

# Putting in Place the Training Capacity Needed to Implement the Global Strategy for Agricultural Statistics in Africa

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## Summary

The urgent need to improve agricultural statistics was recognized by the United Nations Statistical Commission (UNSC), which, at its 40<sup>th</sup> Session in February 2009, recommended the development of a Global Strategy to Improve Agricultural and Rural Statistics. The purpose of the Global Strategy is to provide a framework for national and international statistical systems to produce the basic data and information on agriculture to guide the decision making required in the 21<sup>st</sup> century. The 41<sup>th</sup> Session of the UNSC endorsed the Global Strategy and recommended that the Food and Agriculture Organization of the United Nations (FAO) take the lead in the preparation of an Implementation Plan for a comprehensive statistical capacity building program to rebuild or improve the statistical systems in developing countries.

A Meeting of Stakeholders in Africa was organized in Tunisia from 3<sup>rd</sup> to 4<sup>th</sup> February 2010 to agree on a unified approach for developing an implementation plan for Africa for the Global Strategy including a common program to guide capacity building efforts for improving agricultural statistics. It was agreed that the training component of this plan would be led by the United Nations Economic Commission for Africa (UNECA). The implementation plan will have a long term perspective (10 to 15 years), but this paper presents a proposal for the first phase of the program covering the next 5 years, that is, the period from 2011 to 2015.

The paper sets out a proposed program that includes a number of aspects, including the development of education and training courses on the use of new methodological tools and new technologies. It supports the development of curricula for a broad package of training courses at different levels that will be implemented through regional centers of excellence for high level/advanced training, with initial and intermediate training being decentralized, as far as possible, to national training agencies. An important part of the proposal supports the training of trainers to make national capacity more sustainable and also promotes self-learning by developing new training tools, such as e-learning and distance learning.

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## The Global Strategy and Training Needs

The Global Strategy makes it clear that the current situation of agricultural and rural statistics (using this term in the same way as the Strategy to include statistics on forestry and fisheries in developing countries) is poor and is declining, particularly in Africa. It identifies a number of reasons for this situation, but a key problem is the limited capacity of official statistical agencies. The Strategy also finds that this is not just a recent phenomenon; data quality and coverage have been declining steadily since the early 1980s. Although capacity is more than the skills, knowledge and competencies of the staff of statistical agencies, increased investment in the human resources available to the statistical system must certainly be part of the response.

The Strategy sets out a blue-print for a coordinated and sustained effort to address the decline in agricultural statistics and to put in place a system that will provide the information needed to meet the development challenges of the twenty first century. It is based on three pillars: the establishment of a minimum core data set that all countries will endeavor to compile; the integration of agriculture into national statistical systems; and a sustained effort to build capacity and improve the governance of statistical activities at all levels. All three pillars have important implications for future investment in training and human resource development.

The first pillar provides the basis for national annual statistical programs. While there will inevitably be different priorities in different countries, depending on local needs, the environment, economic and social conditions and capacity, the use of a minimum core data set highlights the importance of collecting, compiling and reporting data that are comparable across countries and over time. This data set also includes new data items that are increasingly being demanded to deal with new and emerging concerns. People working in and with agricultural statistics will need training to support the implementation of the core indicators list and to improve gradually both data coverage and quality in line with international recommendations and standards.

In an increasingly globalized world, and especially in the small open economies of most African countries, the need for data that are consistent and comparable across countries is clear. The pressure of regional integration, decentralization, dealing with threats to food security and the management of common environmental resources, all require countries to develop their statistical systems in a coordinated way and this will have important implications for the development of training programs. It is expected, therefore, that there will be substantial economies of scale from a global and especially a regional approach to training.

The second pillar, which emphasizes strengthening capacity in agricultural statistics as part of a wider approach to improving statistics and the development of coordinated national statistical systems, also has important implications for training. A key part of the strategy is to build on the progress that has been made through the preparation and implementation of national strategies for the development of statistics (NSDS). By now most low income developing countries and especially those in Africa, have at least started on the preparation of an NSDS. Indeed, in many countries the process is well developed with a substantial number actively putting their strategies into effect and, in some cases, even preparing follow up strategic plans. Here, at least, for once Africa is well placed. For example, the most recent

data published by PARIS21 in November 2009 indicates that 19 out of 40 low income African countries are implementing a strategy, 17 are either preparing a strategy or are awaiting its formal approval, and just 4 do not have a current strategy or are not preparing one. Even given the caveats about the extent to which NSDSs adequately address the concerns of agricultural statistics, this provides a very useful starting point, both for analyzing training needs and for designing a country-level training strategy.

Finally, the third pillar, focusing on governance and capacity building also has implications. Here it will be important to ensure that the implementation of this project and the associated initiatives on research and technical assistance should be coordinated with other statistical initiatives at the global and the regional level. It will be important, for example, to ensure that the project fits within, as far as possible, the existing global structure for the governance of statistics. It will also be crucial to focus on how training, both in terms of demand and supply can be sustained in the long-term.

### **The proposed approach**

There is only limited data available on the demand for training in agricultural statistics in Africa, the potential supply of training places and the gaps between supply and demand. Analysis of the available information, based on FAO surveys in 2005, 2007 and 2009 (FAO, 2008, 2010)<sup>3</sup> as well as information provided by countries, mainly from national strategies for the development of statistics (NSDS), suggests that the following concerns and issues need to be addressed in the training component.

- There is a need to develop new courses and to modify the curricula for courses that are already offered in Africa that lead to first and post-graduate degrees in statistics and related topics. There is evidence from a number of sources that many national statistical agencies find it difficult to recruit adequately qualified professional staff. In part this is a problem of the uncompetitive level of government salary scales, but it also reflects the shortage of good relevant first and master degree programs in Africa. Managers of statistical agencies in all sub-regions complain that many of the existing academic courses in statistics are too mathematically oriented and do not cover the kinds of knowledge, skills and competencies required by people working on official statistics.
- There is a need to strengthen the capacity of the existing regional training centers already offering training courses in agricultural statistics and to support a process where their experience and expertise can be made more widely available and to other training organizations.
- Even where good and relevant courses are offered, potential trainees are not able to gain entry because they lack the required entry qualifications, especially in mathematics. In some countries, especially the smaller ones, there can be a real difficulty in finding sufficient qualified people to take up places on courses even when finance is available. Some training to help potential trainees to meet the entry standards required by regional training centers is likely to have a substantial pay-off. While technical and financial support may be needed, it is expected that much of this training could be delivered through existing training facilities in countries.

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<sup>3</sup> FAO (2008) "The State of Food and Agricultural Statistics in Africa - 2007", Accra, Dec 2008 and FAO (2010) "The State of Food and Agricultural Statistics in Africa - 2009", Accra, Sep 2010

- There are insufficient in-service training courses available to enable existing staff to upgrade their skills and knowledge, especially in new and emerging areas. Priority areas that have already been identified include remote sensing, geographic information systems (GIS) and the management of agricultural surveys and censuses.
- There are not sufficient funds in many countries available to statistical agencies to meet the costs of both short and long-term training. The training budgets available to many statistical agencies are not sufficient to meet needs and statistical agencies, therefore, are dependent on obtaining ad-hoc finance from donors. The problem has also been exacerbated by the decision of many donors to no longer provide general scholarship funds. While the total amount of aid for statistics has almost certainly increased in recent years, there has not been a proportional increase in the resources allocated to training and human resource development. The proposal aims to address this situation, but in a way that does not distort priorities and which can be sustained.
- The lack of an effective training market means that information both about demand and supply is not widely available and training providers find it difficult to identify and hence respond to new opportunities. There is a need, therefore, for existing mechanisms, coordinated by the African Group on Statistical Training (AGROST), to be strengthened to ensure that information about training needs is made available to providers and information about the supply of training is accessible to statistical agencies.

## Objectives and outcomes

In order to address these concerns and to mobilize a significant increase in resources for training in agricultural statistics in Africa, a proposal for a five-year training project has been prepared. This is one component of a larger proposal to support the implementation of the Global Strategy for Agricultural and Rural Statistics in Africa. The other components of the main proposal cover: technical assistance; research; and overall coordination and management. The training project aims to support the implementation of all three pillars of the Strategy. Its development objective is to strengthen the capacity of agencies concerned with the collection, compilation and use of agricultural statistics through increasing the knowledge, skills and competencies of their staff and to strengthen and sustain the capacity of African training centers to develop and deliver good quality training in statistics and statistics-related subjects. Important outcomes of the training component are expected to be as follows:

- Agencies responsible for the collection, compilation, dissemination and use of agricultural statistics are better able to identify and prioritize their training needs and to make more effective use of skilled personnel.
- The capacity of training centers in Africa to supply effective and good quality education and training in priority subjects of concern to agricultural statistics is increased and sustained.
- The knowledge, skills and competencies of the people working in organizations concerned with the collection, compilation and use of agricultural statistics is increased and is increasingly applied to improving data coverage, quality and use.

## Activities, inputs and outputs

The training project will involve three main components, which together will generate nine related outputs. The three components are:

1. Helping agricultural statistics agencies in Africa to identify their priority needs for training and to improve their management of human resources;
2. To help strengthen the capacity of regional and national training agencies to design and deliver effective training courses in line with needs; and
3. To increase the knowledge, skills, competencies of people working in agricultural statistical agencies through different kinds of training.

Under **component 1**, concerned with **the identification of training needs and the management of human resources**, three activities are envisaged, which will, in turn generate three key outputs. In collaboration with the technical assistance component, technical advice and training will be provided to help agencies undertake activities such as: carrying out training needs analysis; forecasting future manpower needs; job assessment; and integrating training with annual planning and appraisal processes. The project will also support a number of workshops and other training activities for human resource managers, which will focus on topics such as training needs analysis, integrating the training of agricultural statisticians with other parts of the statistical system and the overall management of human resources. By improving human resource and training management, it is anticipated that countries will be able to make more effective use of the training that will be provided under the other components of the project.

**Output 1.1** is to ensure that the **training of people working in and on agricultural statistics is coordinated and aligned with the training of people working in other parts of national statistical systems**. This will be achieved by providing the managers of agricultural statistics organizations with guidance, technical assistance and training to ensure that human resource management policies and procedures in agricultural statistics are aligned with those operating in other statistical agencies and by coordinating training needs analyses. Activities are expected to include helping national statistical systems to define job-specific skills and competencies that existing and new staff at different levels will be expected to have and aligning these with what is already in place.

**Output 1.2** aims to **upgrade the knowledge and skills of human resource (HR) managers** responsible for organizations working in agricultural statistics so that they can develop and implement effective training and human resource development policies. HR managers will be helped to set effective human resource management policies and to prepare procedures including defining skill and competency requirements for different job levels and ensuring that these are consistent across the national statistical system. Inputs will include the preparation and dissemination of guidance material, technical assistance to put this into effect and financing of sub-regional workshops from time to time so that human resource managers can share experiences and discuss ongoing issues.

**Output 1.3** will support countries to **carry out and update analyses of training needs** in agencies responsible for the provision and the use of agricultural statistics. The component will provide countries with technical advice, assistance and support as required. The aim will be, over time, to ensure that all

countries have completed a detailed training needs analysis and that these are then updated at regular intervals. It will also be important to help managers integrate human resource management into the annual planning and budgeting process. The sub-component will support the development of guidance and good practice material and will also provide technical assistance where needed.

**Component 2** is concerned with **increasing the capacity of African training centers** providing training in different areas of agricultural statistics. In order to realize economies of scale the main focus of the component will be on existing training centers working at the regional and sub-regional levels, taking into account language needs. Mechanisms will also be put in place, however, to strengthen the capacity of national training organizations through appropriate partnership and twinning arrangements, where skills and capacity will be cascaded down from the regional to the national level. Because of limitations of both time and finances, the component will only work with existing training organizations. Six sets of activities are envisaged as follows.

**Output 2.1** will strengthen and upgrade the skills and knowledge of the staff responsible for the development and presentation of both academic and in-service training courses. The resources available to training centers for staff training are very limited and the sub-component will provide funds for a fellowship scheme to help meet the costs of **upgrading academic and other qualifications**. In university-based training centers academic staff require a PhD; elsewhere, at least a Masters Degree or equivalent is usually needed. Some exposure to foreign institutions is also useful. This kind of intervention will ensure that training centers have qualified staff to teach agricultural statistics and related subjects. It will also provide trainers with the skills needed to design and carry out research projects in their areas of specialization. One spin-off will be the provision of research advice and technical assistance to national statistical agencies and ministries of agriculture.

**Output 2.2** will support the upgrading of the capacity of African training centers through **twinning arrangements** with selected African and foreign universities or training institutions as appropriate. Under this kind of arrangement, trainees will not be away from their center for more than two semesters at most. This arrangement will help to limit the opportunity costs and will also ensure that any research is locally based. Memorandums of understanding will be signed to provide for the interchange of staff and trainees, particularly academic staff. Under the arrangement there could also be collaboration on research and the development of training material. Under the twinning arrangements consultants and visiting lecturers could be provided for short periods to give courses in some specialized areas. This kind of arrangement will also help to fill the gaps when trainers have to go away for further training.

It is also envisaged that the twinning arrangements will support staff development through mentoring, which has been defined as “the practice of assigning a junior member of staff to the care of a more senior and experienced person who assists him/her with his/her career”. Where feasible this process will also be extended from regional to national training centers. It is also proposed that qualified staff from national statistical agencies and ministries of agriculture will be encouraged to carry out training on a part-time basis.

**Output 2.3** will provide support for the **review and development of syllabuses and the production of relevant teaching materials**. External review of syllabuses assists in the maintenance of curricula and standards and helps to ensure that training programs remain relevant and up to date. Upgrading of training material and curricula will be needed at all levels of training - professional, sub-professional and in-service - and in different languages. It will be important to take into account the differences in the education systems existing in the different languages. Periodic review of syllabuses is also necessary to enhance the relevance of the curriculum in a dynamic policy and development environment. It will help training centers to keep pace with the changing user demands for data emphasizing the practical aspects of applied statistical courses.

**Output 2.4** will support the preparation and delivery of **seminars, workshops and short courses** in priority areas of applied agricultural statistics. These will provide short term, in-service training in priority areas. The initial focus will be on developing courses in remote sensing, geographic information systems (GIS) and the management of agricultural surveys and censuses.

**Output 2.5** will be concerned with **upgrading** to a limited extent, the **training infrastructure** of centers, including the provision of some equipment such as computer hardware and software, audio-visual equipment and associated items. There may also be a need to provide some of the equipment needed for practical training in agricultural statistics including GPS tools. The component will also help training centers gain access to web-sites and other guidance and good practice material. It will help training centers to have a point of reference especially in implementing recommendations emerging from the Global Strategy. It will also be an important way of disseminating the results emerging from the Research and the Technical Assistance Projects. Some support may also be offered to help extend and develop the libraries of training centers and ensure they have access to relevant academic books and journals.

**Output 2.6** will help to ensure that the **curricula for the different courses and qualifications are harmonized and synchronized** between centers and countries. This will require a comparative analysis of syllabuses, looking at aspects such as the topics covered and the time devoted to each one, reading lists, etc. This process will support the development of a more comprehensive continent-wide training process. The component project will also support the more extensive use of modular training and the use of techniques such as e-learning in order to make training courses more practically oriented and more likely to be sustained when the project is completed. The aim will also be to support the use of more flexible forms of training that enable participants to gain the skills and competencies they need, while still allowing them to continue with their regular jobs. E-learning may include the use of web-based teaching materials and inter-active media such as web-sites, on-line bulletin boards and discussion groups, collaborative software, e-mail, blogs (message boards), chat rooms and computer aided assessment.

**Component 3** aims to **strengthen the demand for training** from agricultural statistics agencies in Africa. The two main activities will be to provide funds to help meet the costs of trainees to take a specific training course and to support a process of course accreditation where recognized qualifications are provided to successful trainees where appropriate. It is envisaged that about 40 per cent of the total

budget will be allocated for this component. The three activities and outputs for this sub-component are as follows.

**Output 3.1** will provide a **scholarship fund** to meet some of the costs of trainees to attend training courses leading to a recognized academic qualification. Funds will be provided to countries to meet up to 75 per cent of the costs (including academic fees, travel costs and living expenses) of sending students to attend recognized courses at African training centers of up to 24 months in duration. Countries will nominate students they wish to attend a course, on the basis of a formal training need assessment as outlined in component 1 and will also need to confirm that the remaining 25 per cent of costs will be met by the sponsoring agency. It is proposed that the scholarship fund will support participation in certificate, diploma, first degree and masters courses, but will not be able to support any doctoral programs for staff from national statistical agencies and ministries of agriculture.

**Output 3.2** will support the **participation of nominated staff from agricultural statistics agencies in approved short courses**. This activity will operate in much the same way as the scholarship fund for academic training. The proposed budget set out below envisages that about 68 per cent of the scholarship fund will be used to finance longer-term academic courses with 32 per cent being allocated for short courses. All courses will be located in Africa and the project will not finance students to study outside the continent. However, under the twinning arrangements outlined above, staff could be brought from outside Africa to provide training at African training centers.

**Output 3.3** will establish, where possible, a mechanism for **accrediting qualifications** for different courses. This will be important because of the incentive it will provide for trainees to participate in a course and to reach the required standard. It is envisaged that regional universities and training centers, in collaboration with other training organizations from outside Africa, will be contracted to support this activity, through a process of reviewing curricula and assessing tests and other examinations. It is anticipated that accreditation will be based on a process where trainees can gain credits for specific courses and an agreed number of credits could result in a qualification such as a certificate or diploma in agricultural statistics. Consideration will also be given to awarding credits for proven participation in some activities such as agriculture censuses and large surveys. In this way, for example, an enumerator could earn credit towards a certificate, while a supervisor could earn credit towards a diploma.

## Implementation Arrangements

The training project will be implemented by the UN Economic Commission for Africa, with technical support and back-up from FAO. An implementation unit will be set up and will be based in the Africa Centre for Statistics, reporting to the Director of the Centre. Financial management will be the responsibility of the African Development Bank.

Implementation will be monitored and supervised by the African Group on Statistical Training (AGROST), which will meet at least once every year to discuss progress, priorities for the coming year and other issues. It will probably be necessary to expand and develop the role of AGROST. As well as reviewing progress and approving annual work plans and budgets, the Group will have an important role to play in

allocating resources and in dealing with any concerns about the allocation of resources. It is proposed, therefore, that AGROST will set up an executive sub-committee to be responsible for regular supervision of the project and for making key allocation decisions. This sub-committee will need to meet at least once every quarter and will need, therefore, to be small enough to be manageable, with, perhaps no more than eight members. Most business will need to be carried out virtually.

It will be important to ensure that the limited funds available under the project are allocated in a way that allows all countries to benefit. It will also be important to ensure that some countries are not able to take an undue share. It is proposed, therefore, to apply the following policies.

- Resources from the component will be allocated to countries based on the level of need and existing capacity. Once an agreed classification of countries has been determined for the whole project, then this will be used to guide the allocation of training funds. It will also be necessary to place some limit on the number of scholarships that each country will have access to, with those with the most need having access to more resources.
- Scholarship funds will only support training at an agreed and pre-announced set of courses, offering appropriate training in English, French, Portuguese or Arabic. The list will be determined as part of the activities under component 2 and may be added to as new courses are developed. It is envisaged that the development of new courses will be done in close coordination with the research project.
- Countries who want to nominate staff for a course should have an up-to-date training needs analysis, which can, if necessary be developed with the support of component 1. Countries will need to demonstrate that the training proposed meets a priority need.

Although details remain to be confirmed, it is expected that the training component implementation unit will carry out the following tasks:

1. Prepare annual work plans, budgets and progress reports
2. On the basis of these plans and in line with agreed policies, allocate and distribute scholarship funds
3. Elicit and review proposals from training centers, allocate and distribute funds for the development of new courses, curriculum material and the training of trainers
4. Elicit proposal for twinning arrangements between African training centers and those in other parts of the world
5. Elicit requests for technical assistance from countries, recruit and hire consultants, supervise their work and arrange for payments to be made
6. Commission the preparation of guidance and good practice material, supervise the work and disseminate the results
7. Make arrangements for regional and sub-regional meetings
8. Support AGROST meetings as required

In order to do this the training component implementation unit will require the following expertise:

- Project manager with experience of training management and a background in agricultural statistics

- Secretarial and financial support
- IT support and web-site management

The proposed budget includes the costs of project management, which are estimated at 12 per cent of the total. Procurement procedures will be agreed with the donor, UNECA and the African Development Bank.

Training centers and other agencies that will implement project activities will sign a contract, which will specify what is to be done, how and when funds are to be transferred and how progress is to be monitored and reported. Training centers that implement project supported activities, including the preparation and delivery of different courses will be required to evaluate progress and outcomes and this requirement will be included in the contract. As far as possible, all activities, including any evaluation reports will be published on the project web-site.

Funds will be transferred to implementing agencies in line with the contracts. Where possible implementing agencies will be paid as and when results are produced. It is recognized, however, that in some circumstances, some agencies will require an advance in order to carry out preparatory activities.

## **Monitoring progress**

The implementation unit will prepare quarterly progress reports and a more comprehensive annual report that will set out what was accomplished during the reference period, any problems encountered and how they were overcome as well as plans for the next period. Reports will be approved by UNECA and FAO and will then be published on a project web-site, which will be hosted by UNECA.

In addition to the progress reports, the following reports and information will also be generated:

- All trainees supported by the project will be required to prepare a report on their training, including a summary of how they propose to put their new knowledge and skills into use.
- All training centers delivering training supported by the project will be required to prepare reports on the training provided and follow up evaluation reports.
- Documentation generated by the project, including guidance and good practice material, where possible, will be peer reviewed.
- Advance training programs will be compiled and disseminated through the project web-site.

A number of key indicators are identified in the logical-framework for the project. For the project goal the main progress indicators will be:

- A measure of the overall capacity of agricultural statistics systems in Africa, developed and monitored by FAO
- The quality of minimum core data reported to FAO
- The number of countries that have implemented a master sample frame for agricultural statistics
- The number of countries that have implemented an integrated survey framework

- The number of countries where the governance frameworks for agricultural statistics in countries are in line with the recommendations of the Global Strategy

Outcome indicators will be as follows and will be monitored by the implementation unit.

- The gap between the requirements for knowledge and training and their availability in agricultural statistics agencies in each country
- The number or proportion of unfilled vacancies, especially for statisticians and other professionals
- The number of training places available each year in Africa in agricultural statistics and related subjects.
- The number of experienced trainers with the required qualifications.

Output indicators for the three components will be as follows:

- Component 1
  - The number of countries with effective training needs analysis
  - The gap between the demand for trained manpower and the supply, measured in terms of unfilled professional posts
  - The number of guidance and good practice notes prepared and disseminated
- Component 2
  - The number of trainers trained
  - The number of training places on offer by level, type of course and language
  - The number of places filled and unfilled by level, type of course and language
  - An indicator of the impact of training based on the evaluation reports from courses
  - The number of twinning arrangements/agreements made
- Component 3
  - The number of trainees supported by the project, by level, type of course and language
  - The number of people receiving accredited qualifications level, type of course and language
  - The number of contracts by type and the disbursement rate

## **An implementation plan**

It is recognized that it will take some time to set up new training courses from scratch, with a short course requiring up to nine month's preparation time and new academic courses taking two to three years before they can be launched. It will be important, therefore, to focus in the first one or two years of the project on existing activities or at least those where preparation is already well advanced. The main activities for the first year of implementation are expected to be as follows.

- Component 1
  - Compiling a roster of specialists able to provide support to countries in HR management and training needs analysis
  - Commissioning up to four guidance notes on the design and implementation of training needs analysis and good practice in HR management

- Identifying a first set of target countries to support and inviting proposals and requests for assistance
- Component 2
  - Completing a survey of existing training providers and compiling a list of current and planned courses
  - Inviting proposals from training centers for courses that can be supported under the project
  - Compiling an initial list of approved course to be supported under sub-component 3
  - Identifying the first two training centers to be supported through twinning and partnership arrangements
  - Invitation for proposals on twinning arrangements for the first two centers
- Component 3
  - Establishing processes for countries to nominate staff for project support for both long and short courses
  - Inviting proposals for the first two accreditation schemes
- Component management
  - Set up the training component implementation unit
  - Preparation of the first year's work plan and budget
  - First meeting with AGROST and establishment of the executive committee
  - Setting up key indicators and mechanisms for monitoring progress
  - Preparation of quarterly and annual reports

### **Budget**

An outline budget is provided below; it proposes a total expenditure over five years of about US\$ 17.5 million.

### **Conclusions**

The proposed project is designed to strengthen training in agricultural statistics in Africa in line with the recommendations of the Global Strategy over a period of about five years in the first instance. It aims to do this by strengthening human resource management, by building training capacity and by financing training directly in priority areas. Even though the resources proposed are quite substantial it is clear that the project will only be able to make a contribution to meeting training needs in the continent. An important concern will be to ensure that new activities that are initiated by the project can be sustained and that the training that is provided leads directly to better availability of good quality agricultural statistics and that these are then used to design and deliver appropriate and effective policies and programs.

The training project will also need to work in close collaboration with the other projects providing technical assistance and research. It will be important, for example, to ensure that the results of the research project feed into the update of training materials and course curricula. At the same time trainers will need to be supported to ensure that they are aware of and understand new techniques and procedures for agricultural statistics.

An important part of ensuring that the results of the project will be sustained when all the activities have been completed will be the development of a training market in Africa for training in statistics and related topics. This will require that the users of the training, that is, agencies concerned with the production and the use of agricultural statistics, understand and appreciate its value and that the providers of training understand what the level of demand is.

## Draft Budget

Activity	Unit	Unit Cost	Year 1		Year 2		Year 3		Year 4		Year 5		Total Cost	%
			No.	Cost	No.	Cost	No.	Cost	No.	Cost	No.	Cost		
<b>1. Strengthening training management</b>														
1.1	Technical assistance	Month	\$20,000	5	\$100,000	12	\$240,000	15	\$300,000	15	\$300,000	5	\$100,000	\$1,040,000
1.2	Development of material	Number	\$10,000	2	\$20,000	6	\$60,000	6	\$60,000	6	\$60,000	3	\$30,000	\$230,000
1.3	Translation costs	Number	\$5,000	2	\$10,000	4	\$20,000	4	\$20,000	4	\$20,000	2	\$10,000	\$80,000
1.4	Publication costs	Number	\$5,000	2	\$10,000	6	\$30,000	6	\$30,000	6	\$30,000	3	\$15,000	\$115,000
1.5	Sub-regional workshops	Workshop	\$50,000	1	\$50,000	2	\$100,000	2	\$100,000	2	\$100,000	1	\$50,000	\$400,000
<b>Total Component 1</b>					\$190,000	\$450,000	\$510,000	\$510,000	\$510,000	\$205,000	\$1,865,000	10.7%		
<b>2. Developing training capacity</b>														
2.1	Curriculum development	Month	\$20,000	4	\$80,000	10	\$200,000	10	\$200,000	10	\$200,000	4	\$800,000	\$760,000
2.2	Training of trainers	Course	\$50,000	2	\$100,000	6	\$300,000	6	\$300,000	6	\$300,000	3	\$150,000	\$1,150,000
2.3	Developing national training capacity	Fixed cost			\$150,000	\$200,000	\$250,000	\$250,000	\$250,000	\$100,000	\$950,000			
2.4	Twining arrangements	Fixed cost			\$75,000	\$150,000	\$250,000	\$250,000	\$250,000	\$150,000	\$875,000			
2.4	Short course development	Course	\$50,000	2	\$100,000	3	\$150,000	4	\$200,000	3	\$150,000	2	\$100,000	\$700,000
2.5	Course evaluation	Fixed cost				\$50,000	\$100,000	\$100,000	\$100,000	\$100,000	\$350,000			
<b>Total Component 2</b>					\$505,000	\$1,050,000	\$1,300,000	\$1,300,000	\$1,250,000	\$680,000	\$4,785,000	27.4%		
<b>3. Supporting demand for training</b>														
3.1	Course accreditation	Fixed cost			\$100,000	\$250,000	\$250,000	\$250,000	\$250,000	\$100,000	\$950,000			
3.2	Scholarships - long-term	Number	\$25,000	10	\$250,000	40	\$1,000,000	50	\$1,250,000	50	\$1,250,000	10	\$250,000	\$4,000,000
3.3	Scholarships - short courses	Number	\$5,000	20	\$100,000	100	\$500,000	100	\$500,000	100	\$500,000	40	\$200,000	\$1,800,000
<b>Total Component 3</b>					\$450,000	\$1,750,000	\$2,000,000	\$2,000,000	\$2,000,000	\$550,000	\$6,750,000	38.6%		

Activity	Unit	Unit Cost	Year 1		Year 2		Year 3		Year 4		Year 5		Total Cost	%
			No.	Cost										
<b>4. Project management</b>														
4.1 Professional staff costs	Month	\$15,000	9	\$135,000	12	\$180,000	12	\$180,000	12	\$180,000	12	\$180,000	\$855,000	
4.2 Support staff costs	Month	\$10,000	15	\$150,000	15	\$150,000	15	\$150,000	15	\$150,000	12	\$120,000	\$720,000	
4.3 Running costs	Month	\$4,000	8	\$32,000	12	\$48,000	12	\$48,000	12	\$48,000	9	\$36,000	\$212,000	
4.4 Travel costs	Month	\$4,000	6	\$24,000	12	\$48,000	12	\$48,000	12	\$48,000	6	\$24,000	\$192,000	
4.5 Audit	Fixed cost			\$5,000		\$5,000		\$5,000		\$5,000		\$10,000	\$30,000	
4.6 Evaluation	Fixed cost											\$100,000	\$100,000	
<b>Total Component 4</b>				\$346,000		\$431,000		\$431,000		\$431,000		\$470,000	\$2,309,000	12.1%
<b>Sub-total</b>				\$1,491,000		\$3,681,000		\$4,241,000		\$4,191,000		\$1,905,000	\$15,509,000	
<b>Contingencies</b>				\$104,370		\$368,100		\$530,125		\$628,650		\$333,375	\$1,964,620	11.2%
<b>Total</b>				\$1,595,370		\$4,049,100		\$4,771,125		\$4,819,650		\$2,238,375	\$17,473,620	
<b>Percentage distribution</b>				9.1%		23.2%		27.3%		27.6%		12.8%		

## Logical Framework

HIERARCHY OF OBJECTIVES	EXPECTED RESULTS	REACH	PERFORMANCE INDICATORS	INDICATIVE TARGETS TIMEFRAME	ASSUMPTIONS / RISKS
<p><b>Goal:</b> To support the implementation of the Global Strategy for Agricultural and Rural Statistics in Africa, through: (i) the establishment of a minimum set of core data to meet current and emerging demands; (ii) the integration of agriculture into the national statistical systems; and (iii) improved governance of agricultural statistics systems and capacity building</p>	<p><b>Impact:</b> improvements in the coverage and quality of the minimum core data set, focusing on both national and regional priority data needs; greater integration of agricultural statistics with national statistical systems; and the increased and sustained capacity of the systems to meet the needs of users in the future</p>	<p><b>Beneficiaries:</b> The main stakeholders in agricultural statistics in Africa, especially current and new users of the data and the personnel and institutions involved in data collection, compilation and dissemination.</p>	<p><b>Impact Indicators:</b></p> <ul style="list-style-type: none"> <li>• Overall capacity of agricultural statistics systems</li> <li>• The quality of key minimum core data sets</li> <li>• The number of countries that have implemented a master sample frame for agricultural statistics</li> <li>• The number of countries that have implemented an integrated survey framework</li> <li>• The number of countries where the governance frameworks for agricultural statistics in line with the Global Strategy</li> </ul>	<p><b>Progress anticipated in the long term:</b></p> <ul style="list-style-type: none"> <li>• Reduce the number of countries whose systems are classified as low capacity by 25%.</li> <li>• Increase the number of countries reporting key data of adequate quality to FAO by 25%.</li> <li>• 50% of countries to have a master sample frame for agricultural statistics</li> <li>• 50% of countries to have implemented an integrated survey framework.</li> <li>• 50% of countries to have an integrated governance framework in line with the Global Strategy</li> </ul> <p><b>Timeframe:</b></p> <ul style="list-style-type: none"> <li>• By 2015</li> </ul>	<p><b>Assumptions:</b></p> <ul style="list-style-type: none"> <li>• Statistical systems are provided with adequate resources.</li> <li>• Trained personnel are retained and are able to apply their new knowledge, skills and competencies.</li> <li>• National agricultural statistical systems get access to other aid.</li> <li>• Governance structures statistics are developed in line with the Fundamental Principles of Official Statistics</li> </ul> <p><b>Risks:</b></p> <ul style="list-style-type: none"> <li>• Donor commitment not sustained</li> <li>• Failure to mobilize resources in time</li> </ul> <p><b>Mitigation strategies:</b></p> <ul style="list-style-type: none"> <li>• Continued advocacy for agricultural statistics</li> <li>• Effective coordination of national statistical systems</li> <li>• Continued aid for statistics generally</li> </ul>

HIERARCHY OF OBJECTIVES	EXPECTED RESULTS	REACH	PERFORMANCE INDICATORS	INDICATIVE TARGETS TIMEFRAME	ASSUMPTIONS / RISKS
<p><b>Project purpose:</b> To strengthen the capacity of agencies concerned with the collection, compilation and use of agricultural statistics through increasing the knowledge, skills and competencies of their staff and to strengthen and sustain the capacity of African training centers to develop and deliver good quality training in statistics related topics.</p>	<p><b>Outcomes:</b> 1. Agricultural statistics agencies are better able to identify and prioritize their training needs and to make more effective use of skilled personnel. 2. The capacity of training centers in Africa to supply effective and good quality education and training in subjects related to agricultural statistics is increased and sustained. 3. The knowledge, skills and competencies of the staff in agencies concerned with the collection, compilation and use of agricultural statistics is increased and applied to improving data quality and use.</p>	<p><b>Beneficiaries:</b> The main beneficiaries will be the managers and personnel working for agricultural statistics agencies in Africa and data users in key agencies, especially planners in ministries of agriculture.</p>	<p><b>Outcome indicators:</b></p> <ul style="list-style-type: none"> <li>• The gap between the requirements for knowledge and training and their availability in agricultural statistics agencies.</li> <li>• The number or proportion of unfilled vacancies, especially for statisticians and other professionals.</li> <li>• The number of training places available each year in Africa in agricultural statistics and related subjects.</li> <li>• The number of experienced trainers with the required qualifications.</li> </ul>	<p><b>Progress anticipated in the medium term:</b></p> <ul style="list-style-type: none"> <li>• At least 50% of countries reduce the gap between training needs and the availability of trained staff by at least 20%.</li> <li>• The proportion of unfilled professional vacancies is reduced by at least 20% in at least half of countries reporting.</li> <li>• Number of training places in Africa in key categories increases by 20%</li> </ul> <p><b>Timeframe:</b></p> <ul style="list-style-type: none"> <li>• By 2015 compared with 2010 baseline</li> </ul>	<p><b>Assumptions:</b></p> <ul style="list-style-type: none"> <li>• Trained staff are retained</li> <li>• The more effective and efficient use of skilled staff</li> <li>• Effective staff management policies and procedures are in place</li> <li>• Trained staff can make use of their new skills</li> <li>• Other resources are available</li> <li>• Training centers are able to retain staff and maintain facilities</li> </ul> <p><b>Risks:</b></p> <ul style="list-style-type: none"> <li>• Agricultural statistics not given priority for scarce training places</li> <li>• Training capacity not sustained</li> </ul> <p><b>Mitigation strategies:</b></p> <ul style="list-style-type: none"> <li>• Improve HR management</li> <li>• Continued advocacy</li> <li>• Support training providers to ensure capacity can be sustained</li> <li>• Improve information about the training market</li> </ul>

HIERARCHY OF OBJECTIVES	EXPECTED RESULTS	REACH	PERFORMANCE INDICATORS	INDICATIVE TARGETS TIMEFRAME	ASSUMPTIONS / RISKS
<p><b>Inputs and activities:</b></p> <p>1.1 Integrating training needs in agricultural statistics with other elements of national statistical systems.</p> <p>1.2 Providing training and support to the managers of human resources in agricultural statistics agencies</p> <p>1.3 Helping countries to conduct detailed training needs analyses</p> <p>2.1 Strengthen the skills and knowledge of the staff responsible for the development and presentation of both academic and in-service training courses.</p> <p>2.2 Strengthening the capacity of training centers through twinning arrangements.</p> <p>2.3 Review, development and production of syllabuses and relevant teaching materials.</p> <p>2.4 Financing the preparation and delivery of seminars, workshops and short courses in priority areas, including the promotion of</p>	<p><b>Outputs:</b></p> <p>1.1 The training of people working in agricultural statistics is integrated and coordinated with other parts of national statistical systems</p> <p>1.2 Human resource managers in agricultural and national statistical agencies receive the advice and training needed to be more effective</p> <p>1.3 Countries are able to carry out detailed training needs analysis in agricultural statistics and update these from time to time</p> <p>2.1 The capacity of regional and national training centers is strengthened through effective partnership and twinning arrangements</p> <p>2.2 Courses, qualifications and training standards are harmonized</p>	<p><b>Beneficiaries:</b></p> <p>The target groups for the project will be potential and existing members of staff in agricultural statistics and related agencies as well as the faculty and other staff working in training centers in Africa</p>	<p><b>Output indicator:</b></p> <ul style="list-style-type: none"> <li>• The number of countries with effective training needs analysis</li> <li>• The gap between the demand for trained manpower and the supply, measured in terms of unfilled professional posts</li> <li>• The number of guidance and good practice notes prepared and disseminated</li> <li>• The number of trainers trained</li> <li>• The number of training places on offer by level, type of course and language</li> <li>• The number of places filled and unfilled by level, type of course and language</li> <li>• An indicator of the impact of training based on the evaluation reports from courses</li> <li>• The number of twinning arrangements/agreements made</li> <li>• The number of trainees supported by the</li> </ul>	<p><b>Progress anticipated in the short term:</b></p> <ul style="list-style-type: none"> <li>• At least 60% of countries have completed a training needs analysis and updated this at least once</li> <li>• At least 20 guidance notes prepared and disseminated</li> <li>• 90% of HR managers have participated in at least one workshop on training management</li> <li>• At least 5 twinning arrangements are in place and at least five trainers have been trained under each arrangement</li> <li>• At least 200 long-term and 500 short-term training places have been made available</li> <li>• At least 75 awards for long-term training and 300 for short-term training have been provided</li> <li>• At least ten processes are in place to accredit qualifications</li> </ul> <p><b>Timeframe:</b></p> <ul style="list-style-type: none"> <li>• By 2015</li> </ul>	<p><b>Assumptions:</b></p> <ul style="list-style-type: none"> <li>• HR managers get the support needed to put more effective policies and procedures in place</li> <li>• The demand for training among staff remains high</li> <li>• The selection of trainees is based on realistic training needs assessments</li> <li>• It is possible to identify suitable partners for twinning arrangements</li> <li>• Cost effective ways of delivering training can be identified and put into effect</li> </ul> <p><b>Risks:</b></p> <ul style="list-style-type: none"> <li>• Inadequate demand for training</li> <li>• Trainees are not selected on the basis of need</li> <li>• HR managers are not supported by senior management</li> </ul> <p><b>Mitigation strategies:</b></p> <ul style="list-style-type: none"> <li>• Greater use of accreditation to provide recognized qualifications</li> <li>• Advocacy with senior management of statistical agencies</li> <li>• Provision of guidelines and training for HR managers and intensive supervision to ensure appropriate selection</li> </ul>

HIERARCHY OF OBJECTIVES	EXPECTED RESULTS	REACH	PERFORMANCE INDICATORS	INDICATIVE TARGETS TIMEFRAME	ASSUMPTIONS / RISKS
<p>distance and e-learning.</p> <p>2.5. Upgrading training facilities and improving access to relevant books and journals</p> <p>2.6 Harmonizing and synchronizing curricula and qualifications between training centers and countries.</p> <p>3.1 Financing participation in approved courses up to master's level in Africa.</p> <p>3.2 Financing participation in approved short courses and other training opportunities.</p> <p>3.3 Establishing a process for accrediting courses and qualifications where relevant.</p>	<p>between training centers</p> <p>2.3 Trainers working in regional and national training agencies are more effective through appropriate training</p> <p>2.4 New more cost-effective methods of delivering training are developed and piloted</p> <p>3.1 The number of people working in agricultural statistics with appropriate training is increased</p> <p>3.2 The number of people working in agricultural statistics who have an appropriate and recognized qualification is increased</p>		<p>project, by level, type of course and language</p> <ul style="list-style-type: none"> <li>• The number of people receiving accredited qualifications level, type of course and language</li> <li>• The number of contracts by type and the disbursement rate</li> <li>• Audit reports and measures of the effectiveness of financial management and procurement</li> </ul>		<p>of trainees</p>