

IRAQ NATIONAL EDUCATION STRATEGY IMPLEMENTATION PLAN FOR THE AGRICULTURE SECTOR

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International
Trade
Centre

Contact person: Hanaa Alhasan, Youth
Economic Empowerment Expert

Email: halhasan@intracen.org

Street address: ITC Erbil Office, UN Com-
pound, 100 Meter Street, Erbil, Kurdistan
Region-Iraq

Internet: www.intracen.org



**Iraq National Education Strategy
Implementation Plan for the
Agriculture Sector**



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FOREWORD



Dr Tariq Alani

TVET Adviser, Prime
Minister Advisory
Commission

In 2022, the Government of Iraq launched the Iraq National Education Strategy (INES). Its aim is to deliver an innovative education system that provides a high-quality learning environment and conforms to global standards.

Technical and Vocational Education and Training (TVET) is one of three areas of focus within the INES. In order to be effective, TVET must reflect the needs of the labour market to support both the current and future Iraqi workforce.

Over the past year, the Agriculture TVET Technical Committee with the support of the International Trade Centre (ITC), through the European Union funded SAAVI (Strengthening Agriculture and Agri-Food Value Chain and Improving Trade Policy) project have developed an INES Implementation Plan for the agriculture sector. This implementation plan sets actions to deliver the INES across three key strategic priority areas: a) upskilling the existing workforce, b) upskilling those in roles at a national and governorate that support the agriculture sector and c) ensuring that those entering the sector have the required practical technical and business skills to thrive.

It is critically important that the current and future needs of the Iraq agriculture sector are met across its full value-chain. The sector is essential for Iraq's development and national security and it requires a skilled workforce that has the skills to compete internationally and mitigate itself against the impact of climate change.

The implementation plan aims not simply to set out the skills and labour market priorities of the sector, but through the Agriculture TVET Technical Committee bring together public and private sector partners to collaborate in taking forward their work, align efforts, maximise available funding and identify priority areas where funding is required.

This document is the result of many people's time and commitment and I would like to thank the members of the Agriculture TVET Technical Committee for their tireless efforts in developing the implementation plan.

The development of the plan is just the start of the journey and it now requires the combined efforts of the public and private sector to address challenges and make a real impact on the ground.

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GLOSSARY

PMAC	Prime Minister's Advisory Commission
FAO	Food and Agriculture Organization
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
ILO	International Labour Organisation
IOM	International Organisation for Migration
ITC	International Trade Centre
MoA	Ministry of Agriculture
MoE	Ministry of Education
MoHSR	Ministry of Higher Education, Science and Research
MoLSA	Ministry of Labour and Social Affairs
MoP	Ministry of Planning
MYS	Ministry of Youth and Sport
SAAVI	Strengthening Agriculture and Agri-Food Value Chain and Improving Trade Policy
TVET	Technical and Vocational Education and Training
UNESCO	The United Nations Educational, Scientific and Cultural Organization
WFP	World Food Programme

INTRODUCTION

This document sets out the implementation plan for the Iraq National Education Strategy for the agriculture sector in order to address the current and future skills and labour market needs of the agriculture sector and in turn contribute to increasing its productivity and competitiveness.

The plan has been developed by the Agriculture TVET Technical Committee with the support of ITC in its role as its secretariat, through the EU funded SAAVI (Strengthening Agriculture and Agri-Food Value Chain and Improving Trade Policy) project.



The Agriculture TVET Technical Committee is chaired by Dr Tariq Alani, TVET Adviser, Prime Minister's Advisory Commission (PMAC), and brings together relevant ministries and industry representatives, with the support of international organisations. Its membership is outlined at annex A. The Agriculture TVET Technical Committee is a sub-group of the Education Sector TVET Committee.

In developing the implementation plan, the Agriculture TVET Technical Committee examined the current and future skills and labour market needs of the agriculture and agri-business value chain. It identified barriers preventing the take-up and impact of TVET-related activities and identified interventions to address those needs across three strategic priorities: 1. the current workforce, 2. those supporting the upskilling of the current workforce and 3. the future workforce.

These interventions facilitate the implementation of The National Education Strategy for Iraq (INES) (2031-2022) across five years (2027-2023). The plan will be reviewed annually and will be extended to bring it into line with the 2031 timeline set out in the INES. The INES outlines four pillars to ensure that the goal of 'ensuring the provision of high quality of TVET to meet labour market needs' is met.

The four pillars are:

[1. Equitable access](#)

[2. Internal efficiency](#)

[3. Quality and External Efficiency](#)

[4. Governance, Management and Finance.](#)

Each of the operational objectives outlined in the INES Implementation Plan for the Agriculture Sector has been aligned with one of the four pillars to ensure the INES can be successfully implemented in the agriculture sector.

The implementation of the implementation plan is being overseen by the Agriculture TVET Technical Committee, with the support of ITC as its secretariat. Whilst it is an Iraqi plan being led by Iraqi partners, it will need the continued support of international organisations and donor organisations to help support its implementation.



SCOPE OF THE IMPLEMENTATION PLAN

The implementation plan is focused on the agriculture and agri-business value chain, including:

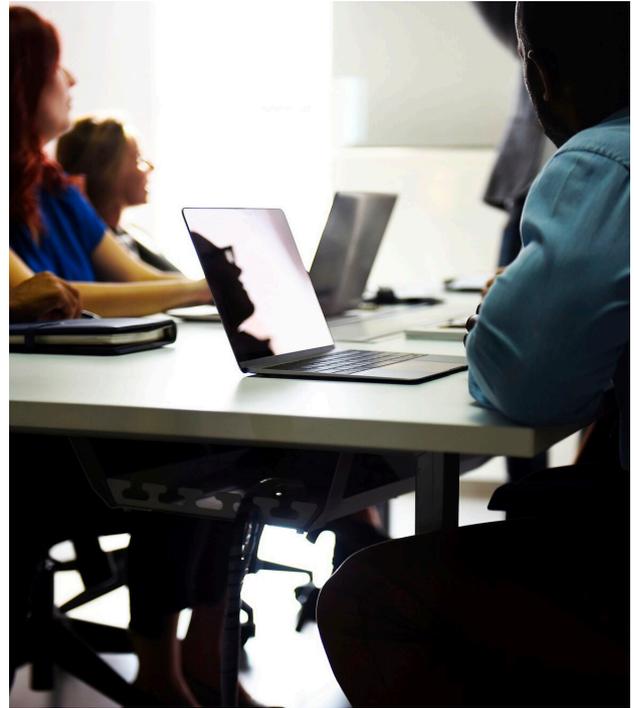
- [1. Inputs and production](#)
- [2. Processing](#)
- [3. Marketing and distribution](#)
- [4. Institutional and policy support](#)

All four areas have differing skills and labour market needs. Currently the vast majority of agriculture-related TVET is focused on production and there are opportunities to develop and deliver relevant content across all four areas.

SCOPE OF TVET

For the purposes of the implementation plan TVET includes technical and vocational content and provision at basic and secondary educational level, tertiary and higher education. It also includes workbased training and lifelong learning.

This broader definition of TVET is important to ensure that there is seamless progression and alignment across different levels of education and to ensure that the needs of the labour market are being met.



LABOUR MARKET AND SKILLS PRIORITIES

In developing the implementation plan, existing labour market and skills data have been identified and analysed in the context of a range of critical external drivers, which are felt to affect the demand for those skills.

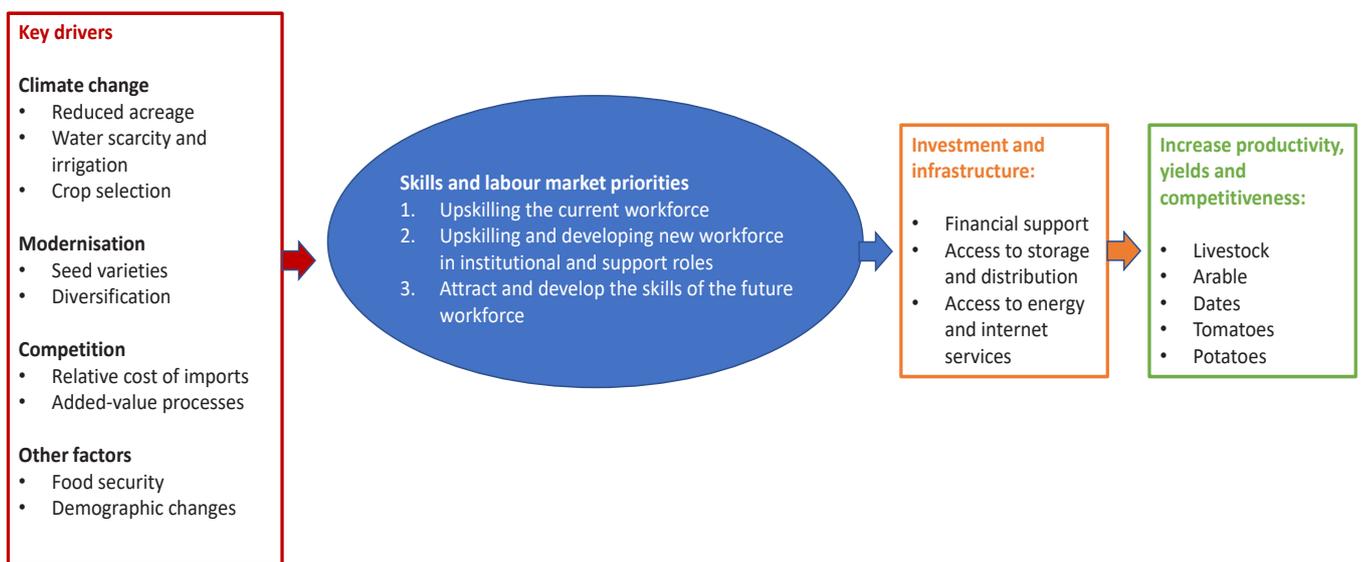
There are three labour market and skills priorities:

- [1. Upskilling the current workforce](#)
- [2. Upskilling and developing a new workforce in institutional and support roles](#)
- [3. Attract and develop the skills of the future workforce](#)

Figure 1 presents these three priorities in the context of a number of key drivers which are influencing the specific demand for skills and labour in the agriculture sector.

The diagram also underlines that effective TVET delivery will not on its own deliver the required productivity, increased yields and competitive outcomes that are desired. TVET needs to be aligned with the right investment opportunities and access to a relevant and stable infrastructure to support those with the skills and knowledge to to increase productivity, yields and competitiveness.

Fig 1: Labour market and skills priorities within the wide ecosystem





STRATEGIC PRIORITIES

The INES sets out a vision to:

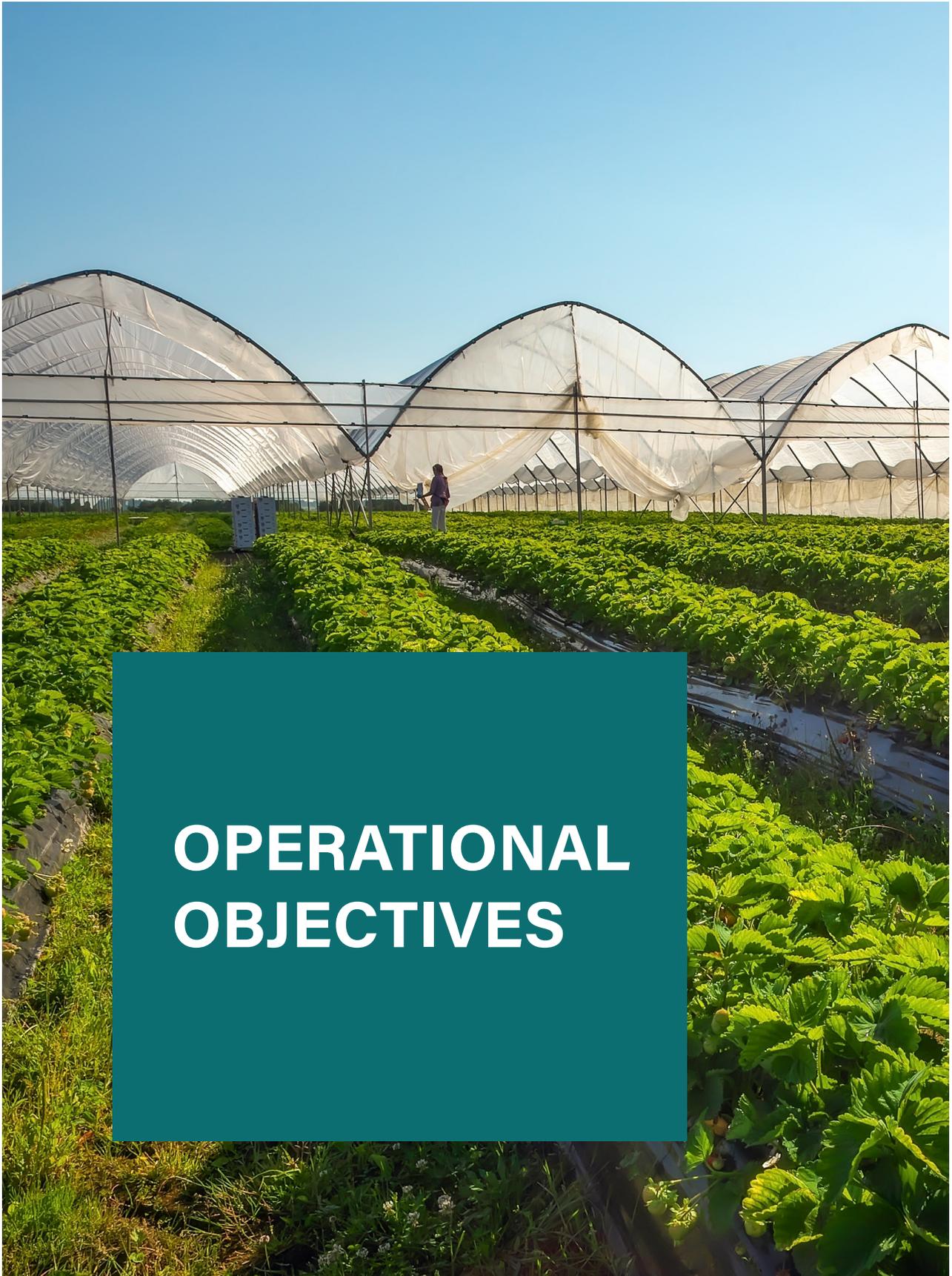
Aspire to an education system that is committed to values; provides sustainable, innovative, high quality learning opportunities for all; promotes building a knowledge society; and conforms to global standards.

This is supported by its mission to:

Strengthen educational institutions for community partnership and build systems that promote scientific and creative thinking, ensure outputs that meet the needs of the labour market, and help build a diversified knowledge economy in line with the requirements of sustainable development.

The INES Implementation plan for the Agriculture Sector aims to meet this vision and mission through three strategic objectives which underline the skills priorities for the agriculture sector.

	Strategic objectives	Rationale
1	Increase the effectiveness and connections between skills development and wider interventions to increase the impact of skills development on the performance and productivity of workers and businesses	Upskilling the current workforce is seen as the priority area of focus given the importance of raising the productivity and competitiveness of Iraq's agriculture sector. The current workforce are faced with a number of external factors, such as climate mitigation and the need to adopt more modern agricultural and processing practices that will require them to increase the range and level of their skills and knowledge.
2	Increase the skill needs of those working to support the agriculture and agri-business sector at a national and governorate level	The agriculture sector is dependent on an effective support system at a national and governorate level. This is made up of roles such as extension workers, policy makers, engineers, agronomists, etc that need to provide the right support and create a strong ecosystem in which agricultural businesses can compete and grow. The range of key drivers means that those in these roles need to adapt and change their skillsets, but it also means attracting people with specific skills, such as digital skills, knowledge of smart farming techniques, climate mitigation techniques and exports.
3	Attract and develop the skills of the future agriculture and agri-business workforce	In the short-term water shortages and climate change are likely to reduce the demand for new workers in the production of agriculture, but as competitiveness increases there will be increased demand for production workers with knowledge of new farming techniques and agri-business, food processors, and those providing inputs such as veterinarians. There are concerns that too few students are choosing agriculture-related courses and that those that are doing so are not going into the sector. More needs to be done to ensure that the sector is attracting new entrants and that these new entrants have a broader range of technical and agri-business skills.



OPERATIONAL OBJECTIVES

1

STRATEGIC PRIORITIES

1. Increase the effectiveness and connections between skills development and wider interventions to increase the impact of skills development on the performance and productivity of workers and businesses

Operational objectives

1.1: Collate existing skills and labour market surveys of the agriculture sector and commission additional surveys to address subsequent gaps (INES Pillar 3) ¹

1.2: Develop a framework of required training needs and ensure that appropriate digital and physical content is available to develop the skills of farmers, agri-businesses and food producers that reflect the main skill needs of the sector (INES Pillar 3)

1.3: Promote the benefits to farmers, agri-businesses and food producers of upskilling and adopting new working practices (INES Pillar 1)

1.4: Promote the benefits to farmers, agri-businesses and students on agriculture courses of processing

¹Each operational objective has been aligned with one of the TVET-related four pillars outlined in the National Education Strategy for Iraq (2031-2022) has outlined four pillars to ensure that the goal of 'ensuring the provision of high quality of TVET to meet labour market needs' is met. The four pillars are: 1. Equitable access, 2. Internal efficiency, 3. Quality and External Efficiency and 4. Governance, Management and Finance. Each of the operational objectives outlined in the INES Implementation Plan for the Agriculture Sector has been aligned with one of the four pillars to ensure it is in lock step with the overall TVET strategy.

and adding value to raw products (INES Pillar 1)

1.5: Promote the range of digital and physical support available to farmers, agri-businesses and food producers that can help them develop their skills and adopt new working practices (INES Pillar 1)

1.6: Ensure that skills development activities are being carried out targeting existing and new farmers, agri-businesses and food producers (INES Pillar 1)

1.7: Ensure appropriate facilities and equipment are available to enable effective skills delivery (INES Pillar 2)

1.8: Pilot and evaluate different public private partnership approaches to align agriculture extension support with community leaders and networks with the aim of increasing the impact of learning and the adoption of new practices (INES Pillar 3)

1.9: Identify investment in infrastructure, storage and processing facilities and align skills development activities to ensure this investment can be maximised (INES Pillar 3)

1.10: Identify financial and non-financial support to farmers, agri-businesses and food producers and align these to the successful completion of skills development activities (INES Pillar 3)

1.11: Evaluate and share the findings of the impact of existing provision to farmers, agri-businesses and food producers to assess their success in terms of knowledge transfer and increased productivity (INES Pillar 3)



2

2. Increase the skill needs of those working to support the agriculture and agri-business sector at a national and governorate level

Operational objectives

- 2.1: Identify those roles that provide support to the agriculture sector at a national and governorate level (e.g. government officials in policy development, trade; extension workers etc.) and develop a competency framework for them (INES Pillar 3)
- 2.2: Undertake a skill needs assessment of support roles against the competency framework at a national and governorate level (INES Pillar 3)
- 2.3: Ensure appropriate training and development is available that reflects the skills and knowledge outlined in the competency framework (INES Pillar 3)
- 2.4: Ensure that learning and development activities are being carried out to develop those in support roles (INES Pillar 3)
- 2.5: Ensure appropriate facilities and equipment are available to enable effective skills development (INES Pillar 2)
- 2.6: Establish, promote and take forward structured continuous professional development for those in support roles, linking where possible into research institutions and international best practice (INES Pillar 1)
- 2.7: Develop a mentor network and communication network across governorates to share best practice and ideas (INES Pillar 3)
- 2.8: Evaluate and share the findings of the impact of skills development on performance and impact (INES Pillar 3)

3

3. Attract and develop the skills of the future agriculture and agri-business workforce

Operational objectives

- 3.1: Ensure that career pathways into and through the agriculture and agri-business sector are clearly articulated and are promoted to young people and key influencers (INES Pillar 1)
- 3.2: Review current provision to ensure that it reflects the skills and knowledge required for those roles identified on the career pathway, including agro-processing and agri-business (INES Pillar 3)
- 3.3: Establish a curriculum panel to review existing courses and develop new courses on the qualifications framework in order to ensure they reflect sector needs, the latest research and insight and progression. (INES Pillar 3)
- 3.4: Ensure appropriate facilities and equipment are available to enable effective skills development, including emerging agriculture technology and smart agriculture (INES Pillar 2)
- 3.5: Embed soft skills development into the provision of agriculture full-time courses (P3)
- 3.6: Embed entrepreneurship development into full-time courses (INES Pillar 3)
- 3.7: Increase the engagement between the private sector and TVET institutions in areas such as curriculum development, internships, guest lecturers etc. (INES Pillar 3)
- 3.8: Establish mentor network to support students on agriculture and agri-businesses courses in higher education prepare for entry into employment (INES Pillar 3)
- 3.9: Pilot a referral scheme to help graduates find employment with farmers, producers and agri-businesses who are upgrading and modernising their businesses (INES Pillar 3)
- 3.10: Pilot apprenticeships in the agriculture and agri-businesses sector (INES Pillar 3)
- 3.11: Undertake tracker studies and share the findings to understand the success of full-time agriculture and agri-businesses courses and the employment destination of students (INES Pillar 3)



MONITORING AND IMPLEMENTATION



Oversight of the plan's implementation

The implementation of the INES Implementation Plan for the agriculture sector will be undertaken by the Agriculture TVET Technical Committee. The committee will meet quarterly to monitor the progress of the strategy and collectively address specific barriers and funding issues identified by members.

TAKING FORWARD OPERATIONAL OBJECTIVES

As part of the development of the implementation plan, individual members agreed to lead on activities to meet specific operational objectives. In some cases organisations agreed to work together to take forward activities in order to ensure greater synergy, to increase impact and ensure smoother progression at different levels of the education system.

In some instances, these are existing activities, in others they are new activities that have been identified to address a gap. The implementation plan aims to increase collaboration and expand interventions and best practice to benefit all governorates.

Activities have been outlined between 2023 and 2027. The implementation plan will be refreshed annually to update those activities that will be taken forward in the latter years of the implementation plan and that will build on the experience and best practice of activities taken forward in the first years of the plan's implementation. It will also be extended to 2031 to bring into the timeline of the INES.

FUNDING

Funding will be required to take forward activities outlined in the implementation plan. In some instances, funding has already been earmarked by the Iraqi Government and from the international community. However, more funding will be required to address specific gaps and the implementation plan aims to help identify funding priorities for TVET-related activities in the agriculture sector.

MONITORING

PMAC with the support of ITC will co-ordinate the collection of quarterly updates from each lead organisation. This will feed into a monitoring process that will help the Agriculture TVET Technical Committee monitor progress.



OPERATIONAL OBJECTIVES AND ACTIVITIES

1. Increase the effectiveness and connections between skills development and wider interventions to increase the impact of skills development on the performance and productivity of workers and businesses

Operational objectives	Assessment of current activities	Lead organisation	Key partners	Governorate activities
1.1: Collate existing skills and labour market surveys of the agriculture sector and commission additional surveys to address subsequent gaps	New, but building on existing data	MoP	MoA MoLSA FAO IOM UNESCO GIZ ITC-SAAVI Al-Aghsan Baghdad Chamber of Commerce Agriculture industry associations Private sector	Across all governorates
1.2: Develop a framework of required training needs and ensure that appropriate digital and physical content is available to develop the skills of farmers, agri-businesses and food producers that reflect the main skill needs of the sector	Can build on existing extension support outline of training	MoA	FAO Cowater WFP IOM ITC-SAAVI Al-Aghsan Agriculture industry associations Private sector	Need for the framework to identify specific needs at a governorate level

Funding: secured and source	Timescales				
	<u>2023</u>	<u>2024</u>	<u>2025</u>	<u>2026</u>	<u>2027</u>
Additional funding required for new surveys	Collate existing surveys on the skills and labour market needs of the agriculture sector at a governorate level Disseminate existing information	Commission additional surveys to address gaps, if necessary Disseminate results	Disseminate existing information	Collate existing surveys on the skills and labour market needs of the agriculture sector at a governorate level Disseminate results	Commission additional surveys to address gaps, if necessary Disseminate existing information
Government funding secured		Produce framework of training needs across the full agriculture sector	Refresh the framework of training needs	Refresh the framework of training needs	Refresh the framework of training needs

Operational objectives	Assessment of current activities	Lead organisation	Key partners	Governorate activities
1.3: Promote the benefits to farmers, agri-businesses and food producers of upskilling and adopting new working practices	The MoA and international agencies are undertaking these activities to specific beneficiaries	MoA	FAO WFP IOM ITC-SAAVI ILO Al-Aghsan Baghdad Chamber of Commerce Agriculture industry associations Private sector	Currently activities are limited to specific governorates
1.4: Promote the benefits to farmers, agri-businesses and students on agriculture courses of processing and adding value to raw products	The MoA and international agencies are undertaking these activities to specific beneficiaries	MoA	FAO WFP MoHESR IOM ITC-SAAVI ILO Al-Aghsan Baghdad Chamber of Commerce Agriculture industry associations Private sector	Currently activities are limited to specific governorates
1.5: Promote the range of digital and physical support available to farmers, agri-businesses and food producers that can help them develop their skills and adopt new working practices	The MoA and international agencies are undertaking these activities to specific beneficiaries	MoA	FAO WFP IOM ITC-SAAVI ILO Al-Aghsan	Currently activities are limited to specific governorates

Funding: secured and source	Timescales				
	<u>2023</u>	<u>2024</u>	<u>2025</u>	<u>2026</u>	<u>2027</u>
Funding required		Outline and take forward communicate campaign to promote the benefits of skills development Undertake evaluation of campaign	Outline and take forward communicate campaign to promote the benefits of skills development taking into account the evaluation	Outline and take forward communicate campaign to promote the benefits of skills development taking into account the evaluation	Outline and take forward communicate campaign to promote the benefits of skills development taking into account the evaluation
Funding required		Outline and take forward communicate campaign to promote the benefits of skills development Undertake evaluation of campaign	Outline and take forward communicate campaign to promote the benefits of skills development taking into account the evaluation	Outline and take forward communicate campaign to promote the benefits of skills development taking into account the evaluation	Outline and take forward communicate campaign to promote the benefits of skills development taking into account the evaluation
Funding required	Identify existing physical and online training being delivered by various partners	Develop and implement communications campaign	Evaluate impact of previous campaign Revise and implement communications campaign	Evaluate impact of previous campaign Revise and implement communications campaign	Evaluate impact of previous campaign Revise and implement communications campaign

Operational objectives	Assessment of current activities	Lead organisation	Key partners	Governorate activities
1.6: Ensure that skills development activities are being carried out targeting existing and new farmers, agri-businesses and food producers	The MoA and international agencies are undertaking these activities to specific beneficiaries	MoA	MoP Directorate of Women Empowerment FAO WFP IOM ITC-SAAVI ILO Al-Aghsan MoC Agriculture industry associations Private sector	Currently activities are limited to specific governorates
1.7: Ensure appropriate facilities and equipment are available to enable effective skills delivery	This is new focus building on existing upgrading	MoA	MoLSA FAO WFP IOM ITC-SAAVI Al-Aghsan Agriculture industry associations Private sector	Currently activities are limited to specific governorates

Funding: secured and source	Timescales				
	<u>2023</u>	<u>2024</u>	<u>2025</u>	<u>2026</u>	<u>2027</u>
Government funding secured, but additional funding required		Oversee delivery of training Evaluate the impact of training	Oversee delivery of training Evaluate the impact of training	Oversee delivery of training Evaluate the impact of training	Oversee delivery of training Evaluate the impact of training
Funding required		Undertake audit of facilities and identify additional support required	Undertake capacity building of facilities and equipment	Undertake capacity building of facilities and equipment Evaluate the use and impact of the equipment and its	Undertake capacity building of facilities and equipment Evaluate the use and impact of the equipment and its

Operational objectives	Assessment of current activities	Lead organisation	Key partners	Governorate activities
<p>1.8: Pilot and evaluate different public private partnership approaches to align agriculture extension support with community leaders and networks with the aim of increasing the impact of learning and the adoption of new practices</p>	<p>This would be a new focus</p>	<p>MoA</p>	<p>FAO WFP ITC-SAAVI ILO Al-Aghsan Baghdad Chamber of Commerce Agriculture industry associations Private sector</p>	<p>This would be piloted in specific governorates</p>
<p>1.9: Identify investment in infrastructure, storage and processing facilities and align skills development activities to ensure this investment can be maximised</p>	<p>This would build on existing developments</p>	<p>MoA</p>	<p>MoHESR National Committee for Investment FAO WFP IOM ITC-SAAVI Al-Aghsan Baghdad Chamber of Commerce Agriculture industry associations Private sector</p>	<p>A needs assessment would need to be conducted in each governorate</p>

Funding: secured and source	Timescales				
	<u>2023</u>	<u>2024</u>	<u>2025</u>	<u>2026</u>	<u>2027</u>
Funding required	Identify potential public private partnership modules across three different governorates	Develop mentorship process Identify public and private sector mentors Provide mentor and mentee training Launch mentor network	Undertake pilots	Undertake pilots Evaluate pilots	
Funding required		Identify new infrastructure, storage and processing being developed and identify whether training and development have been identified or carried out to support their use Develop and deliver additional training if required	Identify new infrastructure, storage and processing being developed and identify whether training and development have been identified or carried out to support their use Develop and deliver additional training if required	Identify new infrastructure, storage and processing being developed and identify whether training and development have been identified or carried out to support their use Develop and deliver additional training if required	Identify new infrastructure, storage and processing being developed and identify whether training and development have been identified or carried out to support their use Develop and deliver additional training if required

Operational objectives	Assessment of current activities	Lead organisation	Key partners	Governorate activities
1.10: Identify financial and non-financial support to farmers, agri-businesses and food producers and align these to the successful completion of skills development activities	This would build on existing developments	MoA	IOM WFP ITC-SAAVI Al-Aghsan Agriculture industry associations Private sector	Currently activities are limited to specific governorates
1.11: Evaluate the impact and share the findings of existing provision to farmers, agri-businesses and food producers to assess their success in terms of knowledge transfer and increased productivity	This would build on existing project evaluations	MoP	MoA FAO IOM WFP ITC-SAAVI Al-Aghsan Agriculture industry associations Private sector	Currently activities are limited to specific governorates

Funding: secured and source	Timescales				
	<u>2023</u>	<u>2024</u>	<u>2025</u>	<u>2026</u>	<u>2027</u>
Funding required	<p>Identify existing financial and non-financial support aimed at the agricultural workforce</p> <p>Identify how financial and non-financial support can best be aligned to development activities being carried out</p>	<p>Undertake a number of pilot interventions to better align training and development with financial and non-financial support</p> <p>Evaluate impact of alignment interventions</p> <p>Agree wider rollout</p>			
Funding required	<p>Develop evaluation methodologies</p> <p>Identify potential areas for evaluation</p>	<p>Undertake evaluation and share findings</p>	<p>Undertake evaluation and share findings</p>	<p>Undertake evaluation and share findings</p>	<p>Undertake evaluation and share findings</p>

OPERATIONAL OBJECTIVES AND ACTIVITIES

2. Increase the skill needs of those working to support the agriculture and agri-business sector at a national and governorate level

Operational objectives	Assessment of current activities	Lead organisation	Key partners	Governorate activities
2.1: Identify those roles that provide support to the agriculture sector at a national and governorate level (e.g. government officials in policy development, trade; extension workers etc.) and develop a competency framework for them	This would be a new activity building on existing training support	MoA	MoHESR UNESCO ILO FAO WFP ITC-SAAVI Al-Aghsan Agriculture industry associations Private sector	This would need to be undertaken across all governorates
2.2: Undertake a skill needs assessment of support roles against the competency framework at a national and governorate level	This would be a new activity building on existing training support	MoA	FAO IOM WFP ITC-SAAVI Al-Aghsan Agriculture industry associations Private sector	This would need to be undertaken across all governorates

Funding: secured and source	Timescales				
	<u>2023</u>	<u>2024</u>	<u>2025</u>	<u>2026</u>	<u>2027</u>
Funding required	Identify roles and develop competency frameworks for each key role	Develop competency frameworks for each key role			Refresh competency frameworks for each key role
Funding required		Undertake skill needs assessment against key roles to identify gaps in skills or knowledge	Undertake skill needs assessment against key roles to identify gaps in skills or knowledge	Undertake skill needs assessment against key roles to identify gaps in skills or knowledge	Undertake skill needs assessment against key roles to identify gaps in skills or knowledge

Operational objectives	Assessment of current activities	Lead organisation	Key partners	Governorate activities
2.3: Ensure appropriate training and development is available that reflects the skills and knowledge outlined in the competency framework	This would be a new activity building on some previous and existing interventions	MoA	MoHSR MoLSA FAO WFP ITC-SAAVI Al-Aghsan Baghdad Chamber of Commerce Agriculture industry associations Private sector	This would need to be undertaken across all governorates
2.4: Ensure that learning and development activities are being carried out to develop those in support roles	This would be a new activity building on some previous and existing interventions	MoA	MoHSR FAO WFP ITC-SAAVI Al-Aghsan Agriculture industry associations Private sector	This would need to be undertaken across all governorates
2.5: Ensure appropriate facilities and equipment are available to enable effective skills development	This would be a new activity building on some previous and existing interventions	MoA	MoHSR FAO WFP ITC-SAAVI Agriculture industry associations Private sector	This would need to be undertaken across all governorates

Funding: secured and source	Timescales				
	<u>2023</u>	<u>2024</u>	<u>2025</u>	<u>2026</u>	<u>2027</u>
Funding required			Identify or develop training and development to address skill needs identified	Identify or develop training and development to address skill needs identified	Identify or develop training and development to address skill needs identified
Funding required		Review existing training and development activities Evaluate impact of training and development activities	Review training and development activities linked to skill needs assessment Evaluate impact of training and development activities	Review training and development activities linked to skill needs assessment Evaluate impact of training and development activities	Review training and development activities linked to skill needs assessment Evaluate impact of training and development activities
Funding required		Undertake audit of facilities and identify additional support required	Undertake capacity building of facilities and equipment	Undertake capacity building of facilities and equipment Evaluate the use and impact of the equipment and its	Undertake capacity building of facilities and equipment Evaluate the use and impact of the equipment and its

Operational objectives	Assessment of current activities	Lead organisation	Key partners	Governorate activities
2.6: Establish, promote and take forward structured continuous professional development for those in support roles, linking where possible into research institutions and international best practice	This would be a new activity building on some previous and existing interventions	MoA	MoHSR FAO WFP ITC-SAAVI Agriculture industry associations Private sector	This would need to be undertaken across all governorates
2.7: Develop a mentor network and communication network across governorates to share best practice and ideas	This would be a new activity building on some previous and existing interventions	MoA	MoHSR MoLSA MoP FAO WFP ITC-SAAVI Al-Aghsan Baghdad Chamber of Commerce Agriculture industry associations Private sector	This would need to be undertaken across all governorates

Funding: secured and source	Timescales				
	<u>2023</u>	<u>2024</u>	<u>2025</u>	<u>2026</u>	<u>2027</u>
Funding required		<p>Develop CPD process to track and support CPD activities</p> <p>Promote CPD and training opportunities</p> <p>Identify international opportunities to develop skills and share knowledge</p>	<p>Develop CPD process to track and support CPD activities</p> <p>Promote CPD and training opportunities</p> <p>Identify international opportunities to develop skills and share knowledge</p> <p>Evaluate impact of CPD scheme</p>	<p>Develop CPD process to track and support CPD activities</p> <p>Promote CPD and training opportunities</p> <p>Identify international opportunities to develop skills and share knowledge</p> <p>Evaluate impact of CPD scheme</p>	<p>Develop CPD process to track and support CPD activities</p> <p>Promote CPD and training opportunities</p> <p>Identify international opportunities to develop skills and share knowledge</p> <p>Evaluate impact of CPD scheme</p>
Funding required		<p>Develop mentorship process</p> <p>Identify public and private sector mentors</p> <p>Provide mentor and mentee training</p> <p>Launch mentor network</p>	<p>Develop mentorship process</p> <p>Identify additional mentors</p> <p>Provide mentor and mentee training</p> <p>Evaluate mentor scheme</p>	<p>Develop mentorship process</p> <p>Identify additional mentors</p> <p>Provide mentor and mentee training</p> <p>Evaluate mentor scheme</p>	<p>Develop mentorship process</p> <p>Identify additional mentors</p> <p>Provide mentor and mentee training</p> <p>Evaluate mentor scheme</p>

Operational objectives	Assessment of current activities	Lead organisation	Key partners	Governorate activities
2.8: Evaluate and share the findings of the impact of skills development on performance and impact	This would be a new activity building on some previous and existing interventions	MoA	MoHSR MoE FAO WFP ITC-SAAVI Al-Aghsan Agriculture industry associations Private sector	This would need to be undertaken across all governorates

Funding: secured and source	Timescales				
	<u>2023</u>	<u>2024</u>	<u>2025</u>	<u>2026</u>	<u>2027</u>
Funding required	Develop evaluation methodologies Identify potential areas for evaluation	Undertake evaluation and share findings			

OPERATIONAL OBJECTIVES AND ACTIVITIES

3. Attract and develop the skills of the future agriculture and agri-business workforce

Operational objectives	Assessment of current activities	Lead organisation	Key partners	Governorate activities
3.1: Ensure that career pathways into and through the agriculture and agri-business sector are clearly articulated and are promoted to young people and key influencers	This would be a new activity building on some previous and existing interventions	MoA MoE MOLSA MoHESR	Cowater UNESCO GIZ ILO Al-Aghsan Baghdad Chamber of Commerce Agriculture industry associations Private sector	This would need to be undertaken across all governorates
3.2: Review current provision to ensure that it reflects the skills and knowledge required for those roles identified on the career pathway, including agro-processing and agri-business	This would be a new activity building on some previous and existing interventions	MoA MoE MOLSA MoHESR	Cowater UNESCO GIZ ILO Al-Aghsan Agriculture industry associations Private sector	This would need to be undertaken across all governorates

Funding: secured and source	Timescales				
	<u>2023</u>	<u>2024</u>	<u>2025</u>	<u>2026</u>	<u>2027</u>
Funding required	Identify career pathways and related provision for each agricultural job role Agree how the career pathways will be promote to young people	Develop means to promote the career pathways Undertake communication and dissemination of the career pathways	Update career pathways Undertake communication and dissemination of the career pathways Evaluate impact of career pathways on learning decisions	Undertake communication and dissemination of the career pathways Evaluate impact of career pathways on learning decisions	Undertake communication and dissemination of the career pathways Evaluate impact of career pathways on learning decisions
Funding required		Develop occupational standards for each job role Compare existing provision against occupational standards and identify provision that needs refreshing, removing or developing	Develop occupational standards for each job role Compare existing provision against occupational standards and identify provision that needs refreshing, removing or developing	Develop occupational standards for each job role Compare existing provision against occupational standards and identify provision that needs refreshing, removing or developing	Develop occupational standards for each job role Compare existing provision against occupational standards and identify provision that needs refreshing, removing or developing

Operational objectives	Assessment of current activities	Lead organisation	Key partners	Governorate activities
<p>3.3: Establish a curriculum panel to review existing courses and develop new courses on the qualifications framework in order to ensure they reflect sector needs, the latest research and insight and progression.</p>	<p>This would be a new activity building on some previous and existing interventions</p>	<p>MoA MoE MOLSA MoHESR</p>	<p>Cowater UNESCO GIZ ILO Al-Aghsan Agriculture industry associations Private sector</p>	<p>This would need to be undertaken across all governorates</p>
<p>3.4: Ensure appropriate facilities and equipment are available to enable effective skills development, including emerging agriculture technology and smart agriculture</p>	<p>This would be a new activity building on some previous and existing interventions</p>	<p>MoA MoE MOLSA MoHESR</p>	<p>Cowater UNESCO GIZ ILO Al-Aghsan Agriculture industry associations Private sector</p>	<p>This would need to be undertaken across all governorates</p>

Funding: secured and source	Timescales				
	<u>2023</u>	<u>2024</u>	<u>2025</u>	<u>2026</u>	<u>2027</u>
Funding required	Convene panel and agree terms of reference	Review existing provision identified as requiring development or revision Make decision about removing provision Oversee the development of new provision in line with the occupational standards	Oversee the development of new provision in line with the occupational standards	Oversee the development of new provision in line with the occupational standards	Oversee the development of new provision in line with the occupational standards
Funding required		Undertake audit of facilities and identify additional support required	Undertake capacity building of facilities and equipment	Undertake capacity building of facilities and equipment Evaluate the use and impact of the equipment and its	Undertake capacity building of facilities and equipment Evaluate the use and impact of the equipment and its

Operational objectives	Assessment of current activities	Lead organisation	Key partners	Governorate activities
3.5: Embed soft skills development into the provision of agriculture full-time courses	This would be a new activity building on some previous and existing interventions	MoA MoE MOLSA MoHESR	MYS Cowater UNESCO GIZ ILO Al-Aghsan Agriculture industry associations Private sector	This would need to be undertaken across all governorates
3.6: Embed entrepreneurship development into full-time courses	This would be a new activity building on some previous and existing interventions	MoA MoE MOLSA MoHESR	Cowater UNESCO GIZ ILO ITC-SAAVI Al-Aghsan Baghdad Chamber of Commerce Agriculture industry associations Private sector	This would need to be undertaken across all governorates

Funding: secured and source	Timescales				
	<u>2023</u>	<u>2024</u>	<u>2025</u>	<u>2026</u>	<u>2027</u>
Funding required	Agree areas of soft skills to be embedded and how best it should be embedded in different types of courses at different levels.	Embed soft skills into agriculture-related provision Evaluate the introduction of soft-skills and make recommendations based on the findings of the evaluation			
Funding required	Agree entrepreneurship content to be embedded or aligned with existing agriculture-related courses Agree how best it should be embedded in different types of courses at different levels	Embed into agriculture-related provision Evaluate the introduction of entrepreneurship content and make recommendations based on the findings of the evaluation			

Operational objectives	Assessment of current activities	Lead organisation	Key partners	Governorate activities
3.7: Increase the engagement between the private sector and TVET institutions in areas such as curriculum development, internships, guest lecturers etc.	This would be a new activity building on some previous and existing interventions	MoA MoE MOLSA MoHESR	Cowater UNESCO GIZ ILO Al-Aghsan Agriculture industry associations Private sector	This would need to be undertaken across all governorates
3.8: Establish mentor network to support students on agriculture and agri-businesses courses in higher education prepare for entry into employment	This would be a new activity building on some previous and existing interventions	MoA MoE MOLSA MoHESR	Cowater UNESCO GIZ ILO WFP IOM ITC Al-Aghsan Baghdad Chamber of Commerce Agriculture industry associations Private sector	This would need to be undertaken across all governorates

Funding: secured and source	Timescales				
	<u>2023</u>	<u>2024</u>	<u>2025</u>	<u>2026</u>	<u>2027</u>
Funding required	Produce guidance based on previous and existing interventions to promote the engagement between TVET centres and the private sector	Disseminate guidance and provide support Evaluate the impact of the guidance on the amount of engagement and its impact on the development and delivery of provision			
Funding required		Develop mentorship process Identify public and private sector mentors Provide mentor and mentee training Launch mentor network	Promote the mentorship scheme Identify additional mentors Provide mentor and mentee training Evaluate mentor support	Promote the mentorship scheme Identify additional mentors Provide mentor and mentee training Evaluate mentor support	Promote the mentorship scheme Identify additional mentors Provide mentor and mentee training Evaluate mentor support

Operational objectives	Assessment of current activities	Lead organisation	Key partners	Governorate activities
3.9: Pilot a referral scheme to help graduates find employment with farmers, producers and agri-businesses who are upgrading and modernising their businesses	This would be a new activity building on some previous and existing interventions	MoA MoE MOLSA MoHESR	Cowater UNESCO GIZ ILO WFP IOM ITC-SAAVI Al-Aghsan Baghdad Chamber of Commerce Agriculture industry associations Private sector	This would need to be undertaken across all governorates
3.10: Pilot apprenticeships in the agriculture and agri-businesses sector	This would be a new activity building on some previous and existing interventions	MoA MOLSA	ILO Al-Aghsan Baghdad Chamber of Commerce Agriculture industry associations Private sector	This would be piloted in a one or a small number of governorates

Funding: secured and source	Timescales				
	<u>2023</u>	<u>2024</u>	<u>2025</u>	<u>2026</u>	<u>2027</u>
Funding required		<p>Develop referral scheme based on the mentorship scheme</p> <p>Identify possible businesses to offer placement and employment opportunities</p> <p>Pilot the referral scheme</p>	<p>Evaluate the referral scheme and make any required changes</p> <p>Identify possible businesses to offer placement and employment opportunities</p> <p>Launch the referral scheme and roll out across all governorates</p>	<p>Continue to rollout the scheme</p> <p>Promote the scheme</p> <p>Identify possible businesses to offer placement and employment opportunities</p> <p>Evaluate the referral scheme</p>	<p>Continue to rollout the scheme</p> <p>Promote the scheme</p> <p>Identify possible businesses to offer placement and employment opportunities</p> <p>Evaluate the referral scheme</p>
Funding required	Identify potential apprenticeships that could be taken forward based on the career pathways	<p>Develop apprenticeship framework</p> <p>Pilot formalised apprenticeships</p>	<p>Pilot formalised apprenticeships</p> <p>Evaluate apprenticeship pilot</p>		

Operational objectives	Assessment of current activities	Lead organisation	Key partners	Governorate activities
3.11: Undertake tracker studies and share the findings to understand the success of full-time agriculture and agri-businesses courses and the employment destination of students	This would be a new activity building on some previous and existing interventions	MoA MoE MOLSA MoHESR	COWATER UNESCO GIZ ILO Al-Aghsan Agriculture industry associations Private sector	This would need to be undertaken across all governorates

Funding: secured and source	Timescales				
	<u>2023</u>	<u>2024</u>	<u>2025</u>	<u>2026</u>	<u>2027</u>
Funding required	Identify and assess the impact of existing tracker studies	Develop tracker study model and pilot across a number of centres offering agricultural-related provision Evaluate tracker study pilot	Make any changes based on the evaluation of the pilot and roll out tracker studies Collate findings and use them to inform curriculum development and support for TVET centres	Increase the number of tracker studies being taken forward Collate findings and use them to inform curriculum development and support for TVET centres	Increase the number of tracker studies being taken forward Collate findings and use them to inform curriculum development and support for TVET centres

ANNEX A

MEMBERSHIP OF THE AGRICULTURE TVET TECHNICAL COMMITTEE

1. Prime Minister's Advisory Commission
2. Ministry of Agriculture
3. Ministry of Planning
4. Ministry of Labour and Social Affairs
5. Ministry of Youth and Sport
6. Ministry of Education
7. Ministry of Higher Education, Science and Research
8. Baghdad Chamber of Commerce
9. Rawnaz Al Dur
10. Agri-engineers Association
11. Iraqi Farmers Association
12. Al Aghsam Foundation
13. UNESCO
14. Food and Agriculture Organisation
15. World Food Programme
16. International Labour Organisation
17. International Organisation for Migration
18. GIZ
19. CowaterSecretariat: International Trade Centre