Training Need Assessment in Africa

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Agricultural statistics training needs assessment manual

CHALLENGES

- **Mobilisation of Funds to implement activities;**

- **Coordination**: Yet Coordination is in place but need to be improved;

- **Lack of Training Institutes for Portuguese speaking countries**: Handicap for development of human resources for these countries.

CHALLENGES (CONT'D)

- **Access to high schools**
  - Cost of training = Bottleneck
  - Scholarship no longer provided by international institutions
  - To alleviate the issue: more and more national institutes at least for data collection & compilation; this is the case in Djibouti, Madagascar, Burkina, Niger, DR Congo & South Africa (ISIBalo open to SADC). BUT **Curricula and syllabus to be elaborated**.

- **Linguistic Barriers**
  - Linguistic barriers are hindering opportunities of exchanges of lecturers and students as well as joint programmes and researches.

Background

- Purpose of this manual: to explain the objective of and methods needed to carry out a TNA for agricultural statistics in the context of the *APA*.

- An agricultural statistics TNA identifies the people working within the NASS who require training.

- In the African context, any training programme needs to take account of the turnover of trained staff. In some countries, there is a shortage of people in post, so that there are limits on how fast the institutions can absorb training.

- The training provided must be cost-effective, meeting a fixed budget, and ensure common application of statistical concepts. For these reasons, it is often preferable to undertake training courses at the regional or even continental level. The capacity of the training institutes may be limited.

- The task of an agricultural statistics TNA project is to prepare two documents:
  - Agricultural Statistics TNA Framework;
  - Capacity Building Strategy: Strategy is the means to implement the Agricultural Statistics TNA.

- Both need to be adapted to each country's own situation because each country is unique in its mixture of agricultural activities and outputs.

Summary of Agricultural Statistics TNA Framework

- Processes and procedures to be followed in conducting a statistical TNA in a given ASA;

- Various techniques used in a given TNA;

- Components of a given TNA process;

- Approaches to agricultural statistics TNA suitable for ASA;

- Expected roles and responsibilities of in agricultural statistics TNA;

- Types and extent of information to be collected and analyzed;

- Potential and actual sources of information for TNA;

- Sample questionnaire for gathering information on agricultural statistics trainings demand and supply in a given country;

Summary of Agricultural Statistics TNA Framework

- Various formats and templates to be used to analyze and present information on agricultural statistics training needs;

- Choice of recommended tools for analyzing the TNA data;

- Questionnaires to be developed and used in assessing agriculture statistics training demand and supply in a given country;

- Mechanism for interpreting the findings of the needs assessment;

- Processes of prioritization of training needs in actionable order;

- Mechanisms for communicating as well as reporting need assessment findings and final outcomes;

- Implementation time frame and monitoring process for a TNA.

- General principles and features of an effective agricultural statistics TNA process.

Summary of Capacity Building Strategy (CBS) development framework

- Steps in designing strategic goals and objectives for the capacity development process based on the TNA;

- Main approaches to be followed in developing the CBS;

- Learning approaches, processes, and events that could be organized to meet the agricultural statistics training demands;

- Formats and templates for designing and communicating CBS;

- Implementation time frame and monitoring process for a given CBS.

The methods and stages of the TNA

- The scope of the assessment: the institutions involved and the agricultural statistics activities that need to be undertaken to fulfil the goals of the global strategy

- The individuals that will undertake these activities

- The competences - the skills and knowledge – that are needed by the people who will be carrying out the activities so that they can do so effectively and efficiently

- The best practical methods that can be identified of acquiring these competences; the best means that trainees can learn and then apply the lessons

- How the capacity building programme can be organised and managed: timetabled, budgeted, monitored and evaluated

National Action Plan for agricultural statistics = NSDS

- Institutions covered

- The activities covered – the national Action Plan

- Competences required

- Training schools and courses

- Planning

Agricultural statistics action plan review

- Work out on Agriculture statistics action plan review
  - Describe current agricultural statistics: what statistics are compiled and disseminated? On what frequency? When was the last publication with what reference period?
  - Identify the national statistics configuration that is compatible, in a steady state, with the *Global Strategy* minimum set of agricultural statistics
  - Identify the changes needed to data collection and compilation activities
  - Identify the activities where there is a possibility of introducing new techniques to existing activities (sampling, measurement, processing, dissemination methods)
  - Identify integration and capacity building activities
  - Identify priorities, timetable and hence national *Action Plan*

Processes and procedures for conducting an Agricultural Statistics TNA

- Identify the groups currently involved in a data compilation activity

- Identify areas of changed techniques and organisations

- Link staff groups with data compilation activities

- Identify the competences required by each staff group, the degree to which they are currently present and the gap that needs filling

- Prepare a consolidated list of demands for training

- Identify relevant training courses

- Prioritise and set the dates by which the training actions are required – urgency is not the same as priority. Refer to limits on capacity absorption. Timetable and budget.

- identify the means of implementation, monitoring and evaluation
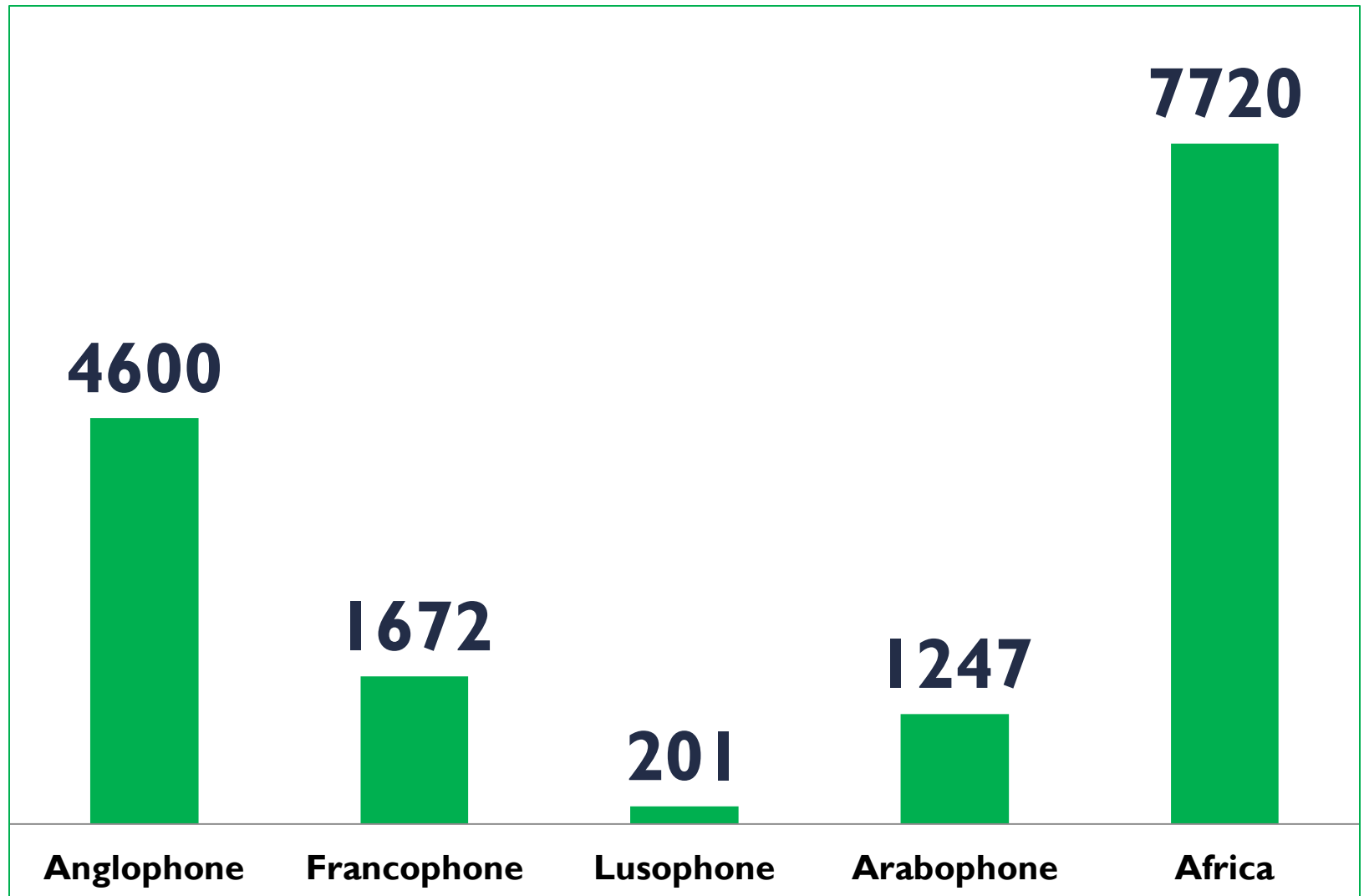
- Test the overall training strategy

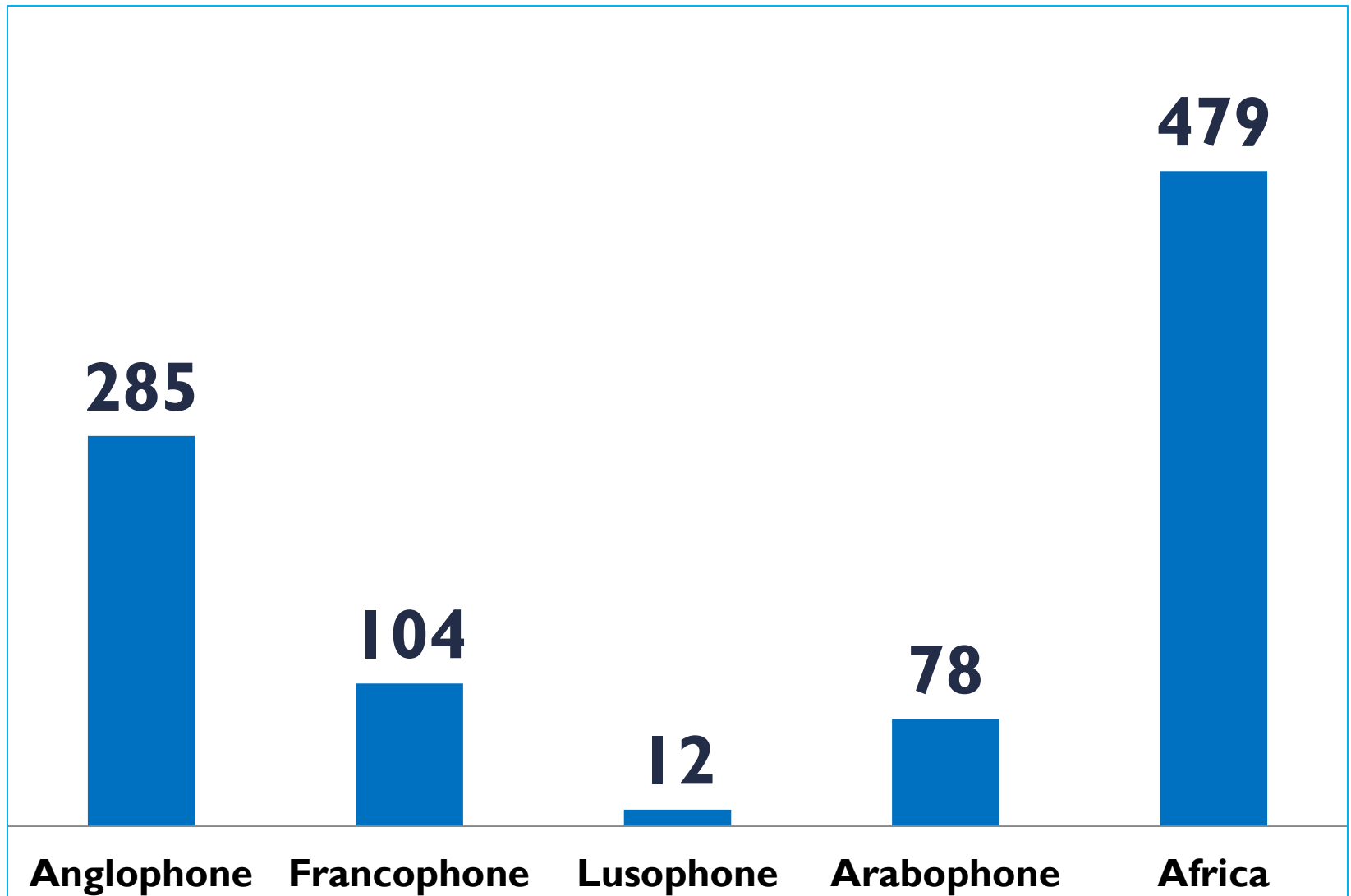Estimated numbers of professional statisticians in Africa
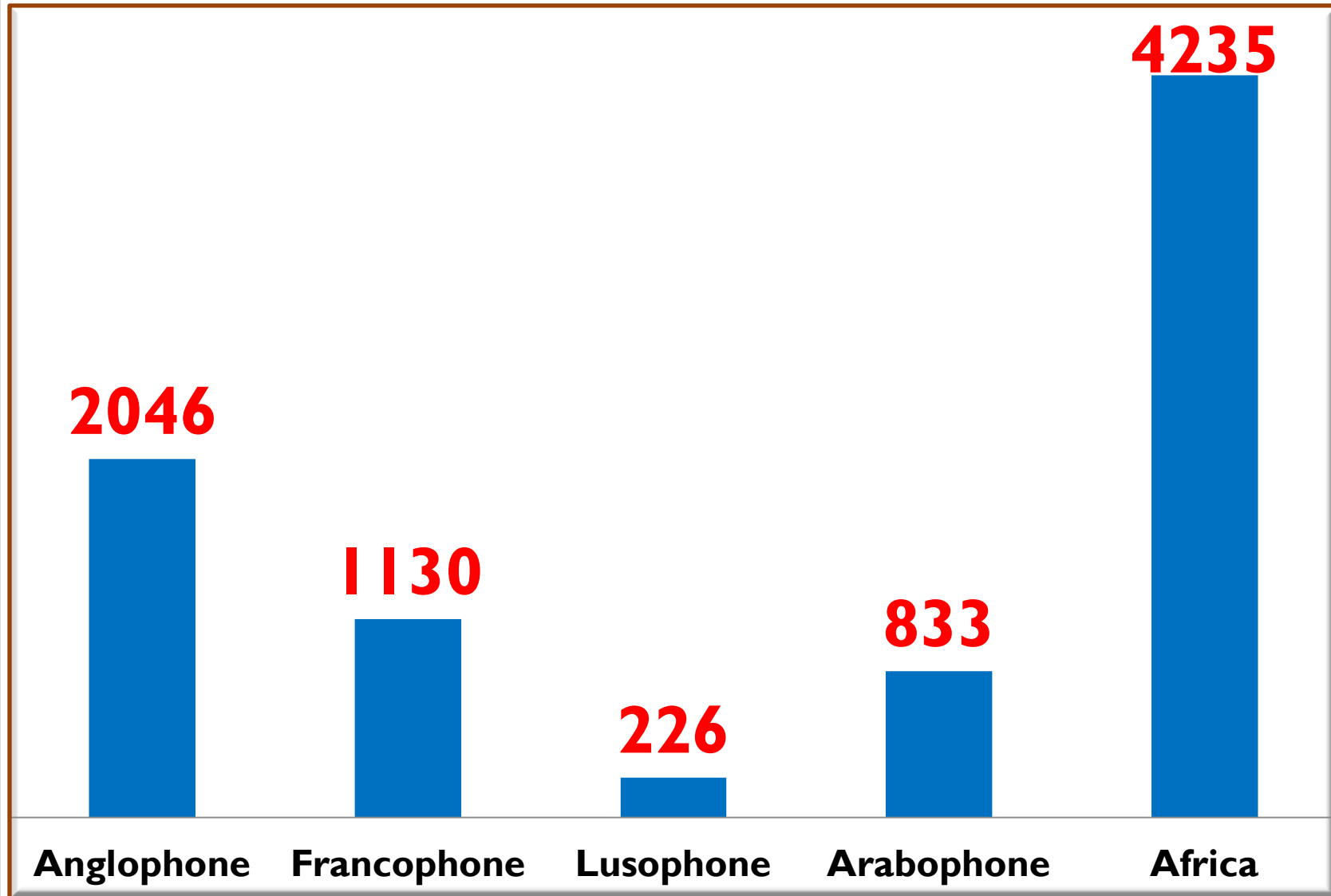
# Estimated numbers of professional statisticians training
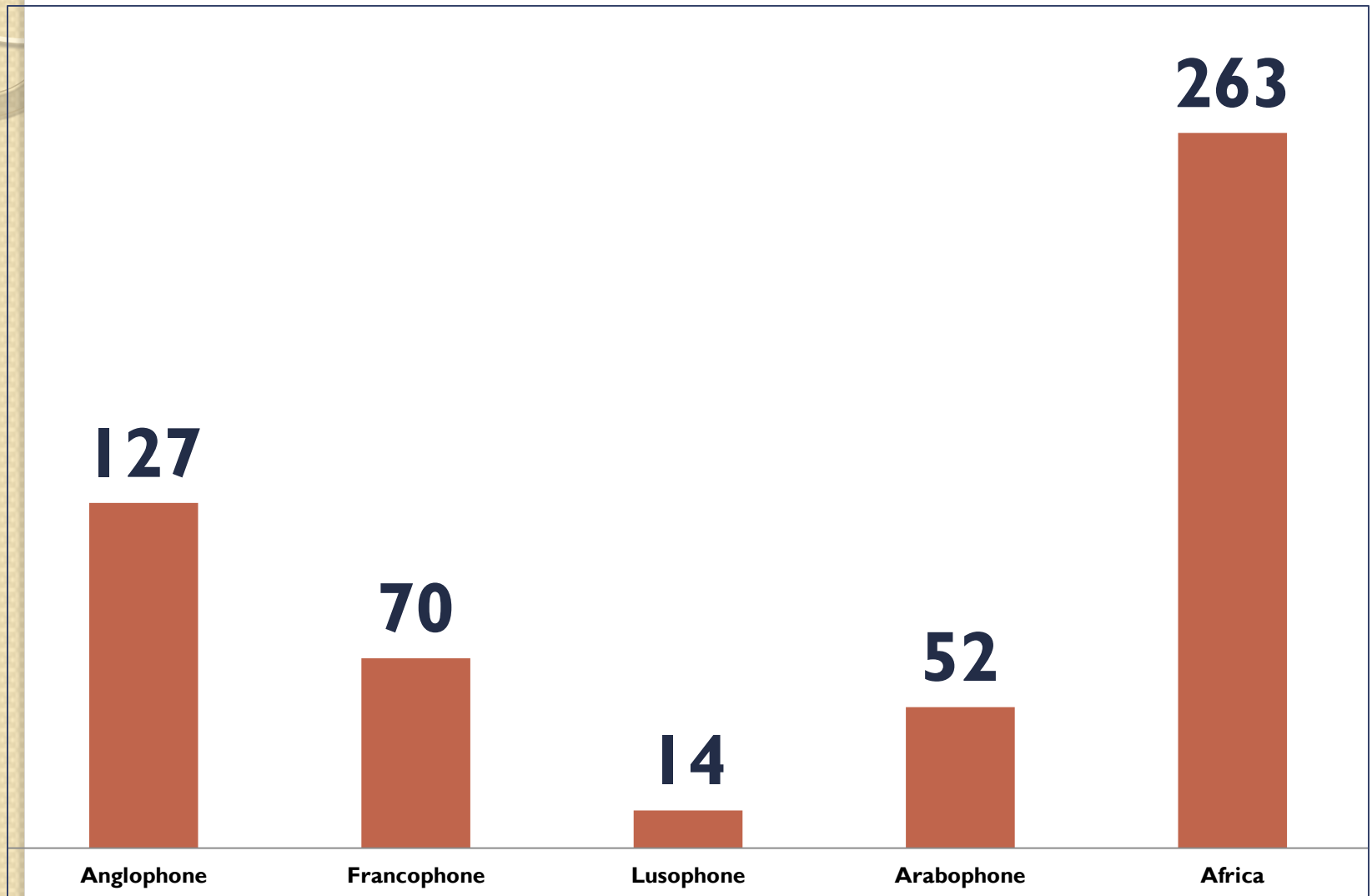
Estimated numbers mid-level statisticians in Africa

Estimated numbers of mid-level statisticians training

African countries according to the level of their Agricultural Statistics Systems

Agricultural Statistics Systems

- Very poor
- Underdeveloped
- Moderately developed
- Relatively developed
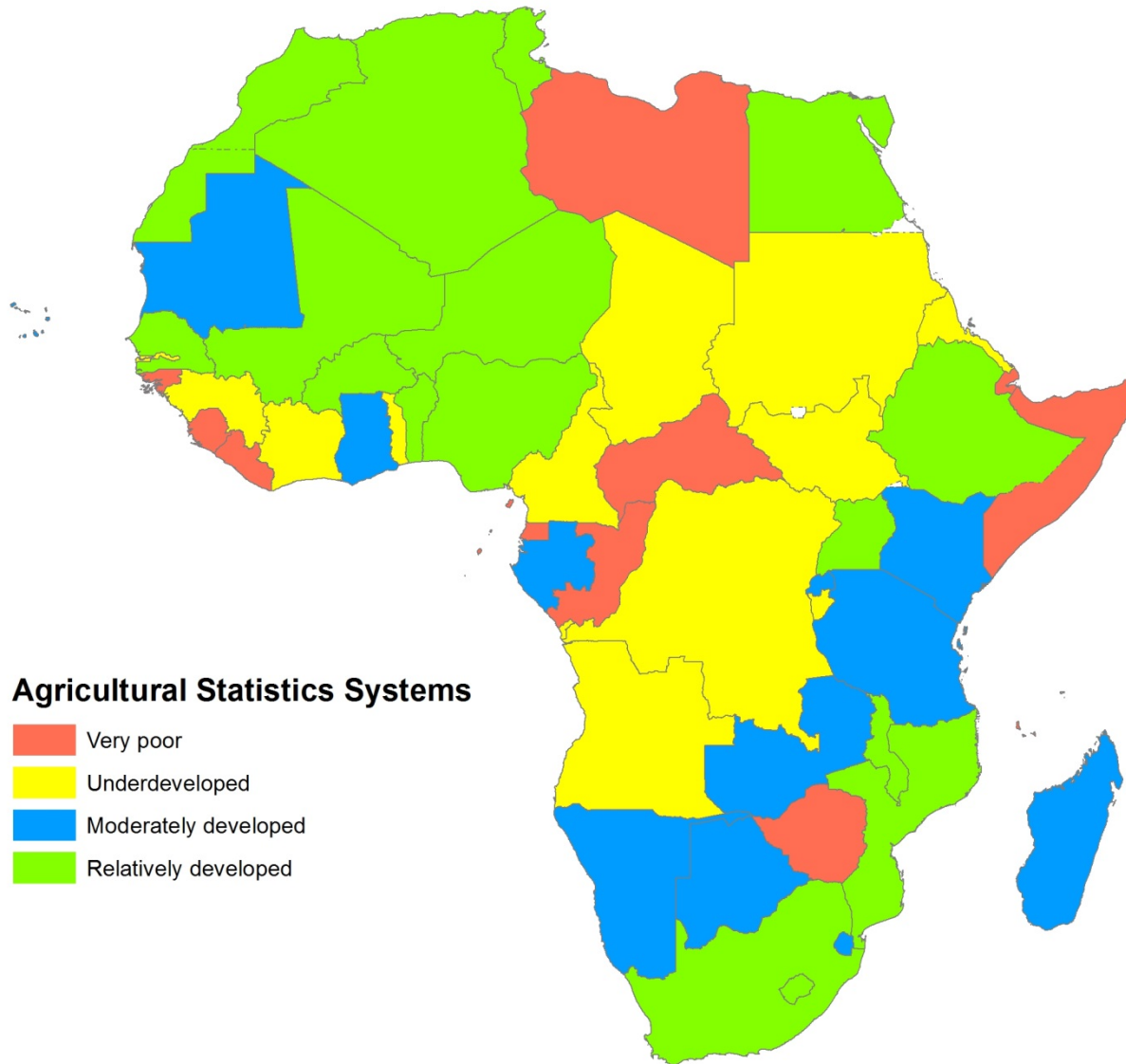
- Alternative tools are available or are expected to be available to assist the development of a training strategy, notably Eurostat's ASTRA – Assessment of Statistics Training software.

THANKS