

Initiative for Mainstreaming Innovation (IMI)
“Innovative forms of training and capacity-building in
IFAD-supported projects and programmes”
Policy and Technical Advisory Division

Madagascar

FIELD STUDY



Enabling poor rural people
to overcome poverty

International Fund for Agricultural Development

Innovation Mainstreaming Initiative (IMI)

**“Innovative forms of training and capacity-building
in IFAD-supported projects and programmes”**

Field Study

**Apprenticeship learning and the inclusion of young people in non-
agricultural rural activities under a national agricultural and rural
training strategy**

Reflections on scaling up a pilot experience in Madagascar

Michel Carton

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This paper was prepared by Michel Carton, Consultant, in collaboration with Anja Rabezanahary, Research Assistant, and reviewed by Thierry Benoit, Country Programme Manager for Madagascar.

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MADAGASCAR

Reflections on Scaling up a pilot experience

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Acronyms

AFD	French Development Agency
CNFAR	National Council on Agricultural and Rural Training
COI	Indian Ocean Commission
EPN	PROSPERER national team
EPR	PROSPERER regional team
FORMAPROD	Vocational Training and Agricultural Productivity Improvement Programme
GIZ	Germany cooperation agency (formerly GTZ)
ILO	International Labour Organization
INSTAT	National Statistics Institute
MAEP	Ministry of Agriculture, Livestock and Fishing
MECI	Ministry of Economy, Commerce and Industry
OIF	International Organization of La Francophonie
PROSPERER	Support Programme for Rural Microenterprise Poles and Regional Economies
RME	rural microenterprise
RSE	rural small enterprise
SNFAR	National Agricultural and Rural Training Strategy
UNDP	United Nations Development Programme

Introduction

IFAD's efforts to promote the innovations launched by its programmes are illustrated here with an analysis of activities to strengthen non-agricultural rural apprenticeships under the Support Programme for Rural Microenterprise Poles and Regional Economies (PROSPERER) and the future Vocational Training and Agricultural Productivity Improvement Programme (FORMAPROD)¹ in Madagascar. Both programmes are being financed by IFAD at the request of the Government of Madagascar, working towards the shared objective of enabling rural people to free themselves of poverty, in particular through the socio-economic inclusion of disadvantaged rural young people. This analysis is based on a field mission² that included meetings with agricultural and rural training actors, visits to two areas where PROSPERER is active, and working sessions with the project teams.

Promoting apprenticeships in rural, urban and "rururban" areas is today a necessity both in the poorest countries and in societies where modernization and globalization have not been accompanied by adequate processes of inclusion, in quantitative and qualitative terms, for young people. Apprenticeships, defined as various ways of linking productive work with hands-on technical and theoretical training, have direct connections to the business world, the labour market, and economic and social demand. Reflecting a rationale of qualifications and inclusion, they are distinct from instruments such as programmes at technical and vocational centres oriented towards accreditation training. Although the two approaches complement each other, the economic, financial, educational and political realities of a country like Madagascar today advocate for revisiting apprenticeships as a realistic solution to the problem of inclusion of young people who are frustrated at their lack of access to "development", and to the problem of financing effective institutional arrangements for training.

The question of the sustainability of a vocational training strategy, in rural areas and elsewhere, thus arises for national and international actors involved in implementing policy. African ministers of technical and vocational education and training will be addressing this issue at the Association for the Development of Education in Africa Triennial to be held in Ouagadougou in November 2011. There is an urgent need to defuse the "social bomb" represented by young people with and without an education who are not (yet?) included in society. This urgency calls for massive investment on the part of national actors and international cooperation agencies now focusing on training as a driver of sustainable growth after having provided massive support for basic

¹ The programme is at the final design stage and will be implemented commencing in 2012 for a duration of 10 years, in the 13 areas where IFAD is active in Madagascar and with a total budget of US\$86.1 million (two thirds in the form of a loan).

² The mission was composed of Michel Carton, IFAD consultant specializing in training and education policy, retired professor from the Institut de Hautes Etudes Internationales et du Développement (Geneva) and Anja Rabezahary, IFAD consultant and research assistant. Constraints in terms of time and availability of data (such as unit costs for IFAD and others) placed limitations on this study.

education. If this investment is to be efficient and effective, it must be accompanied by the strengthening of capacities to design and implement adapted policy, economic and management instruments, as well as research programmes³ to support decision making with data, analysis and scenarios.

Overall context of the study

A. Madagascar

The island of Madagascar is home to 20,653 million people⁴ and extends over a 587,841 km² area to the south-east of the African continent. Madagascar is among the least developed countries in the world, and is ranked in 135th place among 169 countries on the United Nations Development Programme (UNDP) World Development Index with a



value of 0.435,⁵ and 157th of 169 considering GDP per capita alone. Madagascar is predominantly a rural and agricultural country. Eighty per cent of the population live in rural areas, where 90 per cent of inhabitants derive their livelihoods from agriculture. The country has been

undergoing a political crisis since 2009 that has plunged it into socio-economic paralysis, exacerbating the situation. People living below the poverty line account for 76.5 per cent of the population, and rural people are much poorer than urban dwellers (the poverty rate is 82.2 per cent in rural areas compared to 54.2 per cent in urban areas).⁶ Between 2005 and 2010, poverty intensity – the average gap between consumption by poor people and the poverty line – widened from 26.8 to 34.9. The country's demographics raise issues around the youth of the population and the capacity to train so many young people. According to the 2010 household survey, under-15s account for 49 per cent of the population⁷ and average life expectancy is 56.2 years. Net enrollment rates are 73.4 per cent in primary school, 22.7 per cent in junior secondary school and 6.3 per cent in senior secondary school.

The political, economic, demographic, educational and social situation suffered by a large part of the population has been dire. Subject to a ban by the international community for the past two years because of a political transition that has yet to be completed, bearing the brunt of the harmful effects of uncontrolled globalization

³ This is a scientific research procedure that differs from consultation in terms of duration and methodology.

⁴ 2009 estimate, CIA.

⁵ UNDP, World Human Development Report 2010

⁶ INSTAT, 2010 Household Survey

⁷ INSTAT, idem

(closure of free zones, massive disinvestment, and the uncontrolled use of land, subsoil and natural resources), witness to a collapse in education and health services and rising inequality and poverty, relegated to subsisting in the informal sector of both rural and urban areas, people are asking themselves whether it will be possible to regain the situation prevailing in 2006 by the year 2020!

B. IFAD and international cooperation in Madagascar

International cooperation in the broadest sense has long played a major role in this landscape. IFAD has been present in Madagascar uninterruptedly for more than 30 years, unlike many organizations that exited the country in the wake of the problems caused by the transition. IFAD's objective in Madagascar is to promote regional development through an inclusive pro-poor approach so that the most vulnerable rural households can reap the benefits of economic growth and improve their living conditions. Accordingly, in addition to supporting agricultural production, IFAD works to improve rural incomes in the non-agricultural sector. This objective becomes even more relevant considering that more than half the population reports having experienced a decline in income from the previous year.⁸ Moreover, although 34.8 per cent of Malagasy households run a non-agricultural enterprise, only 6.8 per cent have a registration number, a fact that demonstrates the importance of the informal/subsistence sector in both rural and urban areas. This sector is even more important given land tenure and land use pressures. Plots are divided up generation after generation to enable married children to take part in the family farm. As farms become smaller and smaller, the younger generations are forced to seek out non-farming activities to make ends meet, mainly in the informal sector or through out-migration.

Both the successes and the constraints and contradictions of international cooperation are well known: frequent changes in priorities, a project-output approach tied to disbursement obligations and visible short-term results, poor coordination among intervention sectors, limited effectiveness and impact, and so on. A recent study⁹ that led to animated debate put forward the hypothesis that these practices, which are obstacles to development, are in fact compatible with the interests of national actors who have no interest in pursuing objectives in this regard. Certain parties in the international cooperation world are said to have contributed in this way to perpetuating the crisis that broke out in 2009, by taking a business-as-usual approach. IFAD (along with a few others, such as the Swiss development agency) differs from that approach in the stability of its interventions over time. This stability has enabled IFAD to respond, in a crisis situation with uncertain outcomes, to the basic needs of people who have been ignored by those politically responsible for the crisis. This prevents the

⁸ INSTAT, Household Surveys 2010

⁹ Jütersonke, O., Kartas, M., Peace and Conflict Impact Assessment (PCIA), The Graduate Institute, Geneva, 2010

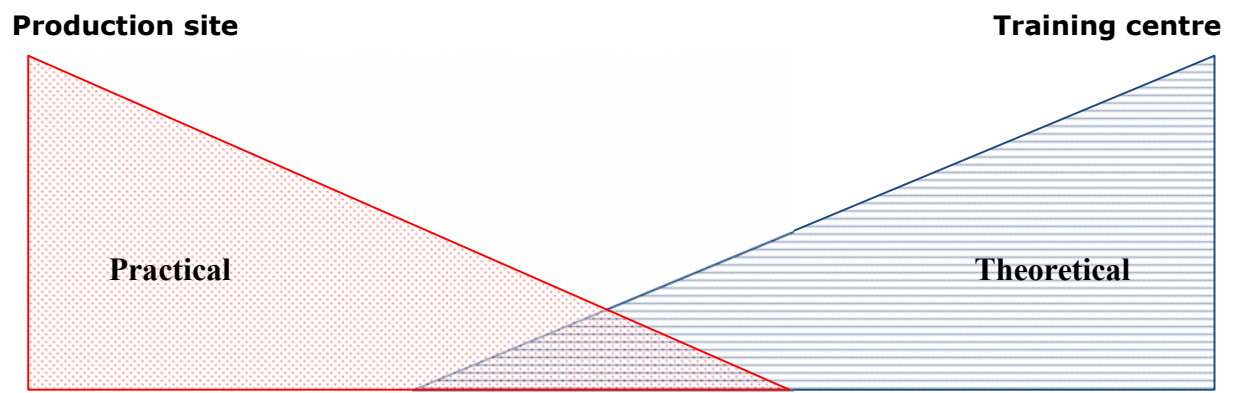
population from suffering both from a widespread crisis and a rapid start-up of development aid projects. But the question arises whether a massive presence, as in Madagascar, plays a potentially counterproductive role in terms of national ownership of the political and financial process.

Hence the debate as to the National Strategy on Agricultural and Rural Training (SNFAR) now being finalized:¹⁰ have programmes and projects been based on the strategy, or has the strategy been modelled after these programmes and projects? The question is being asked by national and international actors with respect to the content of FORMAPROD - though not its financing, since the country is using borrowed funds to finance two thirds of FORMAPROD. Beyond the principles set forth in the Paris Declaration on Aid Effectiveness, this situation only highlights the pressing need to strengthen national capacity to take ownership of aid, since this is not a grant but a loan that must be repaid. It is not only a question of managing a vast programme, but also one of ensuring that national policy expands and evolves, making use of lessons learned in the course of the 10 years of FORMAPROD and the next four years of PROSPERER.

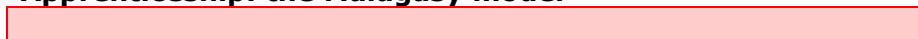
C. Apprenticeships: a variety of forms

The following graph shows several ways of defining apprenticeship-based training in different geographic and institutional contexts:

¹⁰ 25 March 2011 version



Apprenticeship: the Malagasy model



Dual training: German and Swiss models



Dual training: CCI Madagascar model



Apprenticeship: PROSPERER model



Agricultural and rural training: SNFAR model?



The above graph is not intended to present an ideal but rather to situate national and international practices and models inspired by the history and policies of reference countries. Listed below are some of the organizations now active in Madagascar:

- The German cooperation agency (GIZ, formerly GTZ) and private organizations (City of Hamburg), which have been implementing the dual German model for some time.
- The French development agency (AFD) and the International Labour Organization (ILO) offer occupational and training guidelines and specifications. AFD also supports vocational training.
- ILO labour-intensive programmes include multiple practical training activities, which are often taken on by the communities concerned.
- Training in the informal sector, particularly in urban centres, has been on the agenda for ILO since its first surveys in Kenya in the early 1970s, and a survey is soon to be launched in Madagascar.

- The European Union has been supporting rural development activities for 15 years, including training in response to overall demand under participatory approaches, considered as a driver of development rather than a support sector.
- The World Bank is reactivating vocational training activities following a series of studies.¹¹ This could soon translate into new projects in the countries where it operates, potentially including Madagascar.

Thus multiple models and actors emerge in the course of projects and programmes, which national partners sometimes claim to put up with rather than appreciate. As noted, the potential interest of such activities for a country is often offset by their brevity and the related administrative constraints (disbursement conditions), which do not favour local ownership. Nor does this approach facilitate scaling up, which is not necessarily desirable to partners because it prevents obtaining fresh capital.

Accordingly, research should be undertaken to conduct a multidisciplinary analysis (from the point of view of history, micro- and macroeconomics, social anthropology and political science) of past and present apprenticeship practices, projects and programmes in Madagascar since colonial times. Practical training in the form of on-the-job apprenticeship has in fact existed for many years in both rural and urban areas without needing national or international external intervention to survive and develop – but how long can it last and in what form in a period of strong demographic growth, internal crisis and globalization?

Apprenticeships under PROSPERER

PROSPERER, launched in 2008 for a duration of seven years with a total budget of US\$30.320 million, is intended to promote the development of pre-existing rural micro and small enterprises and mainstream them into value chains in five regions of the country. One of PROSPERER's main thrusts is literacy and training for young people and adults. Training for young people between the ages of 15 and 25 is provided in the form of a long cycle (between six months and two years, depending on the subsector) at a training centre, interspersed with internships at an enterprise; and a short cycle, consisting of a maximum six-month apprenticeship in a micro or small enterprise in the region.

The apprenticeships, which concern us here, are targeted to 8,000 young people between the ages of 15 and 25 who have completed their schooling and come from the most vulnerable families. They receive practical training and then assistance in finding a job or starting up an enterprise. The apprenticeship is in fact followed by a series of training activities on entrepreneurial culture and business management. A start-up kit

¹¹ A publication is currently in preparation by Almeida, R. and Newhouse, D. on vocational training policies on behalf of the World Bank, 2011.

and access to seed capital are available to young people wishing to set up an enterprise. PROSPERER's objective is for some 40 per cent of the young people completing apprenticeships to become new entrepreneurs. In 2010, 635 young apprentices were hosted at 154 rural microenterprises (RMEs). Of these, 417 completed their apprenticeship, 214 received a start-up kit and 90 are earning an income on their production activities.¹²

A. Main features of PROSPERER apprenticeships

- **Designing training:** Diagnostic studies and subsector analysis are used to identify enterprises that could potentially host an apprenticeship. Then an information campaign is launched (radio, word of mouth, household visits). There are two possible ways of matching apprentice to master: either an application from the young person or an existing apprenticeship project at the microenterprise. Apprenticeships are taking place today in several priority subsectors under the programme: dressmaking/embroidery, silk weaving, basket weaving, beekeeping and auto mechanics. But new subsectors will need to be added so as not to overrepresent certain occupations in the regions. Duration varies from two to six months depending on the occupation.
- **Identifying and selecting beneficiaries:** Beneficiaries are selected by a business consultant based on their family situation and motivation. Beneficiaries may also be identified by a host RME who knows the interested young person. Priority is given to those coming from the most vulnerable families. The validation committee ensures that apprentices are selected on the basis of these criteria. Several subsectors, such as dressmaking and basket weaving, comprise essentially young women, some of whom are mothers. Generally the apprentices involved in other activities are balanced by gender.
- **Host microenterprises:** A number of tangible and intangible criteria are used to select RMEs with the capacity to host apprentices. They must have premises located inside the intervention area, already be operational, have the physical capacity to receive apprentices and already have experience with apprenticeships. RMEs can host from five to 25 apprentices, depending upon their capacity, but the average is five apprentices/RME.

¹² PROSPERER annual activity report 2010.

- **Apprenticeship training:** The tutor/master or host RME receives training to improve training practices. For the apprentice, hands-on training is following by sessions on entrepreneurial culture and business management offered by various external service providers.
- **Validation:** At the end of the practical training period, apprentices receive a certificate signed by the master and bearing the logos of the project and the Chamber of Commerce where applicable. This certificate serves principally as proof of participation.
- **Post-apprenticeship:** In the two regions visited by the mission, of a sample of five apprentices having completed their training, two remained with the host RME, one started up an enterprise and the other two are engaged in activities other than wage employment or enterprise start-up. In the region of Itasy, 51 apprentices have been trained since activities began. The great majority are active today, mainly as employees or subcontractors of the host RME. To facilitate access to seed capital for graduates, PROSPERER has set up a guarantee fund with partner microfinance institutions. Their one-stop shop facilities are responsible for monitoring and evaluating graduates. Semiannual evaluations of young people are conducted in the Itasy region.
- **Costs:** The vocational training and apprenticeship budget item is US\$ 2.2 million, of the total project budget of US\$30.32 million. However, the exact unit cost of apprenticeship is not known. It is estimated at US\$200-250 per apprentice by IFAD without specifying whether this includes national costs (from workshops to central organizations). PROSPERER does not require any financial contribution from young participants, who theoretically receive US\$10 per month. In the region of Analamanga, this payment was eliminated to avoid distorting incentives for young people – but has resulted in a high drop-out rate because young people from the most vulnerable families are unable to fund training-related expenses (transportation, food). On the master side of the equation, host RMEs receive a monthly payment to improve working conditions for apprentices: US\$10 per apprentice per month to purchase some of the materials and supplies needed for training.

B. Findings and questions

The programme has just graduated its first apprentices, and it would be premature to draw any conclusions. However, a number of basic issues and questions can be posed about the features of PROSPERER apprentices as outlined above, in a spirit of contributing to possible adjustments recommended by the midterm review in 2012.

1) Pre-apprenticeship

- If the choice of promising or innovative trades vs more traditional activities – reflecting PROSPERER's objective – is determined by the realities of each region, it could be asked whether the weight of tradition outweighs the difficulties (e.g. research time) in seeking out and stimulating innovative activities that could host apprentices. Dressmaking, embroidery and basket weaving appear to be proposed to and chosen by young people based on the latter point. Gender distribution within occupations appears equally traditional: why not promote a girl/boy balance in each activity? For example, more girls in auto mechanics and some boys in embroidery (the former exist, the latter do not)?
- A question of vocabulary arises with respect to the selection of young people: both texts and actors make indiscriminate use of terms such as expectations, choices, needs, demand, wishes and projects to characterize what they expect from young people in order to be selected. The proposals made by young people are also more influenced by current social values (money, mobility, speed) than by school, their environment or the market. A more process-based approach based on a gradual and contextualized identification of their problems could provide a better match with supply and thus enhance impact. This approach, assuming that the apprentice's area of origin is different from the location of training, could however be counteracted by the quantitative objectives and schedule of PROSPERER.
- The linkages between young people's schooling and their entry into apprenticeship have rarely been looked at. This appears to reflect a separation between two worlds that are in fact interrelated, owing perhaps to the fact that school districts and host workshops are in different locations. Community (or inter-community) space could be used as a venue for more numerous interactions.
- To avoid bias in the selection of apprentices, validation committees will be set up locally. They will be composed of local authorities (from municipalities and fokontany or traditional villages), and representatives of the programme and chambers of commerce in the region. The committee will play a key role, though a difficult one since PROSPERER's expected success will elicit many candidates, particularly among young people with more education. Will this entail a risk that more highly educated young people will exert pressure to access training?

2) During the apprenticeship

- Observation and comparison throughout the training of the trainer's practices versus those of PROSPERER young people and other young participants in hands-on training in the same location – such as practices among PROSPERER young people versus those of the trainer and other young people – will make it possible to determine whether fees (in the case of trainers) and scholarships (in the case of young people) influence the behaviour of providers and others (e.g., the modesty of a disadvantaged person subsidized but selected versus the expectations of one who feels entitled the fact of having been chosen).
- It is not clear how the training period is being monitored, in terms of progression, in such a way as to enable the performance of trainers and young people to be evaluated at the end of the training period.
- It would also be important to assess the apprentice's gains in terms of personal capital such as self esteem, personal development, etc.

3) Post-apprenticeship

- The preceding question continues to apply upon completion of the apprenticeship and issuance of the certificate. Does the certificate accredit attendance or the acquisition of competencies through practice? Are the signatures of a trainer selected by PROSPERER, as a synonym for quality, and the chamber of commerce considered guarantees and recognized by all?
- This is an important question in terms of social recognition, both for those who stop after the apprenticeship and those who use the certificate as a way of gaining access to a cluster. It is relevant to the selection of candidates for theoretical training in entrepreneurialism and management. It is also relevant in the case of a young person having received training who applies for seed capital: obviously a certificate will not serve as a guarantee in the banking world. By way of illustration, the guarantee fund set up by PROSPERER at microfinance institutions is not being used by young people after training because they lack financial guarantees. True social recognition could be achieved in the medium to long term once clusters of subsectors have been organized and recognized as guarantors of the quality of apprenticeships provided by their

members – but this process took 20 years in the case of the unstructured urban sector of Mali!¹³

- The theoretical nature of entrepreneurial training throws doubt on its efficacy. As stated by a young woman after her training, being an entrepreneur means having objectives and a long-term vision, but she was unable to transpose this understanding to her day-to-day activities. This poses the question of the duration, frequency and content of training that most often focuses on problem-solving, is spread out over time and is provided by people in the field (those responsible for clusters appear to fit this profile).

Enabling institutional frameworks for the socio-economic inclusion of young people trained

The investment made by PROSPERER in practical training in the form of apprenticeships can only achieve full efficiency and effectiveness if it takes place within an enabling institutional framework, both nationally and at other levels; PROSPERER II proposes at least six:

- The Malagasy Observatory on Employment and Vocational Training, which has been little used to date, would benefit from being brought into these activities to perform its analytical work so that employment needs will translate into training supply.
- A number of communes mention youth and/or vocational training issues in their communal development plans and/or the terms of reference for their communal development committees. These issues are additional to those of basic education, which continues to be considered an instrument of social promotion despite increasing obstacles to realizing this objective. The communal level is important, despite the budget crisis that has accompanied the overall political situation and the implementation of a decentralization synonymous with fiscal recentralization, since at least in principle it is close to realities in the field and the organized actors operating there in various capacities. However, communes working towards these ends are perhaps not in the majority, since bad habits deriving from international aid practices often lead to expectations of salvation in the form of projects in the short term.
- The communal level is also the longstanding scene of actions by various kinds of organizations relating to indigenous artisanal occupations (international

¹³ See ILO project in support of training in the unstructured sector in Bamako, Kigali and Lomé, launched in 1979 with support from Swiss cooperation and the Institute for High International and Development Studies, Geneva.

organizations tend to speak of traditional occupations to refer to those that existed prior to their interventions): associations, cooperatives and groups. These organizations, featuring widely varying history and operating modes, are often not well known to international cooperation agencies. The latter call for the immediate creation of “modern” organizations as an objective that will lead to ownership and scaling up, whereas their practice reflects the need to require conditionalities in order to provide support. Two complementary solutions present themselves: support for “traditional” organizations, at the risk of submerging them; and encouraging the creation of new organizations, at the risk of seeing them disappear rapidly. These risks can only be mitigated under a medium- to long-term approach to social change. The case of the unstructured sector in Mali referred to above, and that of peasant groups in Senegal, show that at least a decade is needed to stabilize such organizations. The long intervention periods of PROSPERER and FORMAPROD (as a public service in support of the private sector) fuel hopes of such a result, following a period of testing and failure that could be quite difficult to manage (unmet member expectations, internal conflicts – but how does this differ from the “North”?)

- Clusters are one of the more innovative elements of PROSPERER, provided they do not follow the classic path of associations promoted by development projects, as described above. This is highly possible given their economic objective. As a place for various actors within a single value chain to come together and affirm themselves economically and socially, clusters offer former apprentices opportunities for integration and evolution within a broader horizon than traditional associations. The question of cohabitation between individuals of different ages and social status, as well as leadership within a cluster, need to be followed closely. Too much distance between categories of members, or difficulties for leaders seeking competencies within the cluster to support and complement them, can be fatal for such an organization.
- Chambers of commerce have existed for 50 years, and a recent reform has expanded the former six provincial chambers by setting up a chamber of commerce in each of the country's regions. However, the current political and economic crisis prevents activities from being launched for the moment as budget allocations have yet to be disbursed. Although the Antananarivo chamber is of course the most dynamic and richest in experiences with starting up and managing training institutions and programmes, mainly for the “modern” urban sector, the crisis has paradoxically had the effect of showing this structure the importance of micro and small enterprises and the informal sector to the survival of the population and the economy, as well as the acquisition of competencies in both urban and rural areas. This system-wide vision, and the experience of the chambers of commerce, will be an asset to be mobilized with a

view to developing public-private partnerships in the context of the national strategy.

- The Rural Training Institutions Liaison Office (BIMTT) is today the largest network of parochial training centres. A broad range of training is available (on demand, at centres, in the field). Given its size, the network offers a solid consultative framework for discussions on rural training.

Socio-economic inclusion of young people in figures and words

The inclusion of young people through apprenticeships, in rural as well as urban areas, takes on top priority in the national and international context described here, in which PROSPERER, FORMAPROD and SNFAR play and will continue to play a very important role.

The front page of the *Journal de l'économie* on 26 April 2011 carried a headline indicative of the country's situation and the interest in certain professional circles with an undisputable reality: "Microentreprises do business worth US\$3 billion". Without questioning the accuracy of this statistic, the article does however reflect what is abundantly clear: that microenterprises comprise most of the Malagasy private sector, but need strong support if they are to benefit the economy. This is confirmed by the UNDP's 2010 Human Development Report, which was devoted to the theme of microenterprises, employment and human development. Within this context, continues the *Journal de l'économie*, "on-the-job training is the predominant way to acquire basic techniques for practising an occupation, targeted to the many young people excluded from the school system who can use it as an effective source of credentials for entering the labour market". A relevant statement if we consider the statistics, at least for rural areas: in 2006, there were 1.8 million artisans and 0.4 million micro and small rural enterprises.¹⁴

With respect to the definition of youth, we would recall that the target or beneficiary population (the terminology varies by document and actor) for PROSPERER and FORMAPROD is between 15 and 25 years of age (no age limit in SNFAR) and comprised 770,800¹⁵ people in 2005 among the 7,686 million inhabitants of PROSPERER's five intervention regions, half of whom had not completed primary education. In addition to these people, only a few tens of thousands have received training at public establishments or at one of the proliferating private technical and vocational schools and colleges, about which little is known in terms of efficiency and effectiveness. As a result, 387,000 young people were to be included in 2010 and 757,600 in 2050.¹⁶

¹⁴ PROSPERER working paper 7, final design report

¹⁵ Population age 15-24 according to the National Agricultural Survey 2004-2005

¹⁶ RuralStruc, Structural implications of liberalization on agriculture and rural development, Phase I, January 2007

Regardless of the difficulty of establishing the accuracy of the statistics mentioned – which raises the issue of strengthening competencies in data collection and processing, to which we will return later – a number of considerations arise on the terms used in the texts and in the field to describe the facts and build objectives and actions. Words construct realities, representations and expectations as much as statistics.

- **Young people:** Young people are those between the ages of 15 and 25, with a life expectancy of 56.2 years, according to social and family traditions. This is perhaps less true today because education (even where minimal), rural-urban mobility and the influence of modernity (television, etc.) can lead to an early exit from childhood and entry to adulthood. On the other hand, UNDP estimates¹⁷ indicate a substantial number of children in the labour market: 10 per cent of the active population are between the ages of 6 and 15. However, PROSPERER also aims to reach young people up to the age of 25 who have achieved social recognition through marriage, inheritance or in other ways, to facilitate their establishment within active life.
- **Inclusion:** Reconsidering the boundaries of youth is a necessity given the transitions operating between childhood and adulthood as redefined above. The ending of childhood at age 11 (because of school leaving, economic survival outside the family or early pregnancy) acts as a form of exclusion that should be countered by inclusion in various ways and places as soon as possible (preferably by age 19) to defuse the “social bomb” in this age bracket. Early signs are already present in rural areas in the form of petty theft and thefts of standing crops by young people.
- **Insertion,** a notion more often used than inclusion in many documents and by many actors, is not relevant because it refers to a process that was valid during the 1980s in Europe, where successive periods of schooling, training and employment took place in a linear, continuous and progressive manner. Inclusion following an apprenticeship, which is of interest to us here, can take multiple forms and follow non-linear and discontinuous sequences. Although inclusion is the objective of PROSPERER, FORMAPROD and SNFAR, its many variations need to be integrated with prospects for action under those programmes and documents: geographic mobility, subcontracting, creating income-generating activities (for subsistence, maintenance or profit in artisanship, rural SMEs and the informal sector), and pursuing further education may occur/overlap/be interrupted from a very early age and continue throughout active life, particularly at times of crisis.

¹⁷ UNDP, Microentreprises, Employment and Human Development, Fifth National Human Development Report, Madagascar, 2010

- **Enterprise/entrepreneur:** Documents and actors use these terms ad nauseam. An entrepreneur takes risks using own or another's funds with a view to making enough of a profit to at least pay employees and financiers, pay back investment and perform operations. PROSPERER's intention is precisely to create an awareness among entrepreneurs to favour their development, as stated by an owner responsible for a cluster: "It was PROSPERER that told me I was an entrepreneur!" Clearly not all graduates of some form of apprenticeship will become entrepreneurs immediately; they will however be included socio-economically.
- **Artisanship:** This concept is open to definition, as elsewhere. Some define it as the processing of local raw materials within small, socially defined groups (families, traditions). But texts and actors do not share a single interpretation. The fact that artisanship comes after tourism in the name of a ministry reveals an ambiguity. According to the Malagasy Observatory on Employment and Continuing Vocational and Entrepreneurial Training, an artisan is a person who performs manual work and applies traditional techniques on his or her own behalf, often assisted by family members and apprentices.
- **Trade:** Strongly linked to artisanship, the notion of trade refers to the mysteries or secrets attached to certain manufacturing processes. This vision is increasingly rare, but is however used with reference to the quality of a kind of work whose contours are largely known. The newspaper article mentioned above refers to trades, the Ministry of Technical and Vocational Education aims to develop education for basic trades (such as cabinetmaking), and ILO-Madagascar has published a roster of trades¹⁸ covering the entire set of activities in the universal classification, adapted to the country.

A trade delimits the boundaries of a sphere of reference where practical competencies prevail over formal qualifications. Trade associations are bodies that set eligibility criteria for membership, based on a combination of competencies and qualifications. Forms of apprenticeship are still linked to this vision in certain trades, particularly in rural areas, but also in the urban informal sector.

- **Employment:** Texts and actors frequently refer to employment. Insertion into employment was the objective of European policies during the 1980s. In this context, employment is a formalized way of managing work within an

¹⁸ ILO-UNDP, Ministry of Population, Social Welfare and Leisure, Ministry of National Education and Scientific Research, Ministry of Industry, Commerce and Private Sector Development, Ministry of Agriculture, Livestock and Fishing, Contribution to the List of Basic Occupations and Training Guidelines, August 2004

enterprise that lends a certain status to the holder. Clearly only a tiny minority of young people have access to such employment in Madagascar today. Using the term leads to expectations and strategies that no strategy or programme can meet!

- **Occupation:** Unlike a trade, an occupation is a form of social organization based on transparent accreditation criteria that lend members a formally recognized status in social and/or economic and/or political terms. The guilds of medieval Europe were the first example of this kind of organization, which acts as a guarantee of the quality of production but often stands in the way of innovation over the longer term. Here also, references to vocational or occupational training by PROSPERER and FORMAPROD may elicit uncertainty as to the effects of the use of the term occupation on the inclusion of young people among certain enterprises, since they may expect a quality of competencies that cannot be guaranteed as yet given the lack of professional organizations.
- **Vocational training by apprenticeship:** The various forms of apprenticeship¹⁹ that exist in Madagascar (regardless of programmes and strategies) do not cover all the elements of vocational training by apprenticeship. To be complete, apprenticeships are generally based on the sum of production practices and practical technical, theoretical and general training in various combinations and locations for varying durations, governed by a specific type of work contract. To call the practical training received by young people under PROSPERER vocational training by apprenticeship could create expectations of employment as defined above since an enterprise owner (who will rarely be an employer!) may not be able or wish to satisfy them or may feel affronted by the qualification of vocational attached to the training.

These semantic considerations are not theoretical. Uncertain formulations create confusion among actors at all levels and can lead to divergent consequences in terms of decisions, results, and evaluations of efficiency, effectiveness and impact. Eliminating such confusion calls for major research in areas such as those outlined below:

- Changing conceptions of young people and their social and economic practices in different time periods and locations (11-19 years/16-25 years);
- Changes in the kinds of socio-economic inclusion/exclusion of young people according to the age brackets proposed above.

¹⁹ See graph on page 5.

In the short term, a sociolinguistic study will be undertaken by PROSPERER's national coordination office to translate/interpret the above terms into Malagasy – in addition to translating into French, then into Malagasy, terms such as cluster (i.e. a “bunch” of activities?).²⁰

From PROSPERER to FORMAPROD to SNFAR: scaling up and governance

Scaling up PROSPERER and FORMAPROD in the context of the National Strategy is an essential objective of IFAD's action in Madagascar and elsewhere, as demonstrated by a recent evaluation. It is interesting to note that although this evaluation underscores the important work being done within IFAD to endow itself with the resources to scale up its activities, little attention is paid to the conditions and resources to be implemented on the part of partners to achieve the same objective. In Madagascar, despite or because of the amount of funding and long implementation of PROSPERER and FORMAPROD, the question arises: which scaling up instruments are best adapted for dynamic synergy with the strategy? In addition, there is the question of the quantity and quality of available human resources to facilitate ownership by public and private actors of the process as a whole over the coming decade.

A. PROSPERER: is scaling up possible?

“Spread out over seven years, PROSPERER is a long-term initiative and allows for investment in training, but its impact is difficult to measure because it will be apparent in the medium term at best”.²¹ This statement, which could apply to any training arrangement, raises the question of how to evaluate the impact of training as a whole within PROSPERER and FORMAPROD, regardless of whether it is long-cycle at centres or short-cycle by apprenticeship. The distinction made above between insertion and inclusion is useful in this regard. PROSPERER has set a target of 3,000 apprentices setting up as new entrepreneurs and 5,000 retained as active employees within an RME/RSE, either immediately upon completing the apprenticeship or after training in entrepreneurship and/or management. Is this target compatible with the above quote?

A first response would be negative, since we appear to be within an insertion rather than an inclusion mode – the diachronic and diversified dimension that reflects inclusion is difficult to reconcile with PROSPERER's current objective, criteria and indicators with respect to apprenticeship. At the same time, however, PROSPERER calls for monitoring young people having completed apprenticeships for two to three years. Here there is a tension between the insertion and the inclusion approach, to be studied in the field based on the realities of young people's personal and productive life cycles. One could hypothesize that the crisis affecting young people will force them to confront

²⁰ See the work by Emmanuel Ndione, *Une société en grappe [A Clustered Society]*, Karthala, 1993

²¹ PROSPERER, working paper 4B, appraisal report, volume II

a variety of situations – self employment through entrepreneurship,²² inactivity, subcontracting, mobility – that will lead to socio-economic inclusion since the latter presupposes opening up a range of diversified opportunities, spread out over time, to take advantage of the effects of apprenticeship.

This approach presupposes having instruments for qualitative observation of these effects, which does not rule out setting quantitative objectives and indicative thresholds for more numerous categories of inclusion. Such an approach, which is more costly to set up, is however feasible on the condition that specific methodological and analytical competencies are available – we will return to this point later on.

An larger range of cases of inclusion observed in reality would allow for an easier response to criticism, in the event the objectives set are not achieved. This would also allow for targeting higher quality in the scaling up process, and training specialists in inclusion. Finally, an analysis of the unit costs of PROSPERER apprenticeships and a comparison of these with the unit costs of training at centres – which will necessarily be favourable to the former – would allow for at least a partial scaling up if full funding from PROSPERER and FORMAPROD is rendered impossible by the current crisis. This view is shared by C. Laroche:²³ “Given the enormity of needs in this area, it would clearly be advisable to seek out, in the area of interest to us – mass training of young producers – formulas presenting the best cost effectiveness and the best insertion in the economy: training by apprenticeship or alternating work/study arrangements”.

The midterm review will surely answer these questions, which will come up in any scaling up of development programmes: how to create a new balance between the initial approach of “outputs+limited duration” proper to any project, and the approach “process+somewhat flexible deadlines” that is indispensable to strategic and financial ownership, which in turn is a condition for scaling up? If these points are not addressed, there will be a risk that 8,000 disadvantaged young people become privileged under PROSPERER, without any major impact other than on their own personal development. An optimistic view would see them play a role in driving the development of an apprenticeship system and the creation of innovative production activities, for instance in liaison with the launching of FORMAPROD.

B. From PROSPERER to FORMAPROD: a virtuous circle with the National Strategy?

Although PROSPERER offers a range of longer-term training at centres and shorter-term training by apprenticeship, the situation is different under FORMAPROD, which focuses more on a large-scale redeployment of vocational training under a supply-based approach. It is interesting to note that the view of the draft National Strategy is very

²² The 1 January 2009 law in France on self-entrepreneurialism reflects the same philosophy.

²³ Laroche, C., Financing arrangements and systems for agricultural and rural vocational and technical training in Madagascar, Far Network, March 2011

close to that of FORMAPROD except concerning apprenticeship, since the latter does not appear in the strategy, whereas PROSPERER-type apprenticeships are included in the sphere of action of the Rural Trades Exchange proposed by FORMAPROD. This underestimation of apprenticeship is noted by C. Laroche: "However, there is a notable absence of apprenticeships, which we were unable to find but which certainly exist traditionally in the informal sector and should be developed using apprenticeship contracts and specialized centres adapted to alternating work/study arrangements. This is unquestionably an important avenue to develop, both in the agriculture and the artisanal sectors, under the sponsorship of the State Secretariat for Technical and Vocational Education – which became a ministry in March 2011 – joining with the private sector to define the programme".²⁴

This situation raises vital issues in terms of public policy and funding for education and training. The de facto priority granted under the draft strategy, given the amount of funding to be mobilized for investment and operation, to a rationale based on the supply of training and accreditation leading to expected insertion, presupposes the fulfillment of the following conditions:

- A realistic analysis over the medium to long term, which could be problematic in the country's current situation, of local, regional, national and international capacity to absorb those accredited. Such an analysis can only be made on the basis of a process of consultation and negotiation with all development actors, including communes, producer associations, clusters and chambers of commerce;
- An evaluation of sustainable financing capacity for investment, operating costs, research and development, engineering and network management; and
- An evaluation, rarely done because it requires new instruments, of major public and private costs of insertion and non-insertion of graduates.

Such an approach presupposes the existence of a battery of methods and techniques for the collection of macro- and microeconomic, social and political data needed for decision making, to avoid the white elephants whose skeletons are scattered over many professional training landscapes. These precautions, to be sure, are presented in the FORMAPROD documents, but taking them into account will mean substantially strengthening governance capacity at all levels, particularly in the analysis of multiple cost factors. Although this condition is important in any developing country, the crisis in Madagascar makes it even more essential to ensure relevance, effectiveness and sustainability to address the situation over the long term.

²⁴ Laroche, C., Financing arrangements and systems for agricultural and rural vocational and technical training in Madagascar, Far Network, March 2011

Training, in the form of on-the-job training on a continuing basis and with or without national or international external support, takes on full importance in this context. Even without an accurate knowledge of unit costs per activity/area, or of the effectiveness of insertion/inclusion, one could hypothesize that the results on these two variables are better for apprenticeship than for supply-driven training. C. Laroche puts forward this same hypothesis:²⁵ "Those formulas which are most cost effective and best inserted in the economy must be strengthened: training in the form of apprenticeships, alternating work/study arrangements and internships. On the other hand, it is often possible for the formal quality of supply-driven training to be better than that of practice-based apprenticeship. This is because a system-wide national strategy must simultaneously be supported by institutions, arrangements and actors, each of which reflect a specific apprenticeship equation, either tied primarily to a production site or to a training centre (see apprenticeship graph on page 7), whether rural or urban. The draft national strategy does not seem (yet?) to be fully aligned in this direction.

C. Strengthening governance capacities and research in support of the National Strategy

FORMAPROD calls for:

- Capacity-building for actors in agricultural and rural training;
- Involvement by human resources from Malagasy universities and research centres; and
- Creation of a research and study fund by the National Council for Agricultural and Rural Training (CNFAR).

These objectives would appear difficult to achieve in the short term, given the inadequate number of administrative officers and researchers in the many subject areas mentioned in the preceding pages, where governance competencies such as data production and analysis are lacking. Accordingly, a first step would be to link the setting of priorities for capacity-building for the National Strategy, PROSPERER and FORMAPROD with IFAD knowledge management and the identification of scientific resources (on site and in the diaspora). This first stage should be carried out prior to and independently of the creation of the research and study fund.

Institutional dynamics in terms of a potential supply of capacity-building and research could be set up during this first stage, while the information gathered and the dynamics identified could serve as a source of inspiration for proposals made subsequently by CNFAR for use of the fund. This should minimize the risk that, in the absence of pre-existing dynamics, studies and consultations take precedence over funding for projects

²⁵Laroche, C., Financing arrangements and systems for agricultural and rural vocational and technical training in Madagascar, Far Network, March 2011

with original research of sufficient duration to contribute to launching a real scientific research instrument to develop professional and technical competencies, which is a prerequisite for implementing a national strategy in the field. We would point out that such a perspective is just as valid for other contexts as in rural areas and could serve as an inspiration for a national strategy to develop vocational and technical competencies generally.

Recommendations

The information and reflections presented in the preceding pages lead to a number of recommendations and suggestions for improving apprenticeships in terms of actions to be taken in the field, as well as work to strengthen capacity and research:

1. Prepare the pre-apprenticeship phase: orientation, choices and demand by young people

❖ *Action:*

- Promote talks to raise awareness as practised under the literacy subcomponent to improve orientation for young people and their decisions on training and starting up production activities;
- Make community (or inter-community) space a place for more numerous interactions, a process facilitated by the creation of a validation committee (PROSPERER) and then by the coordination of training (COFO, FORMAPROD) and gradual transfer of responsibility to territorial collectivities; and
- Diversify the supply of apprenticeships (by sector, duration, mix of practice and theory, etc.).

❖ *Strengthening capacities and research:*

- Strengthen competencies in data collection and processing by communes, rural development working groups, chambers of commerce, etc.;
- Examine the relationship between the educational path taken by young people and their entry into apprenticeship, to clarify convergences and divergences between the two, and thus better link the two spheres;
- Conduct lengthy observations of the process of choices and demand by young people in relation to their contexts and problems; in parallel, examine the concept of youth in relation to perceptions and young people's identities; and

- Launch the socio-linguistic work by the programme to translate entrepreneurial terminology into Malagasy using more current terms.
2. Monitor the apprenticeship period
- Monitor the training period to develop an instrument to evaluate the competencies and techniques acquired by young people, as well as those approaches and methods which favour apprenticeship
3. Step up efforts to consolidate the post-apprenticeship phase
- ❖ *Action:*
- Develop a national process for apprenticeship certification;
 - Raise the profile of certification and evaluate its social value: does it constitute accreditation of attendance or the acquisition of competencies through practice?
 - Promote the role of the cluster as a place for the different actors in a single value chain to come together and affirm themselves economically and socially, offering previous apprentices opportunities for integration and evolution. Genuine social recognition could be achieved over the medium to long term once clusters of subsectors have been organized and recognized as guaranteeing the quality of apprenticeships provided by their members;
 - Evaluate access to seed capital and its adaptation to the circumstances of apprentices. Credit remains difficult to access for apprentices, who are often considered to be high-risk customers despite the guarantee fund provided by the programme (the fund remains unused). Access to financial services is limited because the status of artisan lacks recognition. Raising the profile of artisan status could be a first stage in obtaining credit (e.g. CENAM hosting a Microcred microfinance agency at its headquarters); and
 - Revisit the “theoretical” aspect of entrepreneurial training in terms of effectiveness for a young audience with limited schooling and brief practical training. The courses could be reviewed as to content as well as duration: holding several short sessions rather than a single longer one, encouraging the involvement of RME leaders to share their experience, promoting visits to RME leaders, etc.
- ❖ *Strengthening capacity and research:*

- Identify, study and support “traditional” organizations and different organizational models for indigenous artisanal trades to avoid creating new structures of uncertain viability; and
 - Perform a diachronic study of various approaches to the inclusion of young people having completed PROSPERER apprenticeships and “traditional” apprenticeships.
4. Promote knowledge of existing learning practices in Madagascar and elsewhere
- ❖ *Action:*
- Identify IFAD projects practising apprenticeships worldwide;
 - Conduct exchanges with ILO: organize exchange visits so that ILO can train masters to provide both practical and technical training to young people under 15 years of age. They provide support for the parents of vulnerable children through work to support income-generating activities;
 - Survey existing apprenticeship practices during the performance of work to identify RMEs by business advisors; and
 - Organize study tours to countries having implemented apprenticeship development policies and programmes (Mali, Ghana, Kenya).
- ❖ *Strengthening capacity and research:*
- Perform a multidisciplinary study (from the point of view of history, micro- and macroeconomics, social anthropology and political science) of past and present apprenticeship practices, projects and programmes in Madagascar since the colonial period; and
 - Perform an analysis of direct and indirect unit costs of training by apprenticeship under PROSPERER and traditional apprenticeships, comparing them to unit costs of training at centres, in both cases including the cost of socio-economic inclusion/non-inclusion of graduate apprentices.
5. Consolidate international cooperation and aid management at the national level for agricultural and rural training and its governance
- Identify and strengthen national capacities for the design and implementation of adapted policy, economic and management instruments to facilitate sharing the scaling up process with FORMAPROD and hence its ownership by national actors

6. Strengthen research in support of agricultural and rural training

- Identify scientific and academic resources (nationally and in the diaspora) based on needed capacities at SNFAR, PROSPERER and FORMAPROD;
- Study the feasibility of various possible scenarios for setting up a research fund;
- Following the two preceding stages, launch research programmes on the topics mentioned in points 1 to 4 above, in order to provide data and analysis for decision making purposes; and
- Link to international and regional organizations (ILO, African Development Bank, South African Development Community, International Organization of La Francophonie, Indian Ocean Commission) and regional and international regional university networks (Indian Ocean and African universities).

1. Presentation of PROSPERER programme

Objectives:

The overall programme objective is to promote an increase in incomes through consolidation of rural microenterprises and their local and regional organizations.

The programme has **five** specific objectives:

1. Create and support a network of professional organizations, trade associations and federations that respond to the needs of rural enterprises;
2. Contribute to setting up an institutional and national policy framework in support of rural microenterprises;
3. Improve the competitiveness of rural microenterprises and support regional economic poles and the performance of national subsectors;
4. Enable entrepreneurs to access ongoing financial and non-financial services and markets in a favourable risk management environment; and
5. Create a structuring environment that favours the modernization of rural subsectors.

Activities:

Project activities take place within **five** components:

1. **Identification and mobilization of rural microenterprises (RMEs) and rural small enterprises (RSEs), and organization of professional associations** by means of a regional inventory, validation of RMEs and RSEs and local support arrangements, and strengthening of professional organizations and public-private interface;
2. **Support services for RMEs and professional training** in the form of support services adapted to the needs of existing RMEs and support for professional training and basic apprenticeships;
3. **Rural finance and risk management**: access to credit and introduction of risk management tools;
4. **Basic market infrastructure and investment**: provision of public infrastructure and collective investment in support of subsectors;

5. ***Monitoring and evaluation, capitalization and communication:*** planning, monitoring and evaluation, and capitalization of knowledge and communication

Programme areas:

The programme will operate in five regions: Analamanga, Itasy, Upper Matsiatra, Vatovavy Fitovinany and Sofia. The programme will target **19** districts with the best potential for development of microenterprise poles within production subsectors and clusters of artisans and services.

Target groups:

The programme targets RMEs with up to 5 employees and RSEs with 5 to 10 employees working in synergy with RMEs in the context of subsectors and clusters. It covers both formal and informal enterprises.

In particular, the programme will focus on vulnerable groups such as rural women and their associations, unemployed rural young people and rural poor people lacking access to land.

Financing:

Total programme costs are US\$30.3 million, financed by the IFAD loan (US\$17.8 million, 58.7 per cent), the IFAD grant (US\$210,288, 0.7 per cent), the OPEC Fund for International Development (US\$5 million, 16.5%), United Nations agencies (US\$606,470, 2.0 per cent), the Government of Madagascar (US\$4.5 million, 14.9 per cent) and beneficiaries (US\$2.2 million, 7.3 per cent).

Results and impact:

The main benefits of the programme for rural people will be: (i) an increase in production for activities supported within promising basic subsectors with high growth potential; (ii) better market integration for product placement and input supply; and (iii) greater access to sustainable financial services adapted to their needs. To promote women's participation in programme activities, specific arrangements will be made and actions taken to overcome the constraints identified, particularly in terms of functional literacy, management training, access to financial resources, access to information, support for women's groups and networking (support for regional women's federations).

PROSPERER targets 27,000 RMEs as direct beneficiaries, of which 20,000 are existing RMEs and 7,000 newly created ones. All will benefit from credit and/or advisory assistance. The creation of new RMEs will be promoted by means of training for 5,000 young people and adults and apprenticeships for 8,000 young candidates for enterprise start-ups. Among the existing RMEs, 85 per cent, or 17,000 RMEs, will benefit from support and training in management and commercialization. Functional literacy will

benefit 7,000 entrepreneurs or young people. The programme will have an indirect impact on 21,000 additional RMEs within the subsectors and clusters targeted in the five regions. Accordingly, close to 48,000 RMEs will benefit from the programme either directly or indirectly. More than 50 per cent of beneficiaries will be RMEs managed by women.

Programme duration:

Duration: 7 years; effective date: 28 April 2008; completion date: 30 June 2015.

Closing date: 31 December 2015

Implementing agency:

The Federation of Chambers of Commerce (FCCI), supported by the PROSPERER national team, and the regional chambers of commerce, supported by the PROSPERER regional teams, will be responsible for programme management and coordination under the tripartite agreement between the Ministry of Agriculture, Livestock and Fishing (MAEP), the Ministry of Economy, Commerce and Industry (MECI) and FCCI.

Contact:

PROSPERER nationale team

Bâtiment Annexe du MAEP, CAPFIDA Porte n° 02

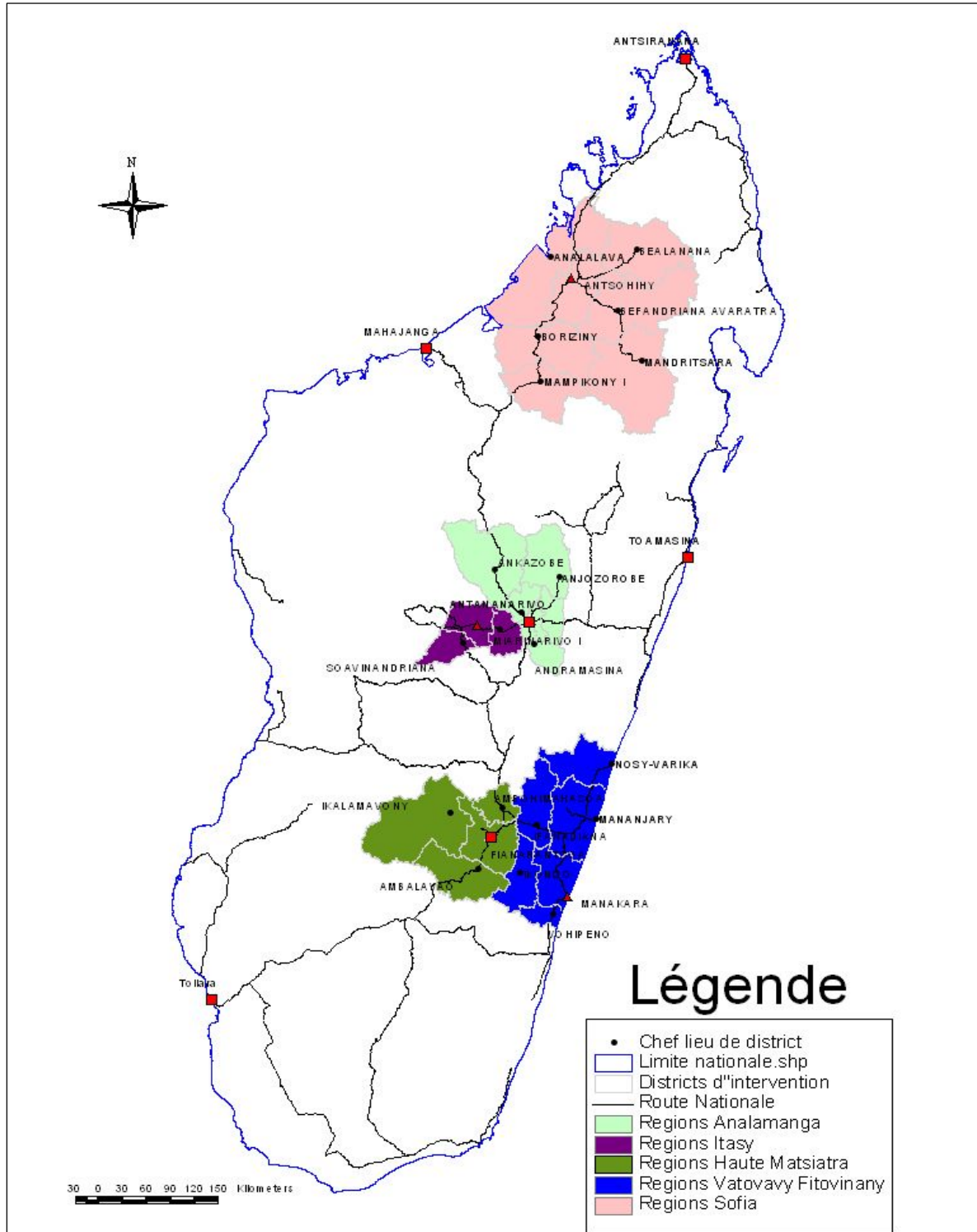
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Tel: 261 020 22 322 07

Tel-Fax: 261 020 22 324 54

E-mail: prosperer@prosperer.mg

Map of PROSPERER area



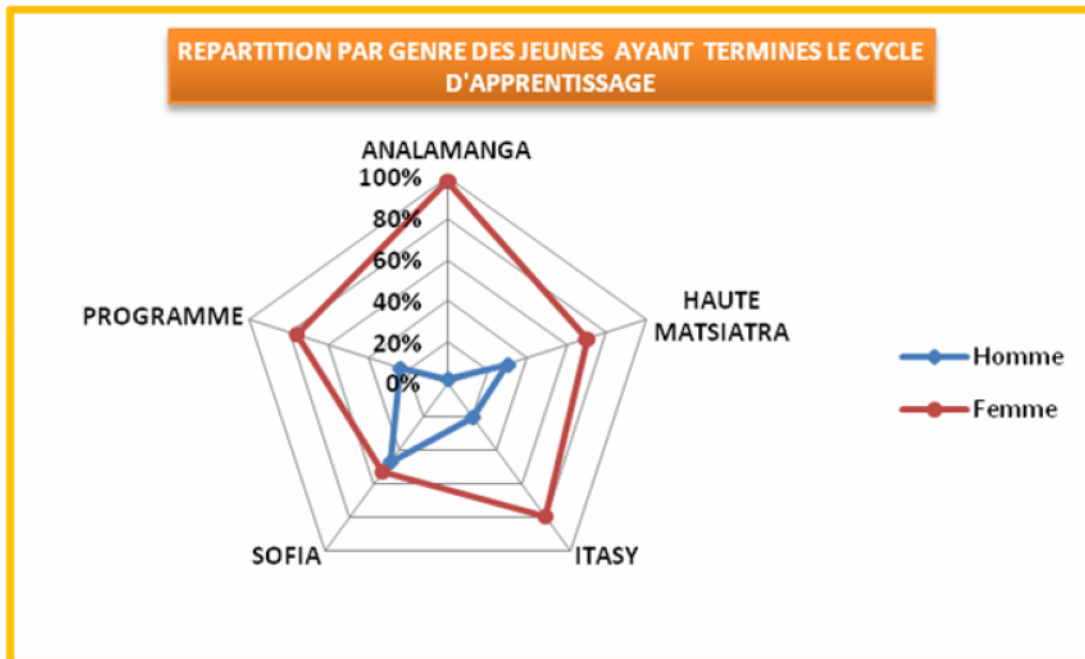
2. Apprenticeships in 2010-2011

Apprenticeships for young people

REGIONS	YOUNG PEOPLE IN APPRENTICESHIPS			YOUNG PEOPLE HAVING COMPLETED THE CYCLE		
	IOV	Réal.	TR (%)	IOV	Réal.	TR (%)
ANALAMANGA	100	122	122%	90	132	147%
UPPER MATSIATRA	120	60	50%	100	60	60%
ITASY	100	95	95%	80	95	119%
SOFIA	50	250	500%	100	130	130%
VATOVAVY	80	108	135%	70	-	0%
TOTAL	450	635	141%	440	417	95%

Source: PROSPERER Annual Report 2010

Gender distribution of young people having completed the apprenticeship cycle



Source: PROSPERER Annual Report 2010

Objectives for 2011: apprenticeships for young people

ACTIVITIES	Objectively verifiable indicators	Units	Regions					
			EPR -A	EPR -H	EPR -I	EPR -S	EPR -V	Programme
Set up apprenticeships for young people at host RMEs	Number of young apprentices at host RMEs	Nb	185	500	300	150	310	1,445
	Number of young apprentices having completed their apprenticeships	Nb	240	450	280	120	310	1,400

Source: PROSPERER Annual Workplan and Budget 2011

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