requires dynamic steps, in which both public and private actors are included. This paper describes the crucial steps to develop ATVET curricula in cooperation with the private sector and provides examples within four different country contexts.**

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# Introduction

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### The context of this Knowledge Product

**This How-to-Guide is a knowledge product of the Global Project Employment in Rural Areas with Focus on Youth by GIZ by the project's working group on Agriculture Technical and Vocational Education and Training (ATVET). The How-to-Guide specifically describes curriculum development and was a collaboration between the project's four country teams, namely Burkina Faso, Kenya, Malawi, and Mozambique. It is based on their experiences and lessons learnt.**

This How-to-Guide is designed to facilitate cooperation and engagement with private sector players<sup>1</sup> on curriculum development. The steps presented (here) are directed at achieving a more efficient integration of industry inputs in the curriculum development process.

This How-to-Guide is intended for use by key players involved in curriculum development for the agricultural and agri-food sector. Specifically, it is intended for technical experts interested in the development and implementation of curricula with the involvement of the private sector. Its goal is to improve the quality and relevance of developed curricula for effectual knowledge and skills transfer to learners.

The guide provides information on the approach to curriculum development, key steps in the development, actors to involve and how to involve them. It also highlights the challenges, good practices and lessons learned during the development and advice on partnership and coordination.



<sup>1</sup> Private sector players are also referred to as industry in Kenya in the curriculum development context and hence the use of the term industry in some sections of this document.

**This guide is to be a practical resource for guiding in the development of a curriculum within the ATVET system for youth and women. The guide can be used as an interactive online resource, offering you linkages within the document. It is also possible to use the document as an offline document.**

**This document focuses on curriculum development, together with the private sector and begins by highlighting that aspect. Following there is an interactive step-by-step guide that can be clicked on to go more in depth on the various steps in creating a curriculum. There are also country specific examples of how curriculum development was conducted in four partner countries. This document ends with a list of lessons learnt and recommendations, to help others develop their own curriculum with the private sector.**

**The How-to-Guide is divided into three main parts:**

(1) The first one presents the importance of including the private sector throughout the development of a curriculum. This includes country examples of how this inclusion has been done within the scope of the project.

(2) The second and largest part of the document focuses on outlining the specific steps needed to be taken to have a successful curriculum development with ATVET institutes.

(3) The last section focuses on country examples of how curriculum development was conducted in four country packages, and how the steps were adapted to fit their contextual needs. This is followed by a list of lessons learned and recommendations collected from the various experiences in each country.

**You can always jump back to the previous section through the arrows at the top of each page.**



**Click or hover on the lightgreen bars for more information.**

**Link**

**Click on this icon to be redirected to an external resource outside of the document.**

# Definition of curriculum development



**A curriculum is a document that fosters quality learning by describing what, why, how, and how well learners should learn in a systematic and intentional manner. This differs from a course which is specific to a theme (a curriculum consists of a set of courses.)**

A short-term-course is a course focused on a specific theme that provides more in-depth knowledge that can be added on to the curriculum's foundation.

These courses have several benefits: With their shortened time frame these courses can be combined with various working schedules, further they usually have a lower entry barrier (level of education required) and provide more focused information. This provides opportunities for the upscaling of knowledge and refreshment of vital skills.

The curriculum development process involves the design of a quality document in an organised and a systematic manner with valuable inputs of stakeholders. The curricula described in this guide are competency-based curricula for learners in ATVET institutions. This requires the inclusion of youth throughout the curriculum development process, as they are a large target group in ATVET institutes. Further, curricula are required to be an innovative and dynamic tool, one that is updated regularly to be the most reflective of the state of knowledge within given communities. This leads curricula not to be stagnant documents, filling the gaps in knowledge, but rather documents that focus on specific courses or thematic areas ever growing and shifting, making them more accessible and suitable for updates.

Diving in further, curricula can vary from the initial definition depending on the country context. One can think of a curriculum as an operation manual for the school system, designed to help educators move learners from one intellectual state to another. Most curricula must be evaluated and approved by national authorities. Involving national authorities, youth, the private sector, and other stakeholders is vital in ensuring the relevance and quality of a curriculum in a specific context. Therefore, each curriculum must be developed using the specific context of a country, region, or local area.

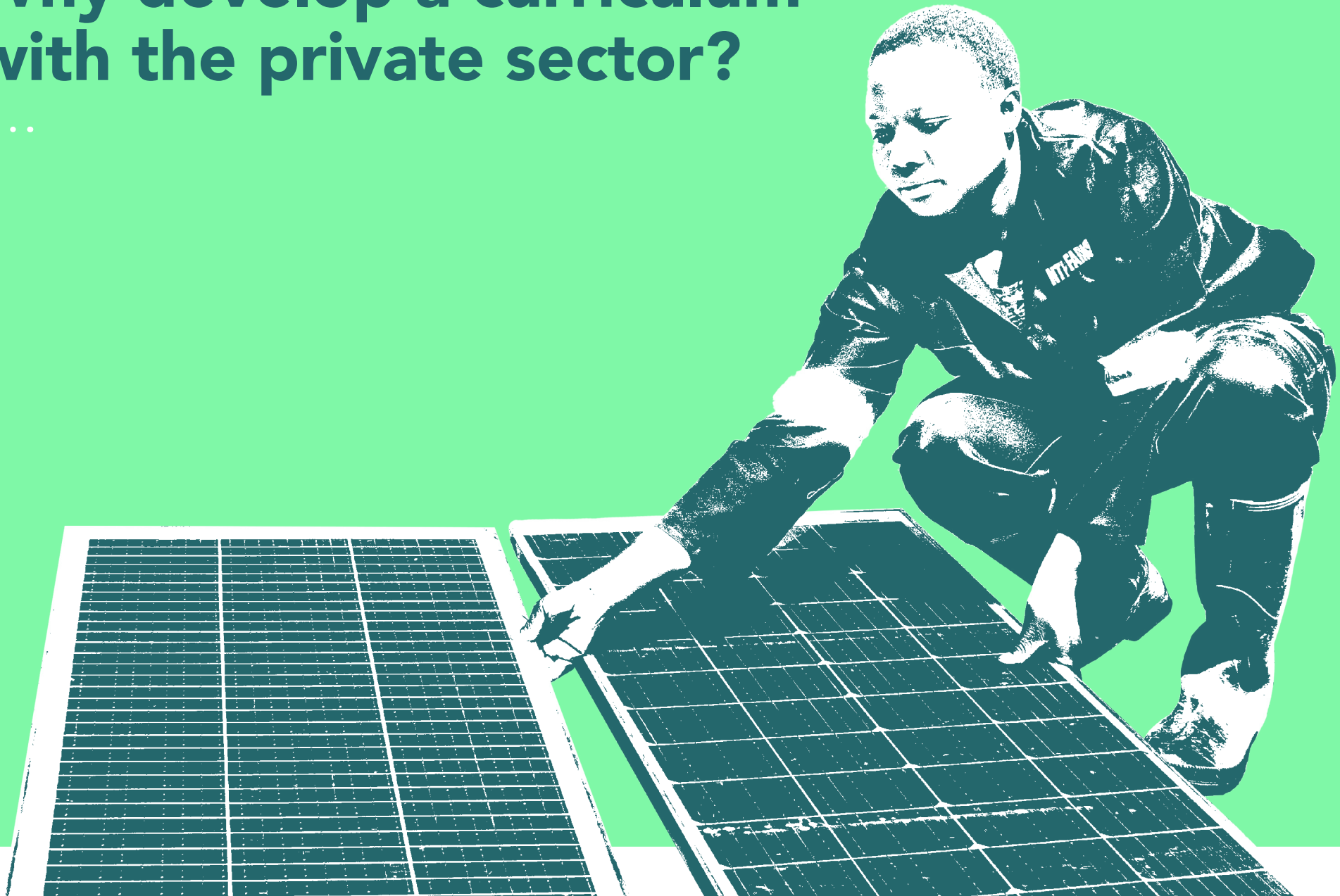
Curricula answer the following questions about a subject of any scope:

- What is covered?
- In what order is a subject matter to be covered?
- To what purpose, extent or scope should a subject matter be covered?
- How is the subject matter framed or contextualised?
- What materials should be used?
- Which formats should be used (for example, practical sessions, group work, digital aspects, etc.)?

To produce a quality curriculum, the development process should be planned in a systematic way while incorporating inputs of stakeholders and cater to sustainability and long-term impact. In contemporary educational practice curriculum development is seen as a comprehensive cycle of development, implementation, evaluation, and revision to ensure that the curriculum is up-to-date and relevant.

# Why develop a curriculum with the private sector?

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## Why develop a curriculum with the private sector?

The involvement of the private sector and various stakeholders in the curriculum development process provides an opportunity for all actors to give valuable inputs to the process that guarantees relevance of the developed curricula.

The involvement of all relevant actors ensures that knowledge and skill gaps in respective industries are adequately addressed. Traditional curricula were largely developed by training institutions with no or minimal inputs from the private sector. This resulted in curricula that did not reflect the labour market demands and the graduates were often not well prepared for the job market. Once these graduates got employed, they had to undergo retraining to learn the skills actually needed, which in turn meant extra costs for the employers.

Stakeholders to be involved in the curriculum development process to validate the relevance and needs the curriculum addresses include ATVET trainers, administrators, government agencies or bodies mandated with curriculum development, industry players at various nodes of their respective value chains, and researchers among others. This coordinated approach, with stakeholders from various areas aims

### Burkina Faso

Country example

Private sector engagement

Step 4 and 5 in practice

to diminish the mismatch between skills acquired through training and skills needed by industry, and hence, increasing the competitiveness of trainees in the labour market.

Contemporary curricula, which are competency-based, are developed with heavy involvement of the private sector who provide valuable inputs representing labour market demands. This involvement has resulted in graduates who are well prepared for the job market, and employers who are better placed to mentor the trainees during internships as they are well informed of the training content at the training institutions. Additionally, competency-based curricula are designed and organised with an outline of learning outcomes, suggested delivery methods, training, and learning resources and methods of assessing the trainee's achievement. They allow flexible learning with multiple entries and exits to the course based on the course learning outcomes.

### Kenya

Country example

Private sector engagement

Step 2 and 3 in practice

### Malawi

Country example

Private sector engagement

Step 1 in practice

### Mozambique

Country example

Private sector engagement

Step 4 and 5 in practice

### Country Highlight: Malawi

In Malawi, the regulatory authority responsible for the development and quality assurance in vocational skills trainings and education is the *Technical, Entrepreneurial, Vocational Education and Training Authority (TEVETA)*. TEVETA works with Technical Vocational, Education and Trainings (TVET) institutions to ensure quality delivery of the trainings. The private sector is mainly recognised for the placement of the students for on-job learning (after students have completed their course work).

However, the private sector plays a crucial part in curriculum development from start to finish. The project supports this by initiating meetings between TVET institutions, (youth) farmer organisations and private sector companies. During these meetings with various possible private sector partners synergies are discussed and jointly identified. An second example are large exporters such as AGWENDA (private sector). They can train youth to produce specific

products they are looking for such as chilis, and then include them as possible contract farmers and grow their supply. Finding these synergies was key in further including the private sector in the development process, and to later provide on-job learning.

In general, two types of businesses can be involved:

- **Master crafts:** Mostly individual owned businesses that have mastered their work in skills development i.e., plumbing, carpentry, farms etc. whose work is recognised by TEVETA. They either directly enrol students to learn by practicing without first attending classes at TVET institutions or they may also take some students on board for an attachment placement.
- **Companies:** These are specifically engaged for on-job learning where students are attached to the company in a specific department depending on the area of interest.

Engagement of the private sector in the curriculum development process depends on the field of interest and value chains. Currently the project in Malawi has its basis on agriculture-related curricula (aquaculture and edible horticulture). Through a stakeholder mapping exercise, a direct link with the private sector was established. For example, in aquaculture there is the *Maldeco Fisheries Limited Company* in Malawi, responsible for the production of fish and fingerlings, selling to small-scale businesses. The same applies to horticulture, where there are several farms in fruits and high value vegetable production and processing.

**A challenge was the short notice on failure to attend the scheduled workshops by the private sector despite prior confirmation. This has been the case due to the cost-benefit analysis related to competing activities. This challenge can be addressed with increased awareness and knowledge on how their engagement in curriculum development can benefit the private sector, as it can assist in lowering training costs for companies in the future. Curriculum development can be also highlighted as a benefit for the private sector by focusing on a company's specific needs to emphasise ways the curriculum, when properly formulated, could address those needs.**



### Country Highlight: Kenya

In Kenya, the curriculum development falls under the responsibility of the Kenya Institute of Curriculum Development (KICD), and the TVET Curriculum Development Assessment and Certification Council (TVET CDACC). The latter is mandated to develop competency-based curricula for TVET institutions. Additionally, some National TVET Colleges and Polytechnics are also mandated to develop curricula. Any institution or organisation intending to develop curricula must therefore seek approval from one of the above bodies. Upon approval, these bodies guide the curriculum development process to completion. Developed curricula must be approved by the TVET Authority and registered with the Kenya National Qualifications Authority (KNQA). Universities are however allowed to develop their own curricula which are approved by their respective senates.

The enactment of the Technical and Vocational Education and Training Act No. 29 of 2013 and Sessional Paper No. 4 of 2016 brought reforms in the Education and Training in Kenya. Furthermore, emphasis on reforming curriculum development, assessment, and certification, called for a shift from the traditional theoretical training to Competency Based Education and Training (CBET).

This shift was aimed at addressing the gap between

skills acquired through training, and skills needed by the private industry. The Act also mandated TVET CDACC to undertake design and development of competency-based curricula, assessment, and certification for TVET courses.

The Act further stipulated the role of the private sector and industry as follows:

- Setting up of national occupational standards through appropriate Sector Skills Advisory Committees (SSAC).
- Monitoring of standards implementation and providing external assessment verifiers.
- Assisting in the development and acquisition of training materials.
- Participating in the assessment of trainees and evaluation of the CBET systems.
- Providing opportunities, including apprenticeship, industrial attachment and internship for trainees and trainers.

Private sector players are usually faster in the adoption of new technologies in their production in terms of tools and equipment, while training institutions linger with traditional and outdated technology. This necessitates the re-training of graduates or trainees joining the industry for job placement or industrial attachment to explain to them the modern technology used in the industry.

**With the introduction of competency-based education and training, involvement of the private sector during curriculum development, training, assessment of trainees and industrial attachment/mentorship became mandatory. This has greatly increased the relevance of the training programmes and employability of graduates due to their increased productivity within the industry. The private sector partners appreciate their contribution to the training programmes and in turn, feel their roles in training programmes are also acknowledged.**



<sup>2</sup> A competency-based curriculum emphasizes the complex outcomes of a learning process (i.e. knowledge, skills and attitudes to be applied by learners) rather than focusing on what learners are expected to learn about in terms of traditionally defined subject content.

### Country Highlight: Burkina Faso

In Burkina Faso, career guidance and business idea development modules as well as internship programmes are developed and implemented. Gender-sensitive approaches and solutions are also applied. Four training programmes (three technical programmes and one entrepreneurship programme) have been developed. To develop the three technical programmes, research was conducted and, as a result, six sectors (poultry, mango, cashew, vegetables, fonio and hibiscus) and 13 business models were identified as having strong potential for income and job creation for youth.

Finally, a workshop was held to analyse the work situation by business model, with professionals from links in the value chains of the various products in the selected sectors, in order to create an as complete picture of the professions as possible.

The development process for each programme involved three key stages:

1. Definition of training needs (work situation analysis workshop).
2. Development and validation workshops for modules, guides, devices and training implementation mechanisms.
3. Selection of training centres by a committee headed by the Ministry of Agriculture (DGFOMR).
4. Implementation, including training of trainers.

Each stage involved professional organisations, government departments from the Ministry of Agriculture, Vocational Training and National Education, Regional Chambers of Agriculture, public and private training centres, private companies and other

resource persons. Private sector players (professional organisations, private training operators, and private companies) took part in all three stages.

To involve these private sector partners, there were various steps needed, starting with conducting meetings and initiating dialogue with the differing stakeholders. Awareness raising workshops were vital, as many members of the private sector wanted to understand why curriculum development is important for their sphere. Through these conversations, and identifying those stakeholder most interested in the curriculum development, further creation of the curriculum was able to take place. These most interested partners then helped to prepare and sign a Memorandum of Engagement to institutionalise the partnership.

**Within the curriculum development, the private sector was included on assigning respective roles and expectations, as well as, with the specific milestones, steps, resource identification, technical expertise, workshop development, and further commitments. The most integral commitment from the private sector was their willingness to accept trainees for internships after the training in order to increase real world experiences. Overall, it should be understood that the content of the training programme modules has been developed in line with companies' skill requirements.**



### Country Highlight: Mozambique

In Mozambique, the National Authority for Technical Vocational and Professional Education (ANEP), oversees curriculum development and has the responsibility to ensure the quality of vocational technical educational trainings as well as to support the TVET institutions. The private sector is recognised by ANEP in the new reform of TVETs as a key partner for quality improvement, both in the definition of the key areas of knowledge that the market demands and in the practical training of students to get the know-how.

In ATVET schools, no connection is observed yet, because there is no active agricultural private sector in rural areas where ATVET schools operate. The ATVET schools are not allowed to adapt or make changes to the curriculum. Any change to the curriculum must be requested and approved by ANEP. ANEP will analyse the relevance of the request and if it is relevant, they assume the responsibility to conduct the process for such adaptation or change. The ATVET schools are only allowed to develop short-term courses on specific topics for specific purposes.

Considering the context described above with its complex processes, the project decided to not go through with supporting the development of new curricula. The focus was on the development of short-term courses to respond to specific product-demands identified in the various value chains.

Within these developed short-term courses, due to the challenge of having little to no private sector options, three steps were taken to compensate for this lack:

1. Support ATVET schools to have conditions to provide practical trainings and become a business unit, so that the youth can have a strong practical component in the courses and get involved in the marketing activities. ATVET schools were supported with inputs and equipment to start their own production and get into the business.
2. Provide start-up kits to the youth after graduation to become micro-entrepreneurs and get self-employed.
3. Engage with artisans (individuals or associations, with profound technical experience to host youth trainees and work with them to get practical experience and market insertion. The artisans are service providers and were contracted by the project paying a fee for hosting trainees.

**The demand for short-term courses was identified based on the most popular products, such as beans, horticulture, and broiler where many traders operate. Then the three steps above were executed to make up for the lack of private sector availability. Currently the project is in the process of identifying ways to ensure that the ATVET schools continue with the short-term trainings at the end of the partnership.**



# Let's get started: a curriculum step-by-step

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Curriculum development is an intricate process that involves five key steps and requires a multi-stakeholder approach to ensure that the final product aligns with the intended outcomes.



### Step by step

1

#### Step 1 Needs Assessment

Needs Assessment (NA) data is essential for the curriculum design and development team to gain a comprehensive understanding of the purpose and expectations for the completed curriculum. This assessment identifies specific gaps that may be present in the current knowledge, and where additional training/classes may be necessary to fill the gap between the desired end state and present state. It should address the following questions:

- What knowledge gaps should be addressed?
- Who is the target audience?

- How can this training course and curriculum be executed to reach the target audience?
- What are the desired outcomes of the curriculum? How will the outcome be measured?

To enact the NA first request a training course, analyse the needs, and determine the best way to complete the training through the questions listed above. This can be done with external curriculum developers, and stakeholders with knowledge on the specific topic.

2

#### Step 2 The Planning Session(s)

The next two stages (planning session and content development) typically occur concurrently. The curriculum development team (training design experts and coordinator) should meet at least once for a planning session. During the meeting the team members understand and clarify the expectations placed upon them and provide opportunities for content outline creation. Outcomes from a planning session should include:

- Overall expected programme outcomes.
- Outline of major content focus areas and specific stakeholders to target.
- Suggested instructional/delivery strategies for each content area.
- Draft outline of the training programme agenda (including tentative blocks of time for each content area).
- Draft performance objectives for each content area: Content development assignments with time frames for completion.
- Specific duties, tasks, tools, equipment, materials and supplies needed to carry out the curriculum.

3

### Step 3 Content Development

This step is the heart of the curriculum development process and is prepared in the planning session. Here, performance objectives are finalised for each content area, instructional strategies are developed, and lesson/session plans, participant materials, and training aids are created. Further the various stakeholders are identified and contacted to ensure full participation of needed groups in the implementation of the curriculum. This step is often the most time-consuming in the curriculum development process.

5

### Step 5 Implementation of Curriculum Package

The validated curriculum package comprises all necessary materials for delivering the curriculum to the target audience. At this point, the curriculum has been validated and is ready for further training programme delivery and distribution.

4

### Step 4 Pilot Delivery and Revision

In this phase, the curriculum is piloted with a sample of the target audience to validate the content, instructional strategies and expected outcomes. Key areas of focus during the pilot delivery include assessing whether the curriculum meets the learning needs of

the audience, evaluating the completeness of lesson plans and training materials, gauging the effectiveness of instructional strategies, determining the number and expertise of trainers needed and collecting data relevant to programme effectiveness.

It is important to emphasise that each of these five stages requires careful attention, as they all play a critical role in the curriculum development process. Additionally, approaches of **clarity** (ensuring all actors understand the purpose, parameters and requirements of the curriculum), **capacity** (ensure abilities of those involved as well as resources and time), **consistency** (making sure the training materials are intended for the purpose and audience) and **commitment** (keeping stakeholders engaged) are vital in a successful implementation of a curriculum. The duration of the curriculum development process can vary, typically taking between 6 to 18 months. As a rule of thumb, the development process can be roughly twice the implementation period of a developed curriculum. For instance, if a curriculum is implemented in 6 months, it may take up to 12 months to develop.

**The following highlighted country examples describe how these general steps were operationalised in each county's context.**



# Practical examples of the steps of curriculum development

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## Country Highlight: Malawi



### The approach

Just like Kenya, Malawi adopted a Competency Based Education and Training (CBET) system for its curriculum development approach. The project initiated its activities with the understanding that it is not starting in a vacuum and there are therefore other players who might have done something similar before.

The process started with engaging an experienced expert (a short-term consultant) in the horticulture sector but also familiar with the TVET system and CBET approach. This was followed by the process of developing curricula (horticulture and aquaculture), keeping in mind that the process is complex and iterative, best done in stages to ensure there is enough time for consultations and checks during the development.

This process capitalises on a multi stakeholder approach where experts from different sectors are brought together depending on the nature of the value chain under discussion. Stakeholders who are also subject matter experts from TVET institutions, relevant private sector players at various branches of the value chains, research institutions, national and local government represented by relevant ministries and quality standards regulators are involved in the development.

The involvement depends on the knowledge and expertise in the field of interest. For example, in the case of developing horticulture curricula, the key ac-

tors in this sector at different levels are approached and involved to support the development of the curriculum. This is done by the regulatory authority TEVETA which tasks the Curriculum Development Committee to engage relevant stakeholders through workshops so that standards are maintained, and the private sector is engaged from NA up until the end.

### Example for Step 1 Needs Assessment – for a Horticulture Curriculum:

Horticulture is one of the value chains, that showed to be beneficial and popular with youth groups already. Looking at how the NA was carried out for horticulture provides insight on how these assessments can be carried out in other value chains. The theme horticulture was originally decided with the Horticultural Cooperative of Malawi. Research was then carried out with their involvement, including their expectations and desires in the assessment..

A literature analysis needs of the private sector and direct contact with youth groups in Malawi confirmed that horticulture is a promising value chain for job creation and many youth groups expressed interest in deepening their knowledge in this sector. Youth groups in various rural areas were engaged further to identify what sections of horticulture are



the most beneficial; like cash crops such as red cabbage and onions.

This information was adapted to focus more on soft skills and business know how most beneficial for the target audience rather than just technical production, differing from other mainly technically focused trainings. Emphasis was put on creating a business model and financial literacy, as conducted through interviews these are the key areas most needed and beneficial for youth entrepreneurs. This leads to the desired outcome of improved employment both in existing and starting companies within the horticulture sector. After the initial NA took part successfully the other steps of curriculum development were carried out, with consultants and all relative stakeholders.

### Country Highlight: Kenya



#### The approach

In Kenya, there has been a shift from the traditional knowledge-based curriculum to the competency-based curriculum. This was largely informed by the reforms in the education sector as stipulated in the TVET Act. Since 2016, over 400 competency-based curricula have been developed using the **DACUM** (Develop a Curriculum) approach. The project deliberately chose this curriculum development approach to meet the demands of the industry.

Using the DACUM approach three key documents are developed, namely:

1. Job Analysis Charts (JAC) / DACUM Charts.
2. Occupational Standards (OS).
3. The curriculum.

Three Kenya National Qualification Framework (KNQF) level 3 curricula for passion fruits, groundnuts and agri-preneurship, which is a cross-cutting course, have been developed with the support of the project. KNQF level 3 is the TVETs lowest level as per the Kenyan qualification framework. Additionally, training materials for five prioritised value chains (poultry, apiculture, passion fruits, groundnuts, and African leafy vegetables) and agri-preneurship have been developed. During the development, mainstreaming of gender sensitive approaches and climate smart practices were adhered to.



### Country Highlight: Kenya

#### Example for Step 2 (Planning Session) and Step 3 (Content Development) – for a Passion Fruit Curriculum

Focusing on the planning and content development of one curriculum, namely the passion fruit training, the following stakeholders were involved:

The training was planned by the TVET Curriculum Development, Assessment and Certification Council (TVET CDACC) in conjunction with the Horticulture Sector Skills Advisory Committee (SSAC), as well as experts in passion fruit production and processing drawn from the private sector, government institutions, and national technical and vocational colleges such as the Bukura Agricultural College (BAC) for the technical inputs in the development of the training.

To develop the passion fruit curriculum, the content was heavily borrowed from earlier Passion Fruit Training Manuals, previously developed with support from the GIZ-implemented Agricultural Technical and Vocational Education and Training (ATVET) Project under the Comprehensive Africa Agriculture Development Programme (CAADP). Using this predetermined information, the curriculum development team focused on interactive meetings, involving as many stakeholders as possible (particularly those of the private sector) to identify the parameters needed to ensure a successful training. Their involvement was key and was able to be obtained by organising sensitisation meetings, on how curriculum development can also benefit those in the private sector.

These meetings were predominantly held online, using the free educational “Padlet” tool, which allows to create pinboards to collect, organize and present ideas online.

Through these meetings and discussion, the curriculum was developed to address the mismatch between technical skills for passion fruit production and knowledge in processing and business development. A balance was achieved, to target specific skills relating to passion fruit, but also general necessities in business development. The curriculum is designed and organised with an outline of learning outcomes, suggested delivery methods, training/learning resources and methods of assessing the trainee’s achievement. The curriculum is competency-based and allows multiple entries and exits to the course.

The passion fruit training was designed with clear focus on interactive learning activities for each desired outcome of every unit of learning. The guide further provides information sheets, self-assessment items, tools, equipment, supplies and materials necessary for the learning outcome. This is aimed at imparting the relevant knowledge, requisite skills and the right attitude for work.

Pilot trainings were held between 15 to 58 hours, depending on the length and intensity. However, length should be kept to a minimum, when possible, to accommodate for those who do not have extensive time to complete the trainings.



The units developed as part of the curriculum are as follows:

1. Communication Skills.
2. Numeracy Skills.
3. Digital Literacy.
4. Entrepreneurial Skills.
5. Employability Skills.
6. Environmental Literacy.
7. Occupational Safety and Health Practices.
8. Passion Fruit Seedling Production.
9. Passion Fruit Orchard Operation.
10. Passion Fruit Processing.
11. Marketing Passion Fruit Products and Services.

After the curriculum was developed and approved by the stakeholders, the Assessment and Certification Council (TVET CDACC) reviewed it and ensured that it is in line with the CBET Standards and guidelines provided by the TVET Authority and the Kenya National Qualification Authority. Through this approval, the curriculum could then move into implementation.

### Country Highlight: Burkina Faso



#### The approach

The project approach to training young people and women to acquire skills is based on short theoretical and practical training lasting no more than six days and an internship forming part of the training programme lasting from four to eight weeks. The programmes are aimed both at young people and women who want to learn and at those who are already working and want to further improve and professionalize certain knowledge aspects.

In Burkina Faso, three technical training programmes were developed:

1. Broiler production.
2. Mango and cashew orchard maintenance.
3. Tropical product processing.

A fourth programme was developed focusing on two main areas (vocational guidance and entrepreneurship). For each programme developed, training materials were produced (training manual, teaching guide, equipment guide) as well as implementation tools (prospecting and registration tool, reporting tools, tools for monitoring and evaluating training courses and internships).



### Country Highlight: Burkina Faso

#### Example for Step 4 (Pilot Delivery and Revision) and Step 5 (Implementation of Curriculum Package) – for an Entrepreneurship Training:

Focusing specifically on the implementation and evaluation of the curriculum on entrepreneurship, the following stakeholders were included:

Public and private training centres, government technical services (DGFOMR, DGEFTP, DGPER, DGFP), training engineering experts (methodologist and technologist) and the project.

To better involve the private sector, the selection committee for partner training centres was made up of six stakeholders, including three public (DGFOMR, DGFETP, DGFP) and two private-sector organisations (Fédération des Industries Agro-alimentaires du Burkina Conseil National du Patronat Burkinabè and one from civil society Confédération Paysanne du Faso). With all groups involved, the implementation remained a multi-lateral approach involving private and public sector partners.

There is no formal process for testing training programmes. However, before the start of each programme, meetings were held between project experts and technicians and the experts who had developed the training programme. The first sessions were also monitored from start to finish by the curriculum experts and the master trainers. To improve the implementation of the training programmes and after having held a sufficient number of sessions as a basis for evaluation, quality control missions of the training programmes were carried out.



The objectives of these missions are to assess the pedagogical organisation of the training, the application of the training implementation approach, the application of the pedagogical guide, the mastery of the pedagogical approach and the subjects by the trainers, the applicability of the training content and to identify the constraints in the implementation of the training in order to formulate recommendations for improvement. As a result, several categories of stakeholders are met and visited during these missions, including trainers, training centre promoters and managers, company mentors/tutors and learners.

Quality control missions are followed by review workshops on the training programme. The aim of the review workshops is to share the assessment of the application of the training content with the various stakeholders and to gather feedback from the other parties involved (trainers, training operators, resource persons and government partners). As a result of these workshops, the content of the training programmes has been improved.

The practical training represents at least 75% of the skills to be acquired. Each programme developed includes the following tools: modules, teaching guide, equipment guide, assessment forms, reporting templates, prospecting and learner registration forms.

## Country Highlight: Mozambique



### The approach

Focusing on Step 4 (Pilot Delivery and Revision), and Step 5 (Implementation of Curriculum Package)

In Mozambique there is a standard curriculum developed by the government which all the TVETs must use. The curriculum in use can be rather seen as a set of short-term-courses which were the focus of intervention. Mozambique had a particular set of challenges to overcome in the implementation of curriculum development.



### Example for Step 4 Pilot Delivery and Revision and Step 5 Implementation of Curriculum Package:

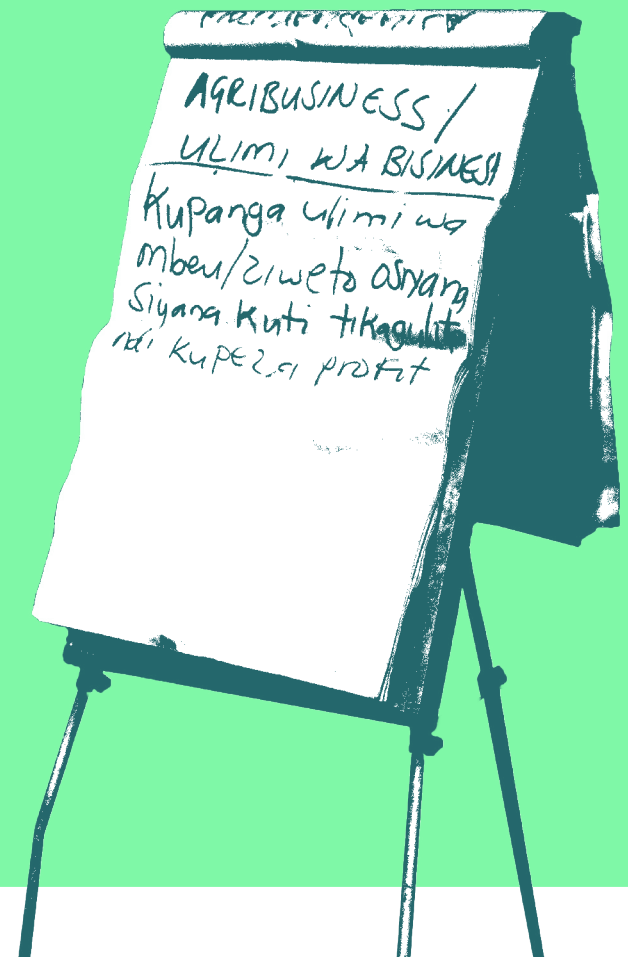
To implement the short-term-courses already developed, the steps taken were the following:

1. Through consultancies the short-term-courses were evaluated in terms of quality content, Good Agricultural Practices (GAP), and business management.
2. Improvements were made to the courses to ensure that they are more business oriented, integrate GAP and business management topics.

3. Training of trainers for a chicken training course, a farm business school and business management course were conducted for the trainers of the TVETs.
4. From there the TVET continued with the trainings themselves.

The experience showed that even with the competency-based training curriculum, which is more market based, TVET in Mozambique still focused more on GAP training and not business-oriented training. It was realised that the process still needs more time to assimilate.

# Challenges, lessons learnt and recommendations





### 4.1. Tips, Good Practices and Lessons Learnt

**One of the success factors for the curriculum development process was the broad involvement of stakeholders from the national and local government, from relevant ministries, private sector players along the various nodes of the value chains, ATVET trainers as well as quality standard regulators.**

The project also identified competent curriculum development experts who guided the process to ensure that the set standards for curriculum development are adhered to and, most importantly, to ensure that the proposed content matched the needs of the labour market and that of the target group of youth.



#### Challenges

One of the main challenges identified to get the private sector on board for the curriculum development process is overcoming their consideration about the time spent away from their workplace as a loss of production and profit. This is more common with big companies compared to small enterprises. In addition, a majority of the private sector does not yet find immediate benefits to their businesses from their participation in the curriculum development. Curricula development is therefore still largely considered the responsibility of the training institutions and the government. Therefore, to overcome this challenge, it is key during the assessment phase to identify.

In specific cases, such as that in Mozambique, the training institutes are small and limited, making them more focused on Good Agricultural Practices (GAP) training and not the inclusion of business-oriented training. Further, due to their size, they are unable to do large scale training. This leads to the issues related to infrastructure in these smaller institutes, where there are not sufficient places, or materials to properly carry out a full curriculum programme. Therefore, reduced size implementation and further analysis of training institutes capacities should be carried out before curriculum development can be fully realised in these specific instances.

An additional possible solution would be to train trainers beforehand to update business knowledge and incorporate a fuller focused curriculum, rather than just GAP focused classes.

A third challenge seen throughout the countries was the length it took to get a new curriculum approved. This occurred due to a variety of issues, from bureaucratic policies in the country, to challenges dealing with differing stakeholders being present throughout the process. However, for ensuring that the private sector stakeholders are present, there are ways to overcome this challenge. See lessons learnt and recommendations on the following page.



#### Lessons learnt

Throughout the curriculum development process in each country there were a variety of lessons learnt which are illustrated in the points below.

- 1 For a successful curriculum development process, it is important to identify competent and committed industry and private sector experts to participate in the process. This can be done through careful planning and holding sensitisation meetings.
- 2 It is possible to conduct some of the development workshops online. However, online workshops are more challenging and the process takes longer than when conducting face-to-face workshops.
- 3 There is need of close collaboration among all the actors involved, keeping Regulatory Authorities i.e. (TEVETA for Malawi) in the lead to ensure quality as they are responsible for the approval of the curricula.

- 4 Before implementing a curriculum or short-term course (as was done in Mozambique), it is important to conduct an assessment with the partners to have a concrete idea about the capacities available on the side of the partners. Following only assumptions will often lead to a position where the capacities do not match, making it difficult to implement the curriculum.
- 5 Look at available resources within the communities. By including more local resources, partner institutions and available materials, it is possible to increase sustainability. With local institutes being involved, more ownership may be achieved ensuring in the future a prolonging of the curriculum even without the project being present.



### Recommendations

Based on the lessons learnt several recommendations for future projects could be identified on how they may improve curriculum development going forward.

- 1 More sensitisation on the benefits for the private sector from the involvement in curricula development at levels beyond the project especially by the government and the private sector associations. This sensitisation can be achieved by ensur-

ing the inclusion during the project with curriculum development, with a focus on the cost-benefit analysis. This can be done by policy makers or other important members of the community who can provide financial support or in-depth sensitisation opportunities.

- 2 Most private sector partners were not able or willing to donate large sums to help with the curriculum development and the pressure to do so made some stakeholders less present. Therefore, looking for donor support can be beneficial to ensure funding is available and private sector stakeholders see the value in the curriculum development process.
- 3 Business associations and government should provide non-monetary incentives for private sector engagement in the curricula development. Projects need to engage private sector associations and governments on this.
  - Ownership is a key part of curriculum development and can ensure the highest rate of sustainability once the project is no longer present. Therefore, delegating the development process to the legislators, and in part to the stakeholders, can ensure a stronger feeling of ownership. Further, finding those in the private sector who are aligned with the curriculum can also encourage ownership. Overall, ownership and sustainability should be considered from the very beginning.

### 4.2. Advice on partnership and coordination

#### **Collaboration with private sector associations and business communities is very beneficial.**

The collaboration provides the private sector with an opportunity to present the needs of the industry as well as their expectations from the training. By incorporating these needs into the curricula, it makes them responsive to the labour market demands.

This incorporation as outlined throughout this document can be challenging. Focus on sensitisation and cost-benefit explanations can help to increase the private sector's overall involvement. However, public sector partners must be included together with the private sector for financial additions and an understanding of further resources required. Such partnerships make sure to increase the overall sustainability of the project.

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