

**TEMPLATE FOR THE FEASIBILITY 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.

Authored by: Ny Ando RAKOTOMAMPIONONA within the framework of AFD-IRC-Réseau international FAR partnership

**TEMPLATE FOR THE ANALYSIS OF THE RENOVATION OF AGRICULTURAL AND RURAL TRAINING SYSTEMS**

|  |  |  |
| --- | --- | --- |
| **MAIN HEADINGS** | **DESCRIPTIVE ELEMENTS** (*Existing situation, strengths, weaknesses, etc.*) | **ELEMENTS OF ANALYSIS** (*Favourable factors, unfavourable factors, axes for the development of ART, etc*) |
| 1. **Environment of the Agricultural and Rural Training Ecosystem** | | |
| * 1. **Political and socio-economic context At the National level**   **Socio-economic environment**   * Economic situation of the country (GDP, balance of trade, etc.) * Economic situation of agriculture (share of agriculture in the contribution to the economy, key commodities, family farming, medium and large scale farms, etc.) * Economic policies of the country (importation policies, exportation policies, etc.) * Economic development projects in relation to agriculture and rural development, * Global statistics on employment: employment rate, unemployment, youth / women employment rates, etc.) * Agricultural employment: organisation of the sector (Farmer organisations), share of active workers in agriculture, formal / informal occupations, etc. * Statistics of food security and poverty, literacy and education, * Statistics on poverty and rural exodus |  |  |
| **Policy environment**   * General national policy (with strategic axes for horizon …) * Agricultural policies, * Rural development policies, * Employment policies * Education policies (education, vocational training, higher education, agricultural training) |  |  |
| **At the sub-regional level**   * Policies and country engagements at the sub-regional level (if they exist) and their implications within the country (national policies which derive from the sub-regional context, etc.) |  |  |
| * 1. **Synthesis of the major elements of the context justifying the importance of ART in the country (National level)** | | |
| 1. **Current situation of Agricultural and Rural Training (ART)** | | |
| * 1. **Benchmarking of the need for ART** * Existence of needs of analysis of the professional milieu and existing training offers, * Methodology adopted to carry out the survey and analysis, * Actors involved in the realisation of the study (stakeholder systems and their interactions, involvement of the agricultural profession…) |  |  |
| * 1. **Labour market information systems (LMIS)** * Existing information and level of existence * Major results of the identification of the socio-economic needs to be covered for agricultural and rural development (strategic commodity areas) * Identification of occupations and competences to target for a sustainable agriculture and rural development  1. occupational and training standards 2. qualifications required by enterprises / industries (potential employers) 3. potentials for the growth / valorisation of entrepreneurship and self-employment 4. Attractiveness of the sector and its occupations / jobs |  |  |
| * 1. **Offer of Agricultural and Rural Training** * Existing training and capacity building systems (including agricultural advisory services) comprising initial training of youths and continuing training of practicing farmers:  1. Geographical coverage 2. Types of training institutions and their tutelage (including NGOs) 3. Types, levels and natures of training delivered  * Links between the training structures and territorial actors * Resources of the Agricultural Training Institutions * Human resources (numbers, profiles and competencies..) * Financial * Infrastructures * Equipment * Partnerships etc. |  |  |
| * 1. **Synthesis of the identification of gaps in ART considering the needs of the sectors concerned** * Axes for the development of the Agricultural and Rural Training actions identified  1. **Support to existing agricultural training centres / institutions** 2. Material support and reinforcement of their intake capacity in order to increase the number of beneficiaries 3. Strengthening of training centres / institutions in order to improve on learning and working conditions (emphasis on practical aspects by the introduction / strengthening of pedagogic workshops…) 4. Support for the improvement of training offers  * Capacities of training centres to design and/or deliver diversified training offers; * Existing short courses for socio-professional integration with jointly generated occupational standards / curricula * Continuing training with focus on the needs of the farmers; * Apprenticeship training based on value chains with a focus on upstream and downstream activities for key commodities  1. Capacity building for trainers / instructors / lead or mentor farmers  * Pre-employment training and refresher training / capacity building at work  1. Improvement of the governance of training structures   Public-private partnerships and involvement of the profession in the governing organs of training structures (Management Boards, Boards of Administrators …)   1. **Training of farmers / farmer organisations** 2. Existing farmer training systems: Extension training; Short training courses by training institutions; Training approaches used by other stakeholders (Farmer Field Schools, Farmer Business Schools, Innovative training approaches, …) 3. **Support to entrepreneurship and settlement of trained beneficiaries:** 4. Strengthening of training structures to put in place systems / mechanisms for the support and tracking of trained beneficiaries  * Support to different public professional orientation and settlement support structures * Improvement of self-employment of trained youths  1. Strengthening of public-private partnerships 2. **Setting up of a working group for Agricultural and Rural Training** 3. **Support to a state network for Agricultural and Rural Training**  * Setting up of a state platform for discussion and sharing of experiences between the different players of the ART system  1. **Support to a national network for Agricultural and Rural Training**  * Setting up of a national platform for discussion and sharing of experiences between different players of the ART system | | |
| 1. **Governance and Funding of Agricultural and Rural Training** | | |
| * 1. **Governance** * System of players (Ministries and inter-ministerial relations, agricultural profession, private sector, training centres, Farmers’ organisations, young farmers, etc.) * Roles of each actor in the process (who does what? With what modalities? With what resources? …) * Governance mechanisms in the coordination of the actions (notably the role of the state and its administrations) * Public-private concertation framework allowing for the upward transmission of needs and the development of a continuous improvement approach * Involvement of professional groupings and field actors (notably in governing organs of the training institutions) |  |  |
| * 1. **Elaboration and implementation of a National Strategy for ART** * Impulsion of the strategy implementation (actors involved, enabling factors) * Process of conception of the strategy * Players and stakeholders in the elaboration of the national strategy and their roles? * The main strategic axes defined * Appropriation and ownership by the state / policy background of the ART strategy * Roles of the different actors in the implementation of the ART National Strategy |  |  |
| * 1. **Local / National financing** * Local and State budgets dedicated to the sectors concerned and accessible for ART (agriculture, employment, education, youth and women empowerment…) * National budget for the funding of ART * Existence of a fund for the financing of training that is accessible to ART (training and settlement) * Collaboration with financial institutions (MFIs, agricultural banks) for the provision of microcredits or other types of financial products that are accessible to farmers |  |  |
| * 1. **External funding** * Projects and programs that support ART / Rural development with ART components * Different donors, funding agencies / Technical and Financial Partners (approaches adopted by funding agencies, funding modalities, counterpart contributions…) * Perpetuation of the system (phasing of projects and programs)… |  |  |
| 1. **Major axes relating to the renovation of ART and associated systems** | | |
| * 1. **Training systems design** * **Qualitative aspects**: Territorial down flow of the National Agricultural and Rural Training strategy with respect to the regions / states / potentials / population densities etc… * **Quantitative aspects:** adaptation of the systems put in place to needs, notably in terms of the number of people to be trained considering the needs of the sector, * Networking of Agricultural and Rural Training Centres / institutions (sharing of methods and practices, sharing of experiences, complementary missions and activities, etc.) |  |  |
| * 1. **Design of training offer and delivery** * Approach adopted for the conception / revision of programs and training contents * Participation of professionals / territorial actors in the elaboration and revision of programs / training contents * Consideration of the requirements / difficulties faced by farmers and youths in training programs (individualised project, adaptation of training to the agricultural calendar, etc.) * Training programs that explicitly make reference to opportunities / professional competencies (targeting of occupations that meet the needs of the private sector and economic operators in the territories and training in priority occupations of the country’s economic sector) * Existence of training modules for transversal / transferable competencies (entrepreneurship, computer use, ICT, management, communication etc.) |  |  |
| * 1. **Pedagogical technology** * Training objectives clearly defined in trainings sessions * Adapted pedagogical methods (total course hour loads; proportion of course hours for theoretical and practical work) * Modalities of assessment and certification of adapted training delivery (RPL?), * Involvement of professionals in the implementation of training (apprenticeships / internships / interventions of the professionals in training modules / etc) |  |  |
| * 1. **Training of trainers** * Existence of a system for the training and retraining of trainers and officials of training centres / institutions; * Recruitment and training of new trainers |  |  |
| * 1. **Continuing training and settlement of youths** * Consideration of youth’s socio-professional integration in the training curriculum (mounting of a socio-professional integration project, modules for the preparation of active life, etc.) * **P**resence of a socio-professional integration system (form of support put in place, orientation, monitoring, presence of a counsellor, etc.) |  |  |
| * 1. **Competency certification system** * Identification of certifying ministries, types of professional qualifications in the sector, * Existence of a National Qualifications Framework and its perimeters * Steering of the certification system (professional qualifications, quality of the training offer…) |  |  |
| * 1. **Major partnerships** * Current academic partnerships with training institutions and national, regional and international institutional networks |  |  |
| 1. **Technical and partnership expertise** | | |
| * 1. **Competences of actors involved** * Perception by the actors of Agricultural and Rural Training * Level of experience and/or knowledge of actors in the domain of ART and their past experiences * Needs for capacity building for the actors |  |  |
| * 1. **Agricultural and Rural Training Network** * Actions of FAR network at the level of the country: sharing of experiences, capacity building for actors, advocacy and lobbying, etc. * Organisation and structuring of a national network |  |  |
| * 1. **Contribution of external expertise** * Projects of Technical and Financial partners * Technical assistance * Institutional partnerships * Others… |  |  |

**LIST OF APPENDICES TO ADD:**

APPENDIX 1: Mapping of actors

APPENDIX 2: Mapping of Technical and Financial Partners

APPENDIX 3: Typology of the offers of training