DEVELOPMENT OF AGRICULTURAL DIPLOMA EDUCATION IN BANGLADESH

November 2019

SDGs:

Countries: Bangladesh

Project Codes: TCP/BGD/3604

FAO Contribution: USD 166 000

Duration: 19 February 2017 – 30 June 2019

Contact Info: FAO Representation in Bangladesh

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Implementing Partners

Department of Agricultural Extension (DAE), Ministry of Agriculture.

Beneficiaries

All 185 Agricultural Training Institutes (ATIs) of Bangladesh, the Bangladesh Technical Education Board research institutes under the National Agricultural Research System and the private sector.

Country Programming Framework

CPF Priority Area 4: Further improve technology generation and adaptation through better producer-extension research linkages; Outcome 4.1: Capacity of relevant institutions to deliver integrated extension services strengthened.

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BACKGROUND

Enhancing crop productivity is one key to securing food security in Bangladesh. The productivity of the crop sector in Bangladesh has increased significantly over time. The challenge, however, is to continue this momentum in the coming decades as the population grows and land is lost to other economic uses. The use of innovative demand-based technologies will help to meet this challenge.

In the crop sector, new technologies are tested and delivered by front-line field extension staff of the Department of Agricultural Extension and private-sector organizations. To qualify for such positions, applicants require an agriculture diploma from the country's Agricultural Training Institutes. In order to keep pace with changing agricultural knowledge and the demands of a modern agricultural extension service, the ATI diploma curriculum needed to be updated, along with teaching methods and institutional management. The project addressed these issues on a pilot basis, in partnership with DAE, for subsequent scaling-up by the Government of Bangladesh.

IMPACT

The new curriculum developed by the project will ensure better skilled entry-level field staff. This will, in its turn, generate further momentum in Bangladesh agriculture as graduates use their new skills in the field to increase the production of crops, contributing to achieving zero hunger. The curriculum will be of benefit to both ATIs and the Bangladesh Technical Education Board. The ATI developed at Rahmatpur, Barisal, and equipped with modern information and communication technology (ICT) facilities will provide a model to all 185 existing ATIs in Bangladesh, which train over 12 000 students each year.

ACHIEVEMENT OF RESULTS

The project had three outputs: the conduct of a skill gap inventory of ATI graduates and the preparation of a skills development needs assessment, the development of an agricultural diploma course and curriculum incorporating new agricultural technologies, and the creation of a pre-service training module for ATI graduates. All three outputs were successfully achieved.

IMPLEMENTATION OF WORK PLAN

All project activities were completed within the planned budget. Following delays in the signing of Letters of Agreement with ATIs, the project was granted an extension, which made it possible to complete all planned activities within the rescheduled time frame.

FOLLOW-UP FOR GOVERNMENT ATTENTION

It is recommended that the Government approve the new curriculum for adoption in all 185 ATIs in the country, with particular emphasis on the 16 government-run institutes responsible for training around half of the 12 000 ATI agriculture diploma students that graduate each year.

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SUSTAINABILITY

1. Capacity development

A strong partnership has been created among government stakeholders and this will contribute to project sustainability. The main strategy of the project, to support DAE in the adoption of the ATI curriculum, has been achieved. The curriculum, following approval by the Government, will sustain the academic system of the ATIs and facilitate future upgrading by the Bangladesh Technical Education Board. The project complied with the existing organizational structure of the Government, ensuring that the outcome will be sustained within the government system.

2. Gender equality

All project activities involved the participation of women. The proposed curriculum includes the learning objectives of women students and their applicability in the field of agriculture. Women and men benefited and will continue to benefit equally from the results achieved by the project.

3. Human Rights-based Approach (HRBA) – in particular Right to Food and Decent Work

The project has contributed to the education of the people of Bangladesh. The decision-making processes involved in the project excluded all forms of discrimination and emphasized positive notions of rights and obligations. As the ATI diploma is work-oriented, the project will also provide rural youth with greater employment opportunities, reducing the possibility of child labour.

4. Technological sustainability

All appropriate technologies are included in the proposed curriculum. During the development of the course and curriculum, consultations, focus group discussions and key-informant interviews ensured that local knowledge and resources were taken into account. Stakeholders are now well prepared to continue without further technical assistance.
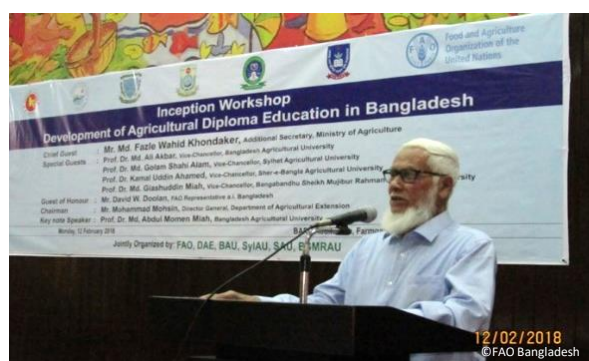

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5. Economic sustainability

No additional financial resources were required and all funds required in the future will be mobilized by the Government. The products and services developed by the project are fully affordable to beneficiaries and stakeholders.

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DOCUMENTS AND OUTREACH PRODUCTS

❑ Project Inception Report, Development of Agricultural Diploma Education Project.

❑ Final Report of ATI Study, Development of Agricultural Diploma Education Project.

❑ Pre-Service Training Module for Agricultural Diploma Students.

❑ Final Report of ATI Study under the Project "Development of Agricultural Diploma Education Project".

❑ Proposed Curriculum for the Agricultural Diploma Students.

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ACHIEVEMENT OF RESULTS - LOGICAL FRAMEWORK

Expected Impact	**Better skilled entry-level field staff will generate further momentum in Bangladesh agriculture**		

	Enhanced institutional and technical capacities to deliver demand-based knowledge in agricultural diploma education in Bangladesh		
Outcome	Indicator	Lack of specific skills of current ATI graduates identified. Design of need-based and contemporary technology-oriented curriculum for ATI students outlined. Pre-service training module for ATI graduates developed.	
	Baseline		
	End Target	100%	
	Comments and follow-up action to be taken	Baseline survey conducted and expected target achieved.	

Output 1	Development of skill gap inventory of ATI graduates		
	Indicators	Target	Achieved
	- Skill gaps identified. - Skill gaps documented in a report.	Identified skill gaps minimized in the proposed curriculum and relevant issues incorporated.	Yes
Baseline	No skill gap analysis existed.		
Comments	Most skill gaps were identified.		
Activity 1.1	Conduct interviews, focus group discussions and workshops		
	Achieved	Yes	
	Comments	Following the work plan, focus group discussions were conducted among stakeholders.	
Activity 1.2	Review of curriculum		
	Achieved	Yes	
	Comments	The curriculum was reviewed by a team of experts from leading agriculture universities. and concerned government and non-government stakeholders.	
Activity 1.3	Perform gap analysis and produce inventory		
	Achieved	Yes	
	Comments	Gap analysis completed.	

Output 2	Development of the design of need-based and contemporary technology-oriented curriculum		
	Indicators	Target	Achieved
	- Contemporary technologies included in curriculum. - ICT technologies included in proposed curriculum.	All contemporary technologies included in proposed curriculum.	Yes
Baseline	Distinct baseline information was absent.		
Comments	The output was achieved.		
Activity 2.1	Designing a new curriculum		
	Achieved	Yes	
	Comments	The new curriculum was developed.	
Activity 2.2	Assessment of the newly designed curriculum		
	Achieved	Yes	
	Comments	The newly designed curriculum was reviewed by a team of experts from leading agriculture universities and concerned government and non-government stakeholders.	
Activity 2.3	Documentation on the newly designed curriculum		
	Achieved	Yes	
	Comments	The newly designed curriculum was documented.	

Output 3	Development of the design of need-based and contemporary technology-oriented curriculum		
	Indicators	Target	Achieved
	- Training module developed. - Pre-service training module documented.	Development of pre-service training module.	Yes
Baseline	There was no distinct baseline information.		
Comments	Pre-service training module was developed.		
Activity 3.1	Designing a new pre-service training module		
	Achieved	Yes	
	Comments	Pre-service training module developed.	
Activity 3.2	Testing the new pre-service training module		
	Achieved	Yes	
	Comments	Pre-service training module was tested at Dhaka and Gaibandha ATIs.	
Activity 3.3	Documentation on new pre-service training module		
	Achieved	Yes	
	Comments	Documentation was conducted in accordance with work plan.	