



**Training of future
agricultural leaders:
Capitalization of
FORMAGRI experiences**
Madagascar



FERT is an Association of International Cooperation, set up in 1981 by leaders of professional agricultural organisations and other personalities who are concerned about the food problems of the developing countries.

FERT's mission is to contribute to the improvement of agricultural economies of emerging or developing countries. By supporting the creation and structuring of producer organizations, it enables them to provide sustainable services to their members and to improve upon their living and working conditions, and ensure food security for their country.



AFDI is an international NGO founded in 1975 by the key French agricultural organizations. Over 6,000 militants from the agricultural world, engaged in the regional and departmental AFDI offices over most of the French territory, are involved in development projects based on dialogue and deliberations among farmers of the North and those of the South.

Convinced that farmer organizations are guarantors of a sustainable and endogenous development, AFDI supports the strengthening of more than 60 farmer organizations in developing countries.



FORMAGRI - Foibe Ifampiofanan'ny Tantsaha - or Rural Farmer Training Association - is a training institution founded in September 2001 after a process since 1993 on the initiative of the FERT Association.

FORMAGRI's mission is to foster the emergence of agricultural officials, men and women to promote their development and enable them to become real stakeholders of socio-economic development of Madagascar.



Inter-Réseaux Développement Rural (Network for Rural Development) is a forum for debate and exchange of experiences on rural development carried out within a network of stakeholders involved in these issues especially in the developing countries.

GENERAL SUMMARY

INTRODUCTION	6
ABSTRACT	8
PART I - ANALYSIS OF RECORDS	13
PART II - SUMMARY OF INTERVIEWS	41
PART III - REPORT OF THE WORKSHOP HELD ON THE 1ST – 2ND SEPTEMBER 2010 AT ANTSIRABE	69
ACRONYMS	87
GLOSSARY	88
APPENDIX: PRESENTATION OF THE CD AUDIO	90

Document prepared by:
Mr. Edeny ANDRIAMIZANA
Mr. Yann GOURMELEN
Mr. Michel AMIRAUX

The steering committee of the capitalization project:
Mrs Solange RAJAONAH, FERT
Mrs Laurence TOMMASINO, FERT
Mrs Sylvia VOLOLOMPANANTENANA, FERT
Mrs Anne PANEL, FERT
Mr. Andriamparany SOLOHAJANIRINA, FRENCH DEVELOPMENT AGENCY (AFD)
Mr. Haingo RANDRIANOMENJANAHARY, FORMAGRI

Photo credits cover and chapter headings: FERT

January 2011

INTRODUCTION

Several associations of international cooperation or rural development NGOs, through their activities, contribute to the emergence or strengthening of farmer organisations (producer groups, cooperatives, unions or federations of FOs, etc.) in the Southern countries.

Agricultural officials also referred to as the “elected” or “leaders” are leaders of these organisations that they run most often in tandem with one or more technical staff.

FERT, an Association of International Cooperation, created in 1981 by leaders of French professional agricultural organisations and other personalities outside the agricultural domain who are equally concerned about the food problems of the developing countries, supports the setting up by farmers, of organisations which will provide them with sustainable solutions to the problems they face in their activities and defend their interests: training and technical consultancy, financial support to agriculture, input supply and marketing of agricultural products, organisation of sectors, professional representation ...

FERT is active in Madagascar since 1986. Training is a major concern right from the start of its activities. In 1993, steps were taken with the Ministries of Agriculture and Finance to develop a training programme for farmers and the search for matching funds. In 1997, an agreement signed between the EU and Madagascar enabled for the start up of the “FORMAGRI programme” of which FERT managed until 2001, the delegated project management on behalf of FORMFED, a training unit of the Ministry of Finance.

This programme aimed to *“contribute to the structuring of the rural areas through the capacity building of member associations and existing groups and support the emergence of a new generation of agricultural leaders who are working effectively to improve upon the agricultural production and the living conditions of farmers.”*

In 2001, FORMAGR I was formally incorporated, as a training institution for farmers, to ensure the sustainability of activities undertaken within the framework of the programme bearing the same name. Among the courses programmed by FORMAGRI, two courses are more specifically related to the training of rural leaders and were developed by the institution from 2001 to 2007: “The Itinéraire Leaders Paysans” and the “Université Paysanne”.

While most agricultural officials today at the helm of the Madagascar FO affairs went through the “Université Paysanne” we simultaneously observe: i) lack of succession: the leaders do not give way, and succession is not formed, ii) the inability of FORMAGRI or other training institutions to offer training that will be tailored to the changing occupational structure in Madagascar.

Aware of the tremendous experience instituted by FORMAGRI over a period of about 10 years in terms of leadership training, the risk of memory and skills loss due to the institutional and financial crisis experienced by FORMAGRI since 2008, and what the training of future agricultural leaders represent today in Madagascar, and broadly in the sub-Saharan Africa, FERT in partnership with AFDI and FORMAGRI wished to capitalize this experience.

This capitalization work was proposed at the “Inter-Réseaux Développement Rural” within the context of the Project for the capacity building of networks of agricultural organisations in agricultural, food and rural network policies (“Réseau PAAR”) financed by French Development Agency (AFD).

The call for the capitalizations launched in early 2010 by the “Inter-Réseaux Développement Rural” aimed at supporting rural development initiatives borne by institutional stakeholders from the North and the South in close collaboration with farmers and rural organisations (FROs) in the areas of capitalization of experiences, of development of tools and methods for the capacity building of FROs.

From May to October 2010, the capitalization activity led by FERT, in partnership with AFDI and FORMAGRI, was primarily based on:

- Use of available records mainly at FERT and FORMAGRI levels
- The conducting of 70 interviews with the rural leaders and technicians, including 8 in France (for most of the people involved in the creation of FORMAGRI) and 62 in Madagascar (former FORMAGRI trainers, rural leaders with a majority of them having attended a training session developed by FORMAGRI, people intervening within the framework of a training course, other persons having very good knowledge of the FOs in Madagascar)
- The holding of a workshop on the 1st and 2nd September 2010, on the identification of the problematic elements of the training of rural leaders, this workshop that was a follow up to a first workshop organised by the SOA and AFDI network in December 2009, brought together 39 participants, rural leaders and technicians.

All of these activities were led by a binomial operation consisting on one hand of a Malagasy consultant, Mr. Edeny ANDRIAMIZANA, consultant trainer particularly within the FORMAGRI project (1996 - 2000), FORMAGRI (2000 - 2002), FORMFED (2003 - 2004), and FORMGED (2004 - 2008), and a French student, Mr. Yann GOURMELEN in internship graduation in the Faculty of Law and Political Science from the University of Montpellier 1 on the other hand.

A committee comprising of representatives of FERT, AFDI and FORMAGRI had covered the management of the whole work.

Mr. Michel AMIRAUX, an expert in professional agricultural organisations and initial professional and continuous training, especially in Africa, has provided assistance for the conducting of the workshop on deliberation and writing of all documents on capitalization, a theme for this report.

This capitalization report is in three parts corresponding to each phase of information collection: I. Analysis of records, II. Summary interviews, III. Proceedings of the workshop held on the 1st and 2nd September.

A summary highlights the key theoretical elements from all the three parties so as to enable any organization that wants to invest or to deepen in an operational manner in Madagascar this job of training the next generation.

Through the intermediary of the “Inter-Réseaux Développement Rural”, and also of FERT and AFDI that intervene in one way or the other in Africa, and the AgriCord an international network of agri-agencies to which they belong, this experience, thus capitalised must also be valued in other Sub Saharan African countries, particularly in West Africa.

ABSTRACT

The rural leader is the one who guides, who runs a project in which others recognize themselves. He is also a recognized person by his attitude, his qualities and skills.

The farmer movement, which is relatively new in Madagascar, was in need of leaders in the past, leaders who can unite and mobilize forces around a collective activity. It is still obviously true today, and of course, this will be so in future.

In a particularly difficult economic context in which agriculture is recognized as an asset, and in a changing political environment, to be able to rely on true leaders for the voice of Malagasy farmers to be heard at all levels is an absolute necessity.

In line with the interviews conducted as part of this capitalization work and during the brainstorming workshop held in Antsirabe in September 2010, the **qualities** and **abilities** expected of a rural leader appeared **countless**. So numerous that they can not all be grouped in one person. But most often, some are cited. One must learn to remember when one wants to put in place an action plan to train the next generation.

The rural leaders must first be farmers, “**Tantsaha**”, who manage their farms so that it could become a **model**. This assertion has been hammered so often that it has become unavoidable.

Among the qualities (“good” behaviours, “good” manners) are particularly expected, two major “categories” are distinguished: first of all, pay a very high capacity of attention in **relating with others**. We mean respect, trust, sharing, listening.... Thus, being **selfless**.

And an ability to be a very strong **engine for innovation**, creativity. In this regard, we discuss the concepts of risk, new ideas, initiatives, pioneers.

But the list of qualities required is very long. Let's observe that, in other words, the leader must demonstrate good citizenship, be ethical and “well educated”, available, have time management skills, share responsibilities, be informed, be observant, able to learn on his own, experienced, have a vision...

The skills (the ability to do) of a rural leader are particularly large also, with emphasis strongly laid on **communication skills**. For a rural leader must equally know how to manage his/her farm (essential with everyone), develop an advocacy, setting up a project, share experiences, manage an association, mediate during conflicts, and mobilize resources...

Replacement candidates exist.

One may want to become a leader of a farmer organization for many reasons: for **personal development** or for the **perfection** in the results of his **farm**.

One may also be attracted by the honours or the search for **new resources** related to the taking of responsibilities (per diem ...).

The **example of current** or old leaders can play an important role (positively or negatively).

The willingness to share ideas, participate in development is also a powerful engine. The concept of **commitment** is therefore a reality.

If the FO and its members, particularly its leaders, strongly emphasize on their determination to leave their place to the next generation and organize themselves in this sense, it is clear that there will be **candidates** to take up the responsibilities.

To become a rural leader is not easy. This often depends on the background of the competitor.

Obstacles may come from the **responsibility of the leaders** in place (bad image that one does not want to imitate, unwillingness to make way...) or related to the **structure itself** (lack of bond between the local FO and the organizations at regional or national levels, non adaptable laws...).

They can also be the result of **FO members** who, by their attitude, promote absorption of power and make less attractive the other elected positions.

The individuals who may take over are often **afraid** of the time frame, the weight of the responsibilities for which they feel inadequately **qualified** to carry.

The obstacles come mainly from the **traditions**: the former leader is mostly trusted and is to whom the responsibilities are given.

Promote the emergence of a new generation of agricultural officials who can carry out their missions better, through the development of a **succession plan** in which training plays an important role. But, which is not unique.

You also need a supportive environment, an identification mechanism, an appropriate legal framework...

But mostly, every one feeling good, was particularly stressed in the brainstorming workshop, that there are qualities or skills of which their acquisition does not exclusively or primarily come from the training.

Any training, in order to be effective must be provided on a fertile ground. Some manners or some skills can only be developed from provisions or predispositions that are the result of a **complex life course**.

Hence, an idea widely shared by all those who participated in this capitalization work: **let's not expect everything from the training**. Often these are just one of the elements enabling to develop qualities or to acquire skills that are the result of a long and varied itinerary. This is so often referred to as the **educational** concept.

This simple fact would have a major impact on the possible production of a training plan for succession.

The work FORMAGRI conducted from 1991 to 2008 as part of the two training courses that were the “**Itinéraire Leaders Paysans**” and the “**Université Paysanne**” is extremely rich. It provides numerous references to re-establish quality training for rural leader in Madagascar.

The **theoretical** foundations were solid. They had been widely discussed. Mainly in the **objectives**, the **criteria for selecting** participants, conditions of **access** to the training courses, course **structure**, **developed modules**, the policy of using **external interveners**, the choice of the **venue for the training**, the **participation in the training costs**, are relevant.

The main objectives of the “Itinéraire Leaders Paysans” were linked to the life of the FO.

Those proposed in the framework of the “Université Paysanne” were more focused on the agricultural policies and negotiating skills.

Alongside his progress in his own capacities of a rural leader, the future leader must be able to continue to improve upon his agricultural practices. One has to think so deeply about the **joint technical training/ leadership training**.

There is no reason for wanting to dig deep into the reasons why someone wants to take up responsibilities. We must give ourselves the possibilities to check, from various and convergent sources that during his term, the individual has already demonstrated on many occasions the necessary **qualities of a farm leader**, mostly altruism and the innovation capacity, always listed first.

This implies accepting to devote time and to establish a mechanism for identifying the next generation, and thus the selection of candidates for leadership training, mainly on individual basis who works far up stream of the training course properly said. The objective is not simply to gather the evidence of civil status or employment status. We must **consider the personality of the candidates**.

This “tracking” should be everybody’s concern (politicians, FO technicians, support organizations, trainers ...) in any place, at any time. Probably it means to consider organizing with these “trackers” brainstorming meetings on the subject to prepare them.

Concerning the composition of the training course on the “Université Paysanne”, the breaking into many sessions, linked together by the **inter-session activities** and punctuated by the defence of a mini-memoir seems to be rational.

However, there can be no inter-session activities and research work without any real support from the vicinity.

One must also ensure that the cropping season and the sessions are consistent.

The **list of modules** worked out by FORMAGRI is an interesting working basis for the future. Especially, by keeping in mind that it must be **constantly adapted**, that it must be based on **local realities** and create an important place for **indigenous knowledge**.

Permanent trainers and external speakers must have control over **Malagasy**. The call for external speakers, as planned by FORMAGRI is crucial ... *“one intervenes only in his fields of competence and we call on other speakers for other areas. So, we should avoid doing everything by ourselves...”*¹. This approach compels the permanent trainers to a continuous grouping of different interventions. This task is crucial, especially for mature audiences not familiar with schooling, or who stayed away from school for a long time, but are so demanding. Let the trainers be ready.

To get in touch with an adult audience also requires **varying the teaching methods**, which FORMAGRI has perfectly been able to do. We just have to remember that these methods do not all contribute the same things. Depending on the needs, it is necessary to use this or that affirmative, interrogative or active method, rather than emphasizing on one according to one’s personal inclinations.

One should generally be able to respond positively to the recurring request to organise **neighbourhood training**. This is obvious when it comes to certain courses, for example where the objective is to acquire new technical know-how.

But we must weigh the answer more when it is about to provide training on behavioural change. We saw that this was not always the exclusive drive of the training. But when it gets involved, it must endeavour to achieve a break. The **distance** can therefore become an important **educational element**. FORMAGRI had made some wise choices in the training sites. It wanted them diversified in line with the themes dealt with and promoting deliberations, particularly among the farmers in the different regions of Madagascar.

FORMAGRI had agreed that the training should be **paid**. Meetings and brainstorming workshops had confirmed this. Allowances for food, accommodation ... (per diem) should not be too high.

But **training** is a whole, a course that begins well ahead of the face-to-face between trainers and learners and continues well beyond. We should not jump over the stages because of expediency, financial facilities...

We must exercise the utmost care in **identifying** future leaders, which precedes the selection of candidates for training, we have seen this once. We must accept only individuals whose training we have taken great care to ensure that they met, at least to the minimum, the qualities of a rural leader. We must give ourselves the possibilities to say no to the policy of number.

The **beneficiaries** must be **associated** with the development of the training programmes, which should be based on needs expressed by participants. But it behoves on the trainers to listen and translate the issues raised by farmers into training objectives, training sequences...

Interested parties should also be able to give their opinion on the rules of collective activity to put in place during the training...

The putting into practice as claimed, which may take place within the context of inter-session work, for example, must necessarily be accompanied as well with the research work conducted for a memoir. Without **educational support**, these activities can be counterproductive and even become dangerous. Time-consuming, rigorous training, these require extensive experience from the trainers.

The arrival of women in great numbers for the training is hampered by various obstacles. One must put in a special effort of mobilization and information in this area. And provide a **specific and consistent support** to those who lack of experience could be a disadvantage.

The lack of **post-training monitoring** in the “Itinéraire Leaders Paysans” and “The Université Paysanne” was unanimously stressed and deplored. An assessment tool which is an integral part of training, very heavy to be carried out by a training facility, may be entrusted to technicians and elected FOs, working closely with the trainers.

What many have called **retraining** is actually a continuous updating of learning based on ongoing analysis of training needs of rural leaders. The training course never stops.

The work of the rural leader trainers, as sketched out, forces to call upon experienced and motivated trainers, thus providing targeted recruitment, and additional training, if not a **training of trainers**.

What **structure** to carry all that? The question remains unanswered.

1. Extract from an interview of an external trainer



Part I

Analysis of records

SUMMARY PART I

1. ELEMENTS OF RELEVANCE	15
1.1 TRAINING CONTEXT OF RURAL LEADERS	15
1.2 TARGET GROUPS	17
1.3 TRAINING REQUIREMENTS	18
2. OBJECTIVES, STRATEGIES AND PRINCIPLES OF IMPLEMENTATION	19
2.1 OBJECTIVES PURSUED	19
2.2 STRATEGY OF INTERVENTION	19
2.3 TYPE OF ACTIVITIES UNDERTAKEN BY FORMAGRI	20
2.4 METHODS OF INTERVENTION THAT ARE COMMON TO THE TWO TRAINING COURSES FOR LEADERS	21
2.4.1 <i>Methods of leading the sessions</i>	21
2.4.2 <i>Choice of the venues</i>	21
2.4.3 <i>Contribution to the training costs</i>	21
3. TRAINING COURSE	21
3.1 "ITINÉRAIRE LEADERS PAYSANS"	21
3.1.1 <i>Objectives and types of training</i>	21
3.1.2 <i>Speakers</i>	22
3.1.3 <i>Identifying and informing the participants</i>	22
3.1.4 <i>Criteria for selecting participants</i>	22
3.1.5 <i>Conditions of access to the course</i>	22
3.1.6 <i>Course structure</i>	22
3.1.7 <i>Training modules</i>	23
3.2 COURSE THE "UNIVERSITÉ PAYSANNE"	24
3.2.1 <i>Objectives and types of training</i>	24
3.2.2 <i>Speakers</i>	24
3.2.3 <i>Identification and information on the participants</i>	25
3.2.4 <i>Criteria for the selection of participants</i>	26
3.2.5 <i>Conditions of admission to the course</i>	26
3.2.6 <i>Course structure</i>	26
3.2.7 <i>Training modules</i>	27
4. MOBILISATION OF RESOURCES	28
4.1 FUNDING	28
4.2 HUMAN RESOURCES	29
4.2.1 <i>The Association: The GA, BD and the members</i>	29
4.2.2 <i>The technical and administrative team</i>	29
4.2.3 <i>The specific supports</i>	30
4.2.4 <i>Technical partners</i>	30
4.3 MATERIAL RESOURCES	30
5. STEERING AND ORIENTATION OF TRAINING METHODS	30
5.1 PROGRAMMING COMMITTEE	30
5.2 MONITORING COMMITTEE	31
5.3 STEERING COMMITTEE	31
6. ELEMENTS OF SUSTAINABILITY	31
6.1 INSTITUTIONAL SUPPORT	31
6.2 FUNDING OF THE ACTIVITIES AND THE STRUCTURE	32
6.3 OWNERSHIP BY THE BENEFICIARIES	32
6.4 KEY ISSUES TO BE CONSIDERED	33
6.5 KEY FACTORS OF SUCCESS	34
6.6 ANALYSIS OF THE CAUSES OF FAILURES	34
APPENDIX 1 - THEMES OF MINI-MEMOIRS	35
APPENDIX 2 - THEMES FOR THE TRAINING OF "ITINÉRAIRE LEADERS PAYSANS"	38
APPENDIX 3 - THEMES OF THE "UNIVERSITÉ PAYSANNE" CURRICULUM	39

1. Elements of relevance

1.1 Training context of rural leaders

The training of rural leaders by FORMAGRI experienced many changes following the development of farmer organisations, within the socio-economic context of the country in general and the availability of financial resources and of the authority of the institution.

Phase 0: The origins

FORMAGRI¹ is the result of an initiative by FERT, which was decided in 1991 and launched in 1993 to meet the training needs of farmers, leaders of FOs and the stakeholders in rural development in Madagascar on the broader scale. These included improving the performance of farmers on their farms as well as producer groups.

Phase 1: Study, training and test programme design

From May 1995, this initiative has received support from the Ministry of Finance and Economy (FORMFED Unit), and the Ministry of Agriculture (Directorate of Support to Professionalize Producers)². The involvement included the study, design and a test distribution of the training programme.

Phase 2: The FORMAGRI project

The FORMAGRI programme of activities was financed by the European Union since 1997 (FED.7) under the supervision of FERT. On the basis of the test action, the interventions by FORMAGRI have multiplied and the idea of professionalizing the structure has been launched. After March 1999, several steps have been taken following an IFOCAP meeting and brainstorming mission³ on the outlook of developing the project to a professional organisation.

Then a mid-term review conducted by SATEC in May-June 1999 has thrown light on the practicability of the conditions of the activity. The deliberation continued with a technical assistance mission⁴ in October 1999 as part of a South-South exchange programme with a Tanzanian nationwide FO network (MVIWATA) and a training organisation (INADES). In February 2000, FERT, FORMAGRI and FORMFED have developed scenarios for the future institution and took the opportunity to expand the project to gather the views of partner agencies at regional level.

In March-April 2000, an IFOCAP technical assistance mission and a legal engineering compaigny⁵ in Madagascar prepared the setting up of the farmer training institute which is adapted within the legal context of Madagascar. Finally, several consultations through the committees were undertaken to disseminate the practical methods of implementation.

Phase 3: The setting up of FORMAGRI

FORMAGRI was formally set up in September 2001 and has been duly registered as an association. This Malagasy legally registered association brought together many partners, mainly the beneficiaries of the services of FORMAGRI.

Three types of members form the association: i) training centres, ii) farmers' organisations, and iii) es quality figures persons. Each institution was represented on the Board of Directors. FORMAGRI was among the founding members. They are: 15 regional federations of PAO, 16 associations of FOs, 29 training/NGOs centres, and 18 es quality figures persons.

In summary, the institutionalisation of FORMAGRI and its status reflected i) the desire to find an appropriate response to some strong strategic options, ii) the changes in the political and socio-economic structure, iii) a set of conclusions drawn from a series of studies, discussions and reflections, and iv) the ambition to enhance learning.

1. Accord context, 2001

2. Ministry of Agriculture represented by the DSPP (foreman) - FERT, principal stakeholder

3. TA Mission n°14, Gérard LAPIE & Pascal GAME

4. TA Mission n°15, Pendo Nyanda – F.O. Kibwana – A.H. Mgunia

5. Legal Survey Report, CGA

Strategic Options:

- Maintenance and continuous improvement on the quality of services of FORMAGRI,
- Expansion and diversification of the public who are beneficiaries of services in compliance with the statutory objectives,
- Progress toward financial independence by increasing the participation of beneficiaries and the diversification of financial partnerships.

Developments in the context:

Developments in political and socio-economic orientations in countries such as decentralisation, government's withdrawal from productive areas, the gradual empowerment of the civil society, led to the institutionalisation of FORMAGRI.

As IFOCAP (French) Agricultural Staff Training Institute, founded in 1959 by a team of agricultural officials and which saw its early years in the midst of preparing legislation for agricultural guidance (1960 and 1962) the aim was double:

- Respond to training needs related to agriculture development;
- Introduce agriculture in the society to ensure that farmers, wherever they may find themselves, are engines (competent farmers on their farms, competent managers in their organisations).

The need for training is continuous because the context is constantly evolving.

The Support Organisations were also seeking to strengthen FOs with whom they were working: SO wanted the FO to express their needs and expectations; this was the case with FIFATA partners or that of Action Aid who has requested for a special itinerary.

Studies, reflections, discussions:

The support for a technical assistance from IFOCAP (ASTI) in 1999-2000 enabled for the discussions and reflections on the professionalism of the institution and the development of training courses.

In summary, let us remember that, for IFOCAP (ASTI), "training is i) brainstorming + action, ii) opening to the outside world (inter-regional discussions, discussions with external stakeholders)".

Building on Achievements:

The idea of institutionalization was also underpinned by the desire to promote the achievements of the previous years and the deliberations by FERT, FORMFED and FORMAGRI officials to increase the number of people to be trained. The leaders of the FERT intervention areas were the first colleagues to benefit from capacity building activities.

The rural leaders have experiences; training helps them to develop and strengthen each other.

During this period, several colleague rural leaders have been trained by a pool of trainers and speakers; who are very committed to the mobilization of financial contributions from beneficiaries.

Phase 4: The decline

Since its establishment in 2001, FORMAGRI has no more benefited from external financing to the amount of funding raised within the context of the "FORMAGRI Project". The "Université Paysanne" theme was then able to be reactivated each year till 2004, but not 2005.

In 2006, the association has benefited from a financial support through the Madagascar - European Union cooperation for the implementation of the Support Programme for Basic Technical and Organisational Training for Adults (Project "AFTOBA"). This three-year funding has enabled for the continued implementation of training programmes for farmers till the end of 2008; the end of the contract. Therefore, FORMAGRI found itself in a very difficult situation because of cash and management problems which have diverted it from its main missions.

Among the key issues, we can refer to:

• The problems of management:

The management of FORMAGRI, while obtaining the European subsidy as a result of efforts of the

executive team, excluded the Board of Directors from the development of the project and has no more spent time on the management of the association. The governing bodies (BD, GA) never met again.

Many decisions concerning both the strategic management and the financial aspects have been taken by management without consulting the President of FORMAGRI and his Board of Directors. Bad decisions were taken in terms of development (partnerships, human resources management...) and numerous management deficiencies were identified a posteriori.

• A deterioration in the quality of the training provided:

Beyond the theme of leadership training, a specificity of FORMAGRI that marked its reputation, many other stakeholders (consultants, consulting firms...) in Madagascar provide the same training as those taught "à la carte" by FORMAGRI (training in communication, leadership, organisation of meetings...). FORMAGRI has not marked-down itself by the quality of its training applied, and more over to the uncompetitive costs. Since then, the issue of the relevance of the institution, without the updating and reactivation of "ILP" and "UP" courses emerged.

• A disinterest in the leaders who are beneficiaries and/or engaged in the Institution:

From 2003 to 2005, FORMAGRI did not offer any more training to local members for many reasons (lack of financial resources, unidentified needs...); majority of the members no longer paid their dues and did not participate in activities of the institution in their regions.

In 2008, after the completion of the SPBTOA project and given the problems of management, the directors have withdrawn from their missions; they stopped engaging in activities in their regions.

Based on this observation, some administrators however, want to think about the future of FORMAGRI which its Director wanted in 2008, to change into a engineering company. The Board of Directors met in 2009 and decided to order an audit of the institution while a possibility of funding from the Ministry of Agriculture was identified. The unbalanced management by the Director has further deteriorated the financial situation of the association causing it to lay off the last employees in September 2010.

Phase 5: The ambitions of a revitalization

Some trainers, including the consultant mobilized for this capitalization project, remained faithful to the essence of FORMAGRI.

A small group of directors is pursuing an exploration and lobbying work from financial partners to revive the "Université Paysanne" so that the training of future leaders will be a priority of the projects and training and agricultural development programmes (mainly the FORMAPROD project being prepared by IFAD).

In 2008-2009, for lack of funds, the FORMAGRI team found itself in obligation to respond to calls for other services and abandoned the training of leaders, diverting the association from its original missions. In this context, the Directors welcomed the proposal of FERT in terms of capitalization, in order to enhance the knowledge and achievements and to rethink about the training of new leaders in order to prepare for the future.

1.2 Target groups

Since its establishment, FORMAGRI had identified three categories of beneficiaries:

- Farmers who are producers M/W (farmers, cattle-breeders) members of farmer organisations;
- Technicians (facilitators, socio-organisers) working with support agencies;
- Trainers working in training centres, NGOs of development or projects.

FORMAGRI was designed for any interested farmer organisation and any rural development partner. These organisations were both potential beneficiaries (applicants for training) and partners (trainers, training course sites, visits...) of activities. Specific conditions were granted to farmer associations that do not benefit from any support in training.

Initially, the courses were aimed at elected members involved in managing community-based organisations and concerned about improving the results from the farms.

Following the developments in context and faced with the new identified needs, the training programme was enlarged and a new course was designed for leaders involved in major regional and/or national organisations.

The TA No. 10 mission carried out in April 1999 had three categories of groups of farmers according to the criteria of experience, of seniority or of basic training level:

- New local leaders;
- Regional or former local leaders (1 regional mandate);
- Former regional leaders (many regional mandates).

Another classification was made according to the basic level of education:

- Illiterate leaders;
- Mid-level leaders, literate, not speaking (or speaking little) French;
- Leaders with a tertiary education level, speaking French.

1.3 Training requirements

The requirements had to be negotiated between the beneficiaries, trainers and leaders of organisations.

But first, they had to be expressed by the beneficiaries themselves.

“We have to ensure that the need to attend a training session comes from the participants themselves and not imposed on them by an outsider (support technician, a superior), (...). Often, it is when reading a training programme, that the beneficiary can identify the felt needs, but which he/she would not have made. (...) It is information that creates the need for training; everything relies on opening up.” (Anne Meyer, TA FERT).

The original project document stated: *“The needs identified with the beneficiaries are those that enable them to respond effectively to the problems they come across.”*

Changes in social and economic context have created a variety of needs, including training within farmers’ organisations. These changes would require a strong institutional maturity of FOs and their leaders, which led them to invest in the promotion of platforms and all kinds of collective associations.

It was with these findings that a decision was taken that *“henceforth, the policy will be to no longer be positioned according to the offer (FORMAGRI programme) to send people for training, but to ask everyone to position him/herself according to his/her training needs.”*

On the overall, farmers’ needs were in threefold: i) an increasing need for specialisation and adoption of new agricultural technologies, ii) collective training needs on the mastery of modern tools of business management, such as work planning iii) monitoring and evaluation, communication, financial management and a related need for the consolidation of associations.

The “needs” cannot be expressed by farmers alone; it is for trainers to listen and to bring to light the “problems” raised by farmers for training proposals.

The identification phases have revealed on one hand the need for technical skills required for management activities and the need for a behavioural change among all development stakeholders on the other hand.

In addition, support organisations have found out with the leaders and the elected members a number of immediate needs to make all implications effective:

- Enlarge the vision of rural leaders to enable them to participate in local development;
- Meet the requirements of good management of farmer associations and to the responsibilities within these associations so they can contribute to the improvement of individual, collective performance and ultimately to the development of the area where they were created;
- Satisfy the training requirements related to the organisation: hold meetings, manage an association, carry out the administrative and financial management, develop relationships;
- Represent and defend members’ interests before the public and political authorities.

But FO officials had no knowledge that will enable them to improve upon their living conditions first, then those of members of their organisations.

2. Objectives, strategies and principles of implementation

2.1 Objectives pursued

FORMAGRI was established to:

- Assist farmers through their organisations to develop and support the activities needed to improve upon their income and living conditions;
- And more specifically, promote the emergence of agricultural agents, men and women, to promote their development and that of their professional organisations.

Thus, FORMAGRI was created to⁶ :

- Improve, expand and disseminate on the wider scope the existing training to respond directly to the expectations of as many farmers as possible;
- Improve upon the training system to address the various gaps identified.

2.2 Strategy of intervention

Since its establishment, the ambition of FORMAGRI was to operate in a network. The collaboration began with a few organisations that shared the same concerns. Then the network has been consolidated over time.

This strategy has been planned since the beginning of the organization: “The training system for rural development will be enhanced by facilitating a proper **network** between organizations that provide and receive training, enabling them to establish collaborative relationships among themselves and improve the quality and especially the impact of existing training (larger influence)”.

Then FORMAGRI has developed and delivered modules to meet the needs of competence in a progressive perspective.

*“The training for rural development will also be strengthened through the design and implementation of **new training systems** to complement the range of training courses for farmers.”*

FORMAGRI does not claim to be able to meet all the training needs. The team worked closely with other stakeholders, including those who worked with the training centres in rural areas.

*«The training system for rural development will also be strengthened in part by an **educational, methodological and financial support** to all persons who have been trained in farming, often technicians employed by farmer organizations or structures that accompany them. This will help to improve upon their services and allow some to become «intermediate trainers» responsible for disseminating new trainings. It will be enhanced by other **technical** and financial **support** to partner organizations for the improvement and distribution of certain documents and existing training materials, which were under-exploited as compared to the interest they represent to farmers: assistance in editing books, publishing journals, and the propagation of image boxes, signs, posters, video settings, and educational games scenarios.»*

To support farmers in promoting their organizations, FORMAGRI has strengthened the capacities of field technicians and educators by providing opportunities to acquire new instructive baggage. Because it was decided that *“The training for rural development will finally be strengthened by the implementation of a **new type of training** for future technicians and trainers, enabling them to acquire the profile corresponding to the real needs of farmer organizations: selection, setting status during long-term internships in a supporting team for a farmer organization, tutoring provided by the FORMAGRI team”.*

6. Draft document for funds request, 1996

2.3 Type of activities undertaken by FORMAGRI

From these broad strategies, flowed the three types of activities performed by FORMAGRI:

- Training of farmers, farmer-technicians (facilitators, social organizers, trainers);
- Conducting a network of partners and training providers and those in need of training;
- Publication of documents and data sheets.

As for the leadership training, the subject of this capitalization work, FORMAGRI had chosen as public priority the local leaders or newly elected from regional organizations on one hand and regional leaders on the other.

FORMAGRI then set up two training courses for the leaders:

- For the local FOs leaders: training course on “**Itinéraire Leaders Paysans**” (ILP) ⁷;
- For leaders of the FO Unions or of the Federations: the “**Université Paysanne**” (UP) training programme ⁸ ».

FORMAGRI started the “**Itinéraire Leaders Paysans**” in 1999 and stopped in 2003 after the training of 5 groups consisting of 15 to 20 participants depending on the sessions. In 2008, with the Project “AFTOBA”, the last group of 12 people was able to benefit from this training course. A hundred local rural leaders have been trained as part of the ILP.

The ILP had been initiated before the UP for two main reasons: the progression between the two courses on one hand and the constraints in terms of human resources for the preparation and the implementation of courses on the other hand.

The “Université Paysanne” curriculum started in 2001 and ended in 2007 with 7 groups, as shown in the table below. It has benefited 208 leaders of which 13% are women; we observe that the percentage of women has generally been on the increase from 2001 to 2007.

TABLE 1 – PROGRESSION OF THE NUMBER OF PARTICIPANTS FOR THE “UNIVERSITÉ PAYSANNE”									
	2001	2002	2003	2004	2005	2006	2007	2007	Total
Number of participants	37	36	28	22	-	36	27	22	208
Of which women are	2	4	3	0	-	7	7	4	27
%	5 %	11 %	11 %	0 %	-	19 %	26 %	18 %	13 %

Development of two courses (ILP and UP) was based on the collection and validation of expectations of beneficiary agricultural officials at the regional level; individual interviews or in small groups were conducted with leaders of FOs of Bongolava, Vakinankaratra and High Matsiatra regions. It also relied on interviews and discussions with officials of the facilitating and training departments within the organizations accompanying these FOs.

These interviews helped to define and guide the training course for leaders in terms of theme, form, rhythm, method ... The beneficiaries have proposed topics of general knowledge on economics, geography, history and agricultural policy.

FORMAGRI has also developed a training course for technicians (“technician course”).

Finally, alongside the implementation of these specific pathways, FORMAGRI has always provided adaptable training (“à la carte”) for both the farmers and trainers.

7. See Presentation brochure “Itinéraire Leaders Paysans” (CD archives)

8. See Presentation brochure “Université Paysanne” (CD archives)

2.4 Methods of intervention that are common to the two training courses for leaders

2.4.1 Methods of leading the sessions

The practicing of the Malagasy language favoured expression, reflection and discussions. The French documents were accompanied by synthesis or explanation in Malagasy.

For the smooth running of the sessions organizers paid special attention to the respect for group life and to the instauration of an atmosphere of conviviality and of promotion throughout the course, thus facilitating the assimilation of the content and creating new friendships and/or collaboration.

2.4.2 Choice of the venues

In conformity with the objectives of the courses, the venues for the implementation of the sessions were varied and this is in order to enrich the illustrations related to the themes, through the promotion of interactions with the farmers in the regions visited.

The choice of different regions of Madagascar was primarily educational, but as in any similar approach, it was necessary to consider the constraints of the organization (host organization, communication means ...) and the cost (mainly the costs of approach). We were able to realise that the towns of the former provinces were best equipped with hospitality infrastructures.

2.4.3 Contribution to the training costs

On the average, in 2006 – 2007, the cost of a training session was at 800,000 Ariary/participant⁹ and the cost of a workshop was at 5,200,000 Ariary

The beneficiary must contribute financially, even symbolically, to the training cost; it was about the payment by each trainee, standard fees for any internship or training received. The amount of the fee was nominal (so that it would not be a hindrance to any student).

On the overall, the contributions by the participants to the training costs and the support from different partners to cover the following expenses: Cost of preparation (meetings, etc.), educational materials, services and support to resource persons, travel and participants’ welfare expenses, from the District capital to the training venue, meals and lodging, miscellaneous expenses (medical expenses, visits, ...).

3. Training course

3.1 “Itinéraire Leaders Paysans”

3.1.1 Objectives and types of training

The main objectives of the “Itinéraire Leaders Paysans” were the following:

- adopt attitudes and behaviours appropriate to carry out the duties and responsibilities within the FO;
- have the capacity and use the tools to develop and improve the FO community life.

The training was focused on the production, management, coordination and operation techniques of an association.

This training course was established to bring the rural leaders to think more about the development activities of the FOs at the local and perhaps regional levels, the itinerary was also created to encourage them to think about their succession and a new major responsibility (at Union or FO Federation level).

In principle, those who complete the “Itinéraire Leaders Paysans” could then have access to the the “Université Paysanne”.

9. 1 Euro ~2,600 Ar (2006-2007)

3.1.2 Speakers

All sessions scheduled in the ILP were provided by FORMAGRI trainers.

3.1.3 Identifying and informing the participants

Initially, for the “Itinéraire Leaders Paysans” just as for the “Université Paysanne”, questionnaires were sent. Those who responded to the questionnaires were the first to be contacted. Others have subsequently been selected mainly because of their experience and dynamism.

The “Itinéraire Leaders Paysans” concerns men and women:

- Active rural leaders at local or regional level who wanted to carry out their mandate;
- Rural leaders with at least 2 years experience within an FO;
- Leaders who can read and write in Malagasy;
- Rural leaders and local officials considered as being able to run correctly the organizations and all agricultural activities.

Or in other words, it was about targeting an audience composed of former local organizations and/or new leaders of regional organizations and/or interregional (public intermediary), with a basic level of education being at least primary and if possible, secondary level.

3.1.4 Criteria¹⁰ for selecting participants

To be able to read and write was the bare minimum requirement to gain access to both courses. The criteria for the selection were limited to the number and the motivation to continuously monitor the entire itinerary without any interruption.

3.1.5 Conditions of access to the course

To have access to the course, candidates must go through certain formalities which were worth undertaking. Practically, each candidate was asked to furnish:

- An application letter from the FO including the covering letters from the two parties: candidate + FO;
- A registration form signed by the applicant organization, including information on the candidate and his/her association, individual and collective expectations relative to the course, and the commitment by the candidate.

3.1.6 Course structure

The training programme was strongly influenced by the OMEGA IFOCAP course¹¹.

It consisted of 6 sessions of 5 days interspersed with three weeks to allow trainees to be diligent on their farms or to the association. Each session was the subject of a theme and contains thematic modules.

↘ *Example of a thematic module: the leader and his/her neighbours, identifying needs and development potential:*

- *To come together and be organized around common objectives: why, how: 1 day*
- *Appropriate attitudes and behaviours in interpersonal communication (reception, listening, observation, ...) + interviewing and investigation techniques: 1 day*
- *Know your environment: designing tools for personal works + instructions: 1 day*
- *Visit a farm that has succeeded and testing the tools and approaches: 1 day*
- *Basis of farm management and accounting: 1 day*

The inter-session works enabled to interact, discuss with other leaders and with local technicians to produce an article for a journal, and to prepare for the sharing at the next session. Here's what could be done:

Respondents had expressed the following demands:

- Maximum duration of the course: 5 months
- Maximum duration of a session off the farm: 5 days (of which 3 days maximum for theory)
- Maximum duration of a visit outside their region: 7 to 10 days

The proposed itinerary has been developed on the following basis:

- Number of sessions: 6 spread over 5 months
- Length of sessions: 1 week (travelling included)
- Duration of inter-session periods: 3 weeks
- Sessions held alternately in each region, with a regional team responsible for each session to:
 - Participate in the organization of the session: learning facilitation work, having contacts with partners...
 - Present the work done based on “acquaintance with one’s community” with a guided tour on the ground ...
 - Provide specific cases in his/her area for group work based on the knowledge of these organizations, partners, institutions, agricultural and local economic characteristics...
 - Encourage interactions and discover other regions without having to add visits to the programme of the itinerary.
- Final seminar for:
 - Give value to the work done by trainees
 - Open the audience for training on topics of general interest (allows the inclusion of regional leaders who will not benefit from the itinerary)
 - Advertise for the itinerary training

3.1.7 Training modules

The two continuous training courses of FORMAGRI are regularly subjected to adjustments and reinforcements, sometimes following a technical assistant’s mission.

↘ *Example of TA recommendations:*

- “It is important to strengthen the approach of the responsibility and commitment concept by trying to establish it on strong Malagasy cultural references”
- “There is lack of a reflection on agricultural policies and the role of the state in agricultural policy”

Under the theme “Itinéraire Leaders Paysans”, the modules designed by the organizing team were subjected to critical analysis by key partners called upon to validate and to make suggestions for improvement.

For the modules to be created, the themes should be selected based on priority needs of agricultural organizations, such as simplified rural accounting, the effective preparation and holding of meetings in the FO. For the first series of modules, integration illustration efforts were made: inserting drawings, flip charts, photos, videos, and it was the same with the adaptation effort to the Malagasy context.

10. The R/D summary document of 2007

11. Three trainers from FORMAGRI undertook part of the course in 1999, MAT n°25

↳ Examples of modules developed for “Itinéraire Leaders Paysans”:

- Session 1. The leader and his/her neighbours, identifying the needs and the development potential
- Session 2. The leader in a small group: the initiation of activities
- Session 3. The functioning of the organization, management internal communication and activities
- Session 4 The organization in his/her environment: external communication
- Session 5. The main basic principles of professional organization
- Session 6. The professional agricultural organization: the role and place in the economic and social development

The latest modules offered are presented in Appendix 2.

3.2 Course the “Université Paysanne”

3.2.1 Objectives and types of training

The main objectives at the “Université Paysanne” were to:

- To develop a more systemic agricultural vision with the rural leaders under the supervision of the State in connection with other aspects of economic life, at regional, national or even international levels,
- Provide the useful and necessary information and facts in order to strengthen their capacity to discuss, negotiate with their respective counterparts in carrying out their professional responsibilities.

These objectives were set after the initial discussion with IFOCAP (ASTI) (March 1999): “To let the rural leaders discover or rediscover Madagascar; To be opened to the outside world (discoveries, interactions, meetings) and within (reflection on the meaning of their commitment on an agricultural model they wish to represent and defend.)”

Training and reflections were based on issues of development policies and their practical applications.

The “Université Paysanne” was primarily a place for meetings, interactions and an opening for FO leaders. Wishing to support trainees in their training curriculum, the UP is also considered to be preparing participants to more practical initiatives, given the opportunities that presented themselves. But it was also a privileged place for meetings and interactions not only among farmers themselves, but with technicians, experts, operators, institutional officials.

The course was organized by FORMAGRI closely with various partner organizations and beneficiaries: FIFATA, FERT, PPA, FFE, AFDI, CCAD, APR, EC (FORMGED, AFTOBA) SOA network, FTM / RFC. Each of the participating organizations had a specific role in the implementation of the itinerary: targeting of participants, financial contributions, logistics...

3.2.2 Speakers

The sessions were facilitated by external speakers who are recognized and chosen through a number of criteria mentioned in the terms of reference of each thematic session. These criteria include: having a notion on the agricultural and rural development policy, knowledge of the subject to be treated, recognized expertise in this domain at the national level, experience in the facilitation of participatory workshop...

Each trainer must keep a personal roster of speakers and when an acquaintance is involved in an internship, he/she will be responsible for the person and his/her reception. Subsequently, he/she will provide all relevant information concerning this person to the facilitator who will introduce him/her

to the trainees at the beginning of the session. It is an important activity for trainers “It is not easy to choose the speakers; it takes time, discretion and conviction, because before reaching a final programme, there are several contacts and meetings to be held (information, negotiation, discussion on the contents of the session, focus...). We must have in mind what the farmers need and supplement the experiences of trainers accordingly.”

“Every speaker is treated the same way with sympathy and consideration, whether he/she has been contacted by a trainer or another person. We noted that stakeholders are pleased to come and meet with farmers, which they recognize as being legitimate.”

During the preparatory meetings, a list of potential speakers by workshop topic should be prepared and updated. At FORMAGRI an interesting pool of resource persons has been established on the basis of the experiences of the team members and others who participated in the preparation of the course.

The speakers were selected on the basis of their skills and experiences; as much as possible, the speaker must have a knowledge base at national level and especially in agricultural development and in the structuring of the rural people.

With the speakers, the organization team (FORMAGRI) discussed educational and methodological issues of intervention, prepared the agenda of the meeting, and finalized the content, determined on the handouts.

FORMAGRI was inspired by the IFOCAP (ASTI) approach which “in principle, intervenes only in its fields of competence and calls on others for other areas. Also, one should avoid doing everything by him/herself.”

Terms of reference should also be prepared in connection with the UP level. They provide information about the justification of the course as well as on all subjects to be covered, the practical implementation methods, the recommended profile, activities required, the issues to be addressed and the expected results.

For each session, the documents prepared by the speakers and that gathered important information to be remembered were distributed to participants. These documents served as their reference and memory aid when needed and a medium of discussions with their peers.

In addition, each speaker must provide an achievement report of the session mainly justifying the payment of his/her work.

3.2.3 Identification and information on the participants

The course the “Université Paysanne” concerns men and women, officials and rural leaders in business for at least 2 years of FO unions, federations, platforms, production sectors, knowing French as the minimum requirement by the course.

The identification was carried out in various ways:

- Contacts made during the course,
- Identification done by leaders themselves within their own organizations,
- Proposals made by the technical partners,
- At the organizational team level, widespread distribution of brochures including the programmes of the courses, along with identification cards and expression of interest to be sent to FORMAGRI.

However, another strategy was adopted to reinforce this identification:

- Empower DRDR for the selection of candidates in the regions (strategy mainly adopted within the context of project “AFTOBA”project)
- Take former UP members as resource persons especially in regions where the sessions took place
- Establish regional quotas and charge the regional FO leaders for the identification in their region.

3.2.4 Criteria ¹² for the selection of participants

Again, the ability to read and write was a requirement for an admission to the course.

A mechanism was tested in 1999. Each session involved 5 trainees, plus, an observer, a “training manager” of the region A, region B and region C.

The training director then played the role of “intermediary trainer” and repeated the itinerary with a two-week interval (with methodological and educational support of FORMAGRI).

Assessment over the 6 months: 15 students + 3 intermediary trained teachers by FORMAGRI and 45 trainees trained by the intermediary trainers.

On this basis and following the influx of potential participants anytime the UP is launched, a number of criteria have been added to allow one to have access to the UP curriculum:

- Aspect of the number and representation (regional and gender, priority to women): ~30 participants, spread over 6 provinces;
- Motivation and commitment aspect (though hardly substantial): selection from CVs sent in advance by support organizations who positioned themselves as “sponsors”, a commitment to produce reports to the support organization, candidate working in one or more “promising sectors”, participation of representatives from several sectors and professions from the same group to enhance trade;
- Choice by the Platform ¹³ on the possible proposal of technical partners.

In principle, the capacities and the following profiles were sought in candidates:

- Candidate occupying a responsibility or leadership position in an association other than a local association for at least 3 years;
- Ability to transfer the experiences to members of the association represented;
- Minimum ability to communicate in French is required by the workshops;
- Good knowledge about local and regional development realities;
- Experience in attending meetings and training series («Itinéraire Leaders Paysans» for example);
- Adequate level of reflection, analysis and deliberations among participants.

Among all the year groups, the 6 provinces were represented but a strong presence of organizations of the former Antananarivo province was present and a low participation of the former Antsiranana province was there.

Concerning the “gender” criterion, in spite of efforts of targeting women in all the year groups and their assiduous attendance at training sessions as compared to the men, they were poorly represented. A minimum number of seven women per class was set for the « Université Paysanne» curriculum. The actual turnout was usually lower (see Table 1).

It was the same as to the participation of young people in order to take over the leadership of the FO for most of them after their career. Today, almost all the top leaders of FO were from UP.

3.2.5 Conditions of admission to the course

To gain admission to the course, candidates must meet the same requirements as candidates for “Itinéraire Leaders Paysans”, which was worth taking.

Participation requirement (payment of a registration fee) per person and per workshop was in part for the platform (~ 30%) and to FORMAGRI (~ 70%).

3.2.6 Course structure

The term “Université Paysanne” was composed of 6 sessions of 4 days per month, followed by exchange visits to different places, accompanied with documents and practical guides.

Key themes previously identified by leaders of professional organizations were treated.

The UP gave rise to the creation of an individual mini memoir at the end of the course. The memoir should be developed perhaps with the help of the speakers or local technicians and the tools and experiences have been applied, either in the management of the individual and family farms, or at the represented association level.

• 4 days session:

Three days were devoted to the acquisition of knowledge related to themes through deliberations. A day was devoted to strengthening the collective approach at the FO platform for example. The cognitive part was handled by a resource person chosen for his competence and experience. Each intervention included a theoretical part which may be accompanied according to conditions of group work.

In most cases, visits to the site or the farms were planned and integrated into the programme of the session. Travelling enabled to interact with rural producers in the regions visited. In other cases, they were witnesses or openings to different interest groups.

↘ Example of themes justifying the choice of the areas:

- Plain and rice infrastructure
- Agricultural insurance practised by the FO
- Organization of sectors: from procurement to marketing
- Management of intra-organizational conflict

Depending on funds available, the visits were organised to be near or in regions far from the headquarters of the organization.

• End of course memoir

At the end of the course, each participant was asked to defend the results of a personal research before a jury composed of persons belonging to local organizations. The thesis was to focus on a topical issue. It should reflect the efforts made by the trainee throughout the course.

The themes of the thesis should reflect the professional lives of the trainees.

↘ Sample topics of mini memoir:

- The cultivation of strawberry for the improvement of the living conditions of Atsimondrano farmers.
- The rural leader in the exercise of his/her function and in his/her farm.

In the development process of the work, trainees could benefit in an informal and consensus manner, from coaching from the speakers or trainers of the organizing team, but in many cases, they were doing this alone and checked up from their peers.

The list of all mini memoirs developed and sustained during the “Université Paysanne (including the names of their authors) is provided in Appendix 1.

After the defence of their thesis, most trained leaders did not include observations made by members of the jury. If this were the case, one could make a wider dissemination of some reports that could be of interest to different stakeholders in rural development.

3.2.7 Training modules

In general, the themes developed within the context of the “Itinéraire Leaders Paysans” should incorporate the implementation of the agricultural and rural development policy of.

The topics covered were those deemed necessary and useful in relation to the national priorities of the moment. They should arouse interest and reflection among the participants so that they can eventually contribute effectively and actively in the development process at the local, regional and national levels. The training modules were designed and developed from these themes. The first five workshops were thematic and the sixth rather focused on a theme of strategic reflection.

¹².RID Summary Document 2007

¹³.It is about the OFP platform which took part in the implementation of UP

Specifically, the key issues were identified earlier by the leaders of professional organizations themselves.

↳ *Examples of key themes:*

- *Place of rural farmers in the Madagascar*
- *The Madagascar ethnic groups, foreign minorities: unity in diversity?*
- *Migrations*
- *Rural farmer and landscapes*
- *Reception on the field*
- *Agriculture and Environment*
- *Place the rural farmer in the Malagasy culture*

All subjects treated at UP since 2001 are summarized in Appendix 3.

4. Mobilisation of resources

4.1 Funding

From April to November 1995, initial support from the Ministry of Finance and Budget through the FORMFED cell (European Commission project on 6th EDF resources) assisted the team to set up by FERT to complete the tests activities.

From November 1995 up till the acquisition of a new funding from the European Commission, FORMAGRI team continued its activities with funds raised by FERT and sale of services. Agencies having large budgets for training were billed at the actual cost.

In May 1997 (according to the Funding Agreement No. 5715/MAG signed on the 24th January 1997), the European Commission has awarded a grant of ECU 1.2 million for ACP MAG 098, Project 7 "Support-Training for Rural Development." Among the objectives of this project, the training of rural leaders as well as technical managers and trainers which the groups of rural producers needed was included.

For the sustainability of the training, the beneficiaries participated in the costs, even symbolically, which helped establish a recorded fund on a special account opened by the operator and generating interest income paid by the bank.

As part of the implementation of the "AFTOBA" project, more specifically linked to the "Université Paysanne", and in order to continue with efficacy and fairness the UP course, some principles were agreed upon:

- Develop partnerships with other entities (e.g. regions or communes...);
- Mobilize local and external potential resources;
- Involve resource persons introduced by support organizations in the various expenses incurred in the conduct of workshops;
- Divide a fair number of candidates by the entity.

Several organizations have contributed to the funding of the UP course:

- 1st year: FORMAGRI - PPDA - FERT - FFE
- 2nd year: FORMAGRI - FERT - PPdA - FFE - AFDI
- 3rd year: FORMAGRI - FERT - SCAC - AFDI - Beneficiaries (registration fee)
- 4th year FORMAGRI
- 5th, 6th and 7th grade: FORMAGRI - European Union through the "AFTOBA" project

Besides covering the costs of investment and operation of the team, the funds acquired and established by the various partners have been mobilized to fund all the activities fully, among others, support the external speakers, the service providers (logistics) and the compensation to the participants, including the return trip from the district capital to the training venue, accommodation and food during the sessions, materials necessary for taking notes.

The organization of a rallying point significantly reduced the costs.

Depending on the circumstances, presentation of evidence at the time of repayment could be requested from everybody.

Expenses outside the real training period were not reimbursed. This was particularly the case for expenses related to insurance coverage (health, theft...).

4.2 Human resources

4.2.1 The Association: The GA, BD and the members ¹⁴

At the association level, the General Assembly is the supreme body, according to the statutes; it is composed of representatives from the 3 categories of members in the regions (FO/POA, Training Centres/NGOs, ex officio personalities): members from the FO/POA category hold at least 50% of representative positions in the GA.

The BD is composed of 15 members from the three categories having equal powers of deliberation and voting, broken down as follows:

- 8 representatives of FO/POA
- 4 representatives of training centres/NGOs/Foundations
- 3 es quality figures

4.2.2 The technical and administrative team

The technical team of trainers was initially composed of 5 Malagasy staff with skills and specific vocational experience in training and a good knowledge of the Malagasy rural and agricultural organizations. These trainers have received support from FERT: an expatriate technical assistant and a trainer invited by FERT, both on part-time basis, with a strong background in facilitation, communication and training within agricultural organizations in Europe and also in developing countries.

In May 1997, the team was composed of five instructors and 10 other people organised on time. 5 new trainers have joined the team during the first action plan of the project.

To carry out the training of rural leaders, the team had planned in 1996 the establishment of a specific training on facilitation of the sessions on farmers' organizations and their functioning. In addition, trainers would conduct training in farming and in rural associations to share the living and working conditions with farmers (tutors).

After several years of the FORMAGRI association's existence, many departures were recorded within the team for lack of sufficient financial means to provide continuous remuneration in time. During the "AFTOBA" project, the number of members has been strengthened, but at the end of that project, the fixed-term contracts have been renewed.

Yet many knew, as one UP speaker said that *"The consideration of human resources (maintaining their motivation, the culture of team spirit, good division of labour), the quality of speakers/trainers of rural leaders that is to say, skills, experiences and behaviour, the proper use of material and financial resources stabilize the training mechanism and ensure the acquisition of skills by the beneficiaries."*

This team of trainers and administrative staff was under the responsibility of the Director hired by the BD. Under contract, he was responsible for the overall management activities of the association which was to ensure proper operation.

¹⁴ See the Charter of the association

4.2.3 The specific supports

In 1996, the principle was adopted: *“FORMAGRI will not benefit from continuous technical assistance, but the possibility of defining a prompt technical assistance programme, based on the needs expressed by partners or by the team itself.”*

The following were done in the project from 1997 to 2000:

- Technical assistance missions: two missions of 3 weeks per year (each comprising of one week of training and two weeks of support) of an expatriate trainer specializing in participatory methods and training of trainers involved in agricultural organizations, also having extensive experience within the framework of rural development projects in different countries;
- Training topics targeted at one week per year provided by a Malagasy trainer having a good working experience with FORMAGRI partner organizations;
- Technical training provided by professionals working in Madagascar in the areas of communication (graphic designers, model makers,...) to strengthen the team in the design and production of tools and training materials.

4.2.4 Technical partners

Trainers and technicians from partner organizations were called upon by the programme as both training providers to receive trainees, or to provide training, and as beneficiaries of seminars, training of trainers or consultation meetings organized by FORMAGRI.

A “monitoring committee” and a “Programming Committee” comprising representatives of the partners have actively participated in implementing the programme.

FERT has provided support to FORMAGRI through one of its expatriate staff (part-time).

4.3 Material resources

Under the implemented project in 1997, the material consisted of a 4X4 vehicle, a light vehicle, office furniture, photocopying equipments, computer equipments, communication equipments (BLU radios...) and audio visual equipments. To facilitate the work of leadership at the regional levels, three motorcycles were purchased.

Moreover, just as some organizations were partners with small educational materials. However, all the equipments remained the properties of FORMFED, which was making them available to FORMAGRI.

Upon completion of the project, the materials were transferred to the association FORMAGRI.

5. Steering and orientation of training methods

The actual organization of FORMAGRI therefore, the training of rural leaders has undergone changes according to the context of funding, the status and needs of partners, especially those of the recipient organizations.

5.1 Programming Committee

A programming committee consisting of representatives of partner organizations has been set up in 1997 to ensure the validation of semester programmes prepared by the organizing team and to gather round, through the delegated representatives from each region, the expectations of partners. This committee was composed of 2 government representatives, 1 representative from the European Commission as an observer, 1 representative from FERT, 2 FORMAGRI team members and 9 representatives of beneficiaries split by region and by type of organization. The committee was eventually expanded by a variety of skills depending on the selected themes in the projected programmes.

The programming committee, which should have been meeting every 6 months, required the mobilization

of a fairly substantial budget mainly due to the remoteness of some members who were not living near the headquarters.

The programming committee was informal in nature and therefore could not manage a budget. It was established at the request of FORMAGRI. FORMAGRI would contribute a technical and financial support for organizing at least one decentralized meeting.

5.2 Monitoring Committee

The monitoring committee was composed of 3 representatives of the administration, 1 representative from the European Commission, 1 representative from FERT, 2 representatives of FOs beneficiaries and 2 representatives of partner training centres. The committee was responsible for an update on the programme implemented and advises on priorities and timing of the next phase.

The mid-term evaluation¹⁵ project of FORMAGRI in 1999 suggested a better definition of the responsibilities of this committee which should have been known as “steering committee” in consideration of the important role that was vested to it. Accordingly, a contract should have been established between the implementation agent (FERT) and members of the Committee.

5.3 Steering Committee

Referring to the programming committee during the project stated above, a committee to guide the “Université Paysanne” curriculum was established in 2004 as the organization of the course required a real team work.

The objectives were to prepare the institutionalization of the UP, to clarify the educational project and to keep track of past colleagues. This committee was constituted by the FORMAGRI team, FO federations’ leaders, the representative of the **UPDRS** and the stakeholders.

Committee members had agreed that:

- The FORMAGRI team be responsible for preparing technical, educational, logistical and also facilitation-moderation;
- The FIFATA team ensured the facilitation days on the platform (from 2002 to 2005);
- The “PPdA” program took over the organization (technical) and the financing of the 6th workshop (for the first year groups);
- Following their support programme, the Friedrich Ebert Foundation and the FERT Association provided financial contributions to the achievement of the course.

The Steering Committee then undertook to organize the dialogue between the various partners and optimize all meetings scheduled through the prior preparations and deliberations of information.

Without a preparatory committee, the synergy among the partners involved in leadership training was achieved with difficulty. The timely exchange of information, the negotiations prior to the mobilization of financial resources, the determination of needs and therefore training topics, the identification of the right skills which were involved in the facilitation of the workshops proved to be essential.

6. Elements of sustainability

6.1 Institutional support

Several partner organizations and beneficiaries participated in the training of rural leaders in FORMAGRI since its launch. During the project from 1997 to 2000, hundreds of agencies and recipients have contributed to the funding of the training activities, including those of rural leaders, even if the participations are very different depending on the availability or not of financial resources.

¹⁵Page 13, part 16 of the SATEC International Development report

During the "AFTOBA"¹⁶ project, policy support from the authorities was sufficient in the field of capacity building at the regional and local levels, yet few local resources have been mobilized from the local budgets to implement and support the activities of the beneficiaries. The decentralization of funding or grants for NGOs and associations for development activities at the local level was (and is) not yet well developed in the country.

6.2 Funding of the activities and the structure

The passage from a project mechanism to an associative structure greatly affected the continuity of activities including training courses for leaders. Although some training sessions have paid off, the money thus collected only covered about 15%¹⁷ of the operating cost of the structure. The implementation of training courses has therefore mobilized the human resources of the association for the hunt for funding at the expense of their involvement in the training course itself.

Without sufficient and consistent financial resources, a structure as FORMAGRI is a priori not sustainable; the resources from the members are far from sufficient, especially since many of them do not pay their shares. In principle, to sustain the leadership training course, trained leaders and their organizations are able to finance a good part of the operation of the mechanism and not only the direct costs of activities.

6.3 Ownership by the beneficiaries

The principle of charging for the training was established by the beneficiaries and accepted by all since the training corresponded well with the expectations. However, participation should in no way be limited to the financial field. It is essential that individuals be considered as stakeholders throughout the training process, from identification to evaluation through designing, programming and facilitations to be precise. What should have been easy with the network of agencies (the one offering and the one seeking to be trained) run by FORMAGRI.

Through this network, skills and resources needed to be complemented, the costs diminish over time, the training to become more and more adapted to the context and therefore effective.

The application by the beneficiaries of training experiences may be sufficient, as some believe, but this should not exclude the need to achieve a targeted accompaniment of certain trained persons. Similarly, the care to make the choice of candidates is essential, some trained leaders who are not unwilling to transfer benefits of the training to others.

6.4 Key issues to be considered

	« ITINÉRAIRE LEADERS PAYSANS »	« UNIVERSITÉ PAYSANNE »
<i>Target audience</i>	New and former local leaders (many local mandates)	Former regional leaders (many regional mandates)
<i>Attentes /besoins à satisfaire</i>	Leaders expect solutions that will enable them to respond effectively to their problems, locally or regionally. They particularly want to know how to :	
	<ul style="list-style-type: none"> - Analyze their proper environment and organization? - Conveniently achieve their mandate as a leader? - Develop their organization through the mobilization of members? - Improve decision-making and negotiating capacity? - Be a good farmer and a good leader at the same time? 	<ul style="list-style-type: none"> - Strengthen the representation of farmers and their capacity of representation vis-à-vis the decision makers? - Defend the collective causes and their organizations?
<i>Duration and organisation of the course</i>	Course: Maximum 5 months (periods between sessions: 3 weeks) room Sessions: maximum 5 days per session including 3 days of theoretical contributions	
	6 sessions spread over 5 months	6 sessions of 4 to 5 days over 5 months (3 days in-room and 1 day of visit) - Tours can include meetings with operators or speakers whose testimony relates to the topic.
<i>Number</i>	Maximum : 20 participants/session	Maximum : 40 participants/session
<i>Speakers</i>	Whenever possible, FORMAGRI mobilized the permanent human resources for the training	Collaborate and negotiate with professional services that meet defined criteria. A list of potential speakers by topic is established before the start of the course
<i>Participation</i>	Progressive participation of beneficiaries in the cost of travelling, organization of training sessions, dissemination of educational materials.	
<i>Funding</i>	Partners (support organizations) make a financial contribution according to their sensitivity and their interest in the training courses.	

16. Final evaluation report of FORMGED, June 2009 p.75-76 §354

17. Introductory Note of FORMAGRI, December 2004

6.5 Key factors of success

	« ITINÉRAIRE LEADERS PAYSANS »	« UNIVERSITÉ PAYSANNE »
<i>Prerequisite</i>	<ul style="list-style-type: none"> Promotion irrespective of educational level (illiterate/literate, speaking little French or none) Proposal for optional additional training in functional literacy (preliminary or parallel continuous training) 	<ul style="list-style-type: none"> Proposal of additional optional courses in French (at the Alliance Française)
<i>Sequence of courses</i>		<ul style="list-style-type: none"> Candidates for the UP earlier on participated to the ILP in order to promote exchange of experiences
<i>Validation curriculum</i>	<ul style="list-style-type: none"> Final seminar focused on a topic of general interest, or the development of a mini-thesis 	<ul style="list-style-type: none"> Development of an individual mini-thesis approved by a certificate of end of course (satisfying for the outgoing)
<i>Training engineering</i>	<ul style="list-style-type: none"> Continuous capacity Building of persons responsible for the training course Financial contributions by the beneficiaries reinvested in the implementation of the course Facilitation of training sessions based on methods that promote the participation for all Alternation or itinerant training in speakers or trainees in the regions were responsible for taking part in the organization of the session - the choice of training site must have a link with the theme Inter-session work enabling the participants to resume work on their farms, while deepening and applying the experiences acquired 	
<i>Selection of trainees and commitment</i>	<ul style="list-style-type: none"> Maximum age limit to consider for the assimilative capacity, diligence and decline Observance of a balance between geographical origin and gender Establishment of a tripartite agreement (FORMAGRI, participating organization and trainee) for the entire duration of the course 	
<i>Monitoring post training</i>	<ul style="list-style-type: none"> Preparation of the monitoring of trainees during inter-session periods and at the end of the course Keep in touch and be on the lookout for information on the monitoring of trainees (this has not been effective at FORMAGRI) 	

6.6 Analysis of the causes of failures

« ITINÉRAIRE LEADERS PAYSANS »	« UNIVERSITÉ PAYSANNE »
<ul style="list-style-type: none"> Too great propensity to want to do everything by yourself Too little emphasis on maintenance and development of partner network a guarantee to the steadiness of the course Financial contribution too small and unsystematic (15% on the average) Too low involvement of beneficiaries from organizations with strong financial capabilities 	<ul style="list-style-type: none"> The leadership within the Ministries (in charge of rural development and finance) in support to FORMAGRI did not sufficiently mobilize their assets to persuade international partners to systematically include in their support services a training budget The desire to adapt the training offer to the real needs of farmers was not permanent. Rural farmers' speech and experience were not always satisfactorily taken into account in the training curriculum development work Insufficiency in financial resources
<ul style="list-style-type: none"> Premature institutionalization of FORMAGRI: farmers receiving training were not yet ready to own the mechanism and its activities during the institutionalization process 	
<ul style="list-style-type: none"> The qualities required of the directors of the FO College appointed by their organizations do not necessarily meet those sought for such a mechanism 	
<ul style="list-style-type: none"> Too extensive area of intervention accentuated by the difficulties in travelling and communication Heterogeneity of expectations and needs related to the priority given to regional and gender balance Numerous dysfunctions observed at the training mechanism level (see Part 2) 	

APPENDIX 1 - THEMES OF MINI-MEMOIRS

2002

The marketing issue in the rural area

The heavy task of a rural woman who has other activities other than farming

The rural leader who strengthens her capacities for the rural area and the FOS

The consequences of the poor road conditions and pricing issues in development

The impact of rural credit: the CECAM case

The rural leader in his/her activities and on his/her farm

My FO: weaknesses and strength

The difficulties and social obstacles arising from innovative attitudes of the development of an organization

The effects of taking multiple responsibilities in the functioning of one's organization

Cultural practices

The rural leader and the modern farming method

Rice-growing in the Alaotra and under-nourishment

Development and security

Exhumation: Weaknesses and strength for development

FO management: The FO case at Fahizay Ambositra

Commitment by rural farmers: a guaranty to development

Collaboration of UGRAI and dits partners

The role and responsibilities of a real farmer in development

Comparative study of the CECAM and PSDR credit system

Soil conservation to become wealth and development

Family life against joining an organization

An example of leadership within a local development project

The place and role of a farmer in the development of his/her locality

Overview on the phenomenon of migration in the Middle West

Illiteracy: a barrier to development

Information and rural development: the case of ITV journal

Why do women who pursue training in rural areas are fewer?

The heavy task of a woman leader face to her farm

Culture: its advantages and disadvantages

Cultural diversity in the development of a locality

Peanut farming in the Ankazobe area and the issue of marketing

The heavy task of a rural leader

2003

Forests management in Kiboy

Methods to develop farmers

We must sacrifice

Farmer organisation CECAM

Is CECAM really a solution?

Land issue in Androna

Environmental degradation in SOFIA

White pea of Cap farming

Are cultural practices obstacles to development?

Family controlling
 The problems and obstacles of development
 Land security
 Provision of potable water
 Problems and solutions to RMR
 The rural farming activities in the fast growing and sustainable development
 In unity lies strength
 The strength of associations in the promotion of women
 The development of associations
 Cotton production

2006

Dairy cow project at FO
 Rice production in Menabe
 Land issues
 Groundnut farming
 Maize cultivation and marketing in the local market and outside
 Policy of market-oriented production
 Vanilla: from production to the processing
 Preserved and well managed environment that guarantees development: sericulture
 Rice production for marketing
 Capacity building and improvement of rice production through the SRI
 Study on the production and marketing of onion in the Sofia region
 Study on the production and marketing of the “ylang-ylang” industry in Madagascar
 Modern beekeeping through the establishment of a honey production unit on the farm: a lever for development of the Nasandratrony Fianarantsoa II locality
 Rice production for the market
 National policy of decentralization and devolution
 The land
 National Land Policy
 Socio-economic importance of the corUPor in Lalamarina
 Establishment of a “honey production unit” on the farm as a lever for the development of beekeeping in Fianarantsoa Androy
 Improvement of rice around Dabar (Intermediate Zone)
 Preserved environment, sustainable activity (beekeeping)
 Rice-fish farming
 Carpet and angora goats production policy in the south
 Potato cropping and the market
 Fish farming and SRI
 KOLOHARENA and development activities of the municipality
 “Strawberry” farming to improve the living conditions of rural farmers in Antananarivo Atsimondrano
 The Letchis industry in Madagascar
 Sensitization and rural promotion
 Fish production in the Bongolava region
 The improvement of production: a guarantee to the development of the country
 Honey production at Manakara
 Land
 The FFTA and vaccination
 Policy to improve the rice farming and the breeding of gasy chicken
 Politique d'amélioration de la riziculture et de l'élevage de poulet gasy.

2007 – GROUP N°1

Under cover cultivation
 The pawpaw farming, a struggle against insufficiency of water in the South West
 The Farm Institutes
 The “Université Paysanne” curriculum through the years of existence and its future as far as rural development is concerned
 The useful plants serving the green revolution
 Improvement of traditional rice production in the Maintirano district
 Off season: Production of market-oriented potato
 Vanilla growers in Andapa and development
 Market-oriented cassava in Fkt Tsaramiakatra CR Anjoma Ramartina
 Organization and administration of the gold mines operators
 Land tenure issues in the Bealanana district
 Reforestation for environmental protection, a guarantee for farmers
 Technical project support for FOs
 Production of vegetables: green beans with LECOFRUIT
 Women and development
 Undercover farming
 Creation and promotion of FO for the development of Andriamena
 Peanut cultivation in the Port Bergé district
 FO Leader
 Migrating from local initiatives, a strategy for sustainable development - Anjoma Ramartina
 Effectiveness of FOs in Itasy
 Know how to exploit the environment as a source of rural development
 Cassava farm
 The real rural leaders
 Onion industry: production and processing
 Groundnuts farming
 New strategy for the development of the regions

2007 - GROUP N°2

Sustaining the FO
 Improvement on the cattle breeding in the Vohemar district
 Apiculture and the environment
 Family Planning
 Garlic
 The SRI
 Agricultural Training Centre for the Development of the CR Anjepy and the District of Manjakandrian
 Off season farming: tomatoes and green beans
 Pig rearing
 Onion
 Breeding turkeys and gasy chickens
 Tomatoes farming
 Sensitization on SRI
 Zebu export in the Vohemar District
 Breeding of gasy chicken
 Cassava farming
 Zebu: the wealth and value of the Bongolava region
 Letchis production
 Fruits transformation

APPENDIX 2 - THEMES FOR THE TRAINING OF “ITINÉRAIRE LEADERS PAYSANS”

THEME	OBJECTIVES	MODULES
<i>The leader and his environment</i>	Acquire tools and techniques to identify the strengths and constraints of developing a medium. Improve upon the communication skills.	1. Basic communication 2. Knowledge of the environment 3. Why come together?
<i>The leader in his FO</i>	Acquire the techniques of participatory facilitation of members around collective activities.	4. Note taking 5. Holding of Meeting 6. Setting up of an association 7. Participatory Planning
<i>Operation of a FO</i>	Ability to organize and strengthen the capacity of members to improve community life.	8. Roles and responsibilities of a farmer leader 9. Behaviour of a leader 10. Decision-making process 11. Negotiating Skills 12. Collaboration with partners
<i>Farm management - accounting and business</i>	Apply accounting techniques of FO. Design techniques of business management and design related tools.	13. The accounts of a FO 14. Time Management 15. Estimated budget 16. Project design within an FO
<i>Leadership – membership and entrepreneurship</i>	Apply leadership techniques depending on circumstances. Inquire about production techniques geared towards the market.	17. Leadership 18. Membership 19. Entrepreneurship
<i>Presentation of a mini-memoir</i>	Better support to research activities.	

APPENDIX 3 - THEMES OF THE “UNIVERSITÉ PAYSANNE” CURRICULUM

- 2001**
1. Agricultural Policy. The PADR, the GTDR. Example of Land Policy
 2. The place of agriculture in national economy. Case of the Marovoay region
 3. Operation and agricultural markets mechanism. Example of the rice market
 4. The national financial system
 5. Agricultural insurance and social protection
 6. What involvement and what lines of common orientation of the OPA at the GTDR level?
- 2002**
1. Training in rural areas
 2. The agricultural economy of Madagascar
 3. The land issue
 4. The rural infrastructure and its impacts on regional development
 5. Agricultural policy and economic policy in Madagascar
- 2003**
1. The land issue
 2. Participatory democracy
 3. The situation of farmers' organizations and the professional agricultural organizations in Madagascar
 4. Economic policy and agricultural policy in Madagascar
 5. Environmental issues and standardisation of the environmental action
 6. The Family Life Education
- 2004**
1. Economic policy and agricultural development in Madagascar
 2. The Economic Partnership Agreements: WTO...
 3. The situation of farmers' organizations and the professional agricultural organizations in Madagascar
- 2006**
1. General policy on development
 2. National Land Policy (NLP)
 3. National policy on watersheds and irrigated perimeters (NPWIP)
 4. Policy of market-oriented production
 5. National Policy on Decentralization and Devolution (NPDD)
- 2007** 1st series and 2nd series
1. Role of the rural leaders in agricultural development
 2. National Land Policy (NLP)
 3. Policy on Sustainable development
 4. Policy on Transformation and Marketing
 5. National Policy on Decentralization and Devolution (NPDD)



Part II

Summary of interviews

SUMMARY PART II

1. SELECTION OF INTERVIEWEES	43
2. COURSES	45
2.1 MEMBERSHIP, EMERGENCE, PROGRESSION, LONGEVITY IN ACTIVITY	45
2.2 MOTIVATION	46
2.2.1 What led them to become leaders	46
2.2.2 Gender issue	47
2.3 PERCEPTION: SKILLS, ATTITUDES	48
2.4 IDENTIFICATION OF ACTIVITIES	49
3. THE ROLES OF LEADERS AND THE LIFESPAN OF FARMER ORGANIZATION	51
3.1 IGNORANCE: LEGAL STATUS, ROLES AND RESPONSIBILITIES	51
3.2 SHARING	53
3.3 SKILLS WITHIN THE FO	54
3.4 POST-TRAINING TRANSFER OR THE TRANSFER OF INFORMATION	54
4. PREPARATION FOR SUCCESSION	55
4.1 SUCCESSION: HIGHLIGHTS	55
4.1.1 Identification	55
4.1.2 Emergence	56
4.2 DELEGATION	56
4.3 OBSTACLES	57
4.4 STRATEGY	58
5. PROGRAMMING THE TRAINING	59
5.1 IDENTIFICATION OF CANDIDATES, TRAINING CONTENTS, SPEAKERS	59
5.2 EDUCATIONAL SUPPORT	61
5.3 POST-TRAINING MONITORING	62
5.4 RETRAINING AND DEEPENING	62
APPENDIX 1 – LIST OF PERSONS INTERVIEWED	65
APPENDIX 2 – PROGRAM FOR THE WORKSHOP	86

This chapter is based on an analysis of statements collected from rural leaders or technicians, women or men, within the framework of 70 interviews conducted in Madagascar (62 interviews) and France (8 interviews) from 11th May to 14th August 2010.

The citations are presented in quotes and italics, followed by the letters RL when it comes to remarks made by rural leaders, the letter T in the second case.

The full list of interviewees is in Appendix 1.

Most leaders interviewed, including those from organizations supported by FERT, following the “Itinéraire Leaders Paysans” before attending the “Université Paysanne” course. Moreover, it was even difficult with the support from regional partners, to identify and contact local leaders who were present only at the “Itinéraire Leaders Paysans”. Finally, the archives for the ILP are much more scattered, especially as regards to the beneficiaries, than the archives of the UP.

For all these reasons, the remarks by the leaders reported here relate more of the “Université Paysanne” curriculum.

1. Selection of interviewees

A first list of “stakeholders” was created by FERT, based on archives, from the names of all stakeholders, French and Malagasy, which contributed to the creation and development of FORMAGRI. 21 persons were selected according to their degree of involvement in the development of the institution and their availability.

A list of “rural leaders” was then created from information transmitted by FORMAGRI including statistics from the “Université Paysanne” curriculum.

After grouping **resource persons and participants in the UP** by area, a sample proposal was submitted to the steering committee for refinement and validation.

The amended list was then sent to partners (FERT and AFDI) in the regions concerned, which in turn were responsible to identify and give an assessment on the relevance of the interview with each person on the list as well as on his/her ability to communicate in French and Malagasy or only in Malagasy (pair of consultants consisting of two persons, one does not speak Malagasy).

After this assessment, the sample was set up on one hand with a need of a regional and gender balance and a balance between the public having links with FERT/FIFATA and other categories of the public on the other.

TABLE 2 – NUMBER OF PERSONS REGISTERED BEFORE THE SAMPLING					
Country/ Malagasy regions	Speakers	Rural Leaders		Total	OPF represented
		Attended FORMAGRI course	Did not attend the FORMAGRI course		
France	16			16	
Amoron'i Mania		16		16	FIFATA
Analamanga	5		5	10	Tranoben'ny Tantsaha / KOLOHARENA
Atsimo Andrefana		20		20	SOA (Rural farmers' house)
Bongolava	1	28		28	CPM - FIFATA
Haute Matsiatra		19		19	FIFATA / Tranoben'ny Tantsaha
Ihorombe			1	1	FIFATA (Agricultural college)
Menabe		22		22	FIFATA
Vakinankaratra	5	15	1	21	CPM - FIFATA
Total	27	120	7	154	

The French interveners are people behind the establishment of FORMAGRI: stakeholders within FERT, technicians or professionals mobilized by FERT within IFOCAP), consultants...

Malagasy stakeholders are people who have been involved in FORMAGRI or support FORMAGRI: directors, employees, instructors now employed in other development agencies, consultants, and officials of the Ministry of Agriculture, elected persons...

The farmer leaders who attended a course FORMAGRI are the beneficiaries of training (mainly farmers who underwent the course “Université Paysanne” curriculum” and “Itinéraire Leaders Paysans”): they are most often active in regional/national rural organizations as directors.

The rural leaders who did not receive FORMAGRI course did not participate in training courses offered by the institution but know FORMAGRI; they hold positions at the helm of farmer organizations level.

“Other stakeholders” (Table 3) who were not initially identified are development agents, local officials, and heads of institutions...

TABLE 3 – NUMBER OF PERSONS INTERVIEWED							
Country/ Malagasy regions	Speakers/ trainers	Other stakeholders	Rural Leaders		Total	Gender	
			Attended FORMAGRI course	Did not attend the FORMAGRI course		M	F
France	3	5			8	5	3
Amoron'i Mania		1	1		2	2	
Analamanga	4	1	1	2	8	6	2
Atsimo Andrefana	2	1	3	8	14	11	3
Bongolava	1		1	4	6	4	2
Haute Matsiatra	1		3	4	8	7	1
Ihorombe				1	1	1	
Menabe			10	2	12	9	3
Vakinankaratra	4	1	4	2	11	9	2
Total	15	9	23	23	70	54	16
%	21 %	13 %	33 %	33 %		77 %	23 %

In total, 70 people were selected for incorporation into the final sample list of interviewees, being 45% of those constituting the core list.

Women represent 23% of the total sample and youth (1 young farmer who completed the agricultural college and 5 young leaders with responsibilities in regional FOs) represent 13% of rural leaders interviewed.

2. Courses

2.1 Membership, emergence, progression, longevity in activity



credit FERT

All the coordinators of FO, let alone leaders, derive much of their income from farming. They are primarily **rural farmers** in charge of farms.

If some leaders took over the family farm by **choice**, others rather became **farmers fortuitously**, due to political events or death of parents, what leads them to discontinue their higher education or even career.

“After my studies I got integrated for 5 or 6 years in associations. I discontinued my studies in sciences at the University, because of the death of my parents. Really, I had not planned to be a farmer, but I was there during the holidays (LP).”

The course of a leader begins with a membership in a local farmer organization (FOs). This membership is motivated by the desire to participate in a rural development project based on needs expressed locally. The primary objective is almost always to improve upon the living standards of members.

The project can come from Fokontany¹⁸ or the family unit.

Leaders can also be more directly at the origin of a local Farmer Organization that seems to meet a requirement, correspond to a development tool, of a representation or solicitation of development agents.

Back in the rural areas, young people who have studied are often solicited for their many skills as far as their **level of education** is concerned, who could be used well beyond their farm, such as setting up or coordinating a project, become a leader or a spokesperson. We also believe that they are able to approach potential partners to assist them in structuring their project.

The coordinator is often identified as a potential leader by his ability to **declare** himself at meetings or agriculture demonstrations.

“1st Malagasy rural farmer congress, that’s where I was identified as a rural leader (RL)”

The **apolitical** rule is far from being respected. Officials of FOs are recognized for their work which gives them access to municipal responsibilities, whether a mayor of a town or a city council member.

“I was elected mayor thanks to the associations (RL)”

Sometimes it is the reverse; it is as local officials that they are designated in the FO.

“They asked me to introduce myself because I was previously a deputy to the Mayor (RP)”

The rural leaders, who engage in politics, present their political affiliation not as an **orchestration of the mandate** as a manager of FO but as a logical step in their course. As the example of the Mayor, responsible for the FO, who once elected will work with the existing FO federation, in his territory.

The professionalization of the farming activities of the leaders is essential and requires a technical training leading to the strengthening of their professional abilities.

Owner of the collective project, the leader must then be trained to train members in innovative agricultural practices that will be broadcast using his/her own farm or a demonstration plot as an **example**. This notion of a **model** is recurrent and appears as a condition in the election process. Being elected is to be recognized for his/her qualities but also his/her **skills**. Leaders must be motivated to implement the techniques learned in training, they are the preferred beneficiaries.

“They watch everything I do, they practice what I do. Formerly, no one brought manure in the paddy field or did the IRS, now the whole village does it (RL).”

“I explain and they have copied. They let me harvest, they saw the difference in the yield (RL).”

18. Village unit, or the village

The ability to lead a local FO is an important asset for a manager wishing to continue his/her career and gain stature as a leader. He emerges from his ability either to anticipate or to organize a response to members' needs, he is known for his **"vision"**.

The fondness for **responsibility** or the taking of initiative is often the result of a long journey. That's why officials are mostly former class prefects, choir leaders, leaders of a sports team or even town councillor.



credit Fert

"Being a person in charge since my youth age is a little bit in my blood. I was a Boy Scout; I chaired the Christian Youth Agricultural Movement at the parish level and diocesan level (RL)."

Once they become leaders, many of them show **fatigue** which they claim is related to the increased workload imposed on them during their term of office. They are torn between their farms, their families and the FO. Some observe that if the living standards of members have increased due to the improved results on the farms, through the activities of the FO, it is not always the same for them. If, for the vast majority, it seems that the technical results have risen, some find that their income has not changed, or worse, has declined.

"My association has developed as well as the standard of living of the members did, but I benefited less from it, it is even negative (RL)."

The leaders do not always respect the rule of **democratic change**. Their continued persistence to occupy their posts would be linked, as frequently said, to the lack of succession. But on the contrary, we can also understand that failure of renewal is the result of the unwillingness to give way. Although, they say they are tired of their term, they do not necessarily consider their circle (office or BD) to be ready or skilled enough to replace them. They express the **urgent** need to return to their farms, while evoking an additional mandate to properly secure their inheritance.

"(...) I want to go back to my job; my problem is I want to know when I'll put into practice what I learnt from the training. And I'm determined that after my final term I'll return to practice on the field (RL)."

Often, those who argue about this live during their mandate (or at least express it so) in **isolation**. According to them, members are also settled in the comfort of a president who acts without the involvement of his members.

2.2 Motivation

2.2.1 What led them to become leaders

The circumstances in which one achieves the status of a rural leader and the motivation that gives you the urge to accept the responsibility are intimately linked.

The **love for responsibilities** is sometimes mentioned. But what comes up most often is the **personification** of the project "It's my project" or "my idea".

"I am happy because this is my idea of how to develop our business (RL)."

Develop a structure, may also be to take the opportunity to develop one's own **vision** of rural development, or to exercise one's **altruistic** qualities: we build up the living standards of the rural farmers or that of the family.

"He's someone who works for others but not for himself. When I look for something, it's not for me (RL)."

The motivation comes from the work of the farmer, the **identification** of **needs** or the understanding of the needs of those around him. Therefore, the FO can be a means of **personal development** and/or **collective**. The leader looks for a place to express his/her love for responsibility, altruism, or sometimes his/her desire for power. He/she may also develop his/her skills or abilities.

"We need to open spaces; we need not be afraid of the vacuum. Let them fill or not fill (T)."

While some create their own FO, others are working to ensure their **continuity** in an existing structure: we agree to replace the former leader to avoid the chair being empty. We call upon them because we

found out about their qualities. They then seize this opportunity, but often with great **apprehension**.

"(...) I'm never prepared; I never thought that the President (...) would give up the ghost so suddenly. I was also afraid once president, everyday I think of the national representation (...) Am I up to the task? (RL)."

They may still be **identified** with the project of their predecessor or that of members, which they are mandated to embody. Or they have owned.

We can also meet people motivated by the **exemplary** predecessor, or very loyally committed to the original project of the FO which they have at heart to continue.

But some leaders also believed to that they are endowed with a **gift** or invested with a **divine mission**.

"Before being involved in the structure, I felt the Malagasy farmers needed leaders because there is not really someone who did a move or advance them toward a better situation, and that's why I was chairman of the structure, because I felt we needed someone (RL)."

"(...) Is related to the problem of our village, as for milk production. I tried to group them and to contact Rova. Socola was a problem to us, the collectors took advantage of the lack of knowledge of farmers by trying to benefit, mainly of the prices and measures. I had just stopped my university studies (RL)."

"When I was a kid at school I was always elected a class prefect till today. We were really convinced that to be a leader is a God-given thing, it can not be just anybody (RL)."

"(...) The idea of launching a FO village, as I was a worker I had little knowledge of the FO. But I went to see the head of FERT of the time to enter into a development partnership for our agricultural activities (RL)."

2.2.2 Gender issue

The gender issue sometimes also has a place in the emergence of a leader, **gender**, being a concept which is not only based on the biological differences between men and women.

So if some FOs are created around the needs of **women** to exist within a female FO, one can also experience the desire among **youth** to want to act among themselves. The gender issue among the youth was raised during interviews through the need to have for a word that will be taken into account. We will revisit this example of a FO headed by a young graduate from an agricultural college, which, regardless of his membership in the family FO, constituted an explicit FO around the youth from a choir group.

For women, the group usually consists of **mothers** or is around a **sector** considered to be of a **female nature** such as gardening or small rearing of animals for example (men instead reserved themselves for the arduous works).

The need can also come from an experiment from a male FO which led to a desire to mount his FO around other women in Fokontany or the village.

"(...) Women in rural areas don't take decisions; that is the reason why I left the former group where when a woman speaks, it is considered to be negative (LP)."

Or through the desire for **emancipation**:

"I got married in 1974, this is where I changed. My mindset has changed because I do not like being treated like a woman waiting for her husband's money; I want my own money (LP)."

This issue of gender when it is raised by **men** is quite revealing of the woman's place and role in agriculture:

"The woman is essential on the farm, without her we can not. In the FOs, they handle the Treasury, management, but as elected people, it depends on heir husbands, he can prevent them. But men have more authority than women, also because they play more important roles at home than the men. In my opinion, homes without women do not function well. Men are useless at home, it's the woman who runs the household (LP)."

"My availability for the organization is through the commitment of my wife on the farm (RL)."



credit Fert

Women are very **lucid** about the place reserved for them in the rural areas, as confirmed by one of them:

"Women are not allowed to speak or are sidelined. Women have a lot of work in rural areas: they are mothers, wives, engaged in market gardening, small-scale rearing and rice cultivation. When they go to FO meetings, they have no time. The men take care of arduous work, therefore have more time. The men in the FO do not leave much room for women who do not speak, and the positions they occupy on the Board are: Treasurer or Secretary (RL)."

Here too, the concept of **exemplary nature** is important to move forward issues and support the leader's speech.



"They are convinced by the example of my home, I explained that it is thanks to my husband or with his permission that I was able to succeed because he works very well for our home. When we hold meetings in our house, they see that it is my husband who does the cooking while the meeting goes on (RL)."

So the question of gender applied to the FO is related first to the notion of **space** and second to that of **democratic management** within the FO. The motivation of managers to create their specific FO comes from a full or saturated space, from a speech traditionally held by men whose status grows with age. Due to a deficiency in the democratic practice, women and youth take the initiative to create a clean space that will become a FO called "feminine" or "of the youth".

In other words:

"It's when there is vacuum that people move ahead. (...) Create a space, create a vacuum to produce a dynamism, but it is not about occupying it (T)."

2.3 Perception: skills, attitudes

The ideal leader exists, at least in the speech. He has all the skills required for the effective management of a FO with impeccable behaviour. The leader stands by his **exemplary nature**.

It is a farmer who earns the majority of his **revenues** from his **farm**. His farm is a model, it should inspire others, bring them to a change in practice. He demonstrates for example that.

"The leader has the sense and spirit of a farmer (RL)"

He knows how to keep his team energetic (office - BD), lead the FO. He knows how to **pass** on the knowledge acquired in training to advance the FO members in **agriculture**, but also to **enhance the skills of administrators**. He must identify and **prepare the next generation**, if possible right from his election.

"What a thought leader? To improve the living standards of members (RL)"

"Do not work alone; we must work with the team, AC (RL)."

"These are the results that really matter to me. I like that others enjoy what I do here, even on skills, I like that we have the same (RL)."

"With the training I was able to give advice to others who are listening. If I can qualify for benefits, there are members who benefit when I win the others too and vice versa (RL)."

Many officials have insisted during the interviews on the concept of **volunteering**, the leader was not only the first to be elected, but the first of the activists of the FO because of his commitment.

Respect for the **apolitical** nature is broadly discussed: for some, it is absolutely necessary, but for others, the leader can be engaged politically in order to advance the interests of his FOs.

The leader is a **model in his management**: the FO, conflicts and problems that arise. He knows how to listen, speak and convince. He knows how to share his opinion.

"Later, I was more attentive and really able to conduct meetings. I was more tolerant when there are differences in opinions. I found that people listen to me more. And during the discussions, there are more contributions that I can make, they listen to me (RL)."

Being a leader is also to be able to organize his time: know how to apportion the tasks on his farm in order to be available for his FO and vice versa. The notion of **availability** is transversal over all the qualifications required: listening, time, respect the great moments of statutory life of the organization and rapport with the technical team.

Finally, the leader is curious, he can **observe, learn on his own**. He has not necessarily undertaken higher education, but he knows how to develop his own experience by being attentive to the changes, he keeps himself **informed**.

The leader has the **experience** as a farmer, but also as head of FO. He has a minimum educational background, but it especially his experience as a manager and beyond that, it is its application that prevails as that of the negotiation or management. Experience for some comes through their age, while others precise here that one should understand the real practice of a FO head. His stature is measured through the strength of his FO by others.



The leader must meet the qualifications, skills that one of them summed up as this:

"Qualities of a coordinator:

Intellectual: BA (and) training

Information: network and contacts

Knowledge: educated, experience as a farmer – coordinator – negotiator

Ability to convince: to have the aptitude to convince, learn to share his opinion, speak the truth to the leaders

Availability: do not be afraid of wasting time; know how to listen (RL)."

In addition the leader is distinguished by his **"vision"** that is to say his ability to stand back and think in terms of strategy. The more this strategy is comprehensible and visible, the more it is shared by members and the more the leader is recognized.

The leader is ultimately seen as a key person. But the representation that emerges from interviews is that of a character who should have the power to do everything, which perhaps does not really exist.

2.4 Identification of activities

How leaders perceive the activities that are their responsibilities, what is finally the mastery of the scope of responsibilities that comes under the direction of the leader.

"Who is responsible in the FO?"

It is the President, but everyone has his/her responsibility, members also have responsibilities, especially for initiatives to achieve that will get to something for the members individually, and then for the team. What I am saying is that everyone has his/her responsibilities, we entrust the president with a responsibility, it is his/her role, but there are also responsibilities for everyone. Everyone must know what the group itself is doing even when the president is away, the members should know because this is not the FO of the President (RL)."

"(...) structurally, it is the BD that decides it delegates the authority to be carried out to the management, organize current affairs; manage the technical team, the employees. It is not the management that has to manage everything. It's a bit the contrary. Even the Board members do not seem to see their responsibilities. We asked the question, why this shortfall, there is no Board meeting: because there is no budget. But it is for the director to find the money for it, otherwise he should be changed if he is

not capable to manage the association. The BD does not play its role (RL)."

The objectives of **improving the living standards** and **professionalism** of the members are consensual, but some have clearly expressed other obligations such as the **sustainability** of the organization of which they are responsible. The **animation** of the BD and the technical teams, including work in tandem with the director of the organization is also discussed.

"When a material problem arises it is the director and the president who are responsible. (...) I take the decision to repair and the Director will establish the implementation (RL)."

"If the director is really conscious of being the technician of an organization, the BD is a good recourse for the organization because the decision will come from the BD (RL)."

A manager has clearly identified in his role the duty to **structure the continuity** of the FO, i.e. to be attentive, since his election, to identify those who might take over in the BD.

"When a representative is elected to the next level, it is his assistant who takes the place. We transfer the authority; we train all the coordinators of the office, and there is training at all the levels for all managers as assigned: no replacement problem. It is for the Leader to prepare the structure, set up a system, it is our duty as leaders (RL)."

The responsibility for the smooth running of the **voluntary or institutional life**, like being able to facilitate meetings and manage the main bodies (BD, Office, and GA) only appears as filigree. The function of the leader is in the speech of the people met, the one who is in charge of the FO through a series of skills acquired in training.

"(...) I could see the dynamism of the rural farmers, if so and so has the stature of a leader because that person is listened to by others, that he is a real farmer because this is also a criterion, because leaders must be role models, a reference on the farm (RL)."

Is a political mandate compatible with the mandate of a farmer leader? This is still a subject for a debate. For some, political affiliation is a means, while for others the non-compliance to apolitical attitude presents two major risks: the first being that the FO serves only as a springboard to the political career of the head of the FO which he will abandon, the second is the risk of scrambling the identity of the FO with a "political colour", and the risk of exploitation of the FO by a ruling party in particular. One leader shared his thoughts on the risk of a co-management with the Ministry.

The idea that one makes of the function of leadership is general, some functions are precisely identified to clearly make out the responsibilities of the leader, the members of the BD or the ordinary members. For some it is to follow the leader, for others, his functions are crossways and are experienced in terms of teamwork, in consultation with the team and members, who must "protect" the leader by reminding him of his collective objectives.



credit Fert

3. The roles of leaders and the lifespan of farmer organization

3.1 Ignorance: legal status, roles and responsibilities

The discussions highlighted on the **failures** in statutory life of the FOs.

"In the town, there are many women's groups, but once they become official, most members do not even know what is written in the statute, what activities to undertake... hence the tacit dissolution of associations that were created (RL)."



credit Fert

Decree no. 60-133, a standard legal text for the associations in Madagascar, which stipulates that the association is apolitical and does not discriminate by religion or ethnicity, is not always observed, particularly on two essential points: the **respect for the apolitical nature** and for the **mandate**.

Ignorance of the possibilities offered the FO through the statute of associations, as stated in the Decree 60-133, leads to difficulties as regards the activity of the FO. While some raise the issue of **statute**, others question: is it a statute problem or the FO project itself?

"The Decree 60-133, was not to last, it is part of the start up. We should not change the statute, but rather the internal organization, the modus operandi, not really the statute. Changing the statutes, for me, means nothing. We can change the statute but not the objective (T)."

So sometimes, there is **ignorance** of the legal framework of the FO/association, but also often the deliberate **non respect** of the **rules of democracy** within the organization.

Adherence to these rules within a FO requires in the holding of an annual General Assembly, which, among other things, is the opportunity to proceed, in general, or at least in part, to the renewal of Board members, and therefore the Office and the President. Some presidents remain in office well beyond the **statutory deadline** because of the non holding of a GA.

"(...) the change of office has not been formalized; the association is always in the name of the former president. There is no BD in place either for two years now (RL)."

The issue is recurrent enough to be stressed.

Talking about the BD meeting: "No, it is not the spending of the association that is the priority (RL)."

The **costs** of statutory meetings and the **lack of resources** of the FO are cited to justify these deficiencies, which result in a failure to follow democratic rules.

"With the old manageress there were BD meetings that were maintained and which were spaced because of funding problems. There were times when we did not hold GA. Association life is almost non-existent because of the lack of project to finance the travelling expenses of the directors (T)."

But we also hear that it is not the resources that are the cause but it is a management problem, because as a leader recalled, "I do not know what more of a priority than the BD meeting is."

The **roles and responsibilities** may be blurred in an FO between **president, executive** members, the **BD** and the **ordinary members**.

"The current president does not take advice; there has not yet been any GA since I resigned (RL)."

"It's really the position of the BD which is not clear, what is his role? This is not management that has to manage everything. Even the Board members do not seem to recognize their responsibilities (T)."

Another topic for discussion: there are those who believe that the life of the FO is the responsibility the Executive Director and those for whom it falls in tandem **President/Director**.

"(...) I found that the proper functioning of the federation depends on the powers of the President and Director and they have a duty to see almost all the factors that make the federation work. (...) Should be close to people because sometimes the president is trying to take as his own common goods and these goods must be used wisely; let technicians work according to their skills (RL)."



credit formagri

"The problem is that the executive are the ones who really gave life to the FO. (...) A certain number of board members have just failed in their role (T)."

"And there, it is the manager who controls all that is technical, associative and strategic. The technique is good, and relationship is part of his job, but all that concerns strategic decision, we can not tolerate it (T)."

"But I think that we should not confine ourselves to the confusion that exists everywhere if you can not highlight it enough, that the decision makers play their role and the performers also their own. Their problem is that everyone wants to cover himself (T)."

And more generally, it is the **elected members/technical team** relationship that needs to be clarified.

"There is a shared responsibility because the elected members are not on site; communication must be fluid so that Board members are aware of community life. Elected officials have information about the lives of the members of their region, district, township and the technical team is aware of community life through training and administration. The elected members who are farmers and technicians have no chance of seeing each other systematically except within the context of the training. It is during the GA that everybody is brought together, as well the members as the technical team. The GA is annual. Given the financial difficulties there have been 2 years, when there has not been any GA (T)."

"(...) the president was keen to come and negotiate for a project that is purely technical and there is an entirely technical meeting for the implementation of technical strategies to develop a working plan with accruing budgets (T)."

From ignorance or the lack of possession of the Decree 60-133, there results the multiple institutional dysfunctions (no GA, no BD, or elected member with expired terms of office) that allow and cover **opportunistic practices** to hold on to office outside the democratic framework defined in the statutes of the FO.

"(...) more signals for rural farmers' drifts, they cannot distinguish between what is a legal requirement and what is the executive decision though they know it theoretically (T)."

The question remains whether the confusion in the role of the leaders and in the institutional functioning of the FO actually came from **ignorance** or a lack of **possession** by the Leader of the statutory framework within which he operates, or otherwise if it is a **manipulation** of the statutes and the mandate to retain power or the project. Even if some technicians, after having paid visits to them for a long period have settled and are convinced that leaders are fishing out mainly out of ignorance.

"There is no good governance because they do not know how to do it. There are few ill-intentioned people (T)."

The leader's ability to run the FO democratically is a good way to get away from a **traditional exercise of power** in which the senior persons play an important role.

The **ordinary members** and their role in the FO are rarely mentioned during discussions.

Except to make an assertion that:

"For the majority of the members, we do not count on them for the functioning of the association (RL)."



credit formagri

The issue of power sharing, of identification of roles and responsibilities within a FO, finally seems not to be an **experience of the "Université Paysanne"** Curriculum, even if a handful of respondents said that a reflection on a structuring and institutional facilitation work of their FO or FOF was conducted.

"But once elected as a president (...) I said I am not alone, I said that all of us therefore, everyone with his/her responsibility especially in before the GA, you must make your report on what you did, why you did not assume your responsibility (RL)."

3.2 Sharing

The issue of **sharing** within an FO must be explained. It was repeated many times during the interactions, and on different topics, so that we hang on here to clarifying some meanings and scopes of practice: what is shared or could be shared, what is expected of sharing and finally why the division?

During discussions with leaders and technicians or members of BD, all called for the idea of sharing: sharing the gains of training, information received through their situation, share authority, responsibilities, ability to represent FO or share the repercussion in the FO project.

Some have the fact of sharing as a **founding key motivation** factor: work to share, be elected or receive training in order to share. This sharing seems to be capital that members own the FO project and avoid the risk of an excessive personification of FO by the President.

"(...) The problem of the executive is that the same teams who led the project are the ones that remained, and who came under the orders of outsiders who had not seen the history, who felt entitled to give out orders but without a general concerted approach with the GA, it was only the ideas from some elected members (T)."



credit Fert

Sharing is fostering a situation of **equality** of all face to information.

"(...) For example; withholding of the information (RL)."

Sharing is part of the democratic **mandate**, i.e. those elected have a mandate, a mission to accomplish. This is about the **first power-sharing** in the FO, we **give** a mandate, and the group empowers the people. But it is also sharing with the technical teams in order to achieve the objective of working in tandem between the policy makers and technicians.

"We work in tandem with the president and the director, each with his team (RL)."

This becomes a source of **inactivity** once it is not reached.

"What was missing too, was the relationship with the outsiders, with the financial partners (...) people know of the manager more than the President, a problem within the association, the President should in turn pass on to the Director (T)."

"The FO has lost its value, its ethics. Because the relationship between elected representatives and the technical team has lost its value, there was no more contact between them. The technical team is part of his side (T)."

"There was no relationship between the elected officials and the leadership. The technical team does not associate with the BD, no effort (T)."

One of the missions of the elected officials is the **perpetuation** of the FO, the sharing of **experiences** is a way to ensure continuity and development.

"We held meetings, training sessions where we specified each other's responsibilities as stipulated in the statutes. But even more it is the involvement of the elected officials which must be discussed with the technicians (RL)."

Leaders lay great emphasis on discussion and sharing and the **interest in teaching** the leaders and emphasize on their importance in the “**Université Paysanne**” curriculum.

Sharing begins in the curriculum of the leader through the dissemination of one or new **farming techniques**. To do this, he will use most often a demonstration plot. Thus the notion of sharing sometimes means those of **exemplary** or **model**. Finally there is no sharing and interaction without **altruism**, a quality that is expected of any manager or leader.

The mandate of a leader includes the obligation to share his **strategic vision** through the structuring of the FO. By sharing, I prepare the next generation; I sensitize the members on the FO project, making them to become more involved than being consumers of the services of the FO.

3.3 Skills within the FO



credit Fert

The roles and functions in a FO is not yet consensual, we have just seen this.

It is the same for many skills, which is used in an FO, which also may or must be shared between the elected officials (president, executive, BD) and the technical team. Here comes the concept of **delegation of powers**, where some see, beyond the democratic exercise, a means to ensure the **perpetuation of skills**.

Sharing of experiences is a **strategy for capacity** building of executive members, of the BD, and even members. To do this, an **example** is the preferred teaching tool of the leader. The managing of the demonstration plot during a facilitating meeting, through resolution or conflict management, leaders use what they have acquired during the training, what made them to be developed, what made them to change their practices.

“That’s how we produce as a leader, we must be able to change him, he not a member of an organization, but a real coordinator of his organization (RL).”

The training received enabled the leaders to acquire or reinforce many skills. This is important.

“The leader of the structure needs to know how to handle the position of everybody, or he must be quite versatile. So that when there is a vacancy we can make a replacement at any moment, it is in order not to disadvantage the structure (RL).”

But it is sometimes perceived as a form of **omnipotence** on the side of the president, that is to say, a desire for supremacy.

An FO works well when its members are actively involved and are kept informed about the existence of the organization. We know that unwarranted personification of the FO due to a too much charismatic leader deviates from the basis of decisions making, but the **great talent** of the **director** may also tend to crush those leaders of the FO.”

“Leaders do not dare to get themselves too much closer to a technician as the Director (T).”

“(…) the Director does not think of being given orders. He thinks that the rural farmer is an illiterate, like everyone else, he underestimates him (T).”

The **president** should fully exercise his **powers** under his mandate.

“(…) Power is in their hands, it is for them to take up their responsibilities (T).”

3.4 Post-training transfer or the transfer of information

The **transfer** of knowledge acquired in training or through information is not **systematic**, even if the candidates have had the go-ahead from their FO in general terms to share their knowledge in return (it was one of the condition of gaining access to the “Université Paysanne”).

“No I do not know if it’s complicated, but we did not receive a transfer of what it did there (RL).”

Again, some interviewees claim that withholding information is not necessarily a simple shortfall. It can also be a deliberate strategy to **retain power** by concentrating the experiences of the training or by retaining information.

Obviously, this is unfortunate because these post-training transfers or of information are provided to ensure that the “**level rises**” in the FO.

“Restitution: it is difficult to give back, but we tried. In the organization it was during the Board or executive meetings that I shared back. Mainly, teaching them how to make the most out of meetings. When we come across a person we must learn from him/her. And then everyone has his/her own way of learning (RL).”

“When a representative is elected to the higher position it is his assistant who takes his place. We handover the post, we train all the executive members. There is training at all the levels for all the managers as assigned: no replacement problem (RL).”

Restitutions, transfer of authority, retransmissions or transfers are only possible with leaders motivated by **altruism** and a sense of responsibility that makes them want to be **potential successors**.



credit Soa

4. Preparation for succession

4.1 Succession: highlights

4.1.1 Identification

Future leaders are **identified** in the FO or the **family** which, traditionally, nominates the eldest son as the successor to the farm. Most often the person identified shows himself by his **motivation** and/or **ability** to exist through his **engagement**.

“At the family level, we have the children, but we are trying to fish out from the association level. Very often, it is he/she who demonstrates a spirit of motivation is the person we nominate as a leader. There are people who are motivated but who are not necessarily competent and vice versa (RL).”

The primary objective is that we are looking for a rural farmer who is engaged in a FO, who already has a **practical responsibility** in the management of a FO.

“They must have adhered to an organization and have taken up responsibilities; they must be convinced of what they are doing in the organization, they are already sharing experience, participating in meetings they may have with others, in order to emerge from the organization (RL).”

Experience is a criterion in choosing a leader. Very often, experience is confounded with age, seniority. For many, however, it is the result of effective practice in the FO.

“Age is not a criterion; it does not depend on age. There are young people who are leaders and who only need to be guided. This is not about age (RL).”

Agricultural colleges may be “**incubators**” of young leaders who we need to accompany in the mastery of their ability to unite and mobilize energies in collective activities. But let’s beware, the **training** provided by the



credit Tom Tom

agricultural colleges is not directly related to the issue of leadership even though it **prepares**. College students will become leaders after gaining some experience within a FO.

"A student graduate of an agricultural college and who has a land to use will not be interested in becoming a leader of a FO, seeing his elders engulfed in the responsibilities of community life; he will say no. It is about preparing them for the leadership training. But the problem is: Don't they need other trainings beforehand? What is their priority: leadership or professionalism? (RL)"

At the identification during the training, it is said: *"A good evaluation in training does not automatically make one a leader, he was good during the training. Those who will be well trained will not necessarily become leaders."*

The identification exercise is done right from the recruitment for training: it is done by the local network that sends the person for training.

"(...) it is not the first in class who will be the leader. Learning to develop a rice field and learning to be a leader of an organization of rice farmers are not the same (T)."

Finally, to identify the future leaders, this consists of observing the people who seem to be **committed** and **motivated** first.

4.1.2 Emergence

The successor can come from the leader's family, the son succeeding to the father, the daughter or daughter-in to the chairwoman. Therefore, it is within the **family** that one gets **prepared**, with his close relatives.



credit Fert

"My father personally trained me to become a leader (RL)."

The leader who thinks of the future (e.g. because he is tired), must be prepared to hand over.

"I'm preparing the next generation because of my health, so I explained to the others that they had to work harder because I am retiring gradually (RL)."

In order to trust the next generation to continue with the FO project, the leader must believe in his **values** and **capabilities**. Far from the intimate relationship of the other that the family ties provide, the choice is therefore a real **challenge**.

"Not yet, but in 5 years I'll find someone who can do it and who can be trusted (RL)."

The emergence of rural leaders is from those identified as such, who are to be **supported** and **trained**. Examples of FO in which things are going well are those whose leaders thought of the next generation from the perspective of **sustaining** the organization.

"I am proud to have young leaders in the associations, particularly in the cassava sector, there are 90 trained youths and fifty trained facilitators at the radio. I contributed to the implementation of these training sessions (RL)."



credit Tom Tom

4.2 Delegation

The **delegation** enables to put in charge an elected member with a responsibility for certain tasks, with a task for a representation abroad, which is an assignment by the President of the FO. The delegation is a **transmission process**, a means of **gradually** giving responsibilities.

"I delegate my powers gradually to the next generation and currently, two young people are trying to further a leadership training course spread over 5 sessions at a specialized centre in Antsirabe, they also begun to take up responsibilities within the federation (RL)."

The practice of the delegation is not so common, whether to delegate power, to involve more colleagues, or simply to give them a little bit of space by being less busy at the helm of affairs. The delegation is

a matter of **management**. It offers several advantages: ownership of the project, participation in decision-making, dissemination of information...

The delegation is a strategic means to develop a **common vision** and not a personal one by the leader.

"I do not believe they think about the constancy of skills, it is with the technicians that it's really hot because we know very well that when there is someone who is elected we already have the impression that we found another man who is like that and who accepts the democratic rule of alternation and also agrees to submit a main-line, while it is about policies on orientations (T)."



credit Soa

The delegation may also enable to **identify** the **capabilities** of the contenders to the responsibilities within the FO, the BD or executives and in particular to anticipate the issue of succession.

The delegation is also a way of ensuring the **sustainability** of the FO, the **transfer of the project**, by **gradually** delegating the responsibilities to the potential successors.

"You have to take it from the bottom and go step by step. The successors are sometimes better as compared to the old persons. But in order not to have a break, the later must gradually be transferring to the new group (RL)."

The delegation allows a for certain ownership of the role and function of leadership through **practice**.

"On the development of a project, I invite him to develop projects with me. But he is not very sure of his capabilities whence the third term which I hope will be the last, I'm very tired (RL)."

4.3 Obstacles

The person identified as potentially able to succeed should **arouse confidence**, especially through his skills. Sometimes, qualified candidates are missing (or that we feel that they are missing).

"I appointed the Vice President, I supported him but I see that he can not arrive at it because in my absence, I have always come across lapses in the filling of forms, receipts, etc. (RL)."

The aspiring leader must be **confident of himself** and in his own abilities to put himself upfront and take up the mantle of leadership. Some have admitted their fears at the moment they had to take steps and declare themselves as candidates. They talked about a challenge they had faced, of fears they were able to overcome.

"Given the responsibilities of the leader, nobody is prepared to assume it (RL)."

Self-confidence is reinforced through **guidance** and **training**.

Sometimes, there are **few candidates** to take up responsibilities.

"Tired? Yes, just because if I don't put up any effort, others will be tired too (RL)."

"But I already told the association: 'here you are, I've given you everything, I will leave the association, I'm already tired, but they do not want me to leave (RL).'"

Succession is often motivated according to a **model**. The example given by the leader on his farm and the management of the FO needs to attract. The leader must create the **desire** in them; his succession is favoured by an action considered to be positive.

"The problem of the leaders in the past lies in the fact that those who receive training do not systematically perform the transfer of what they learnt to the others or better still, they do not put it into practice; this only weakens the farm (RL)."



credit Fert

The **image** that the leader portrays is the one in which the candidate for a possible succession will want to be seen or not. The **bad experience** of a leader can, also, deter as well as incite to succeed to influence a change.

"My children also work the land; they are members of the FO because it is for the family. But they do not want to take up responsibilities in the federation because they realised that I was lost. I was a good example of a leader, but they realised that there was a lot of time lost. I left the work and I was no more practicing, so that's the problem, they do not want to do like what I did there (RL)."

But the major obstacle to the emergence of new talent is an **attitude** that is too **deferential** towards the **elders** who do not imagine ever giving up their seats and that we are not allowed to shake.

"At the local association level, the position of the president must be rotated but not for life (RL)."

"To be a President for life if God wills it (RL)."

"Does personalization poses problems? Yes, especially when you have a mentality of presiding as those who want to be president for life (RL)."

Without a **participatory functioning**, the isolation and fatigue of the leader is very comprehensible, the question of succession arises and is resolved **collectively**. It is about a process involving interactions between members and can not be reduced to the **election** period. Emergence and identification must therefore be **integrated** into the **functioning of the FO**.

4.4 Strategy

The succession planning must **foresee** the emergence and identification of potential leaders. A process that can be thought to be a strategy that takes into account the **individual** and **collective obstacles**.

Then the transfer or delegation of authority is **gradually** anticipated.

"The former leaders should have shared with members including the successors; the example of the late President seems to be a failure in my opinion. As for me, the members and potential leaders we see each other almost every day, i.e. the transfer is progressive (RL)."

The strategy of succession planning should allow members to be **responsible** for the challenges in the FO and to **sustain** it.

"I am conscious of the succession; the federation is a permanent structure (RL)."

The ultimate objective of this strategy is the **transfer of skills** that the task of the leader requires through **support** and **training**. This strategy is a **continuous process** of transfer and interaction.

"What of the next generation? It is not easy, particularly because of the skills so I put myself at their level in order to raise them up. The children of our members attend the college (RL)."

The **initial training** may be one element of this strategy.



credit Tom Tom

5. Programming the training

Through interviews rural leaders gave reports on their experience at the "Université Paysanne" (UP). Remarks or criticisms stated below relate to this incident in their life as leaders.

5.1 Identification of candidates, training contents, speakers

Leaders must be and remain **rural**. Primarily, the leader belongs to his rural environment. The "Université Paysanne" is exactly within this logic. During discussions, some expressed the desire to defend its inclusion in the rural world, even up to its location.

"Some wanted to put up buildings because it is an academy and we have told them about the "Université Paysanne", then presumably it is on the fields, it is in the village (RL)."

Applicants wishing to undertake the UP had to meet various conditions. Among the most important ones to the leaders, is the **practical experience** within an FO, preferably at the **regional level**, the **motivation** and the commitment to **transfer the experiences** of the training.

"The choice was based on the criteria of availability, ability to transfer to members and the commitment to stay put during the training (RL)."

The leaders who passed through the UP suggest an all **democratic nomination** process by a body of elected representatives of the FO (GA, BD, and Executive).



credit Fert

"I was nominated and appointed by the federation to the UP. When I was an Executive member, there were some other members who have already received training and this time it was my turn to attend (RL)."

"We asked the Vice President to go to the training, maybe he will be the successor (RL)."

"The technician offered training to the FO that nominated a person (RL)."

Nevertheless, it seems that the **selection process** should be improved to be more in line with the **potential audience** of the UP.

"It was the technicians who received information, they passed it, transmitted the catalogues, then to the leaders of the RFO to select candidates. It went mostly through the support organization. At the last UP the representation scale was decreasing (T)."

The **participation of women** in UP remained ultimately **low** even with the insistence of FORMAGRI with the FOs to encourage the candidature of women. The criteria for selecting candidates may be (belonging to a body of elected officials, for example) penalised the candidates for the second time.

"But women who have come are quite "weak" as compared to their participation, they do not talk too much, rather they were observing, the dissertation paper was not very well done as compared to that of the men. I think that recruitment is well the reflection of reality. The female participation we had was also the participation of women in the FO (T)."

Agricultural colleges, if they are not specifically meant to train leaders, are a way to professionalize generations of farmers. The passage through one of them is a major asset for a future leader who will have received formal training in agriculture.

"Through the agricultural colleges and rural family homes, we expect future leaders and professional rural farmers. The youth must be able to control their farms (RL)."

Respondents gave their views on the **contents**, **speakers**, **methods** and **teaching aids** used within the context of the UP.

The issue of training to "know your community in order to act" has shown the evolution of access of those who have received training, job responsibilities at the local level (at the commune or Fokontany

level) and even at the regional level (MP, federation of FOs). The module on “communication” allowed them to cross barriers (complexity, lack of confidence in oneself ...) and to communicate with the authorities, technicians or technical and financial partners.

“Everything is relevant without exception. The first is to know the environment, negotiation, time management, and the accounts of the farm ... (RL).”

The module on the “roles of a farmer-leader” combined with the experience on “associative life” has contributed greatly to the organizational back up, to the working out of the mandate of leaders and the leadership to motivate and mobilize their peers.

Finally, the reflections on the “policies on commercialization and the market” practice and the theme chosen by the students for completion of a mini-report guided their decisions on the choice of agricultural sectors in which to be integrated and positioned. The most cited was naturally rice but the choices were made based on places of origin of leaders (vanilla and Ylang Ylang in the North, the market gardening and milk on upland, cotton and litchi in the south and the east).

The value of training by the UP is **recognized**, well beyond the leaders who benefited and who all claimed to have changed or improved their practices in terms of their training cycle for a leader.

“The dynamism, the sense in organization, the weight in the society itself; this changed the individuals. There is a clear difference (RL).”

Trades that value the **indigenous knowledge**, much appreciated, have also formed the backbone of the UP.

“Learn the operation of the FO, conflicts between FOs and the local authorities, fiscal management of the FOs or of the State (RL).”

“One of the objectives is for the people to meet in a place to discuss; it’s really important (RL)”

The contents have been established in part based on information collected from RFO.

“There were two stages, we grouped the RFO to identify the needs as well as the key elements of the content, and then they were sent to FORMAGRI in order to establish the programme (RL).”

“There should be a synergy among the stakeholders who are training the rural leaders. Interventions should be consistent with the objectives of the FO (RL).”

“Little by little we knew what was requested, we did evaluations (T).”

Managers and trainers of the UP had the desire to be closer to the **expectations of leaders** and **FOs**, and also **partners** through a consultation and post-training evaluation system with the participants.



The **partners** of the UP as the Rural Development Policy Unit (RDPU), a department of the Ministry of Agriculture, which has its technicians selected as speakers, have also found some **interest**. This recognition of the training of rural leaders also tells us about the **influence** of these **leaders**, and the place reserved for them. Beyond the UP level of training, this recognition highlights the expected role of rural leaders in Madagascar.

“Usually we will provide training to producers so why the UP, why do they need to know the devolution/decentralization?”

Why do they need to know other thing other than the production, what drives them into this domain? Because they want to be serious leaders in their community, and in my group there were 4 or 5 who have applied to become Mayor, including a chairman of an ASC, it is therefore to become leaders in their organization or in their region (RL)?”

The challenge for the RDPU was quite special, because supporting the training of “union officials” could have then strengthened a **counter-authority**. Yet, this capacity building that constituted the UP cycle was more thought of in terms of **partnership** through the establishment of a dialogue between rural farmers associations and government policy.

“The UP enables to have partners who make proposals (RL).”

“It’s not that we do not know the terrain, but there is something that we can not control. We need partners who can explain what is happening on the ground, why in such an area we can not start up development? (T).”

It is at the **speakers’** level that leaders are more critical, pointing out their expectations. The main demand is that of a training having a **rural facet**, in connection with “the reality on the ground.”

“(…) there should be a specialized agency like FORMAGRI but then, its employees lack a bit of what the reality is on the ground (RL).”

“(…) that the trainers really control the depth of the topic because we felt during the training sessions that some trainers were not able to control certain aspects of Agricultural Development (RL).”

“The individual consultants have the experience necessary but they are very contrasting in their interventions (RL).”

“Some were more used to office work than to be on the field (RL).”

Some leaders have experienced deficiency in the **mastery** of the subject with some **speakers**. This can be explained by some university courses undertaken by some, perhaps, in some cases a little bit far from the farmers’ realities. Yet, one of the challenges faced by the UP was to call on people from **different course backgrounds**, different **educational levels**.

“The ideal trainer should master his subject but also the field, the rural farmer’s background in order to integrate this into the training session (RL).”

The relevance of the interventions was ultimately judged by its **adaptation** to the **rural farmer context**.



5.2 Educational support

The remarks concerning the UP made reference to a practically and systematic **lack of educational support** from the leaders to complete their **dissertation paper**, an integral part of their curriculum.

“In the UP, with the dissertation paper, there would be the need to follow-up the production done by the trainees. Sometimes the quality is not always there. Some were on the track, and there were interesting issues discussed. Either it was too ambitious or this would have been to ask the trainers for a close-contact support (T).”

Thus, many leaders said they took up the writing of the dissertation paper alone, or without resorting to a possible support or an educational **support**. Of which paradoxically, some after the fact, derive a certain pride from.

“There was no support we only had the plan, and instructions from FORMAGRI. There was no trainer, I had written this alone (RL).”

“There is lack of available material resources that should be mobilized for trainees.”

On the other hand, the low **representation of women**, far from being seen as a deficiency of FORMAGRI is rather presented as a **organizational shortage of FOs**.

“We encourage the participation of women leaders, but what is unfortunate is that they are not coming forward (T).”

“We solicited the representation of women, but their number was very small, that is normal because all the leaders are almost men, so it was somewhat proportional (T).”

The mobilization and information effort to bring a lot of women to the training existed but was insufficient. It must be coupled with a solid **support**. This is particularly true of women invited to attend UP training but who **lack experience**.

"Is it a problem of level? No, they could have been at level 1, but among those who were presented they did not have enough experience, thus, reaching the UP stage, people have some package, some knowledge to discuss, so it's a shame to involve a person who has little experience. Even, if it is still interesting for her (T)."

Ethical issues, as for example the problems related to corruption facing leaders have not been addressed in a specific module in UP. They have been subjected to continuous reminders during the training, but have found a place within the context of an accompaniment.

"You can train a manager of a FO, he will be technically good but you must support him on ethical grounds, but I do not know how to do it, in other wise, I knew in the beginning, when things were less structured and when were still amateurs, we shared everything (T)."



credit Fert

5.3 Post-training monitoring

The **lack of post-training monitoring** is also considered to be a big gap in the UP. Monitoring enables to **assess** qualitatively the impact of training directly at the alumni level, whereas finally the recurrences just as the examples retained are those of the **leaders in place and known**.

"Where are the leaders completing the UP? The monitoring of the people should have been done long ago by FORMAGRI (T)."

Actually, monitoring can be a tool for assessing the training. Better still, it can be a way to ensure that beyond this, there is indeed a training **impact on participants, practices** and within the FOs.

"They would have then shared with their peers. We could not monitor him, to know whether it was effective or how they did it without much loss (T)."

But on the question of who should have been in **charge of the monitoring**, the opinions were **conflicting**: for some, it should be FORMAGRI, architect of the UP, for others, it should be the RFO partners or the RFO to be responsible for the monitoring activity.

"It is for each local FO to be organised, to monitor the post-training. But on the side of FORMAGRI, officially there is none. We can not organize it because it requires resources, so it was entrusted to the local agencies. It is learnt incidentally (T)."

Finally if the monitoring could be mentioned, it was not thought of. Yet, this is obviously a way to **supplement** after the training, the lapses that have been reported. It also ensures the **application** or implementation of projects developed during the UP cycle and formalized by the **memoirs**.

"The memoir will contribute to the expected change in their organization and to the development of their locality (T)."

"Increase participation in terms of project, an involvement in his region, his FO. This is not the issue of the memoir because it lacks monitoring, which must be done beyond the defence of the thesis (T)."

Leaders and technicians are concerned that the **monitoring** has not been **integrated** into the UP cycle itself.

5.4 Retraining and deepening

Retraining of which the interviews made reference, must be understood as a return to training, in order to ensure the **continuity of skills** and as a **refresher** on the basic skills required to be a leader. Retraining is separate from the deepening: the later develops a theme already discussed at a UP session, or addresses a new theme.

The need for retraining expressed by the leaders is before anything an **updating** of the experiences.

"Concerning the sessions, they were not enough; we must update them (RL)."

Agricultural policy changes, the rural context also: the updating of knowledge is crucial for the training of leaders, which has always sought to answer at least to the expectations of the stakeholders on the field. Retraining is a **real demand** by the **leaders** concerned about the sustainability of their skills.

This request for a retraining also reflects the will to pursue a dynamic **training** based on the **interaction**, initiated by the UP.

"I wish there was a time of consolidation for all the groups that have benefited from leadership training so that we share what we did after the training, something that is left to be done. This will really be a great moment of sharing (RL)."

To be retrained is then to be face-to-face with the exchange of new practices once more. The idea was raised to set up an **association** or put in place a network of **"old people"** of UP, like those of higher institutions, which ensures monitoring of successive groups.

The urge to discuss the deepening through retraining underlines the **desire to develop one's knowledge**, to deepen is vast.

"The problem was that we were limited in time, we could not go to the extreme end of issues. Had we been able to retrain on certain themes, it would have been beneficial for the FO leaders (RL)."

Many leaders said they were still far from being satisfied after the UP, not that the contents were insufficient but because their thirst for learning and for interaction increased during the UP or even has been revealed.

"They came for something other than agricultural technical training, but with the UP I know now that they need something else, not only to be leaders. They need further training in order to guarantee their job properly, they do not only need agricultural techniques, and I was very pleased, they wanted to know everything (T)."

"(...) the speakers are professionals, well-chosen themes, but insufficient time to go further (RL)."

Develop a theme seen during the training was not the only need expressed; some have been identified, including their leadership practice, **new training needs**. It is basically to work on the **policy measure** of the role of the leaders. The **apolitical** and **good management**, for example, were cited as issues that should have been explored.

"But if ever the president becomes the Mayor he must choose: either he leaves the office as the chairman or the Mayor. That's why I say that the UP is not enough; we still need to introduce a theme that will explain to the future leader that one can not do everything at once (RL)."

We have seen it, that **political affiliation** is as much a subject of debate among the leaders as a hindrance to the possible emergence of new talent.

"That's why I say if they still speak of UP, we should have some reinforcement techniques and attribute it to the leader in order that he does not abandon his leadership role (RL)."

From experience leaders have clearly in mind that **corruption** is an important issue in every FO. This theme should be developed and integrated in the training course for rural leaders.



credit Fert

"(...) I think there are some things I do not know very well and we must do to be of benefit to the future leaders; for example for a leader to fight corruption, is a leader fit to fight this in his organization (RL)."

Thus, it would not only be convenient to address the notion of "good management" but to reflect on the prevention of **corruption** by analyzing the types and forms it may take. Who are the **targets**, what are the **strategies** and the **consequences**?

"During the training we practised. Role plays to show whether corruption is good or bad have remained deeply ingrained in the minds of future leaders and they could put themselves in the right direction if we talk about corruption. We give them the



credit Fert

means to defend themselves or defend their organization. I do not know what kind of training we will give on this but my concern is to help for the perpetuation of the organization, leaders must be up to the task, be more aware of the machinations, tricks, scams and all that could damage or interfere with the organization (T)."

So in conclusion, the "Université Paysanne" cycle or training courses appeared during the discussions as the **standard** training for rural leaders in Madagascar. A training that trainees have **appropriated** since it has been the subject of numerous **applications** and which enabled them to **develop their reflection** in various ways.

Rural leaders believe they have sufficient perspective to **consider** their own **training needs**. They feel able to plan to anticipate for the future training needs of the **Madagascan**

agricultural environment. They learnt to work both in **teams** and in **partnership**.



credit Fert

APPENDIX 1 – LIST OF PERSONS INTERVIEWED

(Interviews in France and in Madagascar from 11th May to 14th August 2010)

N°	FULL NAME	POSITION	ORGANISATION	VENUE FOR THE INTERVIEW
<i>Interviews in France</i>				
1	AMIRAUX Michel	Consultant (Ex TA with FERT)		St Etienne les Orgues
2	BOQUIEN Nathalie	Head of Mission	"Inter-Réseaux Développement Rural"	Paris
3	D'ORGEVAL Régis	Trainer (TA with FERT for the setting up of FORMAGRI)	LEAP Bonne Terre Pézenas	Montpellier
4	FONTESPIS LOSTE Valérie	Trainer	IFOCAP	Paris
5	LAMBERT Jean-Jacques	Consultant (invited by FERT for a support to FORMAGRI)		Amiens
6	LASSALLE Thierry		GRET (ex Consultant for FERT)	Paris
7	MENETRIER Jean-Baptiste	Former Head of AFDI Mission		Paris
8	MEYER Anne	In charge of the Territorial & Environmental Department (Formerly in charge of FERT projects)		Avignon
<i>Interviews in Madagascar</i>				
9	ANDRIAMAMPANDRY Tantely	Trainer (former FORMAGRI staff)		Toliara
10	ANDRIAMANJATOARIVO Jacob	President	AFFB (Asa sy Fampandrosoana Fanabeazam-Bahoaka)	Ambositra
11	ANDRIANJAFIMAHATRATRA Solofo	President	Tranoben'ny Tantsaha (National Agric Department)	Antananarivo
12	BENE Serge	Consultant		Antananarivo
13	CHARLY Auguste	Member	Rural farmers' house	Toliara
14	EVONDRAZA	President	Rural farmers' house	Toliara
15	FIJA	Member	Ampela Milongo	Morondava
16	JASMIN	President	AUE	Menabe
17	KILASY Razanatelo	Assistant to the Mayor (ex Administrator FORMAGRI)		Ankilizato
18	LAHIMARO Misaina Séraphin	Finalist from the Ambalavao Agric College		Ihosal
19	MADELEINE Gisèle	Member	VFTM Menabe	Morondava
20	MAHAKOSY Merci	President	CSA Menabe	Morondava
21	MAHERISON Nirina	President	TT (Agric Department) Amoron'i Mania	Ambositra

N°	FULL NAME	POSITION	ORGANISATION	VENUE FOR THE INTERVIEW
22	MANA Parfait	Consultant		Toliara
23	MANASOA Merlin	President	Rural farmers' house	Toliara
24	R. Lydia	President	Village unit	Vineta Sakaraha
25	R. Nadia	Member	DRV	Toliara
26	RAHAINGO VOLOLONA Mireille	Coordinator UPDR	Minagri	Antananarivo
27	RAHARIMANANA Ginette Jocelyne	Vice President	VOMBO	Tsiroanomandidy
28	RAHELIARIMANANA	President	CECAM (local savings bank)	Tsiroanomandidy
29	RAJAONAH Solange	Representative of FERT in Madagascar Administrator FORMAGRI	FERT	Antsirabe
30	RAJOHANESA Mamy	President	FIFATA	Antsirabe
31	RAKOTOARIVELO Désiré	President	CECAM	Tsiroanomandidy
32	RAKOTOARIVELO Havoson	Rural agro-food Economist	Minagri/UPDR	Antananarivo
33	RAKOTONDRANJA Joseph	President	OP Tanjona	Tsiroanomandidy
34	RAKOTONIRINA Edmond	President	VFTV	Antsirabe
35	RAKOTORAHALAHY Jean Baptiste	Consultant BD FORMAGRI, ex-officio		Antsirabe
36	RAKOTOSON Henri	President	FIFIMPAVA Cooperative: Fivondronan'ny Fikambanan'ny Mpanjono eto Vakinankaratra	Antsirabe
37	RAKOTOZAFY Benoît Théophile	Vice-President	VFTM Haute Matsiatra	Fianarantsoa
38	RALAINANDRASANA Michel	President	VFTM Haute Matsiatra	Fianarantsoa
39	RALAIRAVO François	President	VFTM Menabe	Morondava
40	RALAITSIFERANA Merci	President	FITAME	Morondava
41	RALAIZANAKA Paul	President	TT (Agric Department) de Haute Matsiatra	Fianarantsoa
42	RAMANATSOA Joelson (Monja)	Secretary	Union of Ny ainga Groups	Morondava
43	RANAIVOARISOA Nomenjanahary (Menja)	Technician (former FORMAGRI staff)		Toliara
44	RANDIAZANAKA Modeste	General Secretary	TT (Agric Department) of Haute Matsiatra	Fianarantsoa
45	RANDIMBIVOLOLONA Manampisoa	Technician UPDR	Minagri	Antananarivo

N°	FULL NAME	POSITION	ORGANISATION	VENUE FOR THE INTERVIEW
46	RANDRIANAIVO Philibert Zakaria	Mayor/President	Soa Miradia Federation	Antsirabe
47	RANDRIANANDRASANA Raymond	Administrator	VFTM Menabe	Morondava
48	RANDRIANARISOA Rakotozandry Martin	President	TAMI Menabe	Morondava
49	RANDRIANARIVELO Jules	President	Koloharena Confederation	Antananarivo
50	RANDRIANASOLO Ida	Regional Coordinator, Former trainer at FORMAGRI	Capacity building project for OSC – ISTS	Antsirabe
51	RANDRIANASOLO Charles Augustin	Former President VFTM Menabe		Morondava
52	RASAMIMANANA Vonintsoa	Former trainer at FORMAGRI		Antananarivo
53	RASOARIVELO Simona	Member of the BD of FORMAGRI, Director of the region	DDR Haute Matsiatra	Fianarantsoa
54	RASOLO Jeannot Augustin	President	URCECAM Vakinankaratra	Antsirabe
55	RASOLONIRINA Marcel	Vice President	SOA	Tsiroanomandidy
56	RATALATA Gervais	Administrator	MAMPITA	Fianarantsoa
57	RATSIMBAZAFY Emmanuel	President	MAMPITA	Fianarantsoa
58	RATSIMBAZAFY Jean-Louis	President	Koloharena	Fianarantsoa
59	RAVELOARIJAONA Raymond Nonat Richard	Regional Director	FAFIALA Centre	Antsirabe
60	RAVOLOLONIRINA Marie	President	Red Cross	Mahaboboka Tuléar
61	RAZAFIARISON Nicolas	Ex Director	FORMAGRI	Antsirabe
62	RAZAFITSILATSAINA Amédée	National Secretary	Tranoben'ny Tantsaha	Antananarivo
63	RAZAKARISON Jean Donné Adolphe	Administrator	FIFATA	Antsirabe
64	REBANA SANDRATA Norbert	Member	Rural farmers' house	Toliara
65	RESOJA Filla	Member	Rural farmers' house	Toliara
66	ROBISON Thomas	DRDR	MinAgri	Tsiroanomandidy
67	SOAMAHAY Lahibana	President	AUE - Rural farmers' house	Toliara
68	TSAMBOHOENY	Administrator	Rural farmers' house	Toliara
69	VAOVOLO Pierre	Member	Rural farmers' house	Toliara
70	VOAHANGY Virginie	President	FO Female	Morondava



Part III

Report of the workshop 1st - 2nd September 2010 at Antsirabe

SUMMARY PART III

1. CONTEXT	71
2. PARTICIPANTS	71
3. OBJECTIVES OF THE WORKSHOP	71
3.1 MAIN OBJECTIVE	71
3.2 SPECIFIC OBJECTIVES	71
4. METHODOLOGY	71
5. REFLECTIONS EMANATING FROM THE WORKSHOP	72
5.1 THE PERCEPTION AND THE CONCEPTION OF THE RURAL LEADER	72
5.1.1 Preliminary remarks and a strong affirmation	72
5.1.2 What are the qualities a leader must show?	72
5.1.3 What should be the skills of a rural leader?	73
5.1.4 In brief	73
5.2 THE INSTITUTIONAL DYSFUNCTIONS AND SUCCESSION	74
5.2.1 Identification of institutional dysfunctions	74
5.2.2 Solutions to overcome the shortcomings that hinder the emergence of a new generation	75
5.2.3 In brief	76
5.3 PLANNING FOR THE SUCCESSION	76
5.3.1 The factors that make you want /the factors that make you afraid to become a leader	76
5.3.2 Conditions that favour/ hamper the emergence of the next generation	77
5.3.3 The identification strategy of succession	78
5.3.4 In brief	79
5.4 THE TRAINING, GUIDANCE DURING THE TRAINING, MONITORING AND RETRAINING	79
5.4.1 The training	79
5.4.2 How to think of post-training monitoring?	80
5.4.3 How to think about retraining?	80
5.4.4 In brief	81
ANNEXE 1 – LIST OF PARTICIPANTS	82
APPENDIX 2 – PROGRAM FOR THE WORKSHOP	85

1. Context

Within the context of the completion of the work on the capitalization on the theme “The training of future agricultural leaders: capitalization of FORMAGRI experiences” that the Rural “Inter-Réseaux Développement Rural” entrusted FERT with - in partnership with AFDI and FORMAGRI - a workshop was held at the Agricultural Training Centre (ATC) Antsirabe from the 1st to the 2nd September 2010 on “the identification of the problem of leadership training.”

This workshop was a follow-up to a series of works consisting of:

- The collection and use of archives relating to the training of current rural leaders mainly with FERT and FORMAGRI;
- Discussions with key people, especially those that intervened or contributed to the implementation of training programmes for FORMAGRI rural leaders;
- Discussions with many leaders who participated or not to the training of FORMAGRI leaders (“Université Paysanne”, “Itinéraire Leaders Paysans”).

As such, the workshop was based on one hand on the first results of this series of work and on the results of the workshop organized by the SOA and AFDI network on the other hand in December 2009 on the “Training mechanism for rural leaders.”

However, it should be noted that the action performed by the operational team which was inserted in the workshop is under the direction of a steering committee consisting of representatives from three partner organizations FERT, AFDI and FORMAGRI.

2. Participants

The brainstorming workshop was attended by representatives of partner organizations in this project (FERT, AFDI, FORMAGRI), apex FOs (FIFATA, SOA, CPM, FEKRITAMA, Koloharena), leaders of rural organizations, trainers, representatives of the Ministry of Agriculture, as well as other stakeholders chosen from respondents during the interviews which is stated in Part II.

The list of participants appears as Appendix 1.

3. Objectives of the workshop

3.1 Main objective

Identify the elements of the problem in training rural leaders.

3.2 Specific objectives

Identify, share experiences and reflections under 4 themes:

- Perception and Design of the “rural leader” concept.
- Role of the leaders in terms of the institutional functioning of a FO
- Succession planning
- Support during the training, post-training monitoring, retraining and deepening

4. Methodology

Participants were divided into two balanced groups composed of women, men, young farmers, rural leaders and technicians. Both groups treated the 4 themes.

A half day was set aside for each topic.

The workshop programme is presented in *Appendix 2*.

Each group reflection was followed by a retransmission/restitution in plenary by the reporters of the two groups during which participants were again given the opportunity to comment and discuss.

Extracts of documents, produced from discussions and exploration of the archives, were distributed to participants to stimulate their thoughts.

5. Reflections emanating from the workshop

5.1 The perception and the conception of the rural leader

5.1.1 Preliminary remarks and a strong affirmation

In the first place, participants responded to the extract which was distributed, and the quick synthesis of discussions with key individuals or rural leaders on this topic. They particularly responded strongly to the statement “Tantsaha: people who live in rural areas, people who dress poorly, the poor. But farmers are particularly proud; thanks to the training given them, they are proud of the development of their farms. Even at the association level, we interact better as compared to other farmers who are not members of the association. Because for all, *“to be a rural farmer is not necessarily to be dirty or poor, or someone who can not take care of him/herself.”*”

But a rural leader is first and foremost a **Tantsaha**. This was said during the debates on this 1st theme, but emphatically repeated throughout the two-day workshop.

Works on the 1st topic should help clarify the concept of a rural leader which has different meanings depending on the people.

To achieve this objective, the participants were asked several questions.

5.1.2 What are the qualities a leader must show?

All responses were grouped into categories and ranked, perhaps somewhat arbitrarily, as related rather to the skills and behaviours.

• Qualities somewhat related to competence

In the “person’s ability to do”, which could be the definition of competence, the participants said they expect from a leader to be able to **observe, listen, transmit, share responsibilities**, to **organize** his **time**, seek information.

• Qualities somewhat related to behaviour

Among the behaviours (manners), participants chose to emphasize the need for a leader to be **well educated**, to show **willingness**, commitment, and determination.

He must **respect** others, know how to create an atmosphere of **mutual trust**, be interested in the problems of others, he must demonstrate the willingness to **share, give, and love his fellow human beings**.

A leader must also know how to take advantage of the **experiences**, take **risks**, have **ideas**, be capable of taking **initiatives**, be a “**pioneer**” in the application of knowledge acquired through training.

5.1.3 What should be the skills of a rural leader?

After examining the qualifications, participants specifically listed many of the skills expected of rural leaders, and then classified them into:

- Skills that can be acquired mainly through training such as those set up by FORMAGRI for example,
- Skills that can be developed in the greater part through training, but courses that are of interest only if they are geared towards individuals endowed with human qualities, features that allow them to develop them,
- Skills that are not acquired or developed through training, but are rather through a personal method much broader and complex.

• Skills acquired mainly through training

Participants considered that a rural leader should easily, through the training, be able to **deliberate, discuss**, and manage **communication skills** (oral, behavioural, etc.), develop and present a **petition**, develop and manage a **project**, seek **information** and to develop and share experiences.

Through training, a leader must also be able to unite and mobilize the resources for a collective activity (**leadership**) to choose the type of organization to be projected in order to be consistent with the objectives and expectations of his members, manage **conflicts**, manage a group, to be an **example** in the management of a FO.

He must be above all an example in the management of a **farm** and master the farming techniques and agricultural production.

• Skills developed through training, necessary but insufficient

As before, it was sometimes difficult to draw the line between skills and behaviours. Appearing here are skills considered as being developed through training, but not only, namely: **self-confidence, discipline, patience**.

It is also about **persuading** and **arguing, listening, analyzing**, and even **innovating, experimenting, suggesting, anticipating**, ensuring a “**global vision**” of agriculture, to be **creative**.

For participants, a leader must be **versatile**, able to take **decisions, delegate, organize**, be a **mediator**, and **arbitrate**.

A leader must also carry out economic activities to his best, particularly agriculture, to be a **model** on his farm.

• Skills for which training plays a very modest role

Participants felt that falling within this category is to be **daring**, to demonstrate **citizenship**, to be mindful of **ethics**, to **draw experiences** from travelling, especially abroad, and more generally deliberations, to study and draw up an inventory, **analyze problems**, to mobilize **resources** for projects, to **plan**, to demonstrate **general knowledge**, to meet a **professional approach**.

5.1.4 In brief

Rural leaders must first be rural farmers, “**Tantsaha**”, who manage their farms in such a way that it could become a **model** for others.

The **qualities** expected of a rural leader are **extremely numerous**. Participants mainly stressed on how much of high quality in their **relationships** with others was expected of rural leaders (respect, trust, sharing ...) and a very strong capacity to be **engines of innovation**, creativity (risk, ideas, initiatives, pioneers). Curiously, the ability to move forward was not particularly emphasized at this point.

The **skills** required of a leader are also particularly **great**: They range from the mastery of farming techniques to the ability to manage conflict. The emphasis is laid more on **communication skills**. In this area, participants seem to wonder: they ranked communication skills in the “skills mainly acquired through training” but still seem to doubt the effectiveness of the simple training in communication.

Everyone here has felt that there are skills of which the acquisition is not exclusively or primarily from training. Of course, any training in order to be effective must be undertaken on a fertile ground. But then it came to light that some skills can only be developed through the provisions or predispositions that are generally built only from a **complex life-course** that are not necessarily disseminated homogeneously among a population with aspiring leaders. In this group, of course, we group the skills that are more of characteristic nature such as being patient or knowing how to listen, and also real skills like the ability to carry out economic activities or the ability to take decisions.

The widespread idea: we do not have to expect everything from the training. Often these are only one of the elements enabling to develop qualities or skills that are often the result of a long and varied itinerary. It is so often referred to as the educational concept.

5.2 The institutional dysfunctions and succession

The role of leaders is closely linked with the institutional functioning of farmer organizations under their responsibility. The objective of the work on this second theme was to analyze the institutional dysfunctions and reflect on solutions to put in place to face them, in order to develop further appropriate training.

5.2.1 Identification of institutional dysfunctions

The institutional failures are abnormal operations by farmer organizations regarded as a system of social relations with some stability over time.

• The general institutional dysfunctions

As a prerequisite to the study of failures hindering the emergence of a new generation, and generally the participants recalled what the major obstacles to the smooth functioning of FOs were.

The **ignorance** of the Decree 60-133 often leads to difficulties in the lives of rural organizations. One should know what this document can and can not allow to be served as a legal framework for FO. In some cases, other options are available (cooperative status, microfinance institutions ...) more suited to the objectives pursued, it is still necessary to know these.

The **requirement** of knowledge **sharing** is often one of the conditions before leaving for training. Whereas the non-sharing or the non-transfer of knowledge acquired during the training poses a problem and brings a few questions to mind: who should take the leadership training? Why train a leader who does not want to share?

The leader does not always see his function as a mandate given to him by members of the FO. Sometimes he speaks in his own name, diverting from the mandate entrusted to him. There is too much **personification**.

There is **confusion** sometimes in the **functions** of each other within a FO. This is particularly true of the respective authorities delegated to the elected official and the technician. They are poorly **identified**. It also happens that members of a FO do not know the responsibilities that rest with each of them, what the distribution of roles is, for example in a GA, what is it, and whose is it ... It is a question of motivation to attend meetings. Available and skilled people are rare, so much sought for and solicited. The FO members like to give these people the responsibilities that should not be theirs. This encouragement to the **interlocking of functions** is not conducive to the emergence of new leaders.

The leader himself does not always control his role, function and mandate. This **incompetence** embarrasses him as far as keeping the FO is concerned and even to a confusion of roles and objectives, during formal meetings for example.

It is possible that we come across leaders whose **motivation** is not primarily the existence of the FO and the satisfaction of its members, as, when the leader is guided by the search for compensation or per diem. Furthermore, the leader must also be motivated by the quality of the institutional existence of the FO (respect formal meetings: BD, GA, time of disseminating information ...), which is not always the case.

The lack of **strategy**, which can be defined as the "lack of shared vision fostering a collective acceptance of responsibility" is very upsetting. By formulating clear objectives, we are obliged to meet the desires of members of the FO better.

• The dysfunctions particularly considered to be barriers to the emergence of a new generation

Leaders in place are very reluctant to **pave the way**, often because of selfishness.

Rural leaders can be (too) confident of themselves, perhaps because of the training they received. The succession is then discouraged from confronting this **omnipotence**.

Leaders are sometimes **powerless** in resolving a problem, which is not conducive to being in the same situation.

Often the agricultural mandate is viewed by leaders as a springboard to other responsibilities,

essentially political positions. This can result in a rejection by young people.

The **time investment** implied by the mandate of the leadership is very restrictive. He is sometimes called upon to abandon his farm, his family, which can be dissuasive.

Leaders in place do not provide any **delegation of authority**.

The leader must have his personal vision for the FO in order to be able to face the partners. This **strategy** must be perfectly comprehensible so that the next generation can join.

There is little **communication** among members, for example we do not communicate on the faults in an open manner. Do not hide anything if you do not want to discourage the next generation.

There are no **communication** or regular relationships among the local FO and organizations at the higher levels (regional, national). Yet, the succession will come only from the substructure. In fact the leaders are unfamiliar with the database.

There is no **identification strategy** for a possible **succession**, or **financial resources** to do so.

Many young people **refuse** to be **farmers**. This could explain the absence of the young talents wishing to become rural leaders.

Authority frightens the young people, who lack confidence, maturity, and training and are least desirous to take some responsibilities, because they feel incompetent to do so.

Sometimes it occurs that one adheres only to look for compensation. Succession may think that members of a FO are always greedy and behave badly, because of the bad behaviour put up by the old people. One does not want to be **identified** with this kind of **role model**. So one will not go in and will not take up responsibilities.

There is an old habit of the members of a FO to get everything done through the president. In addition, members of the FO usually only know the old leaders, other officials are often ignored. This effective **concentration of responsibilities** deters young people from presenting their candidacy for positions deemed unhelpful.

There is no renewal of position with outsiders in almost all the FOs. So when there is going to be a renewal of office, there is the fear that one may find him/herself **only** among **inexperienced** newcomers.

Especially since historically we do tend to **trust the elders**, than **women** as well as **young people** are rarely listened to.

5.2.2 Solutions to overcome the shortcomings that hinder the emergence of a new generation

The various solutions proposed by participants were classified into three categories, depending on whether they seem to be primarily from a training endeavour; they require training efforts to be complemented by other measures and solutions in which the training is required within a reasonable margin of time.

• Solutions that initially seem to pass through training

This is to enable the people to be able to develop and manage services that are effectively adapted to the problems of the members of the association who really do **better** in their **lives** or on their **farms**, carry out a **collective activity** in respect of **independent regulations**, manage in a sustainable manner the **tasks, roles and responsibilities** of everyone in the organization, **share** ideas and experiences.

• Some solutions that go through training, supplemented by other measures

It is about making people capable of making designed, developed, and worked out **proposals** with various partners, including donors, in order not to be content any more by simply responding to those made by others.

Leaders must be able to know the relational codes in order to be assured of the consideration by their speakers, especially during discussions or negotiations.

They must also be able to put into **practice** what has been developed in **training**, provide a wide spot in the group's activities, **retransmit** the knowledge acquired during the **training**, let a **significant number** of people take advantage of the training, not to reserve them for just one or two people.

• Solutions in which training plays a minor role

The renewal of office by an outsider during every election of leaders should be systematically introduced in the **statutes** of the groups, and generally include in the statutes of the association, **provisions** that support the **rotation** of officials (limitation of the term of office, organization of delegation of authority...). We should also work on the **motivation** of **leaders** to bring about real “vision”, even if it takes time to establish an **information system**, the media for FOs, adapted to the objectives and the public, develop inter-farm and inter-FO **interactions**.

5.2.3 En bref

Dysfunctions that impede succession may be the responsibility of leaders in place (bad image that we do not want to imitate, unwillingness to pave the way...) or related to the **organisation itself** (lack of bond between the local FO and the regional or national organizations, the inappropriate statutes...). They are also the fact that **FO members** who, are bent on the desire to recognise the President as the only leader, promote a concentration of authorities and make the other elected positions less attractive.

Individuals liable to take over are often **afraid** of the time investment, the weight of the responsibilities for which they feel inadequately qualified.

Dysfunctions also emanate from the **traditions**: we confide in the old people most and in whom we entrust the responsibilities.

Solutions exist to address these difficulties. They go through training for example, for a better understanding of FOs and their functioning. But the training alone is not always enough. In some cases, they must be accompanied by **other measures** like a real application of the experiences acquired during the training or the institution of the retransmissions period at the meetings of FOs. There are also technical solutions: adjustment of the statutes of FOs, utilization of information system...

5.3 Planning for the succession

Here, we had to analyze the relationships, differences and complementarities between initial and continuous training and reflect on key issues that are part of the transfer manners/know-how (How do we transfer knowledge? How do we encourage transmission and learning?), and secondly the delegation (to delegate is to transfer).

For reasons of time management, issues directly related to training were treated under the 4th theme.

Three sub-themes have been proposed for each group:

- Factors that make you want/factors that make you afraid to become a leader
- The conditions that foster/prevent the emergence of the new generation
- The identification strategy of the new generation

5.3.1 The factors that make you want /the factors that make you afraid to become a leader

• Factors that make one to have the desire to become a leader

There are factors inherent to the individual as the search for **personal development** through the improvement of one's skills, openness to other points of interest, willingness to be educated, or the **increment** of the results on the farm. We can also have the desire to satisfy **material needs** from revenues drawn from one's activities as a leadership (we observe some changes in the position of leaders and we think they gain from the income of their responsibilities) or quench their thirst for **honours**.

The desire for **commitment** also exists, because we think we are gifted enough to lead or manage, that one wants to share or implement his ideas or his sense of development, or because he has the spirit of innovation and the desire for a change. There is also a need for **social recognition**.

The example of former leaders can also make you want to be a leader. One can be seduced by their technical **successes** on their **farms**, the richness of their **personality** and the interests in their **responsibilities**, after having discovered them by paying visits to them. We can also be seduced by their ability to be listened to at places where farmers are not used to be (particularly at the administration level), through the **confidence in them** that they show.

The desire to become a leader can come from within the FO itself when we meet former leaders prepared to pave the way for the youth, to promote **replacement** or if we are **regularly given responsibilities**, sometimes reluctantly: we finally have some liking, or at least are not frightened. If the association is really organized into an **incubator** to prepare and identify the leaders, it can also be positive. Since when the young people who like to take up the responsibilities and have the charisma are systematically encouraged or when there are young people interested in developing their efforts to **attract their peers**.

We also note that if individuals who have a spirit of **trying, and of experimenting** meet the conditions for doing so, they may be tempted to be committed. This is not necessarily bad because, if they are trained, they can become real leaders. If young people are **invited** to the **FO meetings** when they are not yet members, may be they will be interested in the association on these occasions and will want to go further.

• Factors that frighten

There are factors related to **responsibility as ignorance** of the nature of these responsibilities, the **fear** of responsibility because we feel incapable, that one is **shy**, because of the **volume** of the duties to take over according to the availability of time, lack of **assurance** and **self-confidence**.

There are the costs of commitment: the **investments in money and time** worry, as well the **negative impact on farm activities as the family** (on the education of children, insecurity).

There are factors that are more about principles such as the non-compliance with **apolitical** attitude, the fear of manipulation, of political manoeuvring or the principle of **volunteerism** that can go off, especially when there are many demands elsewhere.

There are also bad examples. Some leaders do not get any **result**, not even visible, or concrete. So we can say that it will be useless to engage in activities that are apparently ineffective. The performance of **bad deeds** and **negative outcomes** on the side of the former leaders, such as imprisonment following the embezzlement of fund, this may also play a role. In the same vein, it also happens that parents do not encourage their children because of **prejudices** against former leaders.

Other factors can still come in: the **fear of having to work alone**, especially when you feel ill prepared for the responsibilities, the **low level of education** that could be an effective obstacle but can also give rise to **complexities**, in the **eyes of the society**.

5.3.2 Conditions that favour/ hamper the emergence of the next generation

• Conditions that favour

The existence of a planning **strategy** for succession is one of the key elements. We must give ourselves the means to **target** the succession from the onset, invest in his **education** and **training**, and introduce him to take up **responsibility**.

In the functioning of the FO, the **laws** must be **respected**; everyone must **know** his **rights** and those of others; **assume** his **responsibilities** such as paying dues, participate actively in meetings and group activities. Everyone should have the **support** and guidance of a **technician**.

We must be **attentive** to the **decision** that the **society** will bring to bear on the persons called upon to be future leaders (choose trustworthy people, having a sense of responsibility, dynamic).

The leader must have it in mind that he needs to lead by example to inspire others to become leaders when it comes to their turn. He must be very **attentive** to the **image** he portrays about himself.

A **variety** of partners who work with the FO is necessary.

We must show to the young people that they can make a good **living** out of the **farm**. And eradicate from the minds of the next generation the idea to stop production to become a “bureaucrat.”

• Conditions that impede

The lack of strategy in identification and the preparation for a succession weighs a lot, as well as the failure to adopt the system of the **renewal of leaders with outsiders**, the fact that the **statutes or the rules of procedures** are not **appropriate** (number of mandates ...). The **promising sectors** are not well known by the people at the grass root level. If they knew them, they might be tempted to take up responsibilities in order to give more opportunities for a better control of these.

Poor mastery of **conflicts management** within the FO can also be detrimental, the leader may have many enemies, what discourages one from taking over his responsibilities, just as the example of the former leaders who give up because of excessive criticism or children who do not want to do as their parents, like sons and daughters of rural farmers who have turned to trading.

5.3.3 The identification strategy of succession

It is about answering to the questions: where, when, who, how, to proceed with the identification of succession?

Where? At the **FO**, in the **family**, **society** for, there is the society of uneducated young people, capable of taking up responsibilities if they are given the means, in the **brainstorming workshops, meetings or training sessions**, on the **farms**, or **training centres, schools, agricultural colleges**. Leaders in business should intervene with these organisations. Their testimony could attract young people to the responsibilities, which would even be more interesting than when we are dealing with educated people.

When? **At any time** and **under all circumstances**: there must be a continuous sensitization; right from an **identification plan** of the next generation. It is a **process**, not a one-off task.

Who? FO internal teams (**technicians**) and external (**support bodies ...**), **members of the Board of Directors**, all FO **members**.

How? By **empowering the leaders** to identify the next generation, by showing that the leader **works as a team**, means he does not act alone, he consults, exchanges, discusses with other members of the FO, by affirming and proving that the responsibilities are not only reserved for those who own **large farms**. But all the leaders must remain as **true professionals** during their tenure of office. We must encourage young people to join associations with the specific idea to create a **pool** for succession. And maybe by making the **adherence** to an **association** obligatory for all those who want access to a training centre. Membership must be made possible in a **transparent** manner. We must avoid nepotism or the transfer of authority from father to son. We should facilitate the sharing of information in order to give a chance to all those who want to become leaders, to establish **cooperation** among the various structures for this purpose. The **rural trainers** who have mastered the production sectors must share their experiences especially with the next generation. We must develop a **capacity building** plan within the organization, **train** on various topics and at different levels (foreign language, leadership ...), **develop** with the help of the technicians the achievements of leaders in business and increase the **applications**, the **practice** in the training curriculum for future leaders.

5.3.4 In brief

We may want to become leader of a farmer organization for many reasons: for **personal development or improvement** of the results of one's **farms**.

We may also be attracted by the **honours** or the search for **new resources** related to the taking of responsibilities (per diem ...).

The **example of current** or old **leaders** is very important (positively or negatively).

The willingness to share his ideas, participate to development is also a powerful engine. The concept of **commitment** exists.

If the FO and its members, particularly its leaders, strongly emphasize their determination to make way for the next generation and organize themselves in this sense, it is clear that there will be **candidates** to take up the responsibilities, even if they can be **frightening**, especially when one feels **unprepared**.

Any farmer organization should develop a **succession plan**. **Identifying** future leaders is **everyone's business**.

5.4 The training, guidance during the training, monitoring and retraining

It was about designing the educational and methodological guidance during the training sessions and particularly between the various training sessions, how to think of the post-training monitoring activity which is based on the analysis of the course leaders who have received training in the past and how to think about retraining or deepening the themes.

On the overall, to be effective, training needs a full membership, a post-training monitoring and guidance to the practical, systematic retraining and especially the non-reproduction of past mistakes.

Four sub-themes were discussed and developed in a group.

5.4.1 The training

• How to create a real membership from the public for training?

Prior to the training, we must perform an **awareness** creation exercise with all the means of communication available: brochures, newspapers, colleagues, technicians. And let people **participate** at all stages of training, from the preparation to the implementation. The beneficiaries of the training should also participate **financially**. But participation in the training costs must match the purchasing power of farmers and the FO.

It is necessary to **identify, select** the people who will be trained. They must speak out about their needs, be able to participate adequately in the training and be **available** (given the schedule of farm activities, social events). We need to **identify** the **training needs** with the recipients who must demonstrate a **willingness to share and to apply**.

We must develop **training programmes** in **common** to make them suitable for men and women to whom they are meant for (possibly by making proposals on several topics for a possibility of choice on the part of participants), and make the training and its content to correspond with the reality of rural life. There are principles to follow: use **simple words**, adopt a **differentiated approach** depending on whether we are dealing with men, women, youth or set up groups according to the level of education and/or age, organise **short sessions** (3-4 days maximum), not to be deprived of **modern teaching tools**, **plan** support and monitoring sessions, identify trainers from the training centres in order to select those **competent and experienced** on the topics.

Most meetings should be held **near** the homes of beneficiaries who must undertake to **participate** actively, comply with the **rules** that they **collectively agreed upon**, strive to have a stable mind during the training. The contents of the training provided must be respected as much as possible, as well as the methods and teaching techniques (minimum of theory and maximum of practice), while displaying

flexibility at this level. We must integrate in the training, **testimonies** on the activities obtained through the training (e.g. in the “Université Paysanne” there were practical applications during the recesses that were the subject of testimony on return to the training session).

Subsequent to the training, there is the need to **put into practice** and to **share experiences**, ensuring that the applications in a way turn to become **models**, carry out **monitoring** and evaluation activities and to proceed to the **identification of new needs**.

• What are the biggest mistakes to avoid?

The training should not be for free. We must request for a symbolic **contribution** to give **value** to the training. The **per diem** should not be too high because, then, the money becomes more important than the training. There should not be training without the **commitment** of a **leader** trained according to his FO.

Do not forget to gather **personal information** on the people to be trained (context and environment/level of culture/activities and farm/level of education). The **trainers** who are called upon to train must have the **adequate expertise**.

Training topics should reflect the **local situation** and must be well defined; training needs to be **local**. **Training** periods and **production** activities must be **consistent**. The training should not be organised during the activity periods or coincide with **social events**. There should not be too **many participants** at the same time. The handouts should not be written in a **foreign language**. Technicians must have a mastery of **Malagasy**. The training **period** should not be too **long** for the producers. The training centre should not be too **far** from the rural farmer’s village. There must be enough room for exchange of ideas and information during the training.

Trainees must have enough time to **implement** the outcomes of what they learnt during the training. There must be a post-training **monitoring** and a support during the implementation.

5.4.2 How to think of post-training monitoring?

Monitoring concerns the implementation of the training in order to coerce the leaders trained to meet the targets. Post-training monitoring is certainly one of the best ways to **evaluate** a training session.

The post-training monitoring must be conducted by the **trainers** and/or **organizations** in which the beneficiaries belong.

Practical application and monitoring phases must be provided even if they increase the **workload** of the technicians and trainers. They must also be budgeted for prior to training.

The training should include clear monitoring **indicators**.

Earlier on, the conditions for monitoring must systematically be included (**frequency, date, subject, place, ...**) in the agreement between the training centres, beneficiary organizations and the people to be trained, develop and use **monitoring tools** such as “monitoring sheet”, application guide and systematically implement the monitoring of achievements, provide a **budget** for the post-training monitoring.

During the monitoring, we must adjust the method of transfer and learning to the participants, organize exchanges among participants, **enhance the experiences** and **correct with tactfulness the application errors**, possibly gather the experiences came across during the implementation of the experiences of the training in the **documents**. We must make an **assessment** of results; identify the **failures** in order to get to a new plan or a new strategy. We must take advantage of the meetings of the association (General Assembly...) to share experiences and monitor the training because as one participant emphatically said: “Nothing is lost, nothing is created, but everything is transformed” – Lavoisier (biologist, XVIIIth century).

5.4.3 How to think about retraining?

Retraining is not generally in the **business plan**; therefore, it is not **budgeted for**. Unfortunately, it is not considered a **priority** for leaders (because it wastes valuable time). And even if it is provided in some cases, in reality, there is often no actual materialization. Association leaders were not always able to identify the **emerging needs** that require **retraining**. Leaders do not always determine when retraining is appropriate. This is often because they did not put in place a **sustainability plan** for their FOs and their activities.

Retraining should be done when we find that the **skills** are not enough to cope with the duties and responsibilities to a given situation or when the organization faces a **change** (technological or technical, organizational, ...) or when we feel we are behind schedule and when we encounter a **particular problem**, or just when we want to further **improve upon the skills** acquired during the training.

The practice of **self-evaluation**, at the source of all retraining is not a **common occurrence** in the organizations. Organizations are short of **specialists** who are able to identify the **themes for retraining** as well as the people involved.

To succeed in the retraining activities, we must develop a **plan**, set a period for retraining while bearing in mind among other things (if possible in writing) everybody’s **responsibilities, activities** of FOs, including GA and during Board meetings, organize visits and discussions within and outside the association and direct interactions with leaders and technicians (or trainers) so that the spirit of analysis may be practised. It is essential to systematically organize **subsequent training** according to the themes. And carry out monitoring and evaluation exercise based on **indicators developed** during the training in order to identify new needs.

A retraining session is almost developed on the same basis as the regular training. We must first define the **theme, goals and objectives** to achieve from the lapses observed, identify the **target audience**, determine the **duration and the venue**, provide all **necessary resources** and to organize the **implementation**.

5.4.4 In brief

For the training sessions to interest people and become truly beneficial, **beneficiaries** must be **involved** to the maximum. It was emphasised throughout the workshop. This is done from the start, when choosing the **themes**, the elaboration of **common rules** to be adhered to, during the training. However, by being careful to give all the space to the **training professionals** who should know how to **listen** and **translate** into modules, training sequences, animation techniques..., the needs that are more or less explicitly expressed by the members and leaders of organizations. Also, take care not to work only on the requests of FOs and their leaders. By neglecting the demands of the “base” we might tend to weaken the motivation of the learners; yet, we know how much adult education activities must be justified and accepted.

We must involve the trainees; as well as **financially**. We must not organize a training session without requiring a financial contribution, while being very careful with this involvement, which must be **adapted** to the farmers’ income. We must be sure that the people who will come for the training will be available (especially in their mindset), ready to share. Training must be adapted to the public at all levels (content, teaching methods, language, venue, duration, period ...). With the constant concern of the **implementation, monitoring and retraining**. The **evaluation** of training is essential. Monitor the trainees after their training is an excellent method of evaluation. This monitoring should be planned right at the conception of the training. Therefore, we must provide a **budget** right from the start for this purpose.

Retraining is often not provided in the activities of an association, because the practice of self-evaluation, at the source of all retraining is not something common. Yet, it is also essential. The refresher courses are built as virtual training routine.

The **quality** of training is first, for many participants, in his adaptation to an adult rural people. This is so much a matter of **desire** than **resources**. To use the trainers who are really competent in adult education, in **andragogy**, therefore, is absolutely necessary.

ANNEXE 1 – LIST OF PARTICIPANTS

GROUP 1

President: Jean-Louis RATSIMBAZAFY

	FULL NAME	SEX	ORIGINAL ORGANISATION	FROM
1	ANDRIANJAFIMAHATRATRA Solofo	M	TTN Analamanga	Antananarivo
2	LAHIMARO Misaina Séraphin	M	Finalist from Ambalavao Agric College	Sakalalina Ihosy
3	RAHARIMANANA Ginette	F	VOMBO	Tsiroanomandidy
4	RAJONAH Solange	F	FERT	Antsirabe
5	RAKOTONDRAIVO Ernest	M	FEKRITAMA	Antananarivo
6	RAKOTOVAO Andriamampandra Roland	M	FIFATAM	Andakatanikely Manandriana
7	RALAIRAVO François	M	VFTM	Morondava
8	RALATSIFERANA Merci	M	FITAME	Morondava
9	RANDRIANARIVELO Jules	M	Koloharena	Antananarivo
10	RANDRIANASOLO Ida	F	Ex FORMAGRI	Antsirabe
11	RASAMOELINA	M	CDAM	Manjakandriana Antananarivo
12	RASOARIVELO Simona	F	FORMAGRI	Fianarantsoa
13	RASOLONIRINA Francine	F	FAR/MAEP	Antananarivo
14	RATSIMBAZAFY Jean-Louis	M	SOA Network	Antananarivo
15	RAVELOMANANA Colette	F	FIFATA	Antsirabe
16	RAZAFIARISON Nicolas	M	FORMAGRI	Antsirabe
17	RAZANATELO Kilasy	M	URCECAM	Ankilizato Morondava
18	SOLOHAJANIRINA Andriamparany	M	AFDI	Antananarivo
19	VOAHANGY Virginie	F	FO Female	Morondava
20	AMIRAUX Michel	M	Consultant	France
21	GOURMELEN Yann	M	Operation Team	Antsirabe

GROUP 2

President: Mamy RAJOHANESA

	FULL NAME	SEX	ORIGINAL ORGANISATION	FROM
1	CHARLY Auguste	M	Rural farmers' house	Andranohinaly Tuléar
2	FIJA	F	FO Female	Morondava
3	LAMBOSON Elie	M	URCECAM	Ambositra
4	MAHAKOSY Merci	M	VFTM	Morondava
5	RAJOHANESA Mamy	M	FIFATA	Antsirabe
6	RAKOTOARINALA Daniel	M	VOTETA, CA de FORMAGRI	Ambositra
7	RANAIVOARISOA Nomenjanahary	M	Ex-FORMAGRI	Antananarivo
8	RANDIMBIVOLOLONA Manampisoa	M	UPDR/MAEP	Antananarivo
9	RANDRIANOMENJANAHARY Haingoarison	M	FORMAGRI	Tsiroanomandidy
10	RAOELINA Jacques	M	SAHI	Ikalamavony
11	RAVELOARIJAONA Raymond Nonat Richard	M	FAFIALA	Antsirabe
12	RAZAFIARISOA Hélène	F	FVTM/FAFITSIRO	Tsiroanomandidy
13	RAZAFIARISON Charles	M	FORMAGRI	Antsirabe
14	RAZAFINDRAMANGA	M	FITAME / MFR	Morondava
15	RAZAFITSILATSAINA Amédée	M	TTN Analamanga	Antananarivo
16	TOMMASINO Laurence	F	FERT	Antsirabe
17	VOLOLOMPANANTENANA RALAMBOMANANA Sylvia	F	CEFFEL	Antsirabe
18	ANDRIAMIZANA Edeny	M	Operation Team	Antsirabe

APPENDIX 2 – PROGRAM FOR THE WORKSHOP

DAY 1

8h 30 - 9h30: Introduction

9h30 - 11h15: Treating theme 1 in small groups

11h30 - 12h30: Recap of theme 1 followed by discussions and commentaries

PAUSE: BREAKFAST

14h - 16h: Treating theme 2 in small groups

16h30 - 17h30: Recap of theme 2 followed by discussions and commentaries

DAY 2

8h - 10h: Treating theme 3 in small groups

10h30 - 12h: Recap of theme 3 followed by discussions and commentaries

PAUSE: BREAKFAST

13h30 - 15h: Treating theme 4 in small groups

15h30 - 16h30: Recap of theme 4 followed by discussions and commentaries

PAUSE

17h30 - 18h: First synthesis of the workshop

18h - 19h: Closing

ACRONYMS

AFD:	French Development Agency
AFDI:	French Farmers and International Development
AGRICORD:	Association grouping 7 agri-agencies (AFDI and FERT, France - Trias and CSA, Belgium - Agriterra, Netherlands - SCC, Sweden - UPADI, Canada) and 3 associated producer organizations (CIA, Italy - MTK, Finland – UPA, Spain)
APP:	Agricultural Professionalization Programme
ASC:	Agricultural Services Centre
BD:	Board of Directors
DRDR:	Regional Direction of Rural Development
FERT:	Development Training and Land Renewal
FEF:	Friedrich Ebert Foundation
FEKRITAMA:	Madagascar Christian Rural Farmers Federation
FIFATA:	Fikambanana Fampivoarana ny Tantsaha (Association for the progress of rural farmers)
FORMAGRI:	Institute of Agricultural Training
FORMFED:	Training Programme of the European Commission in Madagascar
FORMGED:	Training Programme of the European Commission in Madagascar
FTM/MCRF:	Firaisankinan'ny Tantsaha eto Madagasikara/Madagascar Coalition of Rural Farmers
FO:	Farmer Organisation
GA:	General Assembly
IFOCAP:	Training Institute (French) for Rural Farmers
ILP:	Itinéraire Leaders Paysans
IRS:	Intensive Rice System
INADES:	African Institute for Economic and Social Development
KOLOHARENA:	Rural Farmers' Movement of Madagascar
MAEP:	Ministry of Agriculture, Livestock and Fisheries (now MINAGRI)
MCRF:	Madagascar Coalition of Rural Farmers
MVIWATA:	Mtandao wa Vikundi vya Wakulima Tanzania (Tanzanian National Rural Farmers' Network)
PAO:	Professional Agricultural Organisation
PPdA:	Professionalization program for agriculture
RDRD:	Regional Directorate of Rural Development
RDPUP:	Rural Development Policy Unit (Unit of the Ministry of Agriculture)
RFO:	Rural Farmer Organisation
RP	Rural Leader
SCAC:	Department of Cooperation and Cultural Activity (Embassy of France)
SO:	Support Organisation
SOA:	"Syndicat des Organisations Agricoles"
TAM:	Technical Assistance Mission
TT:	Tranoben'ny Tantsaha (Chamber of Agriculture)
UP:	Université Paysanne

GLOSSARY

Membership: consent, approval, agreement with someone, an idea, an activity, values.

Alternation: the concept developed here is that of succession, as the seasons pass, one after another.

Altruism: behaviour of a person who acts for the good of others and forget their personal interests.

Apolitical: the fact of not displaying a political affiliation, membership of a political party.

Ownership: action to produce one's personal activity, a project, an idea. We can speak of ownership if there is prior understanding of the real action, the project, the idea.

Attitude: outward manifestation of one's aptitude, of one's intentions, describe the behaviour, conduct, how to be a person. Either it is positive or negative.

Competence: recognized knowledge, ability to do, ability to take up an activity, function, role.

Delegation: the law that one gives to another person to act in his/her place. The mandate is a delegation.

Emergence: the act of going out, to appear. To emerge is to be noticed, to stand out.

Commitment: outcome of a decision which implies an involvement.

Space: the idea here is to make room for an expression for example. Make room for of expression is to give an opportunity to a person or group of persons to express themselves.

Ethics: the meaning given by the leaders interviewed was that of compliance and how to perform a function, a leader should behave as a "chief" and have all the qualities required of him/her.

Participative functioning: approach that requires part of a collective involvement of one's members. Members taking part in the project, they are stakeholders.

Gender: this is the result of thinking in terms of social categories. We speak most often of gender which is applied to the category of women, but considering the type most widely assumed to take into account a segment of the population (women, youth, elderly persons) as it is defined within the social environment, perceived in the society, or considered particularly in terms of rights and equal treatment. We are talking about gender here, when it comes to access to the responsibilities within the FO by women or the youth.

Management/democratic exercise: management is a way of governing, to exercise authority and generally to manage. It joins the concept of democratic exercise which is how to apply the principles of democracy.

Identification: the act of recognition. We identify the successor by his/her qualities, behaviour and skills. We identify, we recognize the need for training. To identify, is also to nominate, put a name on things, needs.

Making instrumental: to divert from the first practice of an organization in order to make it useful for oneself or for any other interest. We can also talk of recovery when we exploit a FO, for example to be elected to a political office or gain an employment.

Leader: a person who guides, who runs a project in which others are recognised. It is also a person who is recognized by his attitude, his qualities and skills.

Leadership: ability to unite and mobilize resources for a collective activity.

Model/Exemplary: the role model is the reference that is used to imitate and reproduce. The exemplary nature is a quality, we can say that the quality of the role model, which serves as an example.

Course: follow up to the training activities or cycle training. The cycle just as the course includes a series of training activities. It is also the entire field covered or monitored by the leaders.

Personification: when a FO is portrayed or perceived only through its leader, then we say he personifies the FO. There is therefore little distinction between the PO and its leader, who despite his mandate "becomes the FO."

Succession of leaders: person(s) identified as capable to replace (or succeed) a leader in place.

Responsibility: the duty to assume a function, a role that you have been entrusted with, and to submit reports.

Tantsaha: malagasy term which means a person who lives in rural areas. He may not necessarily be a farmer.

Transfer: the meaning chosen is that of the passing over, usually of a knowledge or skill, from one person to another.

Institutional vacancy: there is an institutional because of the absence of an election in a timely manner. The power vacuum leads to a transition period where the application of authority is not elective.

APPENDIX: PRESENTATION OF THE CD AUDIO

This audio CD is a collection of 43 excerpts from interviews recorded, highlights on the report of capitalization.

You can obtain a copy of the CD while the stocks last from FERT.



FERT

In partnership with



The FORMAGRI program from 1997 to 2000 became FORMAGRI association from 2001, with the support of FERT, Ministries of Agriculture and Finance in Madagascar, the European Union and many other partners, enabled for the creation of two training courses (“Itinéraire Leaders Paysans” and “Université Paysanne”) and the emergence of a generation of Malagasy agricultural leaders.

Aware of the challenge posed today by the training of rural leaders in Madagascar, and more extensively in sub-Saharan Africa, FERT has decided, in partnership with AFDI and FORMAGRI to capitalize this experience.

This capitalization work was carried out within the framework of the capacity building projects of agricultural organizations in agricultural, food and rural policies funded by the French Development Agency (AFD) and whose project management is provided by Adeprina/“Inter-Réseaux Développement Rural”. The opinions expressed here are not binding on the AFD or Adeprina or the “Inter-Réseaux Développement Rural”.

Carried out from May to October 2010, it consisted of exploiting the available records, conduct 70 interviews, and organise a workshop on identifying problematic elements of the training of rural leaders.

An audio CD of a collection of 43 excerpts from recorded interviews illustrates this capitalization document.



Inter-réseaux
développement rural