



**USAID** | **MOROCCO**



Ministère de l'Agriculture,  
du Développement Rural  
et des Pêches Maritimes

Integrated Agriculture & Agribusiness

# TRAINING NEEDS ASSESSMENT AND TRAINING PLAN



**Chemonics International, Inc.**  
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**26<sup>TH</sup> OCTOBER, 2005**

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The views expressed by the authors of this publication do not necessarily reflect those of the United States Agency for International Development or the United States Government.



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## ACRONYMS

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AED	Academy for Educational Development
BDS	Business Development Services
COP	Chief of Party
CT	Centre des Travaux
DPA	Direction Provinciale de l'Agriculture
EACCE	Etablissement Autonome de Contrôle et de Coordination des Exportations
EUREPGAP	Euro-Retailer Produce Working Group Good Agricultural Practices
GOM	Government of Morocco
HACCP	Hazard Analysis and Critical Control Point
M&E	Monitoring and Evaluation
NGO	Non Governmental Organization
ORMVA	Office Régional de Mise en Valeur Agricole
SOW	Scope of Work
USAID	United States Agency for International Development

## SECTION I EXECUTIVE SUMMARY

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The Integrated Agriculture & Agribusiness activity is a five-year USAID-financed program. The objective of the program is to improve the ability of Moroccan agriculture, agribusiness, and related support industries to operate successfully under the recent Free Trade Agreement with the United States and other trade agreements that are opening up the country to international competition. This process of trade liberalization and globalization poses grave challenges to the country's farmers and agro-processors that many are ill-equipped to confront.

The program uses a *filières* or commodity chain approach, placing emphasis first on market signals for agricultural products with high potential and strategic significance to Morocco. By improving market linkages and linkages within the commodity chain, the program enhances their integration and thus their performance and competitiveness. By conducting value chain assessments of the *filières*, the program identifies areas that require improvement, possible investments and upgrading.

The primary task for this assignment was to:

- identify the training needs expressed by the project partners, project team and beneficiaries;
- identify and assess local training resources and capacity; and,
- develop a initial training plan for the project.

The training needs identified during this assignment have been divided under three main headings: Standards and Certification, Technical (production and processing techniques), and business and management skills. A number of training needs have been identified in each *filières* under all three of these headings. Often these needs are driven by the need to become certified in established production, process and management processes.

Local (Moroccan) knowledge in production and processing techniques appears to be excellent, and there are many resources from public institutions, private consultants, and project personnel. It is likely that training methodologies used by public institutions such as the Direction Provinciale de l'Agriculture will need to be improved. There is a developing market for business services that is being filled by private business consults. However most of these services are aimed a large agro-enterprises, primarily in the processing and export sectors. A challenge of this project will be to make these services available further down the market and value chain.

The selection of pilot activities in each *filiere* will drive the development of the training plan over time. These pilot activities will allow those in the market chain to express demand for specific capacity building and training needs. As the project responds to these within the pilot activities, content and methodologies will be adapted to allow broad scale dissemination of the knowledge and skills throughout the targeted *filiere*.

Recommendations for next steps include: Consolidating responsibility for all training activities in one project training coordinator - Responsibilities would include programmatic coordination between *filières* and regions, as well as logistical arrangements; adapting existing training

tools for use with specific filieres; developing an orientation program for the Regional Management Committees.

The training plan outlined in the following pages propose a number of activities aimed at creating efficient and well run agricultural enterprises, responsive and capable business service providers, coordinated public and private sector interventions and ultimately better integrated and competitive *filieres*.

## SECTION II BACKGROUND

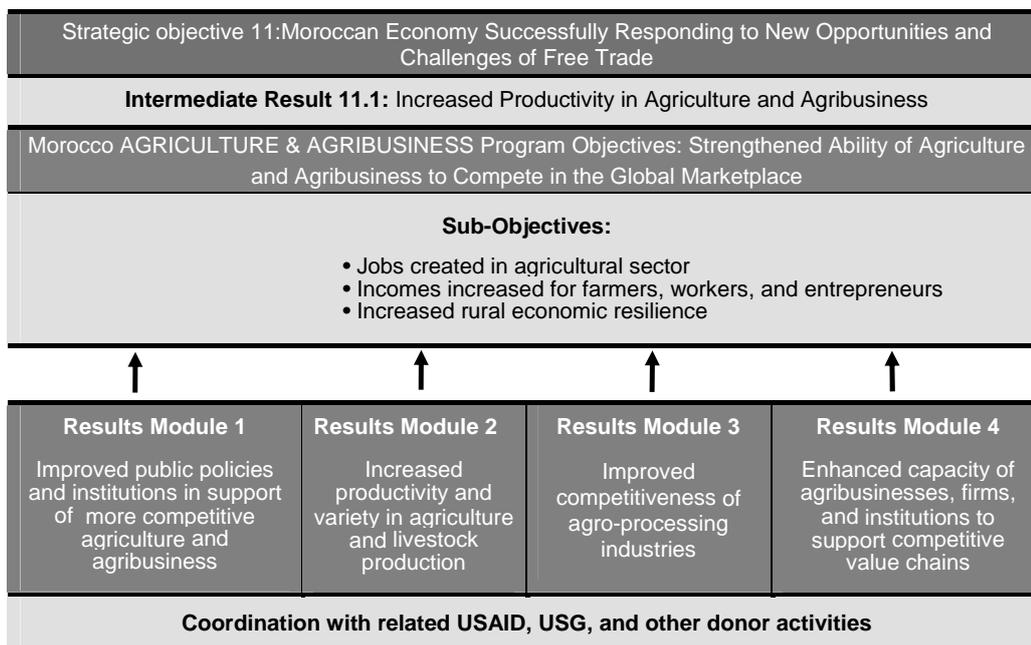
The AAD Program is a five-year USAID-financed project implemented by Chemonics International Inc., in collaboration with Making Cents, under the Management, Organizational and Business Improvement Services (MOBIS) contract # GS-23F-9800H, Federal Services Schedule Task Order 01. The contract ends September 30, 2009. The program has the following key objectives:

- To improve the capacity of Moroccan agriculture, agribusiness, and related support industries to compete in local and foreign markets through targeted interventions in four major areas:
  1. Public policy and supporting institutions;
  2. Agriculture and livestock production;
  3. Agro-processing;
  4. Other agribusiness and supporting industries.

Through increased competitiveness in the global marketplace, contribute to the creation of jobs and increased incomes for farmers, workers and other entrepreneurs, especially in rural areas, smaller towns and cities.

In relation to the Mission’s Strategic Objective, the project is directly tied to IR 11.1, below:

### Exhibit 1: Program Results Framework





## SECTION III ASSESSMENT OF CURRENT TRAINING NEEDS

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A key task of this assignment was to conduct a training needs assessment of the many and varied partners in different regions and across multiple sectors. The methodology was largely based on three forms of information gathering. These included:

- *Interviews with key partners* - producers, intermediaries, private service providers, project staff and consultants, government Ministry and extension service personnel, and other USAID-funded projects. (See Annex 2 for a list of those interviewed.)
- *Participation in three regional workshops* – During the workshops group discussions focused on specific *filieres* and elicited many potential training and capacity building topics.
- *Document review* – Project documents, reports, and training materials.

The result of this initial needs assessment has been to identify a number of key areas where the project can intervene to strengthen local capacity and knowledge that will lead to better integrated and competitive *filieres*. While this list provides a number of important areas for the project to begin to undertake its capacity building and training activities, it can by no means be considered exhaustive. The nature of truly demand-driven services is that they must constantly evolve to remain relevant and useful. While several clear starting points have been identified, needs assessments, both formal and informal must continue through the life of the project. Indeed, one of the most important services that the project can render will be developing the capacity of local service providers, whether private or public, to quickly and accurately discern and respond to the changing needs of their clients and the sectors in which they work.

A general summary of the needs that were identified during the assessment process is presented below. These topics will be treated in greater detail in the implementation section of the report and broken out by target group, region etc. Many of these were explicitly stated by project partners, others have been identified through discussions with producers and processors, review of documents and the consultant's own experience with similar projects. For a listing of training needs identified during the regional workshops, please see Annex 3. Only those topics that are determined to be of the highest priority and will have the greatest impact will be included in the final training plan. In most cases the topics identified can be placed into one of three general topic areas:

**1. Standards and Certification training** - Training in internationally recognized production, handling and processing standards, procedures, and processes leading to certification. The need to become certified in various standards such as ISO 9000, HACCP, etc, was expressed by every one of the *filières* at all three regional workshops. A separate report is being prepared that will outline the strategies for the activities in this area. As these activities are defined they will be added to the training calendar. Topics will include:

- traceability
- grading
- hygiene
- recordkeeping

**2. Technical training** - Technical training in specific agricultural production and processing techniques.

*Agricultural production:*

- drip irrigation
- water table protection
- collection, planting and harvesting of medicinal and aromatic plants
- improving nurseries propagation techniques
- production techniques for capers
- best practices in the use of fertilizers
- herd management
- olive tree pruning techniques

- pesticide application

*Agricultural processing:*

- packaging
- processing and cutting of medicinal and aromatic plants
- hygiene
- pesticide testing
- storage
- conditioning/preservation

**3. Business, management and organization skills training** - Business skills, management training and organizational and capacity building

- negotiation skills
- marketing techniques for medicinal plants
- use of ICT for marketing
- developing a brand image
- management/business skills nursery operators
- association development and strengthening
- financial management

In addition several other activities are proposed that may be of interest as the program develops, needs and opportunities become more clearly defined.

### III.1 Assessment of Business Service Provider Market

#### III.1.1 Private Sector Service Providers

While the AAI project seeks to build local capacity to provide quality and relevant business development services, it will simultaneously rely upon existing providers to deliver targeted services to project partners and their clients. In order to better understand the capacity and skills found in the Moroccan BDS market, the consultant met with several private sector service providers, as well as public agricultural technical training departments primarily based in Rabat and Casablanca, but also met with several based in rural areas. While not a comprehensive survey, it afforded sufficient insight to confidently draw some conclusions about the strengths and weakness in the current BDS market. In the end however, there will be no substitute for actually working with the service providers in the field to determine their capabilities.

*Strengths* – As stated by several local private service providers, the market for business development services seems to be slowly awakening, and a number of new firms have opened in the last several years. One provider estimated that the number of firms offering business services had more than doubled over the past five years. It is clear that this number will increase as many government employees who have participated in the World Bank's

voluntary early retirement program are moving into existing, or starting new consulting firms. Most of the firms visited offered a range of services such as business plan development, feasibility studies, market research, training, and ICT consulting. These services covered multiple sectors including construction, engineering, agriculture and agribusiness, and manufacturing. Several firms specialized in providing services to the agricultural sector.

The firms visited were characterized by relatively small (3 – 5) professional staff, with a network of specific subject matter specialists and consultants from which to draw upon. The professional staff typically are well educated, appeared to be competent in their fields and demonstrated a strong eagerness to provide their services to the program. One firm particularly impressed this consultant with their appreciation for the manner in which adults need to acquire knowledge that will result in behavioral changes. Several of the firms were building their consultant base by recruiting retiring government employees who bring expertise and experience in specific *filiales*, and geographic regions.

Associations and equipment suppliers provide additional opportunities for providing specific BDS, as they tend to have strong member or client relations, and may have already, or be able to, develop strong linkages further up the value chain. The length of this consultancy did not permit visits to assess their strengths and weaknesses, however many of the participants in the regional workshops indicated that associations needed significant strengthening. Project sector specialists should explore these options as implementing partners, particularly in the rural areas.

There is some evidence that business services are starting to be offered by providers based in the rural areas, or by urban-based firms with representatives in the rural areas. These services include basic management training, some production and processing techniques, and marketing. At least two providers are looking to develop services aimed at assisting producers achieve certification in various food safety, production, or management standards such as HACCP, organic, or ISO 9000.

*Weaknesses* – As typically characterizes the private BDS sector, service providers look to those who pay them as their clients - a natural tendency that demonstrates prudent business practices. Unfortunately this means that most see donors, donor projects, the Government of Morocco and a few of the large private enterprises as their primary clients. This typically hampers their ability to discern the needs of smaller producers and processors further down the market chain, and limits their ability to offer BDS targeted to the real needs of many participants in the *filiale*. Most services offered in the agriculture sector are primarily supply driven and there is little to no evidence of long-term relationships being built between the providers on the one hand, and the recipients of their services on the other. Training and other services are offered to the target client group and once delivered, little if any follow up is conducted. This was clearly evidenced by the lack of clear information about impact that any of the service providers could offer.

With the notable exception mentioned above, training methodologies appear to be based on traditional teacher/trainer-led pedagogical approaches. Particularly in the rural areas, and with less educated learners, this approach to training may not lead to the desired changes in behavior, or adoption of new practices sought for by the project. The few business training and consulting materials reviewed by the consultant were generally aimed at an educated audience, and were generally not tailored to a particular sector. Most were highly theoretical, and lack practical applications, case studies or local examples.

Finally, awareness of the services offered by private service providers, and a low appreciation of the value offered by them has kept demand for services low. In fact, none of

the five producers in Berkane who were asked to name a private service provider could list one. All indicated that the only place to receive assistance was from the DPA.

In sum, it appears that there are a number of firms and organizations that will be capable of working with the project to deliver services to other service providers, producers and agribusinesses within the selected *filières*. It is likely however that even the highest performing of the providers will need some assistance in developing products and services appropriate for the needs of the firms and producers at the various levels of the market chain. In addition some market stimulation will be required in areas where little to no activities currently exist.

### **III.1.2 Public agricultural technical training**

Morocco boasts an extensive agricultural research and extensions system that include eight regional universities, 18 national research programs, more than 40 training centers, numerous experiment and demonstration stations, and thousands of extension agents. According to several officials the effectiveness of many of these services has been negatively impacted by the voluntary retirement program cited above. It is beyond the capabilities of this consultant to assess the technical competence of this system and its many components, however given the technical knowledge and competence found within the project team and its network of consultants, the required technical skills will be available. What remains in question however, is the ability of the extension and research systems to become effective partners in transmitting the relevant technical skills to the producers and processors. Developing that ability will certainly be the focus of many of the training and capacity building activities undertaken by the project.

## SECTION IV TRAINING APPROACH

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The AAI project is faced with three primary training and capacity building challenges. The first is to provide the technical assistance and training services required for the success of each of the selected pilot activities. These pilots, or entry points into each *filière* will serve to rapidly deepen the project team's knowledge of the training needs in each *filière*, define the long-term training and capacity building priorities and strategies, and will ultimately accelerate the adoption of new agricultural production, processing and/or business and management practices through a strong demonstration effect. Training needs are certain to include both technical production and processing skills, as well as business management and organizational skills.

The second is to develop a network or cadre of service providers poised to meet the demand for services and training created in the market by the success of the pilot activities. A common and strategic mistake made by many projects is to stimulate the demand for services before service providers are adequately prepared to respond to the quality or quantity of services demanded. This can lead to large unmet demand, or worse, demand met with poor services that negatively reflect on the entire BDS sector. Studies have repeatedly shown that BDS consumers rely heavily on word of mouth references, and a poor experience with a BDS provider (training or consulting) often prevents future consumption of BDS from that, or any other provider. (When the first dog you see bites you, it takes a while not to be afraid of all dogs.)

A third challenge is to provide relevant entrepreneurship and business skills training to rural-based producers. These trainings will be aimed at assisting producers and associations to view themselves as business, and to take a business-minded or entrepreneurial approach to their activities and decision-making.

### IV.1 Training to support specific Pilot Activities

In the coming weeks, the AAI project will complete the identification process of pilot activities in each of the target *filières*. Several activities have already been identified and associated training activities have been programmed into the work plan. These include, standards and certification training for the Etablissement Autonome de Contrôle et de Coordination des Exportations and agricultural best practices training in several sectors. Other training and capacity building activities will be identified once the pilot activities are under way, and will be added to the training plan.

Training activities that are conducted to support the pilot activities will typically be facilitated by project team members, local and expatriate experts, and will be delivered directly to the primary target group of businesses, organizations, producers, or intermediaries. The purpose will be to transfer the business knowledge, production and processing techniques or practices in the most direct manner possible. This will allow for clear feedback to be given to the project team on the relevancy of the information imparted, and will permit immediate

modifications when necessary. A secondary goal will be building local training capacity and service providers may be invited to attend training events when possible and practical.

During this pilot activity stage, agricultural technical training and business skills training when needed will be delivered in parallel or sequentially. Based on these preliminary training experiences, new integrated training modules will be developed and tested by the end of year two of the project.

## **IV.2 Capacity Building of local service providers**

Preparing local service providers to meet the demand for services that arise from the pilot activities will necessitate a variety of different strategies depending upon the individuals or groups demanding the services. The size and location of the enterprise, technical competence and education level of the staff or individual, and position in the value chain are all factors that need to be considered when selecting the appropriate service providers. In most cases, variations on one of two capacity building models will be employed - either single or two tiered.

The single tiered model assumes that the target recipient of training (or those demanding training) are larger organizations or institutions, are few in number and have the ability to assimilate relatively complex concepts. These tend to be near the top of the value chain and include exporters, larger processors, large producer associations etc. In this case the project will select one or more service providers on the basis of a tender bid or other competitive selection process, and ensure that the service providers are capable of meeting the training and technical requirements. Where the capacity of the service provider needs to be built or reinforced, the project will provide this through training of trainers courses or by providing appropriate consulting. An example would be developing the capacity of selected institutions and/or service providers to train olive processors on the steps necessary to become ISO 9000 certified. In many cases this training would be considered to be cross cutting and not specific to just one *filière*.

The two tiered model assumes that larger numbers of firms or individuals need to be trained, the firms are smaller, and are typically found at the lower end of the value chain. These may include small cooperative groups and associations, individual producers and smaller processors. In this model, in addition to training service providers who will deliver services to their clients, service providers will be selected to train other service providers who are closer to those demanding training and services. In addition to developing a greater number of service providers available to meet demand, a wide range of institutions can be included such as agricultural technical schools, extension services, private sector service providers, associations, etc.

To extend the example of the ISO 9000 training to this tier, producers—even very small ones—will be required to meet specific requirements if their produce is destined for export markets. Potentially thousands of olive or clementine producers will be required to comply. As producers become aware of this, demand for training in how to meet these requirements will rapidly grow and need to be met.

## **IV.3 Entrepreneurship and Business skills training**

An important activity for the project will be to provide entrepreneurship and business skills training to producers, associations, and cooperative groups. These groups and individuals tend to think of themselves “merely as farmers” and do not see themselves as small business owners. Business training will help producers and associations to think more strategically,

build important planning and negotiation skills and develop record-keeping skills necessary to maintain their positions in export market chains. In addition this change in mentality typically increases willingness to adopt new production techniques that lead to more competitive and profitable activities.

Training of trainer activities will be conducted with both public and private organizations to develop their capacity to deliver entrepreneurship and business skills training. These skills will allow providers to deliver targeted training and consulting services to a variety of potential audiences. Partners for delivering this training may include larger producer associations, agricultural technical schools, Centres des Travaux (CTs) and Direction Provinciale Agricole (DPAs).

The initiative currently undertaken by the Direction de l'Enseignement de la Recherche et du Développement and USAID-funded Advanced Learning and Employability for a Better Future Project (ALEP) to train the sons of farmers provides an excellent opportunity for collaboration and building upon an existing activity. The goal of this program is to train up to 300,000 youth at 40 centers in modern agricultural techniques and skills that they can then use to improve their father's, or family's farms.

ALEP also provides an excellent opportunity to leverage an existing program and deliver training of trainers courses at vocational training centers and other programs supported by the program.

#### **IV.4 Gender Considerations**

Women continue to represent a small percentage of the population engaged in agricultural production and transformation, particularly in the higher value portions of the value chain. As recently as five year ago women comprised only 2.7% of the total beneficiaries of agricultural extension services (FAO: Fact Sheet: Morocco, Women, agriculture and rural development, 1995.) As a guiding principle women should be included in all training and capacity building events as cultural considerations and circumstances allow. In certain cases, particularly in the rural areas, separate training events may need to be conducted to ensure the active participation of women.

Specific activities that have been identified include training in entrepreneurship and business skills for several local NGOs and women's groups, and marketing training for cooperative groups. These activities are to take place with the assistance of the DPAs.

#### **IV.5 Assessment and Follow-up of Training Activities**

A training coordinator should ensure that at the end of each training or capacity building activity an evaluation or assessment takes place. These may be conducted orally, using a printed form, or through a practical assessment of knowledge acquisition. Whenever possible, but in particular for the pilot activities, periodic follow-up needs to be conducted to ensure the relevance, effectiveness and impact of the training activities. This should be closely coordinated with the monitoring and evaluation plan to ensure that the activities are moving the project towards the achievement of its stated objectives.

#### **IV.6 Recommendations**

1. Design a comprehensive orientation or training for the regional management committees. In order to be effective, members of the committees will need to share a

common vision and understand the approach of the AAI project as quickly as possible. An orientation workshop should be organized to impart the project's vision and establish expectations for the actions and responsibilities of the committee. In addition, periodic workshops or training events should be held to share information and experiences across the regions and sectors.

2. A training coordinator position should be established as quickly as possible. A quick glance at the number of training events that have been identified already indicates the importance of closely coordinating these activities across the regions and *filières* in order to ensure efficient use of resources and shared learnings. The responsibilities of this coordinator would include logistical coordination, ensuring communication occurs across sectors and regions, developing best practices, monitoring the quality of service providers and partners engaged in training delivery, managing the competitive procurement process for services, and ensuring proper monitoring, evaluation and follow-up occurs.
3. Develop an SOW to work with the training coordinator to establish training activity request procedures, organize preliminary training calendar, and to familiarize them with various training resources (local and external) and training methodologies available to the team. (Approximately 6 days)
4. Develop tools that will assist service providers to build stronger linkages throughout the value chains and *filières*. Adapting Making Cents' core simulation curriculum to include the entire market and value chain would provide one such tool that will allow actors at one level of the value chain to gain valuable insight into the operations, motivational forces, and challenges faced at all other levels. For example producers could gain insight into the market forces driving the decisions of the exports to buy or not to buy a particular product. In the same way processors will understand the support that producers may need to respond to new production requirements.
5. Research methods for publicizing "calls for offers" for conducting training activities in local press, websites etc.
6. Develop an information packet for all prospective trainers that describes the overall objectives of the program, the quality guidelines for all training events, a list of required deliverables, and a template for specific information about individual training activities.

## SECTION V TRAINING ACTIVITIES

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The following training and capacity building activities have been selected from a list of needs identified through needs assessments, in-depth discussions with project partners, and requests for training. The list represents possible, and in many cases probable, training and capacity building activities. Due to the demand-driven nature of the project, training activities will be defined and scheduled as the demand is transmitted to the project team through partners, professional associations, and public institutions. As activities are defined and scheduled, they will be placed on the training calendar found in Annex 1. The list below will allow the project team to identify common themes that cut across regions and *filières*, and plan activities accordingly. It must be clearly noted that this training plan should be treated as a living document. Training plans must be dynamic, opportunistic and flexible enough to meet the needs of a wide range of changing partners, needs and circumstances.

As such it should be updated on a regular basis and reviewed by the entire team at least monthly. The list is divided into three sections according to their proposed time of implementation and will be expanded as pilot activities begin and needs continue to surface.

The process for deciding what activities will be conducted should be clearly articulated to the entire team. It may be useful to use a standard training request, or planning form such as the example in Annex 4. Training activities should be clearly tied to achieving the strategic goals within each *filière*, and the larger goals of the project.

### V.1 Fast Track Activities

Fast track activities are scheduled to begin during the period from November 2005 through March 2006.

<b>Training Topic, Sector and Region</b>	<b>Recipients</b>	<b>Target Dates</b>	<b>Lead Trainer/s</b>
Standards and Certification Training	Etablissement Autonome de Controle et de Coordination des Exportations, Private Service Providers	Nov - Dec 2006	ST consultant
Training in adult training methodologies	Etablissement Autonome de Controle et de Coordination des Exportations, Private Service Providers	Nov – Dec 2006	Making Cents
Tree pruning, harvesting and maintenance techniques - Olives, Sais and Oriental	Producers	Dec 2005 – Jan 2006	Project ST consultants
Good manufacturing practices, Olive Processing, Sais, Oriental	Processors	Jan 2006	Project ST consultants
Association Development and Financial Management	Associations and Cooperative groups		Making Cents, Local Service Providers
Conditional HACCAP requirements, certification, Berries, Sais	Collection Centers and processing plants	Jan 2006	Local Service Providers, Project ST consultants
Nursery upgrading: plan acquisition, nursery techniques, certification, Olives, Sais and Oriental	Producers and nurseries	Feb 2006	TBD
Nursery upgrading: plan acquisition, nursery techniques, certification, Berries, Sais	Producers and nurseries	Feb 2006	TBD
Variety selection, production practice, water usage, grafting, Clementine, G/L	Producers	Feb 2006	Project ST consultants
Nursery upgrading, variety selection, root stock, sanitation, Clementine, G/L, Sais, Oriental	Nurseries, producers	Feb 2006	Project ST consultants
Plant production and nursery management, Capers, Sais	Producers, nurseries	Mar – Aug 2006	Project ST consultants
Best Production Practices, Capers, Sais	Producers	Mar – Aug 2006	Project ST consultants
Best Agricultural Practices, Clementine, Oriental	Producers		Project ST consultants
Association training and strengthening, Red Meat, Oriental	Producers		Making Cents, Local Service Providers
Business skills and Entrepreneurship, cross sectors	DPA, DRMVA and local NGOs.	Mar 2006	Making Cents, Local Service Providers
Marketing	Professional Associations, Cooperatives, and Local NGOs		Making Cents, Local Service Providers

## V.2 Project Year Two Activities

<b>Training Topic, Sector and Region</b>	<b>Recipients</b>	<b>Target Dates</b>	<b>Lead Trainer/s</b>
Standards and Certification Training (HACCP?), Olives, Sais	Olive processors		TBD
Seed multiplication, cultivation, and harvest, MAP, Oriental	Collectors and producers	Apr 2006	Project ST consultants
Forest herb planting/rotation, MAP, Oriental	Collectors and producers	Apr 2006	Project ST consultants
Drying, Conservation, traceability, certification, MAP, Oriental	Collectors, producers and processors	May – Jun 2006	Project ST consultants
Management of distillation units, MAP, Oriental	Processors	May – Jul 2006	TBD
Study Tour, Olives, Sais	Olive producers and processors	TBD	
Standards and Certification, Capers, Sais	Processors, exporters	May – Aug 2006	TBD
Strengthening professional organizations, Clementine, G/L, Oriental	Professional Organizations	June 2006 - ongoing	
Rangeland conservation and rehab., Red Meat	Herders	May 2006 - ongoing	TBD
Standards and Certification including traceability, PAM, Oriental	Processors, exporters		TBD
Standards and Certification including traceability, Clementine, Oriental	Processors and Producers		TBD
How to Manage and Run a Consulting Firm	Local Service Providers		Making Cents, Local Service Providers
Environmental protection techniques	Cross sectors		Project ST consultants
Water saving techniques	Olive and Strawberry growers		Project ST consultants

## V.3 Projected Activities for Project Year Three and Later

<b>Training Topic, Sector and Region</b>	<b>Recipients</b>	<b>Target Dates</b>	<b>Lead Trainer/s</b>
TBD			

## ANNEX 1 Training Activities Calendar

Activities	2005			2006								
	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
<b>Cross Cutting</b> Training in Training Methodologies - EACCE Standards and Certification - EACCE												
<b>Oriental</b> Olives												
Clementine												
Red Meat												
PAM												
<b>Sais</b> PAM												
Olives												
Capers												
Dried Fruit												
<b>Gharb/Loukkos</b> Clementine												
Strawberries and small fruits												

## **ANNEX 2 Persons Interviewed**

### **1. USAID and Project staff:**

Mario Kerby, Director Water and Development, Chemonics International

Criss Julliard, Chief of Party, Agriculture and AgriBusiness Integre

Andrew Lambert, Policy and BDS Specialist, Agriculture and AgriBusiness Integre

Ricardo Frohmader, Production and Processing Specialist, Agriculture and AgriBusiness Integre

Fouad Rachidi, Activities Coordinator, Agriculture and AgriBusiness Integre

Dr. Joshua Mushkin, Chef du Projet, Advanced learning and Employability for a Better Future

Dr. Willy Holleweg dit Wegman, Directeur programme Formation – Emploi, Advanced Learning and Employability for a Better Future

Mde. CHBANI, Aziza Directrice programme Education et Formation, Advanced Learning and Employability for a Better Future

M. EZZALA, Abdelhader, Advanced Learning and Employability for a Better Future

### **2. Private Sector Consultants**

M. DAIF, Abdenasser, Daif Coseil, Casablanca

M. ZIZI, Nourneddine, Epert, Prospective Etudes 5

Mlle. BOUQSIM, Ahlam, Assistante Webmaster, Prospective Etudes 5

M. LAHLOU, Anass, Project Director, DG, AmeriTech, Management Solutions and Consulting Group

M. AMZIR, Abdelhamid, PROMOCERT, Berkane – Private Sector Service Provider

### **3. Public Sector Officials**

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### **ANNEX 3 Training Needs Questionnaires**

Annex three contains questionnaires completed by the AAI project technical experts following each of the three regional workshops. These contain training topics that were identified by the *filière* working groups and will be used to identify potential training and capacity building activities.

**Morocco**

**Agriculture & AgroBusiness Intégrés**

Capacity Building and Training Suggestions

Filiere: Clementine

Region: Oriental

Suggested Topic	Target Service Providers (To whom AAI will provide training)	Target Clients (End users of service/training)	Target Numbers				Target Dates
			Number of Service Providers		Number of Clients/End Users		
			Yr 2	LOP	Yr 2	LOP	
Best Agricultural Practices : Optimization of agrochemical use (to reduce production cost and negative impact on the environment )	Technicians & Engineers involved in extension services	Producers					
Improvement of water use efficiency: management of irrigation, water saving systems, etc.	Technicians & Engineers involved in extension services	Producers and farms managers					
Quality system management in nurseries	Technicians & Engineers involved in extension services Plants providers	Producers and providers					

**Morocco**  
**Agriculture & AgroBusiness Intégrés**  
 Capacity Building and Training Suggestions

Filiere: PAM, Citrus, Capers, & Strawberries

Region: Oriental, Sais, Lukus

Suggested Topic <sup>1</sup>	Target Service Providers <sup>2</sup> (To whom AAI will provide training)	Target Clients <sup>3</sup> (End users of service/training)	Target Numbers				Target Dates <sup>4</sup>
			Number of Service Providers		Number of Clients/End Users		
			Yr 2	LOP	Yr 2	LOP	
Gestion des Cooperatives – Management	ODECO Private Sector Service Providers	PAM and Capers Producers in Oriental and Sais regions	20	30		700	2006 - 2007
Nursery Management and Plant Propagation	Professionals Technical Institutes	PAM, Capers, and Citrus Cooperatives and Producers – all regions	30			500	2006 – 2007
Modern Horticulture Techniques		Citrus, horticulturists, strawberry, small fruit			70	900	2006 – 2009
Good agricultural practices	Depending upon sector	All sectors			70	900	2006 – 2007
Water conservation and usage technologies	Cooperatives, Technical Institutes	Producers, Cooperatives and Associations			70	900	2006 - 2008

<sup>1</sup> Specify what capacity will be built, or training will occur.

<sup>2</sup> List the primary participants in the activity, training, workshop, etc. given by AAI. These could be public sector agricultural extension agents, private service providers, Associations, NGOs, etc.

<sup>3</sup> List the target clients of the service providers benefiting from the capacity building.

<sup>4</sup> Cite specific dates for year one or year two if possible. Consider growing seasons and when service providers or clients will be available.

**Morocco**  
**Agriculture & AgroBusiness Intégrés**  
 Capacity Building and Training Suggestions

Filière: Viande ovineRegion: Oriental

Suggested Topic	Target Service Providers (To whom AAI will provide training)	Target Clients (End users of service/training)	Target Numbers				Target Dates
			Number of Service Providers		Number of Clients/End Users		
			Yr 2	LOP	Yr 2	LOP	
Gestion, réhabilitation et développement des parcours	- Cadres et techniciens des DPA des CT et ORMVA - Eleveurs ou fils d'éleveurs - Membres des bureaux des coopératives pastorales - ONG locales	<i>Opérateurs dans le secteur élevage sur parcours</i>	25	100	300	1200	Avril 06
Conduite des troupeaux : Alimentation Reproduction Santé animale	- Cadres et techniciens des DPA des CT et ORMVA - Eleveurs ou fils d'éleveurs - Membres des bureaux des coopératives pastorales ONG ou associations locales	<i>Techniciens et éleveurs</i>	50	250	400	2500	Mars 2006 et septembre 2006 et Janvier 2007
Hydraulique pastorale : Besoins en eau des animaux Gestion des points d'eau	Cadres, techniciens, fils d'éleveurs et bergers	Cadres, techniciens, éleveurs et bergers	25	100	300	1200	Avril 2006 et juin 2007
Conduite d'une unité d'engraissement	Techniciens, éleveurs et engraisseurs	Eleveurs et engraisseurs	600	400	700	1500	Octobre et Novembre 2006 Septembre et octobre 2007
Gestion des coopératives pastorale	Membres des coopératives	Adhérents aux coopératives	100	300	150	600	Juin 2006 et Mai 2007
Découpe de la viande	Bouchers	bouchers	50	250	300	500	Mai 2007

**Morocco**  
**Agriculture & AgroBusiness Intégrés**  
 Capacity Building and Training Suggestions

Filiere: Cross sector

Region: All

Suggested Topic	Target Service Providers (To whom AAI will provide training)	Target Clients (End users of service/training)	Target Numbers				Target Dates
			Number of Service Providers		Number of Clients/End Users		
			Yr 2	LOP	Yr 2	LOP	
Standards/Traceability	Private service providers Growers associations Large growers, processors	Food processors, associations					
Agricultural Best Practices for different crops	Public extension services, DPA, Associations	Growers, producers					
Water saving techniques	Public extension services, DPA, Associations	Growers, producers					

**Morocco**  
**Agriculture & AgroBusiness Intégrés**  
 Capacity Building and Training Suggestions

Filiere: Cross sectors – women’s activities

Region: Oriental, Sais, Gharb/Loukkos

Suggested Topic	Target Service Providers (To whom AAI will provide training)	Target Clients (End users of service/training)	Target Numbers				Target Dates
			Number of Service Providers		Number of Clients/End Users		
			Yr 2	LOP	Yr 2	LOP	
Business skills development, and entrepreneurship training	Women’s groups, DPA, DRMVA and local NGOs	Producers, collectors and transformers					
Marketing	Cooperatives, local NGOs and Professional Organizations	Transformers and Distributors					
Environmental protection	Women’s groups ad local NGOs	Collectors and producers					

## **ANNEX 4 Training Activity Request Form**

### Training Activity Request Form

Region: \_\_\_\_\_

Filiere: \_\_\_\_\_

Requestor: \_\_\_\_\_

1. Description of training or capacity building activity. (Please include key learning objectives)
2. Target participants. (Include number by gender)
3. Who will conduct activity? (project team member, partner or outside organization)
4. What project partners will participate?
5. Projected timing and length of activity.
6. Desired location for activity.
7. Special needs to conduct activity – equipment, (vehicles, projectors, etc), venues.
8. Other considerations?

Approved by: \_\_\_\_\_

Date: \_\_\_\_\_