

Expert Talks on Agribusiness in Africa - 2021/ 22

Expert Talk No. 4 / 8

Forced improvisation or real opportunity? The prospects and pitfalls of e-learning approaches in African agribusiness

Improvisation ou opportunité réelle ? Perspectives et pièges de la formation en ligne dans l'agrobusiness en Afrique



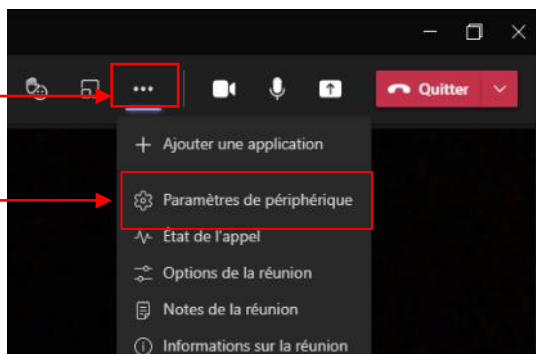


Traduction

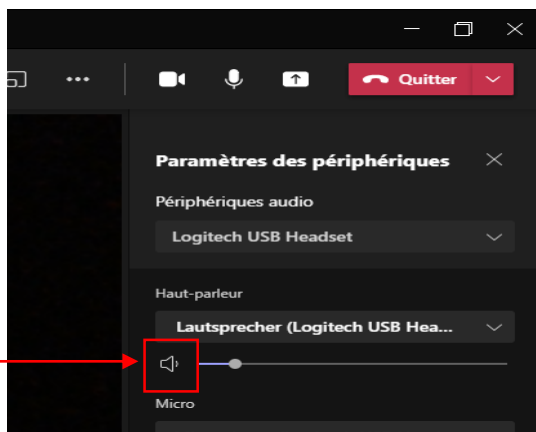
Étape 1 : Mettre MS Teams sur silencieux

1

2




3



Étape 2 : Ouvrir interactio

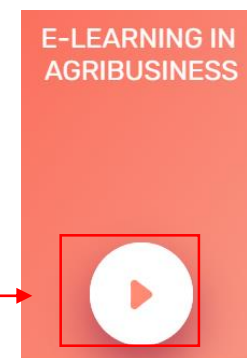
1. Cliquez sur le lien dans le chat :

<https://app.interactio.io/Search/Directe dSearch?eventCode=ABF2021>

2. Cliquez sur le bouton  et sélectionnez la langue → **French**



3



Agri-Business Facility for Africa

60 partners in 25 member states of AU

- Development programs (diff. donors)
- African national and regional institutions incl. AUDA-NEPAD
- Companies

- 01/2020 - 05/2023
- 6.3 Mio EUR (BMZ)
- 11 Advisors

Objective: Better cost-effectiveness and scaling of measures provided by development programs, private and public entities to African agribusiness MSME

Advice upon request in the following areas:



- Adaptation and management of tried-and-tested agribusiness trainings for large scale delivery in line with needs, commissions, strategies and sustainability requirements
- Upgrading of selected ATVET institutions to qualify students and professionals in tried-and-tested agribusiness approaches
- Innovative approaches: Investment analysis, digital media & apps, African expert networks for South-South cooperation, capacity development and knowledge management **incl. tutored and self-tutored e-learning**

> 600
Cooperatives trained in CBS,
>7,000 participants, >20% women



>59,000
Small scale processors trained
in PBS, >90% are women



CBS
PBS
FBS
★ ATVET



44 GIZ supported
programs & partners
14 National
organizations
2 Companies

> 1,500,000
Smallholders trained in FBS,
33% are women



150 FBS
Curricula on 40 lead products

Agenda

1 Opening remarks

2 Agenda and objective

3 Conceptualization of e-learning approaches and lessons for the Agricultural VET Sector

4 Setting up tutored and self-tutored e-learning offers at a large educational institution

5 Digitizing content for interactive self-tutored learning in the Mosabi application

6 Discussion

7 Outlook & Closing

1 Mots de bienvenue

2 Agenda & objectif

3 Conceptualisation des approches de formation en ligne et de leur application à l'agrobusiness africain

4 La mise en place à grande échelle d'offres de formations en ligne tutorées et auto-tutorées

5 Numérisation du contenu pour l'apprentissage interactif et autodidacte dans l'application Mosabi

6 Discussion

7 Perspectives & clôture

Objectives of today's session

- 1
 - 2
 - 3
 - 4
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 - 7
- Learn about **conceptual underpinnings** and relevant elements of e-learning
 - Identify **success factors** and **useful technologies** for effective and durable digital and online knowledge dissemination in agribusiness in Africa
 - Understand **business model considerations** related to e-learning and how this will shape the **delivery channels** for capacity development in the future

Mentimeter

Click on the link in
the chat and let us
know what you think!

Do you think e-learning will replace face-to-face training in the long run?





In your view, will e-learning replace face-to-face training on the long term?

Mentimeter

2
Yes

16
No

2
I am not sure

20
20

The speakers

1

Ms. Dr. Shafika Isaacs, Associate Professor of Practice,
University of Johannesburg

2

Mr. Prof. Salesio Kiura, Associate Professor, Technical
University of Kenya

3

Mr. Chris Czerwonka, Founder & CEO, Mosabi

Introduction of keynote speaker 1



Prof. Ms. Shafika Isaacs

Associate Professor of Practice at University of Johannesburg and an independent e-learning consultant

Shafika has worked on initiatives with a wide range of international and South African organisations. She has collaborated with the UN Children's Fund (UNICEF), the UN Educational, Scientific and Cultural Organisation (UNESCO), the Commonwealth of Learning (CoL), the Bill and Melinda Gates Foundation, Cisco, Intel, Microsoft, and South Africa's Department of Basic Education.

Remote & Digital Learning (RDL)

Lessons for the Agricultural VET Sector

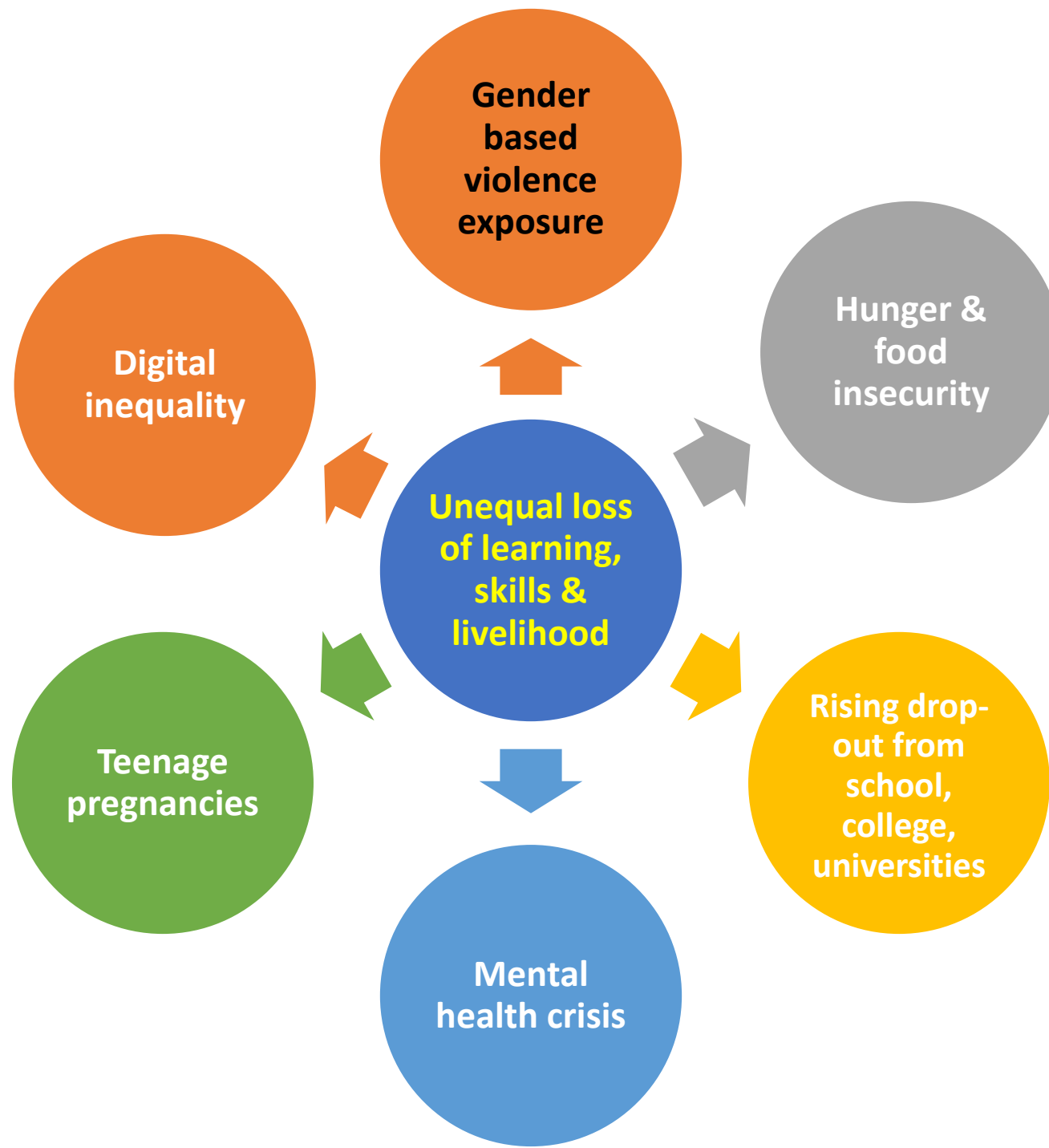


Shafika Isaacs
Associate Professor of Practice
University of Johannesburg
@shafikai



The pandemic is an x-ray

*Antonio Guterres, Secretary
General,
United Nations,
July 2020*





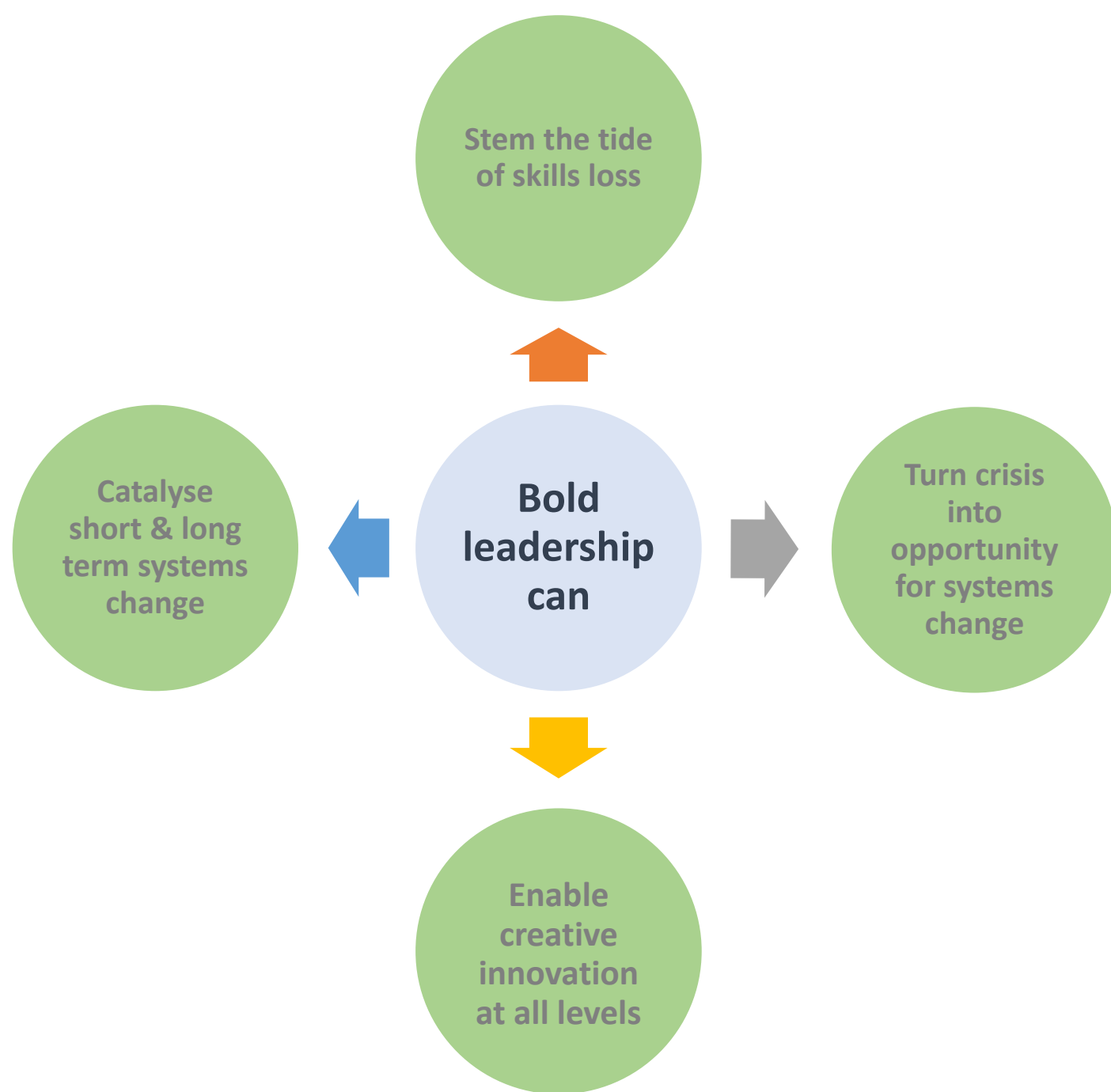
Pandemic to Endemic

Emergency Response to Crisis-resilient Systemic Change



Wake-up Call No 1

**Bold Leadership
Matters!**



LESSONS LEARNED

Invest in Leadership Development for
institutional leaders

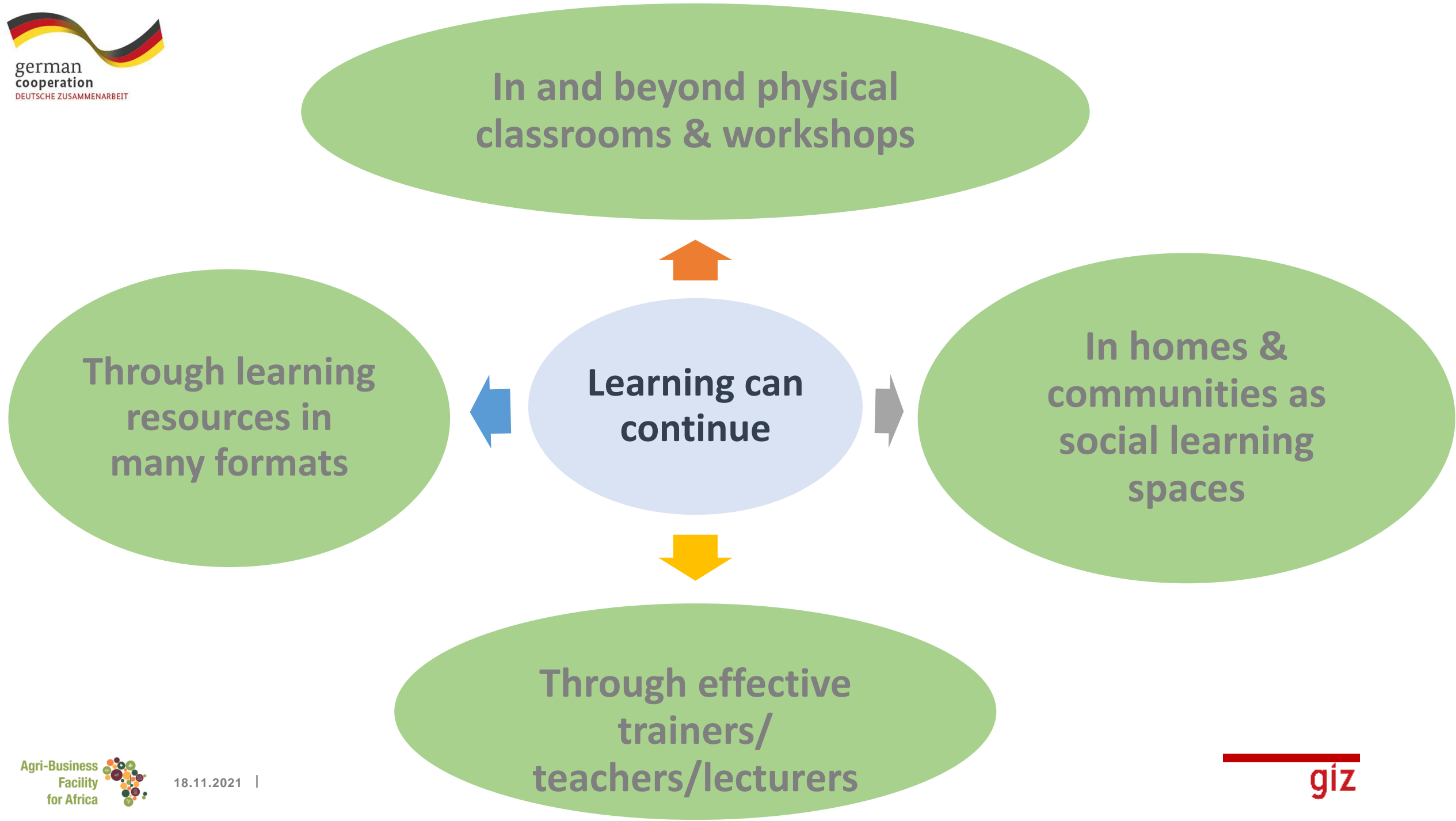
Establish leadership support systems

Establish leadership forums for
shared learning



Wake-up Call No 2

**New possibilities for
learning**

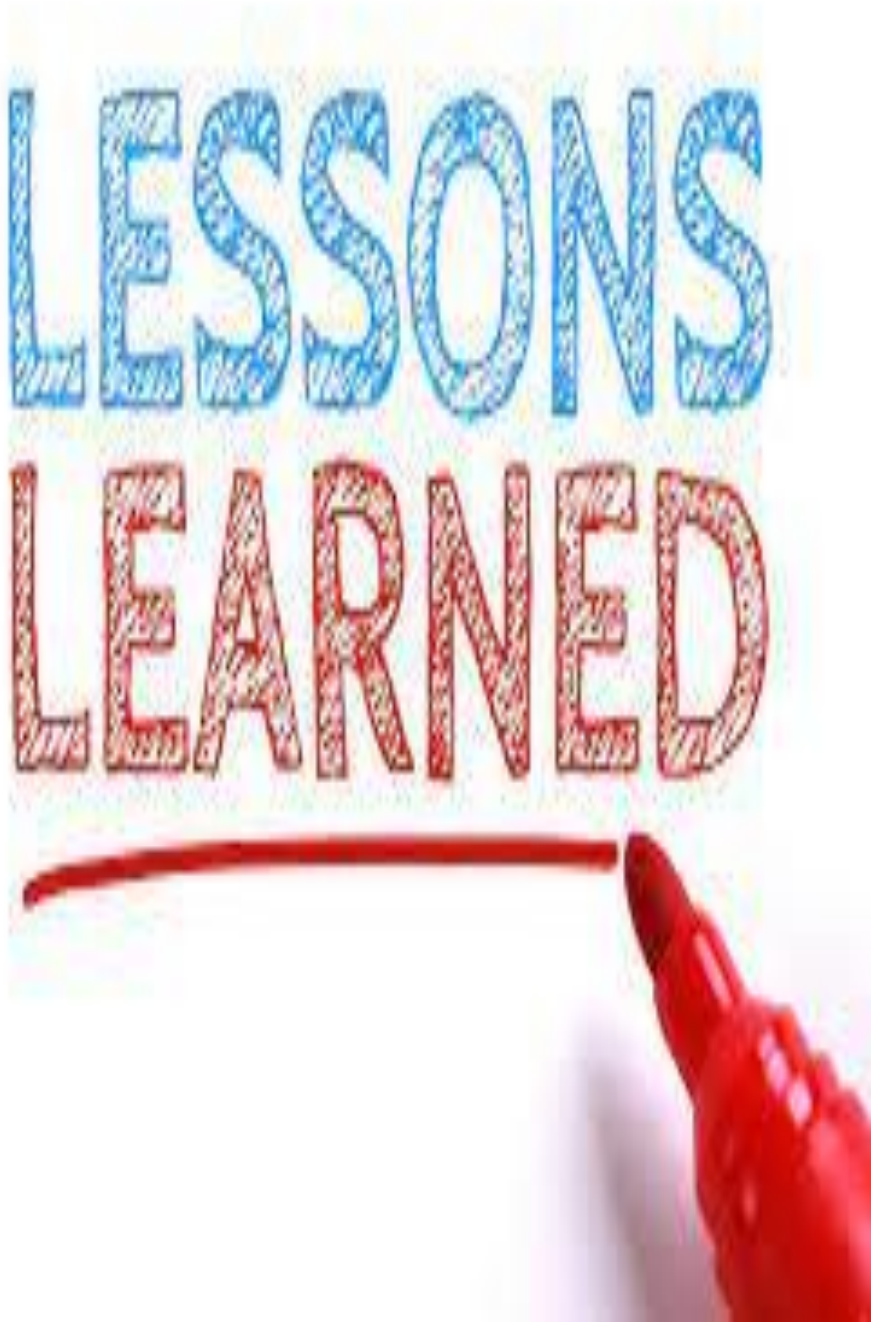


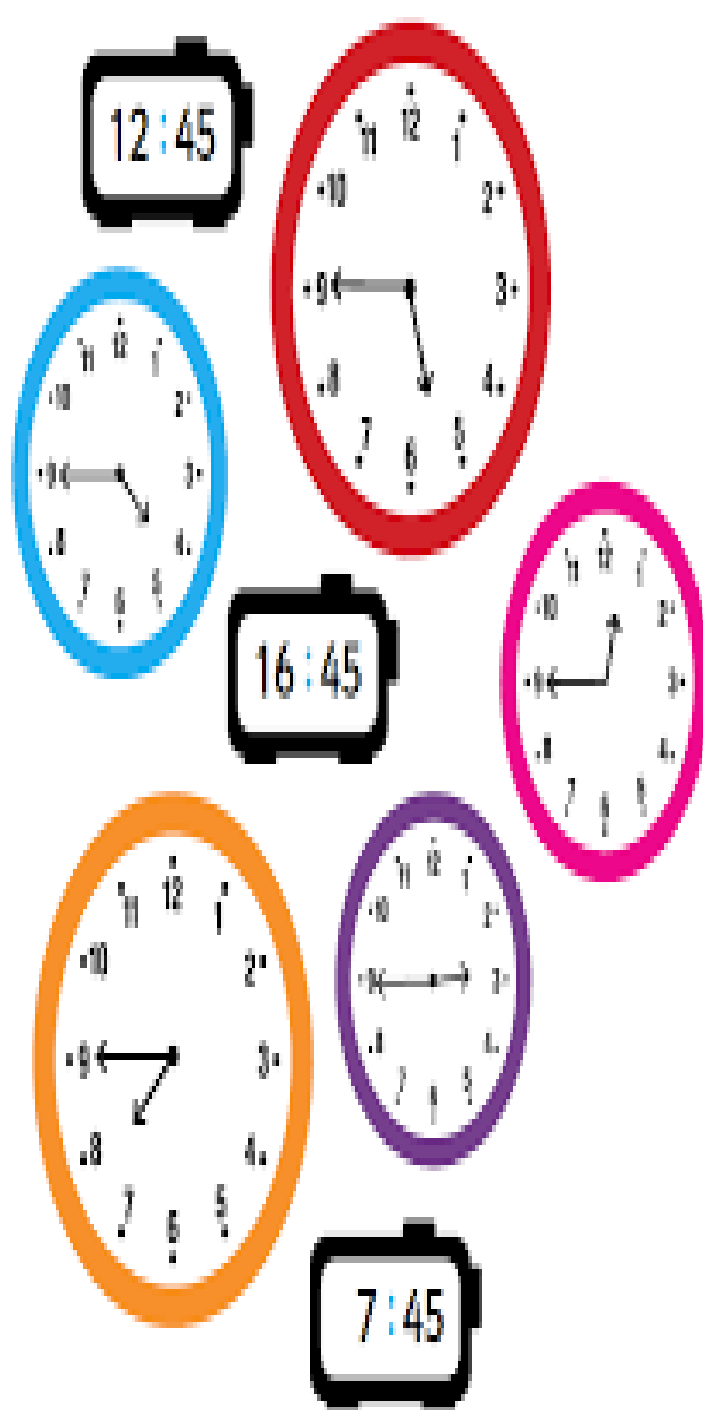
Invest in Teacher/Trainer Development
and Training programmes

Provide trainer support via
mentors/coaches, PLCs

Establish networks of trainer/teacher
care & support through forums,
WhatsApp groups and communities

Create in sourcing & investing in open
education resources





Wake-up Call No 3

**Old Tech & Low Tech still
matter hugely**



Educational Radio Continues to be a Critical Medium

LESSONS

Clarify purpose

Secure radio stations

Use radio for a variety
of content

Source & create content

Make available as
podcasts

Live talk shows

Broadcast lessons

Call-ins via hotlines
or chat platforms

Community notices

Educational Television Continues to be a Relevant



Broadcast lessons
Animations
Talk shows
Call-ins via hotlines
or chat platforms

LESSONS

Clarify purpose
Partner with
broadcasters
Source & create
multilingual content
Make available as
asynchronously via
YouTube



Chat Platforms and SMS

Formative assessment
using SMS or
WhatsApp
Trainer support groups
Leadership support
Coaching and
mentorship

LESSONS LEARNED

Work with tech that people have

Arrange preferential pricing, zero rating

Arrange flexible payment terms for tech
purchases for social good

Invest in low cost low carbon alternatives and
encouraging local enterprise development in
alternative energy solutions



Wake-up Call No 4

Communities matter



Networks of
community care &
support with civil
society, local micro-
enterprises & local and
national government.

Social protection
investment:
Emergency cash
transfers to
households

Thank you for your kind attention

Shafika Isaacs
Associate Professor of Practice
University of Johannesburg



Introduction of keynote speaker 2



Prof. Mr. Salesio M. Kiura

Associate Professor, School of Computing and Information Technologies (SCIT)

Salesio graduated with a Doctor of Science degree from the University of Hamburg in 2009. He has previously worked for the German Development Cooperation in Kenya as advisor to the Government of Kenya in the health sector. He has held various positions in academia including: Head of department, Dean of faculty and Director of school. His research interests are in the area of applied IT (Computing). He has served in many committees to realize several initiatives including co-chair (ODeL) committee tasked to realize adoption of eLearning at the TU-K in early 2021

Synopsis of TU-K eLearning Implementation

■ Outline

- Why was e-learning implemented and which approach was chosen? Self-tutored? Fully online, blended learning?
- What was necessary for that? Which changes were required?
- How were contents modified for e-learning to work? What are best practices in this regard?
- Business model insights (costs and return on investment)
- Quick presentation on e-learning environment

Why, and Decision on How

- Main reason was stoppage of face to face modes of learning because of the pandemic
- Although we had prior initiatives on eLearning, only pockets of staff and courses had online availability
 - The pandemic as the catalyst!
- Hands on training mode could not be translated ***one-to-one*** to eLearning
 - Blended learning was adopted
 - Only courses with “theory” / “lecture” component could be taught
 - Suspended decision on online final examinations

What was necessary

- Finalization of ODeL policy for the university
 - Ad hoc committee from across the faculties
 - Reference to regulators' standards and guidelines
 - Tapping into the members' prior experiences
 - Staff and Students e-Readiness survey
- Technical investments: Gadgets and Connectivity
- Training: Departmental Multipliers for staff and students ...
- Change Management: Sensitization, roll out plan, monitoring, practice servers different from live servers
- Benchmarking: engaged consultants with experiences from AVU

How were contents modified

- Best practices
 - Prepared templates converting course outlines
 - Used templates to plan and deliver assessments
 - Encouraged “professors” to document their content ...
 - Flexibility on platforms:
 - Learning Management system: Moodle mainly
 - Teleconferencing: BigBlueButton, Zoom, MS Teams, Google Meet, BlueJeans, ...
 - Integration (with Google suite)

‘Business’ perspectives

- Reduced lecturer costs for university common courses
- Reduced administrative cost for teaching and assessments (examination) business process
- Opportunity for modularized teaching (and charging)
- Recorded sessions

Quick presentation on e-learning environment

- Asynchronous platform
 - Blended learning
 - URL: <https://elearning.tukenya.ac.ke/>
 - NB: Integrated with teleconferencing sessions
- Synchronous platform
 - Teleconferencing
 - KENET installation - <https://conference.ke/>
 - Google Suite

Introduction of keynote speaker 3



Mr. Chris Czerwonka

CEO & Founder Mosabi

Chris has spent a decade immersed in financial inclusion, fintech, and MSME capacity-building in sub-Saharan Africa. Over 10 previous years with Deloitte, and then as a Senior Associate with Amarante consulting, he has consulted for commercial and retail banks, governments, global development agencies, UNCDF, the World Bank, and other actors on digital financial services, customer experience, client capacity, economic empowerment, livelihoods, and financial health. He holds a special interest in the financial sector business case for upskilling and financial health among the underserved populations in emerging markets. Chris is also a Senior Associate for Amarante Consulting and serves on the steering committees for the Financial Inclusion Forum Africa and Accion's Fintech Protects working group.

E-learning can be flexible and scalable...

- flexible timing, options to determine the preferred depth of learning, the possibility to learn with location-independent access and adult learning that can fit around family and work
- vastly greater number of participants can be reached
- uptake and results can be measured and
- substantial costs and time can be saved
- new forms of learning possible through games (→ gamification), visualizations, and other forms of digital interaction

...but e-learning is not easy

- Existing options and formats need to be considered
- Existing resources must be evaluated
- Typical stumbling blocks should be identified
- There is generally no applicable template or ‘blueprint’
- Development cycles are often long and expensive
- Partnership is often more efficient and effective than starting from scratch

E-learning formats/channels

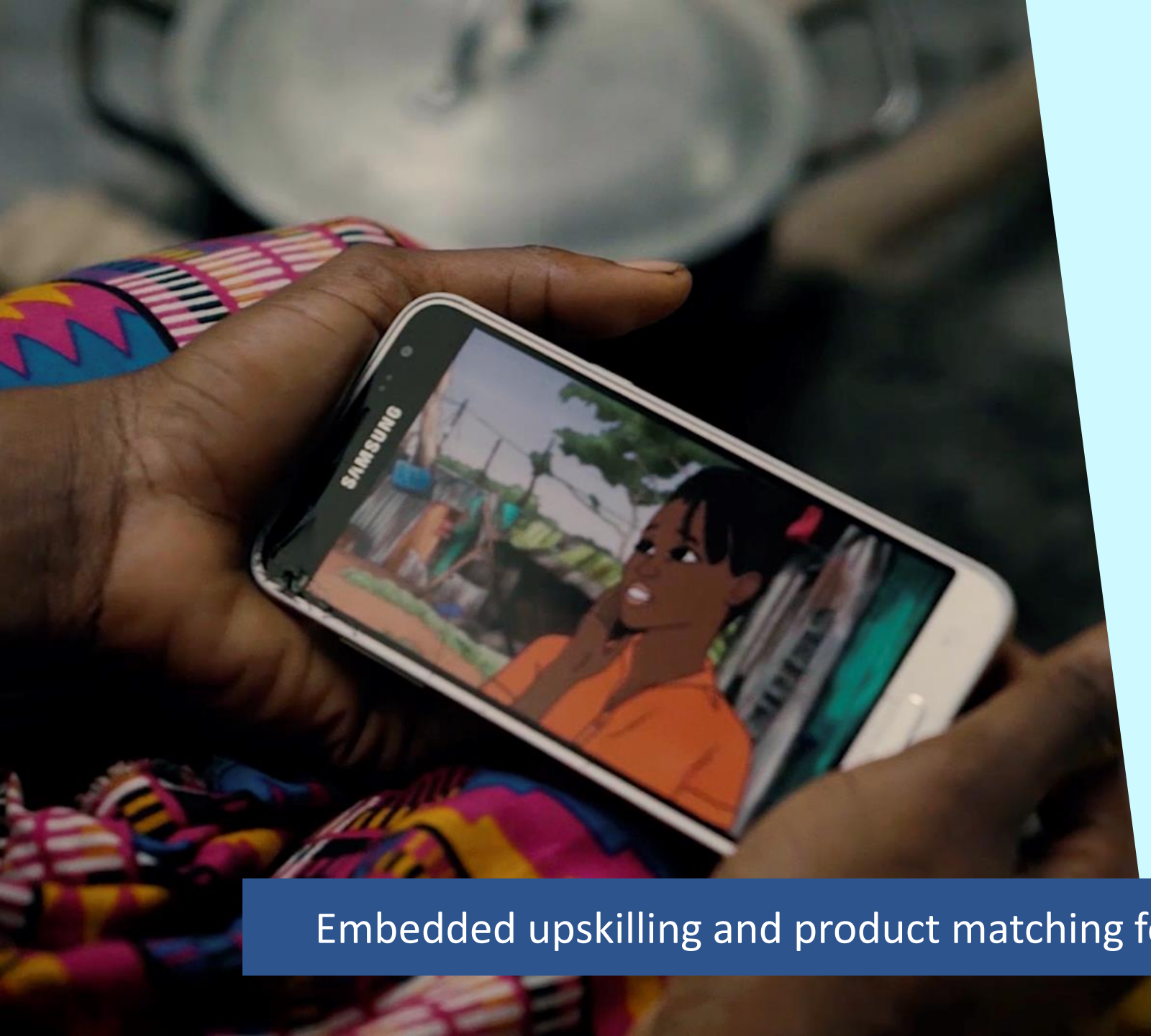
- Web-based training
- Blended learning
- Webinars
- Video lectures/courses
- Mobile learning
- Wiki
- Massive Open Online Course (MOOCs)
- New learning methods and techniques such as Augmented Reality, digital storytelling, and gamification

E-learning critical success factors

- Identify how e-learning fits into the results framework and into the overall context
- Define the target group
- Clarify existing and required resources
- Define the learning goals and targeted competences
- Identify any/all potential stakeholders
- Networking and 'social learning'
- Increase sustainability and ensure quality

E-learning challenges

- Size of target group vs. substantial outlay investment involved in developing approaches
- Do e-learning approaches under consideration really match the context of the target group?
- Does the target group have the levels of access and media competence (digital literacy) required?
- Are the time- and self-management competencies required to use and complete the e-learning packages sufficient?
- Incentives! How can we motivate, encourage them to achieve learning goals, address barriers, and clearly identify success?



mosabi

Company overview

Embedded upskilling and product matching for financial journeys

Uncertainty for Africa's informal sector



80%

of GDP

96%

youth age 15-24

92%

of women

*sub-Saharan Africa
data via ODI, 2021*



mosabi

Problems facing informal sector agricultural value chain actors:

- ❖ Limited education
- ❖ Limited or no access to capital
- ❖ Uncertain paths to increase income



Unlocking financial opportunities through innovative learning

Mosabi® – USPTO trademark 6115995; serial number 88395140

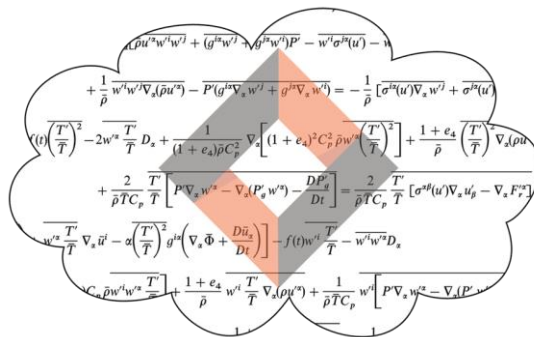


The MBA for the rising class

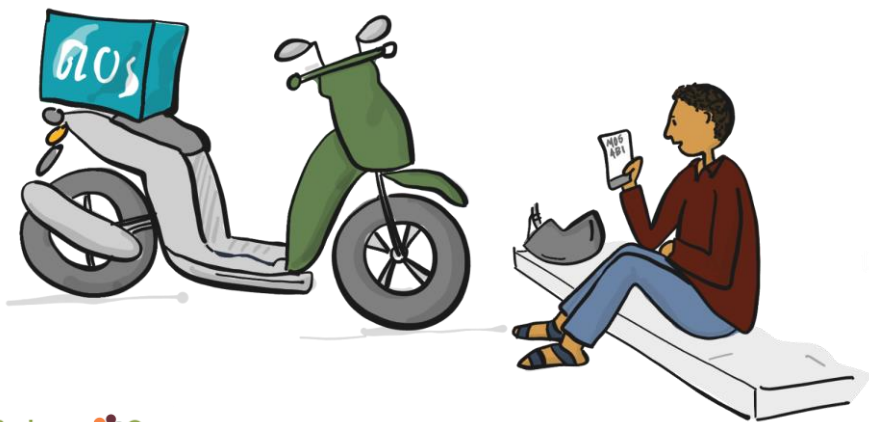
We provide business-focused mobile education to the underserved to build financial health and connect them to service providers

financial literacy • demystifying DFS • entrepreneurship • budgeting • mindset and motivation • mobile internet skills • TVET • smallholder agriculture • overcoming gender barriers • resilience • sustainability • links to local resources





MosabiScore™

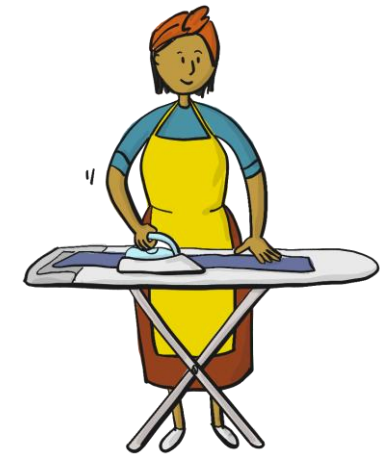
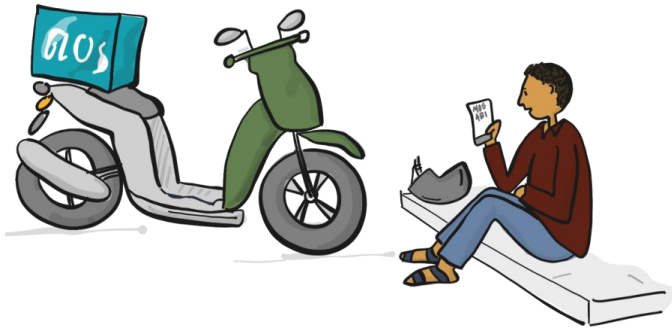


Adding value to cash transfers in Sierra Leone

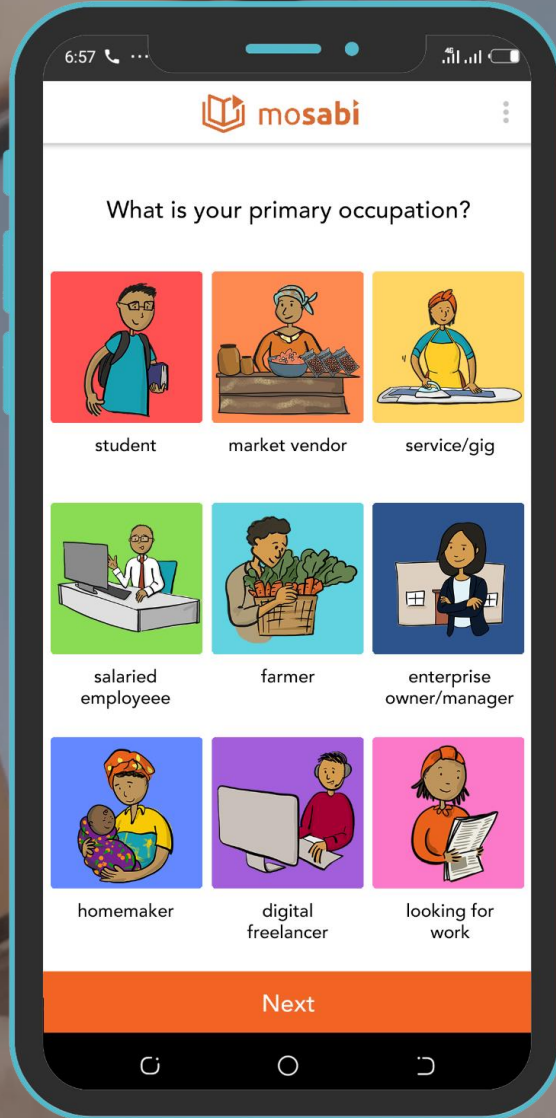


mosabi

Users we serve



User journeys

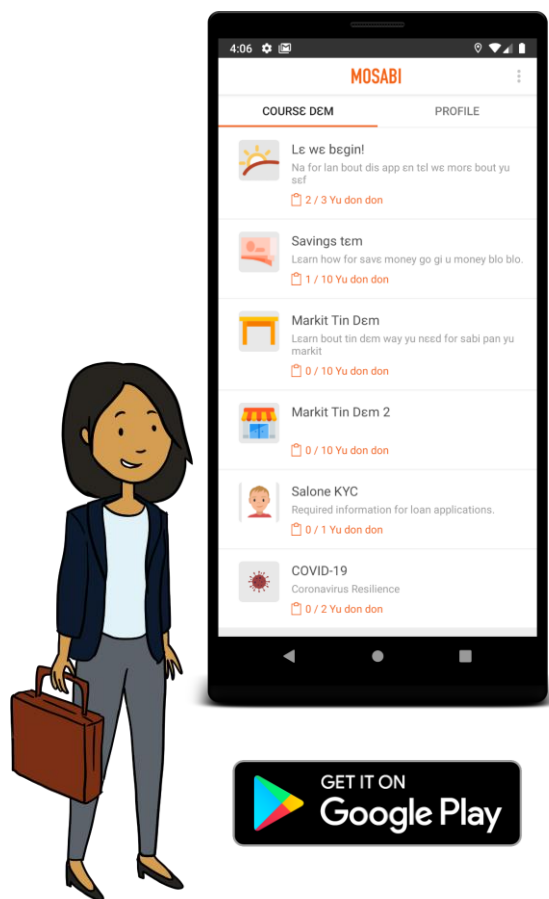


Partner-sponsored campaigns

Embedded in partner systems

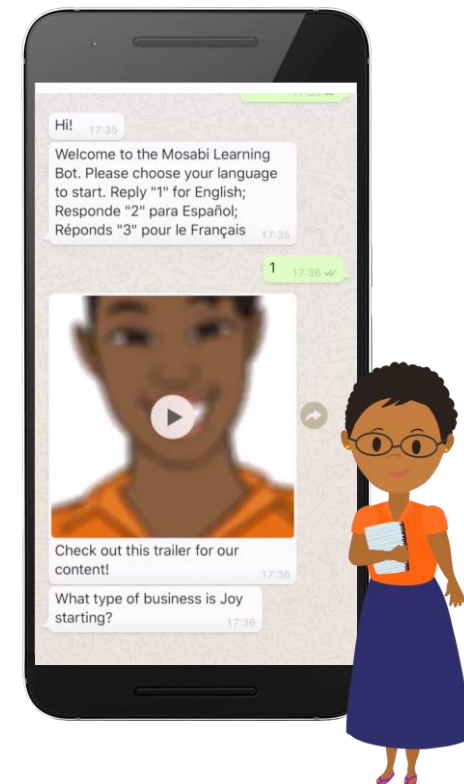
Organic discovery

Mosabi use case success stories



TECNO
KaiOS

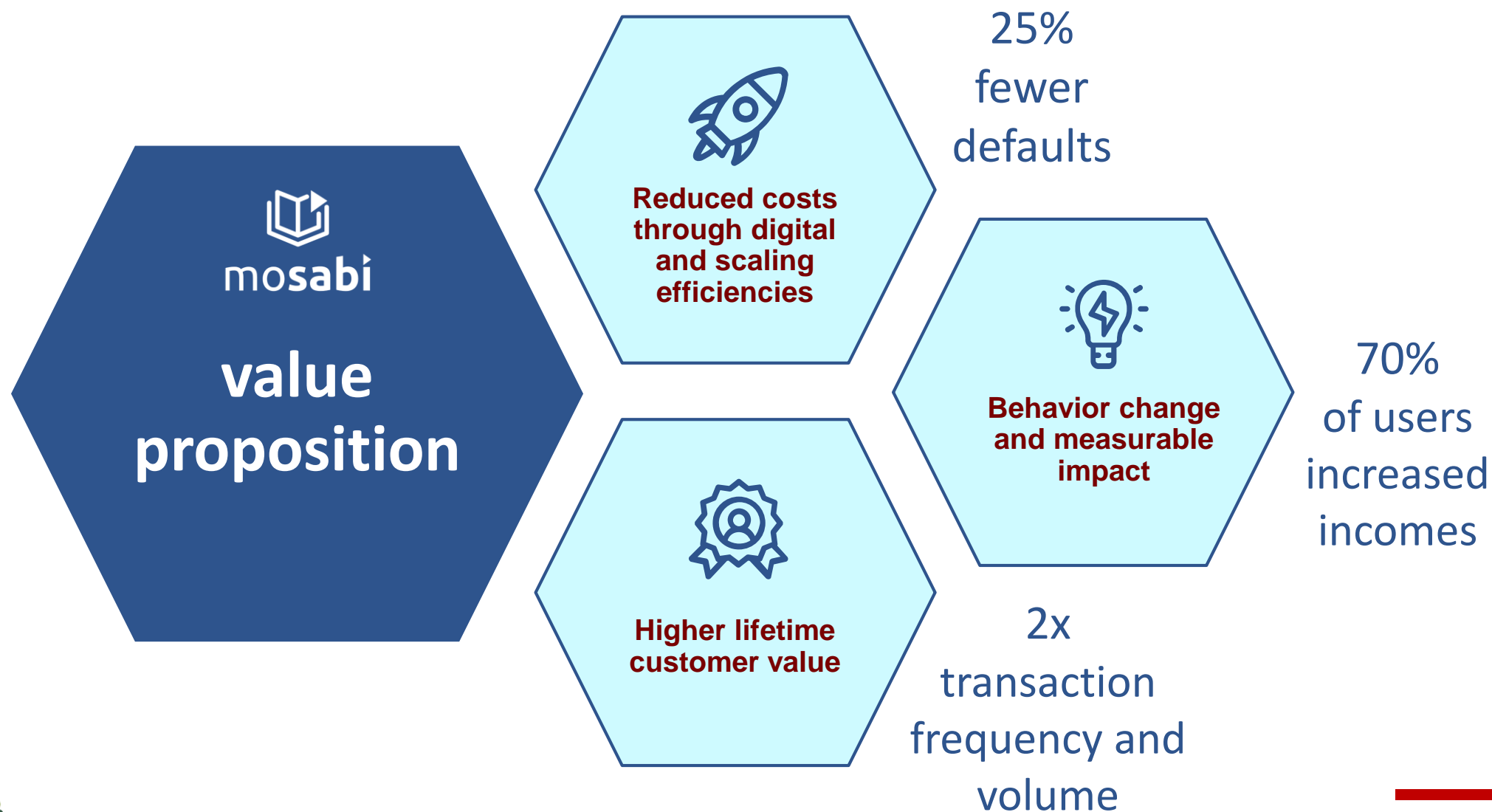
One central learning management system
+ a custom omnichannel content delivery network:
smartphones or basic phones,
online or offline,
and chatbots via WhatsApp, Facebook, and SMS



Mosabi's partnership approaches

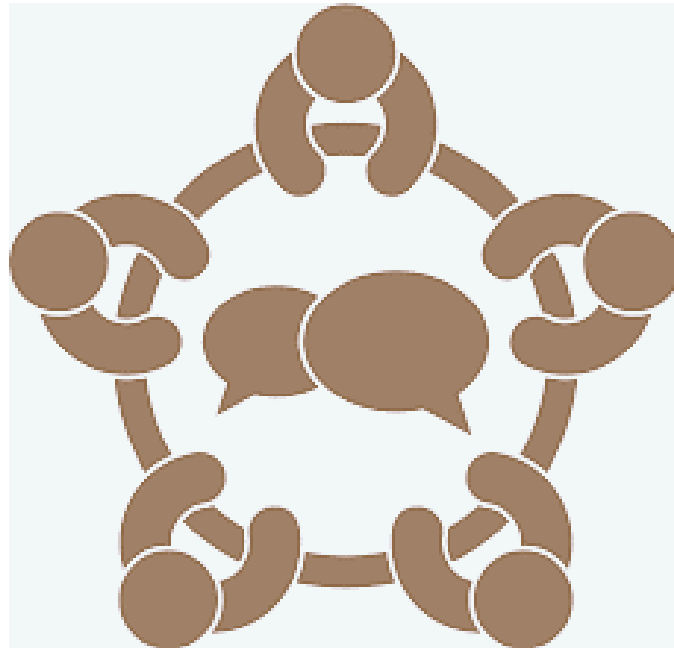


The business case for financial health





Let's discuss



- 1
 - 2
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 - 4
 - 5
 - 6
 - 7
- What do you take away from the inputs today?
 - What is needed to make e-learning work in agribusiness in Africa?
 - Do you have other experiences to share?

- Que retirez-vous des contributions ?
- Que faut-il faire pour que la formation en ligne puisse promouvoir l'agrobusiness en Afrique ?
- Avez-vous d'autres expériences à partager ?

Closing remarks



Ms. Sara Ezra Teri

Programs Director at MS TCDC, Arusha, Tanzania



We thank our honorable speakers !!

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1 Ms. Dr. Shafika Isaacs, Associate Professor of Practice, University of Johannesburg



2 Mr. Prof. Salesio Kiura, Associate Professor, Technical University of Kenya




3 Mr. Chris Czerwonka, Founder & CEO, Mosabi



ABF's Agribusiness e-Academy

Growing course offer available in
English & French



- easy access: register on  **atingi**
- Interactive, h5p animated, self-tutored e-learning
- knowledge tests
- networking and exchange of practitioners
- knowledge repository
- personal certification of learners based on pass marks



Course on Agriculture as a Business



3D-animation based
learning courses
will be integrated in
the Agribusiness e-
Academy

*Ready to learn
about my business
secrets?
Then follow me !*



We are happy to welcome you for the next Agribusiness Expert Talks!

- 1
- 2
- 3
- 4
- 5
- 6
- 7

➔ “There is no good unless you make it happen”: Financing ATVET in Africa!	03.12.2021
➔ “Distributing the value of data equally – How to ensure smallholders and MSMEs benefit?”	07.12.2021
➔ Yes, return on Your investments in agricultural extension can be determined!	19.01.2022 (tbc)
➔ Winning future with agribusiness? Policy tools for employment and growth in Africa Agribusiness.	04.02.2022 (tbc)

