

GreenVETAfrica

GreenVETAfrica project is co-funded by the
ERASMUS+ PROGRAMME EUROPEAN COMMISSION



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the European Union



D5.4 Sustainability Strategy

Work package	WP5
Task	D 5.4
Due date	31/12/2024
Submission date	20/12/2024
Deliverable lead	Asociación Mundus (MUNDUS)
Version	1.0
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Abstract	This sustainability strategy aims to outline the long-term impact of GreenVETAfrica on participants, partner organizations, and the broader community in partner countries, focusing on fostering enduring environmental, social, and economic benefits.
Keywords	GreenVetAfrica (GVA), Sustainability, Vocational Education and Training (VET), Green Waste Management, Circular economy, Training materials, Impact, Long-term sustainability.



Document Revision History

VERSION	DATE	DESCRIPTION OF CHANGE	LIST OF CONTRIBUTOR(S)
V0.1	01/12/2024	ToC	Sergio Lagarde (MUNDUS)
V0.2	15/12/2024	First draft	Sergio Lagarde (MUNDUS)
V0.3	16/12/2024	Partners' Contributions	Claudia Gioitti, Adriano Mauro (AREA), Patrick Quayson (WA), Amankwah Sarkodie (PRSD)
V0.4	17/12/2024	Review and comments	Benedetta Cassarini (CNOS-FAP)
V0.5	17/12/2024	Review and comments	Elizabeth Ademola (LAWMA)
V0.6	19/12/2024	Integration comments and contributions	Sergio Lagarde (MUNDUS)
V1.0	20/12/2024	Final Review	Adriano Mauro (AREA)

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EXECUTIVE SUMMARY

The **GreenVETAfrica (GVA)** project, co-funded by the Erasmus+ Programme of the European Commission, has demonstrated impactful progress in advancing vocational education and training (VET) for green waste management in Ghana and Nigeria. It has created and piloted a pioneer VET program for Green Waste Management to be implemented by VET centers in Ghana and Nigeria with the input of industry and experts from Europe and Africa after a comprehensive train-the-trainers action to ensure sustainability and continuation. This sustainability strategy outlines the key results, methodologies, and forward-looking actions to ensure the long-term impact of the initiative.

Key Achievements

1. **Comprehensive Training Materials:** Development of technical, methodological, and pedagogical resources for teachers, tailored for the African context, focusing on green waste management that are available in the e-learning platform of the project and in the training compendium of the VET providers.
2. **Curriculum creation and Accreditation:** A nationally scalable curriculum and certification tools for Nigeria and Ghana, setting a standard for replication in other countries.
3. **Pioneer expert with trained facilitators:** Training and consolidation of institutions in Ghana and Nigeria equipped with trained staff to deliver courses on green waste management, a rapidly growing sector with high industry demand and limited training opportunities to date..
4. **Innovative Learning Platforms (open-sourced):** Creation of an online platform hosting training materials, with nearly 2,000 users accessing cutting-edge resources
5. **Strong Partner Networks:** Establishment of a robust ecosystem of stakeholders, including policymakers, educators, and private sector representatives, fostering collaboration for future initiatives.

Sustainability Actions

- **Replication and Scaling:** Expanding training modules to additional sectors and regions, leveraging partnerships for broader impact.
- **Policy Engagement:** Advocating for the adoption of curricula by education and policy bodies in Ghana and Nigeria.
- **Stakeholder Collaboration:** Strengthening partnerships through ongoing dialogues, workshops, and international platforms like UNESCO-UNEVOC and AUDA-NEPAD.
- **Private Sector Integration:** Enhancing employability and job creation through targeted collaborations with industry.

Recommendations for GreenVETAfrica 2.0

1. **Enhanced Pedagogical Training:** Equip trainers with improved methodologies and interactive teaching techniques.
2. **Extended Practical Training:** Introduce longer internships and allowances to increase accessibility and student readiness.
3. **Curriculum Evolution:** Incorporate modules on circular economy, recycling, and business opportunities in waste management.
4. **Public-Private Partnerships:** Foster deeper engagement with industry and public institutions to align training with market demands.
5. **International Mobility Programs:** Facilitate exposure to global best practices for trainers and students.

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ABBREVIATIONS

ToT	Training of Trainers
TVET	Technical Vocational Educational Training
GVA	Green VET Africa (project)

1. INTRODUCTION AND PROJECT OVERVIEW

As we approach the final steps of the GreenVETAfrica (GVA) Project, this sustainability report outlines the key outcomes and strategic actions to sustain the activities and key learnings during the 2 years of implementation of the project.

By integrating principles of waste management and circular economy, GVA has equipped educators, students, and local communities with the skills and knowledge necessary to address pressing environmental challenges, promote sustainable practices, and create viable economic opportunities.

Over the course of the project, GVA has successfully established a network of dedicated partners and institutions across Ghana, Nigeria, and beyond, developing innovative training materials and methodologies that have laid the groundwork for continued growth and impact even after the completion of the GVA programme:

- Training materials for teachers, covering both technical, methodological and pedagogical aspects, for a growing sector with yet very limited resources and training opportunities in Africa (green waste management).
- A curriculum and training materials, along with accreditation and certification tools, that can be scaled nationally in Nigeria and Ghana and replicated in other countries.
- A network of partners who know each other, have worked well together, and have become experts in the sector by developing training programs based on pioneering market studies in the African continent.

Among the notable achievements of the project are the creation of a comprehensive database of training materials, the establishment of an innovative online learning platform, and the development of tailored curricula and learning resources that are making significant impact in vocational education and training schools. These materials are crucial in shaping the future of waste management and circular economy training in the region. Looking ahead, one of the main objectives is to ensure national recognition of the curricula and training models developed through the project in both Ghana and Nigeria. Efforts will be intensified to engage with relevant education and policy bodies to promote the official adoption and integration of these curricula into national vocational education systems, which will further strengthen the foundation for sustainable practices in the region.

This report highlights the key actions and strategies implemented (and yet to implement) by the GreenVETAfrica consortium with the aim of sustaining the action over time, as well as providing tools for replication and scaling.

Furthermore, it addresses the steps that will be taken to ensure that the project's impact extends well beyond its initial implementation in Ghana and Nigeria, ensuring long-term sustainability. In particular, key partners have been actively involved in disseminating training programs, promoting the replicability of waste management initiatives across various sectors, and seeking additional funding opportunities to scale the impact of GVA's initiatives (such as a new Capacity building project for EU funding). These efforts are pivotal in driving positive change within local communities and beyond, and as a result, GVA is positioned to continue fostering sustainable development through the skills and knowledge shared.

2. KEY EXPLOITABLE RESULTS

2.1. THE EXCELLENCE PARTNERSHIP

One of the main high-value elements of the project, which has allowed us to achieve its objectives, has been the strong partnership and its cohesion and cooperation. This partnership has established links that will enable the continuation and development of similar actions in the future, such as a spin-off of the project implemented in other countries (CircuWasteAfrica, leveraging results and partners from GreenVETAfrica) or the replicability and continuity of the program in Nigeria and Ghana through PRSD and LAWMA.

2.2. THE TRAIN-THE-TRAINERS PROGRAMME

The quality of the *train-the-trainers program*, which includes both materials and recorded sessions, has enabled the development of completely innovative and pioneering competences for VET teachers in Nigeria and Ghana. These materials are publicly available and are also being disseminated through communication actions, stakeholder engagement, events, connections with international platforms, and more.

The importance and quality of these materials lies not only in fostering pioneering skills in a growing sector in Africa, the Green Waste Management, but also in developing pedagogical skills and new methodologies to be implemented in VET training. Therefore, these materials are one of the most important results

2.3. VET SCHOOLS IN GHANA AND NIGERIA WHO ARE PIONEERS OF SUCH A TRAINING, WITH MANY LESSONS LEARNED AND EQUIPPED WITH TRAINERS WITH UNIQUE KNOWLEDGE

Another important element generated by this project, which can be leveraged as a key value, is the experience and knowledge gained by the project partners, particularly the Ghanaian and Nigerian partners. They have acquired pioneering expertise in the waste management sector, enabling them to serve as ambassadors for the industry, consultants, training centers for other entities, etc. but, above all, as key references in a sector that is just beginning to develop in Ghana and Nigeria. This sector holds significant potential for job creation and investment in the future.

Therefore, the African partners and the experience and knowledge gained are among the project's main sustainable outcomes over time.

2.4. STAKEHOLDERS AND PARTNERSHIP COOPERATION

The project has successfully created a robust network of stakeholders, including policymakers, training institutions, private sector representatives, community leaders, and environmental organizations. These stakeholders have been engaged through structured activities such as focus groups, consultation workshops, and in-person events, which have fostered collaboration and shared learning.

This interconnected ecosystem is designed to sustain its efforts beyond the project's duration by enabling ongoing dialogue, resource sharing, and coordinated action. The relationships and trust built among stakeholders create a foundation for future initiatives, ensuring the ecosystem remains active in driving change.

Additionally, the network serves as a platform for advocacy, promoting policies and practices that prioritize sustainable waste management. By raising awareness among communities and decision-makers, this ecosystem contributes to shifting mindsets and behavior towards more sustainable approaches, while also preparing the sector for future opportunities in job creation and investment. This comprehensive and collaborative approach ensures that the project's impact extends far into the future

2.5. SMARTSTEP DIGITAL ECOSYSTEM: PROJECT WEBSITE, LEARNING PLATFORM, AND SOCIAL MEDIA

Of course, the Smart Stem Knowledge and Exchange Platform created in the context of another ERASMUS+ project and used by GreenVETAfrica to upload the training materials will be maintained over time and continue to be leveraged and disseminated, is a highly valuable asset of the project. The platform, which existed prior to the project and has a strategy to continue hosting cutting-edge training for various vocational education sectors in Africa, will keep expanding with new courses and gaining users. Currently, it already has nearly 2,000 people utilising these resources.

2.6. LEARNING MATERIALS FOR STUDENTS AND CURRICULUM

Once again, the materials created for students, as well as the proposed curriculum developed for authorities in Nigeria and Ghana, are available both on the project's e-learning platform and in the hands of the participating training centers to multiply training efforts and ensure continued implementation. Additionally, these materials are in the hands of the authorities in Ghana and Nigeria, as previously mentioned.

This will allow other VET centers (and other stakeholders), to benefit from the resources, as well as support the creation of a national curriculum, which is already underway in both countries. GreenVETAfrica has played a role in influencing this process, with its proposals being taken into consideration. (thanks to the cooperation with the Ghana TVET Service and the National Business and Technical Examinations Board (NABTEB) in Nigeria.

2.7. PROJECT MANAGEMENT CONSORTIUM MANAGEMENT METHODOLOGIES

Another of the project's most valuable elements has been the effective management of the project and the partnership, fully leveraging its potential and fostering unique cooperation. The management methodologies have been shared and transferred to the partners, enabling them to gain skills in project management, intercontinental consortium coordination, risk identification and mitigation, and the implementation of a pilot program.

This will empower the organisations to continue working in the field of international cooperation and equip them to lead complex and multicultural consortium projects with greater confidence and efficiency.

3. SUSTAINABILITY ACTIONS AND KEY RESULTS

3.1 EXPANDING TO OTHER SECTORS AND REPLICATING THE PROGRAMME

As part of the GreenVETAfrica (GVA) project, future waste management applications will build on the lessons learned and the excellent partnership established through Erasmus+ funding. One of the primary actions will involve expanding the training materials created within the project and applying them across various sectors with waste management needs. This includes replicating the training modules in the informal sector, particularly for recycling operations, and promoting the materials through other projects such as CircuWasteAfrica. Partners like LAWMA will work with African collaborators, the Lagos Mass Education Agency, and vocational education programmes to ensure the sustainability of the training and increase its reach across Lagos State. Furthermore, the establishment of GVA clubs in schools and the creation of GreenVETAfrica days in the TVET school in Ghana (PRSD) will help raise awareness and promote the project's outcomes.

Looking to the future, GVA aims to enhance its impact by implementing a series of strategic actions based on the lessons learned and the feedback from its partners. The project will expand its waste management training materials to other sectors where waste is prevalent, promoting the replicability of the training through African networks such as SHINE and the Mundus network. Moreover, GVA partners, including LAWMA and PRSD, will continue to promote and disseminate training materials, reaching a broader audience through schools and vocational education programmes, particularly in Nigeria and Ghana.

3.2 PARTNERSHIPS FOR INTERNATIONAL PROMOTION

In terms of collaboration, GreenVETAfrica commits to share the results and materials with international organizations and platforms. One of them is the UNESCO-UNEVOC and the BILT initiative, in which innovative pedagogies are shared and exchanged.

On the other hand, a close cooperation with the European Training Foundation has been established, specifically through the GRETA initiative that gathers green and sustainable practices for skills development. GVA and some of the partners are engaged in different actions, webinars and events to promote, skate the program and create new connections.

On the African side, one of the key elements already implemented is the connection with AUDA-NEPAD for programme promotion and replicability. There, results will be shared in the ASPYEE platform in which all the VET centers and stakeholders (such as policy makers) have access for further replication, exchanges and dissemination.

The ongoing partnerships with PAUF and Mundus African Network will ensure that waste management training materials are accessible across various VET institutions in Nigeria, Ghana, and beyond. Moreover, the inclusion of business aspects in waste management training will be emphasised, encouraging students to explore the circular economy as a viable entrepreneurial opportunity. The continuous evolution of the training, with feedback and improvements such as longer internships, more practical training, and a gender-responsive approach, will ensure that GVA remains relevant and

impactful. With increased funding opportunities, the project aims to reach even more participants and expand its influence throughout Africa.

3.3 EXPLOITATION IN FUTURE CONSORTIUMS AND ACTIVITIES

Looking towards the future, the GVA Partnership will explore new funding opportunities to extend these training initiatives, with a particular emphasis on the informal sector and community-based recycling efforts. By collaborating with local stakeholders like the Lagos State Ministry of Education and vocational institutions, GVA will also strengthen its connections with international organizations, such as UNESCO-UNEVOC, to promote its outcomes on a global scale. In addition, the creation of GVA clubs in schools, along with dedicated days for environmental awareness, will increase engagement with students and teachers, further embedding Circular Economy practices in educational settings.

The project consortium will also seek to share its results with other projects and keep the online platform for courses open, in order to provide continuous access to training resources, while refining the curriculum to incorporate more practical training and industrial experience. Future initiatives might include extended internships, mobility programs for international exposure, and a more comprehensive, gender-responsive approach to the training programs. With these efforts, GVA aims to establish a sustainable model for Circular Economy and waste management, ensuring that the project's knowledge and tools are effectively shared and scaled across Africa.

4. ACTION PLAN FOR EXPLOITATION- FOR EACH PARTNER

4.1. AREA (ITALY)

- **Creation of a Transversal module for applying Green Waste Management to different sectors:** Creation of specific training modules for upcoming projects in which waste can be applied to specific sectors such as Construction, Textile, Food processing etc.
- **Training course and materials uploaded to a sustainable and replicable e-learning platform:** This training has been uploaded to the Smart Step e-learning platform in which there are around 2,000 learners, several VET content adapted to the African context and this e-learning platform will be a good asset for future projects. Therefore, this will ensure sustainability, replicability and further participants to be trained.
- **Transforming the lessons learned into a future Capacity Building project:** On one hand, after the first year of project implementation AREA developed CircuWasteVETAfrica in which they are applying the same methodology, training methodologies and lessons learned to scarlet and transfer the GVA learnings to other countries, incorporating the feedback got from the partners and participants. This project has been granted, has the half of the consortium and will be applied in Sao Tome and Namibia incorporating circular economy principles among other new modules. On the other hand, for the 2025 call for proposal partners are building a new proposal to complement and building on GreenVETAfrica
- **Maintaining the GreenVETAfrica website active for the next two years** to allow the exploitation of the resources (deliverables, training materials etc.) by the stakeholders
- Exploit the initiated collaboration with **ECOMONDO** (event and organisation) to explore future opportunities for collaboration in the context of EU-Africa skills exchange

4.2. MUNDUS (SPAIN)

- Mundus has designed and is implementing a new capacity building project that is a spin-off of the GreenVETAfrica, sharing partners (PAUF and Mundus) and countries on learnings (Nigeria, Ghana). The project is called SHINE and it is co-designing and piloting a curriculum in the solar industry in Nigeria, Ghana and Uganda based on methodologies and approaches of the GVA project.
- Mundus has shared the platform, training materials and resources within their Network of more than 100 organisations from 25 countries in Africa.
- Mundus has connected AREA and GVA results with the ETF and the GRETA group and they are planning a series of activities and results exploitation.
- Mundus has connected the project results for further exploitation and showcase into the UNESCO-UNEVOC BILT initiative and the ASPYEE platform due to the collaboration with AUDA-NEPAD

4.3. CNOS-FAP (ITALY)

- CNOS-FAP has sent the training materials for trainers and students to the Don Bosco Tech Africa network and e-learning platform where more than 130 VET schools have access and

more than 1,500 trainers get training and materials from. This will ensure replicability, scalability and the possibility of Don Bosco schools to create and pilot their own curriculums all around Africa.

- CNOS-FAP commits as an organization to apply to other programs and funding in order to make use of these results and replicate and escalate them.
- CNOS-FAP has shared the training materials with other projects and consortiums such as the Skilling ECO VET where an e-learning platform is being built.

4.4. LAWMA (NIGERIA)

- LAWMA is already connecting to other Nigerian Waste Management Authorities to promote replicability across the country
- They are in contact with the SUBEB and the Schools Advocacy Programme to exploit the results of the project and enlarge the training
- They will create a collaboration with the Lagos State Agency of Mass Education to provide these materials and use them as a tool to create employment opportunities for youth.
- They have uploaded all the materials to a recently created e-learning platform (Lawmakers Academy) and they will update the materials to do regular trainings
- They are going to extend the training to recycling operators and the informal sector to build capacity in these sectors too.
- They will promote the project through the Environmental Bees Clubs in the Lagos schools
- Increase the communication channel to reach more people and increase awareness (continue the social media and more powerful content)
- With additional funding opportunities the training can be replicated to more participants.

4.5. PAUF (NIGERIA)

- Possible collaboration with other VET institutions and possibility of extending the training in waste management
- It will extend the training to the informal sector
- The Pan-Atlantic University (PAU) and the Institute for Industrial Technology (IIT) will seek to extend their experience by collaborating with other VET schools to seek ways of promoting training and certification in waste management which has been developed in the project.

4.6. PRSD (GHANA)

- Management of Ramseyer Technical Institute/Presbyterian Relief Services has set aside a GreenVETAfrica day in the school's calendar in which there will be specific activities related to green awareness, climate change actions, local activities and youth involvement to raise awareness among the school community and its surroundings.
- Forming GVA clubs in the school to work on environmental issues in the schools with a specific team, roadmaps and activities.
- To prioritise the business aspect of Waste Management by each Department of the Institute where the Entrepreneurship Course learnt will be put to use.

- Tit bits on Green Waste Management and lessons learnt on Environmental Sustainability through the GVA training would be shared with other sister TVET Institutions across the country from time to time during meetings, conferences etc.

4.7. WHIZZY ACADEMY (GHANA)

- Provide support to learners who want to start their business in circular economy: Provide targeted support to learners aspiring to start their businesses in the circular economy sector by offering tailored resources, training, and mentorship. This includes access to entrepreneurial modules focused on circular business models, guidance on sustainable practices, and practical tools to develop viable business plans. This will be a combination of the local already existing expertise combined with the expertise and knowledge gained in the project.
- Continue the collaboration with the companies of the WM sector: As part of our long-term sustainability strategy, we will strengthen and expand our collaboration with companies within the Waste Management sector. This ongoing engagement aims to build strong partnerships with industry players to foster meaningful connections between potential employers and our learners. By facilitating matchmaking opportunities, we will work to bridge the gap between vocational training and employment, ensuring that our learners are well-prepared to meet industry demands. Additionally, we will engage these companies to provide internships, mentorship, and insights into evolving industry trends, further enhancing the employability and career prospects of our graduates. Through this collaborative approach, we seek to contribute to workforce development and support the growth of the green economy.

5. RECOMMENDATIONS FOR A GREEN VET AFRICA 2.0

After several partnership working sessions, the main points where GVA has not been able to fully address the challenges have been highlighted. These will form the foundation for the next version, Green VET Africa 2.0. The recommendations are organized into the following sections:

5.1 TRAINING FOR TEACHERS OR "TRAIN-THE-TRAINERS":

- Deeper implementation and training in pedagogical methodologies:** There is a pressing need to equip teachers with more comprehensive pedagogical training, emphasizing not just theoretical understanding but also practical application. This includes providing a broader array of tools, resources, and methodologies that teachers can use to make their training sessions with students more engaging and effective. As a very common challenge in VET institutions, trainers have a very high level of technical skills but usually lack in the pedagogical approaches and experience. The training should focus on diverse teaching strategies, interactive methods, and digital tools that cater to different learning needs and contexts within green waste management and other sustainable practices.
- Mechanisms to assess and ensure student and trainers participation:** To improve the effectiveness and reach of the programs, mechanisms must be developed to ensure consistent attendance by both trainers and students. This could include offering incentives, flexible scheduling to accommodate diverse needs, or integrating the programs into existing institutional structures. Additionally, addressing potential barriers such as financial constraints, access to materials, or competing responsibilities is critical to fostering engagement and commitment.
- Incorporation of a Mobility Program:**
- Introducing a mobility program** can significantly enhance the quality of training by exposing trainers to international best practices and fostering regional cooperation. This program would allow selected trainers to participate in hands-on training abroad, gaining exposure to advanced methods and innovative practices in the green waste management sector. Upon their return, these trainers would act as multipliers, sharing their knowledge through cascade training models. This approach not only strengthens local capacity but also builds a network of trainers across regions, promoting the exchange of ideas and standardizing quality across training programs.

5.2. STUDENTS TRAINING

- Longer Internship Programs:** Extending the duration of internships allows students to gain deeper, more meaningful experiences in real-world settings. A longer period enables them to integrate into workplace culture, refine their skills, and contribute more effectively to the organizations hosting them. This also enhances their employability by giving them sufficient time to develop expertise and confidence in their roles.
- Allowance for Internship Participation:** To address the challenge of unpaid internships, providing allowances for students would support their participation, particularly for those from low-income backgrounds. This financial support would cover transportation, meals, and other essential expenses, ensuring that internships are accessible to all, regardless of socioeconomic status.
- Enhanced Practical Training:** Practical training should be significantly expanded, addressing the gap between theoretical knowledge and real-world applications. This includes introducing hands-

on projects, simulations, and problem-solving exercises that reflect actual industry scenarios. Such training will ensure that students are well-prepared for the demands of the workforce.

- **Broader Industrial Exposure Beyond Internships:** Beyond internships, students should have opportunities to engage directly with the industry through site visits, networking events, and work-based learning (WBL) initiatives. These experiences foster connections between students and industry professionals, providing insights into diverse roles and processes while helping them build networks that could lead to future job opportunities.
- **Improved Selection Criteria and Processes:** A more robust and transparent selection process is needed to ensure that the most motivated and qualified students are chosen for training programs and internships. This includes defining clear criteria, conducting assessments, and implementing fair and inclusive practices to identify candidates who will benefit the most and contribute meaningfully to the initiatives.
- **Gender-Responsive Approach:** The project must adopt a gender-responsive framework to ensure equitable opportunities for all students, particularly addressing the barriers faced by female participants. This involves integrating gender considerations into every aspect of the program, from outreach and recruitment to training design and workplace policies. Strategies could include targeted recruitment of women, providing mentorship, and creating safe and supportive learning environments.

5.3. CURRICULUM DEVELOPMENT

Although the curriculum in Green VET Africa has been developed following a market analysis and inputs from the partners experts in the field, some reflections were made after piloting the curriculum and conversation with companies that could improve the impact, employability and market-adjustment of the curriculum. The suggestions are as follows:

- **Incorporate modules on Recycling:** Adding specialized modules on recycling will provide students with comprehensive knowledge about the processes, technologies, and practices involved in waste segregation, reuse, and recycling.
- **Incorporate modules on Circular economy:** Modules focusing on the circular economy will enable students to understand how to create systems that minimize waste and maximize resource efficiency. These modules could explore principles such as designing out waste, maintaining product value, and fostering sustainable consumption. Case studies of successful circular economy initiatives and practical exercises on implementing circular practices within organizations can help students translate these concepts into action
- **Include modules and training on business with emphasis in the Waste Management sector:** Introducing business-oriented modules will equip students with the skills to identify opportunities and build entrepreneurial ventures within the waste management sector. Topics could include business planning, market analysis, financial management, and scaling sustainable businesses. Emphasis should be placed on fostering innovation and addressing specific challenges and opportunities within the green waste management industry.
- **Transversal module on “how to adapt the Green Waste Management training into other sectors” to exploit its potential:** A cross-cutting module on how to adapt the knowledge and skills gained in green waste management to other sectors will amplify the program's impact and utility. This module could include strategies for applying waste management principles to agriculture, construction, and manufacturing, among other industries. This will ensure a further application and exploitation of the knowledge and increase the employability and vision of the bigger picture of the students.

5.4.GENERAL IMPROVEMENTS AND MODIFICATIONS

- **Include insurance for students during Internships:** Providing insurance coverage for students during internships ensures their safety and security while participating in workplace training. This can include health, accident, and liability insurance, offering peace of mind to both students and host organizations and promoting a professional and protective environment.
- **Increased private sector engagement throughout the project:** Enhancing private sector participation is crucial for bridging the gap between training programs and industry needs. This could involve more structured and frequent collaborations, such as mentorship programs, industry-led workshops, and internships. Specific activities like guest lectures, industry panels, and site visits can enrich the learning experience and foster stronger industry relationships.
- **Set evaluation conditions for trainers and students from the start:** Establishing clear evaluation frameworks for trainers and students at the project's inception ensures alignment with learning goals and performance expectations. This includes setting measurable objectives, creating transparent assessment tools, and conducting regular feedback sessions to track progress and address gaps.
- **Co-Creation of curriculum with companies:** Developing curricula in collaboration with industry partners ensures that the training aligns with market demands and equips students with relevant skills. Companies can provide insights into emerging trends, essential competencies, and job-specific requirements, making the training more practical and job-oriented.
- **Deeper context analysis at the start of the project:** Conducting a comprehensive context analysis at the project's outset will help tailor the program to the unique needs of each country.
- **Strengthen Public-Private Partnerships (PPPs) and Private Sector Involvement:** Improving PPPs and enhancing private sector engagement is essential for creating sustainable impact, making sure the activities, curriculum and training materials are co-created and validated with the private sector, as well as creating specific PPPs and channels to ensure effective communication, high-impact internships and employment opportunities: This can be achieved through activities like job fairs, networking events, and co-financing opportunities.
- **Better Involvement of Public Stakeholders:** Engaging public stakeholders, such as government agencies, educational institutions, and regulatory bodies, is critical for a future GreenVET Africa. Their involvement can help align the project with national priorities, facilitate policy support, and provide additional resources as well as facilitate placements, curriculum validation, certificate, etc.

6. CONCLUSIONS AND FUTURE STEPS

In conclusion, the *GreenVETAfrica* (GVA) project has been a groundbreaking initiative in developing vocational education and training (VET) for green waste management in Nigeria and Ghana, addressing a critical skills gap in an emerging sector with vast employment potential. By introducing structured training and certification where none previously existed, GVA has equipped trainees with essential knowledge and practical skills, laying the groundwork for a greener and more sustainable economy. Despite facing challenges, such as limited industry involvement and the need for extended practical training, the project's achievements provide a solid foundation for future expansion and has proven a solid expertise and knowledge provided to students and trainers.

To sustain and amplify its impact, key actions have been proposed, including international platforms and partnership, consolidating the partnership in future actions and spin-offs and establishing actions for continuation of the training and expansion to other sectors.

Moving forward, addressing the remaining gaps, such as enhancing public-private partnerships, increasing mobility programs, and fostering regional cooperation, will be critical. By building on the successes of this pilot, future projects can further strengthen the green economy in Africa, empowering communities and creating lasting environmental and economic benefits across the continent.