



Knowledge hub - Collection of best practices

Summary of the best practice

1. Title of the best practice (e.g. name of policy, programme, project, etc.) *

Agricultural Technical Vocational Education and Training for Women (ATVET4W) in Africa

2. Country or countries where the practice is implemented *

Benin, Burkina Faso, Ghana, Kenya, Malawi and Togo

3. Please select the **most relevant** Action Track(s) the best practice applies to *

- Action Track 1. Inclusive, equitable, safe, and healthy schools
- Action Track 2. Learning and skills for life, work, and sustainable development
- Action Track 3. Teachers, teaching and the teaching profession
- Action Track 4. Digital learning and transformation
- Action Track 5. Financing of education

4. Implementation lead/partner organization(s) *

African Union Development Agency (AUDA-NEPAD)

5. Key words (5-15 words): Please add key descriptive words around aims, modalities, target groups etc. *

Formal and non-formal training, agriculture, food security, gender-transformative, women, people from rural areas

6. What makes it a best practice? *

The project has extensive knowledge of gender-transformative approaches (critical analysis of gender norms and stereotypes to dismantle structural inequalities) in agricultural vocational education and training and is feeding this experience from six AU member states into the continent-wide dialogue. In the partner countries the project targets • women who are already in formal vocational training, • female smallholders who lack access to training and • women who run small or micro businesses. Key starting points in this project include • promoting on-the-job training as part of formal training courses, • job-oriented, non-formal training measures and • cooperation between training providers and the private sector. Business models and employment opportunities for women, such as the agribusiness course 'Gender makes Business Sense', help to promote entrepreneurship through equal gender roles.

Description of the best practice

7. Introduction (350-400 words)

This section should ideally provide the context of, and justification for, the practice and address the following issues:

- i) Which population was affected?
- ii) What was the problem that needed to be addressed?
- iii) Which approach was taken and what objectives were achieved? *

Did you know that Africa is the only region in the world where more women than men become entrepreneurs? Still, most women-owned businesses stay stuck at micro-level. Women also play a significant role in African agricultural sectors. However, lack of access to quality training presents a barrier for women to turn agriculture into a viable business and to improve employment prospects. As a result, women's potential to increase their economic and social empowerment as well as agricultural productivity and job creation remains untapped.

Agricultural Technical Vocational Education and Training for Women (ATVET4W) improves employment prospects, especially for women, in agriculture through gender-transformative skills development in six African Union member states: Benin, Burkina Faso, Ghana, Kenya, Malawi and Togo. As a component under the Skills Initiative for Africa (SIFA), AVTVET4W aims to increase women's access to quality TVET offers, including competency-based training along agricultural value chains. Going a step further, ATVET4W also addresses gender norms and stereotypes to dismantle structural inequalities for women in entrepreneurship and employment. Training offers like Gender makes Business Sense (GmBS) equip entrepreneurs with practical business management skills, financial know-how and an understanding of the impact of gender dynamics in business. To date, over 13,900 people have benefited from quality agricultural TVET offers, 22 partner institutions have introduced gender guidelines and 17 offer gender-sensitive training, laying the foundations for women's empowerment.

The project objective is to improve employment prospects, especially for women, in agriculture through gender-transformative skills development by:

- Increasing women's access to quality agricultural TVET offers
- Advising training providers on the inclusion and development of gender-sensitive training and guidelines
- Facilitating private sector involvement in ATVET delivery (e.g. partnerships for on-the-job training and internships)
- Supporting women's entrepreneurship in agriculture through gender-transformative approaches (e.g. Gender makes Business Sense agribusiness training)

8. Implementation (350-450 words)

Please describe the implementation modalities or processes, where possible in relation to:

- i) What are the main activities carried out?
- ii) When and where the activities were carried out (including the start date and whether it is ongoing)?
- iii) Who were the key implementation actors and collaborators? (civil society organizations, private sector, foundations, coalitions, networks etc.)?
- iv) What were the resources needed (budget and sources) for the implementation?

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At country level, ATVET4W partners with national ministries and agencies, agricultural training centers, women's associations and private sector players to implement quality training that aims for economic and social empowerment. At the overarching level, ATVET4W brings experience and good practices on gender-transformative skills development from 6 AU member states into the continental dialogue through the African Union Development Agency (AUDA-NEPAD).

Key activities:

1. Increase women's access to quality agricultural TVET offers
2. Advise training providers on the inclusion and development of gender-sensitive training and guidelines
3. Facilitate private sector involvement in ATVET delivery (e.g. partnerships for on-the-job training and internships)
4. Support women's entrepreneurship in agriculture through gender-transformative approaches (e.g. Gender makes Business Sense agribusiness training)

9. Results – outputs and outcomes (250-350 words)

To the extent possible, please reply to the questions below:

- i) How was the practice identified as transformative? (e.g., impact on policies, impact on management processes, impact on delivery arrangements or education monitoring, impact on teachers, learners and beneficiary communities etc.);
- ii) What were the concrete results achieved with regard to outputs and outcomes?
- iii) Has an assessment of the practice been carried out? If yes, what were the results? *

- 13,900 people have benefited from quality agricultural TVET offers
- 415 trainers trained
- 22 partner institutions have introduced gender guidelines
- 38 training modules developed
- 17 offer gender-sensitive training, laying the foundations for women's empowerment
- 97% of employers surveyed confirmed that those who underwent training in the workplace could be employed immediately
- 1 comprehensive capacity development programme on entrepreneurship and gender – Gender makes Business Sense (GmBS) – has been developed
- 1 self-paced online learning offer on Gender makes Business Sense (GmBS) has been developed

10. Lessons learnt (300 words)

To the extent possible, please reply to the following questions:

- i) What were the key triggers for transformation?
- ii) What worked really well – what facilitated this?
- iii) What did not work – why did it not work? *

Development projects can be designed and implemented more effectively to contribute to women's equality and empowerment in a meaningful way. The project strategy should not only be informed by the explicit mentioning of gender in the results matrix or in the gender analysis, but should equally consider women's and men's realities, needs and opportunities in all project interventions. In particular, we should not shy away from challenging socio-cultural norms that hinder women's empowerment. Only reaching women is simply not enough. Project activities need to address factors that currently disempower women (e.g. limited mobility, lack of influential group membership, overburdening workload) for them to truly benefit from and be empowered by thoughtfully designed interventions.

11. Conclusions (250 words)

Please describe why may this intervention be considered a “best practice”. What recommendations can be made for those intending to adopt the documented “best practice” or how can it help people working on the same issue(s)? *

Recommendations and key insights:

- Address gender norms and stereotypes (socio-cultural quadrant)
- Develop and invest in gender competences
- Engage men (and boys) in activities (e.g. through advocacy and sensitisation)
- Design activities with gender in mind from the start; don't treat it as an 'add on'
- Focus on high-quality Gender Analyses and Baseline Studies – ideally with a dedicated focus on gender-transformative approaches in the ToR
- Develop new activities with the beneficiaries and necessary local expertise (e.g. through co-creation and design-thinking)
- Consider developing a Gender Strategy for projects
- Integrate private enterprises into ATVET delivery for better on-the-job training (e.g. through internship schemes)
- Embed new skills development offers into national qualification frameworks for sustainability and ownership
- Incorporate soft skills and entrepreneurship into ATVET offers

12. Further reading

Please provide a list and URLs of key reference documents for additional information on the “best practice” for those who may be interested in knowing how the results benefited the beneficiary group/s. *

- GIZ project website: <https://www.giz.de/de/weltweit/61137.html>
- AUDA-NEPAD project website: <https://aspyee.org/work/atvet4-women>
- Article on GmBS training: <https://www.snrd-africa.net/agribusiness-training-with-empowerment-at-its-heart/>
- GmBS e-learning course: <https://online.atingi.org/enrol/index.php?id=2171>
- GTA in Practice booklet: <https://www.nepad.org/skillsportalfor youth/publication/gender-transformative-change-practice>
- Co-Creation documentation (Burkina Faso): <https://www.snrd-africa.net/co-creating-change-with-rural-women-in-burkina-faso/>
- UNESCO-UNEVOC Good Practice (ATVET4W Ghana): <https://unevoc.unesco.org/bilt/Promising+Practices+in+TVET/lang=en/id=6575>