



## CASE STUDY 1: Agricultural technical and vocational education and training

An ongoing project run by the German Development Agency (GIZ) aims to integrate sustainable vocational training for the agricultural sector into the Comprehensive Africa Agriculture Development Programme (CAADP) implementation process so as to establish the expertise required for developing successful agribusiness value chains. Pilot vocational training courses for “agripreneurs” are aimed at young people across Africa and designed to address market needs. The project has contributed to placing vocational training for the agricultural sector on the national agendas in Ghana, Kenya, Benin, Namibia, Ethiopia and Sierra Leone so promoting a high level of awareness of the importance of agricultural training among policymakers.



Agricultural training in Benin. Credit, Erick Christian AHOUNOU S

In 2013 there were 25 ATVET colleges (5 federal and 20 regional) in Ethiopia. Regional ATVET colleges have the freedom to design their training according to the needs of the local labour market. They also provide training to small enterprises in rural areas. More than 1,840 Farmers Training Centres (FTCs) are now fully functional with the facilities to provide both classroom and field training. Around 72,000 Development agents (DA) have been trained and employed by the government to provide extension services at a ratio of 1 DA to 200 farmers. Usually 3 DAs are allocated to each FTC

alongside 1 plant scientist, 1 animal scientist and 1 expert in natural resource management. In addition, 1 animal health and 1 cooperative DA are shared between 3-5 FTCs. The agricultural sector in Ethiopia has grown in productivity by an average of 6% per annum since 2006, and this is believed to be largely thanks to the DAs, FTCs and ATVET colleges.<sup>1</sup>

## CASE STUDY 2: Sustainable tea production training, Kenya

Lipton Tea has partnered with the UK Department for International Development (DFID) and the Kenya Tea Development Agency (KTDA) to encourage smallholders to produce tea more sustainably and profitably. Using expertise from the Tea Research Foundation of Kenya, a farmer field school (FFS) approach to extension was used to communicate sustainability guidelines to 450,000 smallholder farmers whilst encouraging them to find their own solutions to improve practices and share learnings with each other.<sup>2</sup> This bottom-up approach resulted in the development of high levels of social capital; up to 35% increased annual yields and renewed focus on improved water and land management.<sup>3</sup>



Tea farmer, Kenya. Credit, Neil Palmer, CIAT



By early 2015 Rainforest Alliance (RA) certification had been granted to more than 300,000 farmers and all of KTDA's factories<sup>4</sup>. RA certification ensures that "farms and forests are managed according to rigorous environmental, social and economic criteria."<sup>5</sup> Farmers and workers are required to undertake additional training in best practice, and subsequently are paid at least the minimum wage, treated in compliance with national laws on worker conditions, and have been trained in pest management, conservation, and soil health improvement practices.<sup>6</sup>

## CASE STUDY 3: The impact of Farmer Field Schools in Tanzania



Workshop in Tanzania. Credit, A. Eitzinger CIAT

The Food and Agriculture Organization (FAO) ran the East African Sub-regional Project for farmer field schools (FFS) from 1999-2008 in Kenya, Uganda and Tanzania across 8 pilot sites. A second expansion phase of the project started in October 2005 and ran for 3 years in Tanzania's Bukoba, Muleba, and Missenyi districts. The objectives were to make FFS more cost effective, sustainable and more responsive to farmer's needs. The project focused on empowering rather than instructing participants, and aimed to improve the impact of agricultural research and technology transfer.

A study on the impact of the FAO FFS programme in Tanzania surveyed nearly 380 farmers, around 270 who had been engaged in an FAO FFS. Compared to non-FFS farmers, FFS farmers produced 23% more crops and 6% more livestock, whilst earning 2 times the amount of household income per capita. The impact on women was even more significant. Female-headed households showed a 53% increase in crop productivity following participation in an FFS, and female income from agriculture increased by 155%. FFS training had the largest impact on those with no education, who showed an increase in crop income of 129% compared to 29% for those with a primary education and 11% for those who had some secondary education.<sup>7</sup>

<sup>1</sup> NEPAD & CAAPD 2013, *Review of Agricultural Technical Vocational Education and Training (ATVET) in Africa: Best Practices from Benin, Ethiopia, Namibia and Sierra Leone*. NEPAD Planning and Coordinating Agency (NCPA), Midrand.

<sup>2</sup> Braga, TM, Ionescu-Somers, A, Seifert, RW 2011, '*Unilever sustainable tea Part II: Reaching out to smallholders in Kenya and Argentina*' *IDH Case Study Series* Dutch Sustainable Trade Initiative, Utrecht.

<sup>3</sup> Mitei, Z 2011, 'Growing sustainable tea on Kenyan smallholder farms' *International Journal of Agricultural Sustainability*, vol. 9, no.1, pp. 59-66.

<sup>4</sup> Unilever 2015, *Better yields for tea farmers in Kenya* Available from: [www.unilever.com](http://www.unilever.com) [11 June 2015].

<sup>5</sup> Rainforest Alliance (no date), *About Us*, Available from <[www.rainforest-alliance.org](http://www.rainforest-alliance.org)> [29 June 2015].

<sup>6</sup> Unilever 2009, *The Farmer Field School project: Growing sustainable tea in Kenya*, Available from: [www.unilever.com](http://www.unilever.com) [11 June 2015].

<sup>7</sup> Davis, K, Nkonya, E, Kato, E, Mekonnen, DA, Odendo, M, Miiro, R, Nkuba, J, 2012 '*Impact of Farmer Field Schools on Agricultural Productivity and Poverty in East Africa*' *World Development*, vol. 40, no. 2, pp. 402-413.