

# Coursework: MOQUAS – Markets, Organisations, QUALity and Services in developing country agricultural systems

## Coursework Objectives

The economic, social and policy environment of smallholder farming systems in developing countries has undergone extensive changes in recent decades. After the independences, economic policies of Keynesian or Marxist inspiration gave a preponderant role to the State to drive economic growth, leading to strong State supervision of agricultural systems. In the 1980s, the exhaustion of these policies, the slowing of growth, and the debt crisis called into question these orientations and led to the establishment of liberal economic policies, the results of which have been mixed, especially for smallholder farming: private enterprises are emerging and some sectors are growing by optimising comparative advantages, but overall growth is unequal and gaps in competitiveness are decreasing little or not at all; market instability, the deregulation of support services, and the splintering of decision centres have increased uncertainty in production conditions; poverty, inequality and imbalances are on the rise; and the degradation of natural resources and the amplification of migratory processes are calling into question the sustainability of the processes underway...

These observations now fuel the debate on the need to rethink development policy and modes of coordination among markets, public action and collective action (Stiglitz, 2002; UNDP, 2005). Faced with markets – which are increasingly recognised as being “imperfect”, as not systematically generating economic growth, and as not allowing equitable distribution of the fruits of this growth – the potential of collective action and the role of the State are once again being questioned.

Smallholder agricultural systems are at the heart of these reconfigurations. If they are not to disappear, they must improve their integration into markets that are becoming more complex and more global, but that also offer new opportunities: market segmentation, product and territory qualification, fair value chains, etc. To improve mastery of these processes, smallholder farmers must contribute to the elaboration of new production support systems and systems to showcase products, and must help build appropriate service systems. They must become stronger and structure themselves to become credible interlocutors, both in the elaboration of private partnerships and in territorial insertion and public policy negotiation.

Through these functions, agronomists who intervene in support of these processes are placed in the position of interface and intermediation between smallholder farms and their surroundings. MOQUAS prepares students for these intermediation functions; it focuses on the support functions fulfilled by agronomists active in the field of development in developing countries:

- support to strengthen professional organisations in the field of smallholder farming: structuring, strategic reflection, partnerships, contributions to public policy;
- support to integrate agricultural systems into markets and agricultural and agrifood value chains: within agricultural organisations, agrifood companies in contractual relationships with farmers, value chains, inter-branch organisations;
- support to develop sustainable farmer support services and for their organisations: agricultural advice, financial services, training, animal health, market information services, etc.;
- support to include smallholder farms in territorial development: processes by which to optimise and certify products linked to territories; and

- elaboration, implementation and assessment of development support systems (development aid programmes and projects).

These functions require two important crosscutting skills:

1. the capacity to conduct systemic analysis of development situations, covering technical, socioeconomic and institutional dimensions, and examining the links between various scales of analysis (local, national, international); and
2. the capacity to operate in the position of interface between farmers, their organisations and their surroundings (markets, companies, value chains, territories, public authorities), based on mastery of organisation, communication and negotiation tools so as to be able to co-elaborate solutions, act in inter-cultural situations, and train and support project implementers.

### MOQUAS Teaching Staff

Name	<i><b>Position and Field of Expertise</b></i>
<b>Betty WAMPFLER</b> <i>Professor</i>	Head of MOQUAS Coursework <i>Development economics: public policy, services, rural finance, agricultural organisations</i>
<b>Stéphane FOURNIER</b> <i>Lecturer</i>	<i>Agrifood system economics</i>
<b>Pascale MAIZI</b> <i>Lecturer</i>	<i>Anthropology and development sociology</i>
<b>Khalid BERLARBI</b> <i>Research Engineer</i>	<i>Agro-economics: systemic farm analysis, training system engineering</i>
<b>Jaques RIPOCHE</b> <i>Engineer Trainer</i>	<i>Agricultural development: project management and assessment</i>
<b>Elisabeth RASSE-MERCAT</b> <i>Engineer Trainer</i>	<i>Agro-economy: comparative agriculture, project management</i>
<b>Fabien ZECCHINO</b> <i>Professor of English</i>	<i>Head of Languages English teaching</i>
<b>Mireille ALAUZEN</b> <i>Training Assistant</i>	<i>Pedagogic assistant RESAD – MOQUAS</i>
<b>Evelyne PANNETIER</b> <i>Training Assistant</i>	<i>Administrative assistant – Master students</i>
<b>Gisèle ANDRE</b> <i>Training Assistant</i>	<i>Public relations, orientation and guidance of foreign students</i>

Professional Speakers from: IRAM, GRET, FERT, Max Havelaar, ADIE, CIRAD

## MOQUAS 2011–2012 Schedule

September	2011
W 36 (5-11)	<i>UE trS9 Sustainable Development Reference Systems</i>
W 37 (12-18)	UE M1 Understanding Smallholder Farms (W37 and W38: group internship)
W 38 (19-25)	
<b>October</b>	
W 39 (26-2)	UE M2 Supporting smallholder farming systems' involvement in development policy
W 40 (3-9)	
W 41 (10-16)	
W 42 (17-23)	
W 43 (24-30)	UE M3 Analysing territorial projects, supporting collective action
<b>November</b>	<b>Break (31 Oct. to morning of 7 Nov.)</b>
W 44 (31-6)	
W 45 (7-13)	UE trS9 Quality Processes and Product Certification Challenges and Issues
W 46 (14-20)	UE M4 Agricultural Systems' Integration into Markets
W 47 (21-27)	
<b>December</b>	
W 48 (28-4)	UE M51 Project Management
W 49 (5-11)	UE M5 Assessing Development Projects and Analysing their Impacts
W 50 (12-18)	
W 51 (19-25)	<b>Break (evening of 16 Dec. to morning of 2 Jan.)</b>
W 52 (26-1)	
<b>2012</b>	<b>MOQUAS</b>
<b>Jan. 2012</b>	
W 1 (2-8)	UE trS9 Environment and Natural Resources
W 2 (9-15)	UE M6 Understanding and Working with Agricultural and Rural Organisations
W 3 (16-22)	
W 4 (23-29)	UE M7 Co-Construction of Support Services with/for Smallholder Farms
<b>February</b>	
W 5 (30-5)	
W 6 (6-12)	
W 7 (13-19)	UE M8 Professional Practice: Group internship around a professional request
W 8 (20-26)	
<b>March</b>	
W 9 (27-4)	
W 10 (5-11)	UE trS9 Assessing Development Sustainability
W 11 (12-18)	<i>UE 12 End-of-study internship – <b>preparations</b></i>
W 12 (19-25)	
(May – Sept.)	UE 12 End-of-study internship – <b>fieldwork</b> (5 months)
<b>September **</b>	
W 35	End-of-study internship – <b>writing</b>
W 36	Exams: Make-up Session
	Preparations to defend report

## UNDERSTANDING SMALLHOLDER FARMS THROUGH THE SYSTEMIC APPROACH

*ECTS CREDITS: 4*

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**Keywords: smallholder farming, agrarian systems, practices, production system, activity system**

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### *Course Goals:*

This module aims to train participants in the “agrarian system” approach with the aim of:

- understanding farmers’ logics and practices, in their diversity, taking into account all of the economic, social and environmental factors that influence their decisions;
  - acquiring a method by which to analyse smallholder farms; and
  - building a set of arguments in favour of smallholder farming for the elaboration of agricultural policies and development programmes.
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### *General Organisation:*

This 3-week module is based on a group internship in which students shall implement agrarian system analysis in a small agricultural region of France. This concrete analysis exercise provides the structure through which to introduce the concepts mobilised, the analysis method, discussion of the sustainability of the systems analysed, and the links between agrarian systems, agricultural policy and development support professions.

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### *Programme:*

- Methods and tools to study agrarian systems;
  - Studying the milieu and agro-ecologic zoning;
  - Studying the historical evolution of farming modes in the milieu and the relationships between production and trade;
  - Producing a dynamic farm typology;
  - Identifying, describing and comparing cropping systems and stock rearing systems;
  - Analysing productions systems seen as combinations of cropping and stock rearing activities;
  - Analysing activity systems, combining agricultural and non-agricultural factors;
  - Assessing the economics of systems and, more broadly, analysing their sustainability; and
  - Forecasting based on varying agricultural policy scenarios.
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### *Assessment in the Module:*

1. group work during the group internship
  2. individual summary work following the group internship
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### *Course Head:*

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**SUPPORTING SMALLHOLDER FARMING SYSTEMS'  
INVOLVEMENT IN DEVELOPMENT POLICY**

*ECTS CREDITS: 3*

**Keywords: agricultural policy, food security policy, international trade policy, co-elaboration, advocacy**

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**Course Goals:**

- Acquire/complete knowledge of agricultural and rural policy in developing countries;
- Understand public policy elaboration processes;
- Understand the processes by which to involve agricultural and rural actors in the elaboration and implementation of agricultural and rural development policies on the local (decentralisation), national, and sub-regional (ECOWAP, etc.) scales;
- On the international scale, understand agricultural trade policy, how these policies influence smallholder farms, how smallholder farmers and their organisation can or cannot influence these systems;
- Understand the links between economic theory, public policy, actor organisation, and technical and organisational systems; and
- Allow agro-economists to identify their role in this context.

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**General Organisation:**

The coursework is organised as 3 sequences.

Supervised practicum in the form of role playing on the subject of public policy elaboration. Professional speakers will lecture on their experience supporting smallholder farmers during public policy elaboration processes.

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**Programme:**

**1. Sequence 1: What public policies to ensure food security and the modernisation of smallholder farming systems in developing countries?**

After a refresher on the history of agricultural and rural policy in developing countries, diverse agricultural policy and food security policy situations are analysed (Asia, Latin America, Africa).

**2. Sequence 2: International trade policy: opportunity or constraint for smallholder farming?**

The elaboration of national agricultural policies is increasingly dependent on supra-national, regional and global regulations. The goal of this sequence is to provide basic understanding of international agricultural trade policies and how they coordinate with the regional and national levels. The latitude available to smallholder farmers and their organisations is analysed.

**3. Sequence 3: Support the involvement of smallholder farming systems in rural policy elaboration**

Through various case studies, analysis of public policy elaboration processes and the involvement of farmers and their organisations.

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**Assessment in the Module:** Group work and individual written assessment.

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# ANALYSING TERRITORIAL PROJECTS, SUPPORTING COLLECTIVE ACTION

*ECTS CREDITS: 3*

**Keywords:** collective action, resources, territory, organisations, networks, institutions

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### *Course Goals:*

- Show how territories constitute supports and resources for collective action, mobilising a wide diversity of actors (politicians, technicians, scientists, practitioners).
  - Understand what a project to optimise territorial resources is (crops, knowledge and professions, heritage, institutional and operational set up, specifics); propose a dynamic approach to these territorial resources.
  - Analyse the tension caused by the diversity of mental images of the territory within territorial development projects implemented by institutions.
  - Address the professional challenges of providing support in local innovation dynamics: arbitration, mediation, negotiation, focusing on territorial development.
  - Propose methods and tools to intervene in support of a collective territorial project.
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### *General Organisation:*

The teaching alternates between theoretical courses given by research professors, researchers and professionals, with practice in the form of role playing with territorial organisation professionals.

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### *Programme:*

- Week 1: Theoretical classes on the notion of territorial resources and frameworks by which to analyse them; tools to analyse collective action (examples in developed and developing countries).
  - Week 2: Role playing in territorial organisation, and situational analysis (based on role playing).
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### *Assessment in the Module:*

Written examination based on lectures: individual assessment.

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### *Course Heads:*

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## Agricultural Systems' Integration into Markets

*ECTS CREDITS: 3*

**Keywords:** markets, quality signs, impacts, sustainable development, value chain, territorial development, coordination, collective action, localised agrifood system.

### **Course Goals:**

This UE course follows on from the Tr2 UE course and aims to strengthen the tools and knowledge MOQUAS students need to work for better integration of smallholder farming systems in markets.

- Analyse and master methods to support agricultural and agrifood actors in building markets:
  - Refine knowledge of world agricultural and agrifood markets; understand product standardisation mechanisms, processing procedures, and their determining factors; and
  - Understand the role and possible strategies of various agricultural and agrifood actors.
  
- Analyse an agricultural and agrifood product qualification/specification process, understand the process's institutional and organisational dynamics, and the mechanisms by which an impact is had:
  - Understand the foundations, processes and mechanisms for product qualification, whether in a commercial or non-commercial approach;
  - Understand the collective dimension of qualification processes, and the collective action processes underlying them;
  - Refine knowledge of SIQOs, their institutional set-ups, their value chains (and the modes of regulation in these value chains), and their impacts.
  
- Analyse a localised agrifood system (LAS):
  - Understand the potential territorial anchorage of qualification processes;
  - Understand the processes to construct / appropriate / renew territorial resources, and the evolution dynamics within LASs.
  
- Identify the role of the engineer in interventions supporting these actors: types of support and support modalities, producing knowledge for action, ways to strengthen and ensure that dynamics are sustainable, etc.

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### **Programme:**

- Marketing Agricultural and Agrifood Products (3 hrs)
  - Various marketing strategies, standardisation and regulation (national and international levels), stakes behind international agricultural trade negotiations.
- Product Qualification (6 hrs)
  - Economics of quality, socio-anthropological approaches, etc.
- SIQO and labels (15 hrs): Fair trade, GIs, organic, etc.

- Analysis of institutional systems, value chains, impacts, etc.
- Coordination of actors and collective action.
- Case studies.
- LASs and territorial qualification of products (12 hrs)
  - Local qualification processes: content, stakes and forms of expression.
  - LAS analysis method (historical, cultural, economic, technological, social, institutional and policy dimensions)
  - LAS support, strengthening tools.
  - Case studies.

These classes and supervised practicums will be completed with time reserved for individual reading and group work.

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***Assessment in the Module:***

Group work (case studies on product qualification processes) and individual assessment.

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***Course Head:***

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**IMPLEMENTING RURAL DEVELOPMENT PROJECTS OR PROGRAMMES**

*ECTS CREDITS: 1*

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**Keywords:** project cycle, project management, logical framework, planning, contracting, budgeting, monitoring/supervision

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***Course Goals:***

- Acquire basic knowledge of projects as rural development support systems.
  - Familiarise oneself with project cycle methods and management tools (call for tender, logical framework, budget, contracts, monitoring).
  - Develop the ability to examine these tools with a critical eye.
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***General Organisation:***

The teaching alternates between classes presenting the approaches and tools, and hands-on practice in the key stages of rural development projects from identification to implementation. The hands-on practice takes the form of brainstorming sessions, group discussions and small group work (2 to 4 students per group). Humanitarian aid and development professionals share their experience and critical viewpoints.

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***Programme:***

- 1 – Introduction to the project as an intervention system (1/2 day)
  - 2 – Specificities of and commonalities in relief actions and development programmes – (1/2 day)
  - 3 – The project cycle: initiation and critical examination of the various stages in the cycle (3 days)
    - 31 – Identification – analysis of a call for tender, construction of the logical framework and a budget
    - 32 – Finding funding, the notion of co-financing, and in particular its implications
    - 33 – Project implementation, and in particular managing financing contracts
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***Assessment in the Module:***

Participation in group work.  
Individual written examination on course content.

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***Course Head:***

**E. RASSE-MERCAT**  
Professional Speakers

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**ASSESSING DEVELOPMENT PROJECTS AND ANALYSING THEIR IMPACTS**

*ECTS CREDITS: 3*

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Keywords: project assessment, economic assessment, impact assessment

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***Course Goals:***

- Understand the methods and standard tools used in assessing agricultural and rural development projects and programmes.
- Acquire the skills needed to conduct assessments (terms of reference, responses to calls for tender, assessment reports).
- Acquire the skills needed to monitor and assess the impact of development actions.

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***General Organisation:***

The coursework is organised as 3 sequences:

- Project monitoring and assessment methods and tools;
- Conducting outside assessments; and
- Economic analysis and impact assessment for development actions.

Case studies of concrete agricultural and rural development projects and development programmes conducted in developing countries provide the structure through which to illustrate the theoretical and methodological contributions and organise group work in each of the training sequences.

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***Programme:***

**1) Introduction: assessment's position in the project cycle and planning schema (1 day)**

After a brief review of project planning (analysis of the situation, stakeholders, issues, objectives and the intervention strategy) and the project cycle, the course content will discuss project monitoring and assessment, the notion of indicators, and the types of assessment.

**2) Project assessment criteria (2 days)**

In this sequence, the concepts of relevance, efficiency, effectiveness, impact and sustainability of development actions are covered. Concrete projects and group work allow students to reflect on assessment-related questions, and the methods and tools to use to assess a project according to these criteria.

**3) Conducting outside assessments (2 days)**

In this sequence, the construction of terms of reference and the response to a call for tender for the outside assessment of a development project or programme are covered. Group work

will be used to undertake, with the students, a critical reflection on assessment ToR and methodology reflection in response to a call for tender for an outside project assessment.

#### **4) Economic analysis and impact assessment for development actions (3 days)**

The economic assessment tools used in the framework of ex-ante or ex-post project assessments and the methods used to identify and measure the various areas of impact of a project are covered. Concrete case studies allow students to implement the tools taught and compare two project monitoring and assessment methods (AFD and GTZ experiences).

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#### ***Assessment in the Module:***

- Group work.
- Individual written assessment.

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#### ***Course Heads:***

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*Professional Speakers: IRAM*

## SUPPORTING THE STRUCTURING OF SMALLHOLDER AGRICULTURE: UNDERSTANDING AND WORKING WITH AGRICULTURAL AND RURAL ORGANISATIONS

*ECTS CREDITS: 2*

**Keywords: professional agricultural organisations, organisational analysis, FO support, advocacy**

### *Course Goals:*

- Understand how smallholder agriculture and the rural world are structured (organisations and networks), within a historical perspective in developed and developing countries.
- Understand the role, functions and operation of an organisation; acquire diagnostic and organisational analysis skills.
- Initiation in agricultural and rural organisation support issues.
- Understand development stakes for smallholder farming promoted by agricultural and rural organisations in the policy sphere (defence of smallholder farmers' interests, lessening imbalances in contract farming, contributing to natural resource management, etc.) and introduction to the tools used in this context (advocacy, etc.).

### *General Organisation:*

The teaching is organised in 6 sequences combining theoretical approaches, case studies and hands-on practice. It is based on extensive contributions from development professionals.

### *Programme:*

1. History of AFOs in developed and developing countries:
  - how AFOs emerged and structured themselves in different historical contexts, in developed and developing countries
  - leading to an initial typology of AFOs
  - and contextual perspective: what role do AFOs have today in developing smallholder farming in developing countries?
2. How does economic theory handle organisations?
  - By reviewing the "landscape of economic theories" outlined in UE1, organisations emerge as a major issue differentiating economic theories.
  - Economics and sociology: the organisation as a subject of interdisciplinary dialogue?
  - Theories, analytic tools, etc.
3. Understanding an agricultural or rural organisation
  - Based on several case studies covering different organisations (a generalist AFO, an inter-branch organisation, etc.), determine one or more FO analysis guides.
  - Different ways to produce a FO analysis: from organisational analysis to self-diagnosis.
  - Accounting, a valuable analytic tool to understand FOs.
  - Professional practice: analysis of one or more FOs.
4. Supporting FOs

Based on the different experiences of development practitioners providing support to FOs in developing countries, identify the various forms of FO support, the methods used, the problems encountered, etc.

5. AFOs in response to the development challenges faced by smallholder farming systems

- After having identified these major challenges: defending the interests of smallholder farmers, lessening imbalances in contract farming, contributing to natural resource management, etc.
- Introduction to the tools used in this context: participatory approach, advocacy, policy action, etc.
- And by developing a critical approach.

6. Overview: development agents or researchers vis-à-vis FOs: questions, postures, etc.

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*Assessment in the Module:*

- Group work.
  - Individual written assessment.
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***Course Head:***

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Speakers (to be confirmed): CIRAD , IRAM, SOS FAIM, FERT, MOORIBEN Niger

## CO-CONSTRUCTING SERVICES WITH SMALLHOLDER FARMS

*ECTS CREDITS: 5*

**Keywords:** Environmental services, agricultural services, service systems, service needs, sustainable access to services

### **Course Goals:**

To develop and modernise, smallholder farms in developing countries need sustainable access to different types of services (savings/credit/insurance, agricultural advice, information, etc.). They themselves produce services that benefit society, environmental services.

The objectives of the coursework are for students to:

- understand the development challenges for these two types of services within smallholder farming systems in developing countries;
- acquire methods by which to analyse and co-elaborate the service demand; and
- learn the basic methods to co-elaborate sustainable services.

### **General Organisation:**

The teaching is organised in four modules:

- 8-1: Supporting the co-construction of environmental services
- 8-2: Co-construction of agricultural services with smallholder farming systems
- 8-3: Agricultural advice
- 8-4: Responding to farmers' and their organisations' financial service needs

Module 8-2 lays the foundations for renovating agricultural service systems. Modules 8-3 and 8-4 (students chose one or the other of these two modules) expand the study of one of these services – agricultural advice or rural finance.

### **Programme:**

#### **8-1 – This module is organised in 3 sequences:**

1. Understanding what environmental services are, knowledge of international systems.
2. Based on case studies, methods and tools to design environmental service systems to support smallholder farming systems.
3. Acquiring critical analysis capacities: Discuss the issues raised by the environmental service approach.

#### **8-2 – This module is organised in 3 sequences:**

1. Co-construction of services suited to smallholder farmers' needs: issues and methods.  
Why smallholder farming systems need sustainable services;  
Elaborating sustainable services that suit the needs and constraints of smallholder farming;  
Beyond the elaboration of a service, coordinated access to several services is needed: introduction to the notion of service system; and  
The role of professional organisations in service elaboration.
2. Small-group supervised practicum: Develop suitable, sustainable farmer support services  
Study of different service examples: role playing.  
The practicum is based on documents and the consultation of resource people. In this way, it also covers techniques for interviewing resource people.
3. Review of the notion of service system / Discussion  
Review of the various case studies; discussion of the analysis guide; review of service system implementation and the role of FOs.

### **8–3 Agricultural advice:**

The goals of this module are to:

- define the notion of advice, its function, its field of action, and its integration in support systems for rural farmers;
- reflect on the design of advice methods and tools suited to farmers' needs; and
- develop reflection on the implementation and sustainability conditions for advice systems.

The module is organised in 3 sequences:

- 1 – The place and role of advice in farmer support systems
  - concepts related to management and decision-making in farms
  - functions and areas of advice
- 2 – Advice methods and tools
  - presentation of several experiences and approaches
  - reflection on the objectives, tools, results and limitations of the various approaches
- 3 – Structuring, steering and financing advice
  - reflection on advice system governance and how to finance the service
  - assessing and measuring the impact of FFA approaches

The teaching method proposed is interactive. It aims to enable the students to answer the following questions:

- In what ways and what situations is advice a tool suited to farmers' needs?
- What methods and tools is it relevant to implement to meet these needs in function of the context and situation?
- What suitable steering and financing system should be implemented to ensure that the process is sustainable?
- How can one measure the impact of an advice system?

### **8-4: Responding to farmers' and their organisations' financial service needs**

History of a paradigm shift: from agricultural credit to rural financial markets; analysis of the financial needs of smallholder farmers and rural people; suitable and sustainable financial service design: microfinance, bank, commodity chain finance. The role of farmers' organisations; agricultural finance policy; the impact of agricultural and rural financial services.

Financial services and service systems.

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### ***Assessment in the Module:***

- Group work and individual written assessment.

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### ***Course Heads:***

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### PROFESSIONAL PRACTICE – GROUP INTERNSHIP AROUND A PROFESSIONAL REQUEST

*ECTS CREDITS: 2*

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**Keywords: training-action, collective project, collective action, project assessment**

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#### *Course Goals:*

- Test the theoretical and methodological learning acquired during the year's coursework through professional hands-on practice.
- Acquire the operational skills to analyse a field situation (diagnose smallholder farmers' needs, analyse collective action dynamics, assess projects, support actors in a value chain, etc.).
- Acquire the skills to respond to a professional request for services.
- Acquire the operational skills needed to complete the end-of-study internship.

#### *General Organisation:*

This UE is organised around a collective internship in partnership with a professional organisation that commissions the production of a study. The UE is organised around the classic stages of a professional study: analysis of the terms of reference with the commissioning party, elucidation of the issues and elaboration of the working method, surveys, interviews with resource people, data processing and summarising, submission to the commissioning party, production of a report. At each of these stages, the necessary theoretical knowledge will be reviewed or completed.

This training action takes place either in a French agricultural region, or in partnership with a professional organisation in a developing country.

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#### *Assessment in the Module:*

- Individual evaluation / involvement in the work.
  - Group evaluation based on the outcome of the study (oral and written reports).
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