

**TEMPLATE FOR THE ANALYSIS OF AN ATVET PROJECT**

NOTE TO USER

This template is a tool drawn up within the framework of Agricultural Technical and Vocational Education and Training (ATVET) in countries where AFD intervenes. It is to be used by Project Team Leaders (PTL) and agencies. Its objectives are to: (1) facilitate the appraisal of a project on Agricultural and Rural Training (ART), (2) give the different frameworks and elements to be taken into consideration for the implementation of an ATVET project and (3) identify the principal success factors and the eventual risk factors with regards to the feasibility of an ATVET project.

Concretely, the template will be used by PTL and Agencies during the appraisal of an ATVET project, as a tool to aid in decision making. It permits the measurement of the feasibility of the project with respect to the elements contained in therein which can bring out success or risk factors from the information collected on the basis of a form for the diagnosis and analysis of the renovation of ATVET in the countries of intervention.

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| **Elements** | | **Success factors** | **Risk factors** | **Indicators and sources** |
| **ATVET ENVIRONMENT** | **Socio-economic context of the country** | * Contribution of the agricultural and rural sector to the country’s economy? * Proportion of active population employed in agricultural occupations and rural jobs? * Existence of agricultural and rural development projects and programs, including domains of capacity building for actors of the sector? * Etc. | * Level of priority given to the agricultural sector for the economic development of the country? * Attractiveness of rural and agricultural occupations (perception of agriculture by the public in general and youths in particular)? * Readiness of the private sector to enter into the sector? * Capacity of the agricultural and rural sector to generate decent jobs and create wealth for the rural populations? * Etc. | * Percentage contribution of agriculture to the GDP * Number of workers involved in agricultural activities * Employment rate in agriculture * Share of the sector’s contribution to annual growth and dependency effect * Etc. |
| **Political environment (development policy, agricultural policies, education and Technical and Vocational policies, employment policies, gender mainstreaming…)** | * Implementation of strategies and policies pertaining explicitly to support to capacity building for actors of the rural and agricultural sectors; * Model of agricultural development referring explicitly to support to family agriculture; * Objective to strengthen agricultural technical and vocation education and training and support socio-professional integration of trained beneficiaries clearly manifested; * The equitable balance of training – employment and the building of the training offer on the basis of the needs of the sector? * Relationships between the different policies implemented with respect to the importance of ATVET at state or country level? * Existence of policies at the local, state / regional, national, inter-regional and international levels that favour support to ATVET; * Etc. | * Focus of development policies on the importance of the ATVET sector? * Perception of the qualifications of the actors of the sector as a key factor for socio-economic development? * Strength and coherence of relationships between sectoral policies and ATVET? * Etc. |  |
| **Needs for the building of the capacities of actors of the sector for the socio-economic development of rural areas of the country** | * Knowledge of the needs of the agricultural and rural sectors; * Are the needs defined by state / agro-ecological zones with the involvement of the actors concerned? * Identification and development of strategic value chains and identification of needs for the different commodity areas whose qualifications can be met by ATVET? * Systemic identification of training needs over the entire value chain in terms of qualifications? * Existence of occupational standards, training and competency standards jointly generated with professionals of the sector? | * Availability and sufficiency of quantitative data that can enable the evaluation of the categories and numbers of beneficiaries targeted by the training? * Explicit formulation of demand for training by professionals? * Ease of definition of the needs of the agricultural and rural sectors notably with respect to capacity building for the actors of those sectors? * Existence of occupational standards / curricula for the different occupations targeted by the training system? * Match between the curricular / occupational / competency standards and the needs of the sector? | * Number of persons having training needs by type of activity along or around the value chain * Levels of qualification of beneficiaries of training * Number of beneficiaries employed by the sector enterprises (public / private) * Data on trained beneficiaries setting up their own enterprises * Etc. |
| **ATVET SYSTEMS** | **Agricultural and Rural Training (ART) policies and strategies** | * Involvement of all the different parties in the elaboration of the ART policies (public parties, professionals, training centres, Civil Society Organisations, private sector…) | * Coordination between actors concerned with ATVET * Existence of a national policy or strategy on ART * Link and coherence between existing public policies and the ART strategy |  |
| **System of actors, steering and governance of ART** | * Existence of steering organs and the levels at which they are set up (local, state, national); * Existence of an inter-ministerial concertation platform to define the modalities for the steering of Agricultural and Rural Training; * Involvement of the agricultural profession in the governance of training centres / institutions * Knowledge of the level of Agricultural and Rural Training experience of actors and their needs with respect to capacity building; * Provision of external expertise and technical assistance * Intervention of FAR Network on actors’ capacity building | * Is Agricultural and Rural training at state / national level more unified or fragmented between several ministries? * Are roles between he different actors explicitly defined? * Is the piloting of training centralized with a rather low involvement of territorial actors? * Is the agricultural profession disinterested or not in agricultural training, with a low participation in the governance of training structures? * Are the actors involved in the steering the system concerned with issues of competency in ART? * Is there an Agriculture and Rural Training system that caters for building the competencies of players in the ART sector? | * Number of ministries involved in the governance of the ART system ; * Proportion of private actors / enterprises in the steering mechanism * Rate of participation of the profession in the governance of training structures * Rate of participation of the private sector in the implementation of ART; |
| **Funding of training** | * Existence of public financial resources dedicated to ART (like training funds / settlement funds) * Existence of a public-private partnership; * Expressed interest of Technical and Financial Partners (TFP) in the implementation of the project (s) and program (s) that provide support to ART; * Financial autonomy of training structures with a viable and perennial economic model; * Dynamism of training structures in the development of activities intended to reinforce their financial autonomy? | * Is the state budget allocated for ATVET commensurate with the Malabo declaration or the CAADP recommendations? * Are the interventions of TFP coordinated in a way as to avoid duplication / wastage? * Is there a concertation platform among donors / funding agencies? * What is the level of fragility of the funding of training structures which may translate into high levels of dependence on government subventions? * Is the private sector sufficiently involved in the funding of ART? * How strong is the public-private partnership and state engagement in the funding of private training structures? | * Proportion of the budget allocated to ATVET compared to the global budget allocated to the agricultural sector; * Number of existing funds that can finance training and/or the settlement of trained youths in agriculture; * Rate of participation of the private sector in the financing of vocational (agricultural) training; * Number of projects or programs being executed in relation to ART; * Number of beneficiaries affected by the projects / programs; * Number of programs that provide openings for the funding of youths settlement in agriculture; |
| **Structuring of training offers** | * Types and levels of diversification of training including qualifying training and training leading to the award of diplomas; * Identification of good and decent jobs along value chains; * Elaboration of training standards to meet the needs of the profession / industry; * Level of clarity in the definition of training objectives in training establishments’ projects with respect to the competencies targeted; * Training offer qualitatively and quantitatively adapted to the needs of the agricultural sector; | * Are training offers standardized in such a way as not to take the specificities of rural territories into account? * Are training offers well adapted to the needs of the sector and respond to the difficulties faced by rural populations (theoretical / practical training)? * Does training focus only on training or does it take into account the continuum of commodity segments (value chains)? * Is the training offer regularly updated and revised to cater for the changing needs of society? * Are training structures / instruments sufficiently and equally distributed over the territory? * Do training systems provide for the sufficient coverage of training needs in terms of quantities? * Etc. | * Types and forms of training existing |
| **Attractiveness of training systems** | * Training establishments with projects that are open to the territory jointly built with the actors concerned; * Attractiveness and ease of accessibility of training establishments * Networking of training establishment to improve their visibility; * Training institutions with the necessary capacities (satisfactory and qualified human resources, sufficient ART competences and professional experience in pedagogy) to deliver quality training that is adapted to the needs of both the beneficiaries and their respective territories; * Level of sufficiency of material resources with respect to the competencies targeted at the completion of training (existence of pedagogic workshops, demonstration sites, etc.) | * Are the training pathways of interest to the youths or an adequate response to their needs and problems / demands? * Are the infrastructure in the training institutions adequate and in such a state as to enable appropriate and quality training of the beneficiaries? * Do the material conditions of the training institution guarantee the optimization of practical training and the placement of trainees in real life professional situations? * What perception does the general public, territorial actors and the trainees have of agricultural and rural occupations? | * Number of students / trainees registered for each training cycle * Number of applications received for each entrance; * Number of full and part-time trainers; * Levels of qualification of trainers; * Levels of experience of officials of the training institutions; * Number of workshops and demonstration sites; * Maximum intake per training structure |
| **Training modalities** | * Elaboration of a training offer using the co-construction approach with the involvement of all stakeholders (profession, private sector, territorial actors…); * Contents of training oriented towards professionalization, conferring the necessary importance to the placement of trainees in simulated and real professional situations in which they are accompanied; * Flexible and evolving training programs with regards to the needs and competences required by the agricultural and rural sector; * Training programs including transversal modules intended to confer transversal and transferable competencies to the learners; * Implementation of varied pedagogic modalities (alternation, practical work, internship, study trips, enterprise visits, etc.) | * What proportion of theoretical and practical aspects do the training programs contain? * Are the programs dense and mostly theoretical, giving little attention to practical course work in the real professional milieu or in conditions close to real life situations? * Is the pedagogy influenced by the academic approach? * What is the level of involvement of trainers (and professionals) in the conception of the training program? * How involved is the agricultural profession and the private sector in the conception and delivery of training (alternation, apprenticeship, short courses, continuing training of practitioners…) |  |
| **Certification (Recognition of Qualifications)** | * Setting up of a national qualifications framework; * Diversification of the levels of certification (existence of intermediary qualifications such as CQM, CQP, CFA type qualifications) * Flexibility and accessibility of qualifications recognition systems (certification) to all public and private training institutions? * Flexibility and accessibility of modalities of certification to both public and private centres? * Simplification of the modalities of accreditation of private centre; * Recognition of qualifications by enterprises; | * Is the process of certification complex and hardly accessible to establishments that are not public establishments? * How complete is the certification process? Does it focus only on technical assessment of the beneficiaries and does not open up to intermediary certification of short courses? * Is qualifications recognition (certification) flexible and accessible to all public and private training institutions? * Are modalities of certification flexible and accessible to both public and private centres? * How simplified are the modalities of accreditation of private centre; |  |
| **Link between training and socio-professional integration (settlement) of beneficiaries** | * Setting up at the level of training structures of a socio-professional settlement support system post training; * Implementation of support measures for access to resources for socio-professional settlement (land, funding, agricultural advisory services…) | * Is the settlement of training youths taken into account? * Do the training structures have enough and qualified personnel to ensure the orientation and support of the settlement of the trained youths? * Are existing funding systems accessible to the holders of socio-professional projects? | * Number of staffs dedicated to the settlement support system |