



Case Studies
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Reader: Skills Development



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I Africa

1. GIC Avenir Femme: empowering rural women in the far north of Cameroon

About 20 girls and young women aged 14 to 25 have turned up at a training centre in Cameroon, full of expectations and curiosity but timid, too, as to what to expect. On reopening day, a sewing instructress shows them the facilities at the Centre Avenir Femme. "This is the shed where we shall be having literacy lessons, that is the primary school section, here we also give lessons on dress-dyeing, this is the classroom of those who started the training last year, and this is your own classroom: dressmaking level I. We shall equally be having educative talks, lessons in French language, English language, cookery, women's empowerment, basic management and other useful subjects."

In the past eight years, well over 1,700 women and girls have been trained in the Centre Avenir Femme in Maroua, Northern Cameroon. Most received training with a focus on income generation. The others took part in vocational training in dressmaking (two years training and four months practical). Even though their end-of-course diploma is not officially recognised, it is proof of basic and professional training in dressmaking, especially the practical part of it.

An ex-students association has been founded by the former trainees to promote solidarity and further exchange of experiences among them. The constant follow-up by the instructresses even after the training course, retraining sessions and micro-project-funds put at their disposal by GIC Avenir Femme (GICAF) help them to operate their own small enterprises.

GICAF is a Common Initiative Group (groupe d'intérêt commun – GIC) and was founded in 1995 by a group of women with different religious and ethnic backgrounds. Its objective is to improve the living conditions of women and deprived girls in the Far North (Extrême-Nord), a Sahel province strongly characterised by a tradition that continues to treat women as a second class citizen. In 1996, GICAF created the Women's Centre which now has a staff of 10. In 2002 a shop was opened in the centre of Maroua – the first economic project – and in March 2004 another new project, "Bureau d'Ecoute de Renseignement et d'Information", a counselling project on HIV-AIDS, was initiated. A new vision for the Centre aimed at diversifying vocational training is in process.

New economic projects are being conceived and studied with a view to ensuring some financial autonomy, which will enable GICAF to recover part of its running budget in the long run. The members of this NGO are today considered as competent resource persons and feature, time and again, as consultants for other organisations.

Many trainees of the NGO, employees of the different projects and members of GICAF have positively experienced being able to learn and prove their competence, enabling them to face life with optimism.

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Here are the factors, which have contributed considerably to the success of GICAF:

- The serious commitment of its members who work without pay and with dynamism, sparing no effort.
- Its proximity to its target group: the GICAF members know the different parts of the town of Maroua and the entire region. Former trainees of the centre are among the members and board members. Ongoing sensitisation in different quarters guarantees communication with the population at large (men and women).
- GICAF sees to it that its members and employees are promoted and trained when a need arises so that they can face any tasks squarely.
- The NGO does a lot of networking. The exchange and collaboration between GICAF and other development-focused partners is a constant preoccupation. It also has loyal national and international partners.
- The organisation evolved in 3 phases:
 1. The foundation period (first activities, opening of the Centre).
 2. The self-definition phase and the first attempt at organisation (organigramme, definition of roles, manual of procedures and management plan).
 3. Reorientation phase aimed at diversifying and opening up to the outside world (restructuring, further elaboration and anchorage of the organigramme and the role profiles in the daily life of the project, elaboration of new projects, networking and systematic fundraising).
- Since 1996 the German Development Service (DED) has placed at the disposal of this NGO three technical assistants and counsellors in organisational development. This partnership from the beginning played a non-negligible role from both technical and psychological points of view in the positive growth of GICAF.

All these factors have contributed and continue to contribute to making GICAF a veritable shining development example in Far-North Cameroon.

2. Learning as a social process - lessons from a capacity development project in Cameroon

Since 1999 the German Centre for International Training and Development (InWEnt) has been engaged with its Cameroonian partners, INADES Formation Cameroon and SOWEDA, in a capacity development project on gender and participation in rural development. It involves around 60 participating organisations grouped in three regional clusters.

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Over the years, 12 two-phase regional training courses, three national reflection and planning workshops and about 100 multiplication or sensitisation events organised by participants' networks have taken place. Almost half of the participants were men. The project will end in 2005. Here are some preliminary and subjective conclusions:

Training needs may change: I'm learning what I need to learn

In the beginning, there was no precise long-term planning. We started with basic courses on gender analysis and participatory methods. After applying these in their working contexts, participants and their organisations identified further training needs on related issues. Due to a flexible planning system these priorities could be accommodated.

Action learning cycle for relevance and sustainability

The continuous sequence of events, which ensured that almost the same group of people met periodically to exchange experiences and to take a new learning step, was one of the success factors of the project. After the first part of a training course, participants knew they would meet again in a few months for a follow-up workshop and discuss application. Under these conditions, action planning was not just a paper exercise, but people felt committed to really channel their new knowledge into their organisations and to apply it in their working environments.

The individual is key - if supported by a friendly network

It is encouraging to see how much creative, persistent people can change, in spite of sometimes rather hostile conditions. Some participants for instance jointly managed to bring together traditional or religious (male) power-holders on gender issues. Many of these afterwards took decisions that helped to improve the situation of women in their jurisdictions. In all three regions, networks of gender-aware organisations were strengthened or built up in the process. The personal relationships created in the training events helped a great deal to support participants in the transfer of learning and ensured a high level of commitment.

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**3. Centres des Métiers Ruraux (CMR) / Centres of Rural Economic Activities.
Ivory Coast**

Box I-1: CMR Ivory Coast (2003)

| Topics | The topics related to CMR |
|---|---|
| <p>1. Conducive environment for skills development, policies and legal framework</p> | <p>After years of early economic success through commodity based agriculture, the rural economy of Ivory Coast is entangled in a lasting crisis. Government and private actors are in search for means to maintain or re-establish positions in liberalising international markets.</p> <p>Demographic pressure: Every year 30.000 young people are seeking their livelihood base in rural areas.</p> <p>Due to adjustment policies in the public sector, the school-based, French-inspired vocational training system suffers from considerable setbacks (low quality out-put, lack of qualified staff, lack of funding etc.).</p> <p>So far, there is no professional training that prepares for the job of a “farmer”. All formal training (technical schools for semi-skilled workforce, universities, ‘école supérieure d’agriculture’ (highest level) address needs of public and big private employers only.</p> <p><u>Aims</u> of the CMR-programme: The government with support of multi- and bilateral partners, feels committed to improving sustainable livelihood among village communities. This shall be achieved through the modernization of production systems, the promotion of income generating activities of the rural population in agriculture-related trades and other fields of rural economy.</p> <p>Intended social and political <u>impact</u>: Rural citizens are better trained and integrated into social life of the nation, with competencies enabling them to master technical, economic, social and political issues at their levels.</p> <p><u>Relation</u> to other education and training institutions: CMR considers itself a new and essential pillar of the national education and training system for rural areas: Several models of restructuring formal education and training institutions to meet the needs of public and private employers are discussed and tested. The public, non-formal extension service has undergone deep restructuring and privatisation. CMR makes full use of competencies existing in extension services, schools, private sector.</p> <p><u>Political relevance</u>: Under the umbrella of the ministry of agriculture CMR held regular national conferences with all partners of the system to assess development of the CMR approach. CMR methods and tools were assessed and best practices defined as <u>standards</u>.</p> <p><u>Social marketing</u> of CMR: CMR task-force always provided for a wide media-coverage and meticulous documentation of processes to make the wider public interested in CMR activities. Local CMR groups and villages were stimulated to invite political leaders and authorities. CMR-trainings on the role of mayors, deputies of the national parliament were foreseen to layout the public discussion about a legal project on CMR. (got delayed through political troubles since early 2000).</p> <p><u>Important task of the national level</u>: coordination of interventions in the same village by different agencies, e.g. ways of cooperation between extension staff and RTN-staff in villages, staff-treatment etc.</p> |
| <p>2. Organizational</p> | <p>Institutional set-up of rural training networks (RTN) can vary according to</p> |

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| Topics | The topics related to CMR |
|------------------------------|---|
| set-up | <p>local structures, e.g. learning groups are organising themselves in village learning-clubs, or existing community structures can extend their scope to facilitate RTN-learning groups etc. The set-up is always driven by the concern to facilitate self-organisation of learning groups, to make learners builders and drivers of the organisational vehicle of their learning. (<i>or: owners of necessary organisation of learning activities, or: learners also provide the leaders</i>). This calls for specific organisational development to define the best partners amongst public or private institutions allowing RTN to grow according to their aims and needs. In Ivory Coast, different approaches to create CMR-associations on local, intermediate, regional level have been tested. The national level does not exist yet, but since the beginning a national platform integrates village level with national actors to speed up CMR development.</p> <p>Ideally RTN stands for self-managed training through the mobilisation of all actors interested in rural development: local leaders, traditional chiefs, farmer leaders, farmer associations, technical services, government institutions, technical services etc.. All is about building a functional network that facilitates learning for all.</p> <p>One important rule: organisational structures of RTN should always be built from concrete learning activities = “action is prior to form”. This facilitates an ascending organisational building process around the training, stepwise from bottom to top, trying to maintain problems of learning groups high on the agenda of managers in the net.</p> <p>As a national programme of the government, RTN finds itself in the contradictory situation of all participative initiatives: Who initiates something to pass into the ownership of somebody else, or: how to initiate participative action? In the case of CMR the government choose a small, but well equipped, temporary task force with a high degree of independence. Its main tasks: setting up small groups of learning facilitators, who experiment best ways of quality learning together with a number of villages. All further action starts around these learning groups.</p> <p>Government involvement: defining its training policy, providing efficient means of policy implementation (i.e. communication structures), stimulate discussion and cooperation of all actors, funding, monitoring, creating a legal framework. Building an interface with the private sector is of particular importance.</p> |
| 3. Funding mechanisms | <p><u>CMR-principles</u> of financing: favour low-cost, high return options. Fund according to output, not to input needs. Make market principles of demand and offer work. Keep material structures small = ‘training under the mango-tree’.</p> <p><u>Role of participants</u> of learning groups: (a) pay fees for training, (b) prepare training projects and submit them for funding, thus know and control costs of trainings, (c) group projects compete for limited funds, (d) the learning group negotiates, holds and manages the contract with training providers (<i>money is power, power to the people</i>).</p> <p><u>Role of regional and local RTN structures</u>: provide information on training service providers, their qualification, prices, organize the market place for exchange of training services / demands (transparency).</p> <p><u>Role of government</u>: provide enough funds to make low-cost training available for all. Create a legal framework, including ordinary budget lines in</p> |

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| Topics | The topics related to CMR |
|---|---|
| <p>4. Capacity building for development agents</p> | <p>public households, to allow long-term engagement of private service providers and enough support for learning groups to carry on with training activities.</p> <p>Different models for <u>provision of public funds</u>: Product levy on agriculture and agri-business produce, North-South dept-swap etc..</p> <p>In CMR, government provided for the wages of village training facilitators (Cofos) and the funding of the initial project structure that prepares the national programme. Different ways of subsidising training courses to varying degrees are tested.</p> <p>Who manages the public funds: Co-management of finances: government together with RTN-structure.</p> <p>Highest priority in building RTN is capacity building for staff and leaders. RTN implies considerable rethinking of values and roles in education and training. This cultural 'revolution', to put the learner in the first place, was and is the main obstacle for 'de-schooling' strategies like RTN.</p> <p>Next to the members of learning groups, the most important actors in the RTN approach are local learning group leaders and Cofos in CMR (the latter are publicly funded employees). A standard programme to develop key qualifications is offered to both. Individual specialisation and regular recycling of agents (Cofos) follows later, as part of a regular staff-qualification programme . Agents and group leaders are accompanied when acting on the job by expert groups. Peer-group approaches in staff development have been tried.</p> <p>Staff and leadership training courses are contracted with private or public training institutions. Local experts are qualified for delivery of training services within the RTN system ('horizontal training')</p> <p>Needs of agents are individually assessed and laid down in a personal staff development plan.</p> <p>Recruitment of trainers is a task of training providers.</p> |
| <p>5. Needs assessment</p> | <p>Skills needs assessment is highly specific with regards to the population served: RTN training is always driven by demand of a local learning group, which constitutes around a practical project. Skills needs are defined together with the learning group members in the light of their concrete action. As CMR stimulates people to make organised leaning a continuous habit, skills needs are not generalised for a certain type of activity but related to individual needs, to peoples' personal projects and aspirations. Therefore training and education needs are always expressed as concrete demands. No other assessment tool is practised.</p> <p>Key qualifications necessary for RTN-groups are communication, group management skills, negotiating, planning and organisation of training courses.</p> |
| <p>6. Strategies and concepts</p> | <p>CMR aims at facilitating new habits of organised learning at individual, group and community (village) level. Learning is mainly action-oriented, - at least at the beginning of the process -, and understood as a means to control one of the crucial factors of individual and local development: knowledge and skills. As training activities accompany implementation of carefully planned action, its success is the mother of further action / training activities. So, immediate applicability of training and direct impact of what has been learned is highly important for the functioning of the RTN-approach.</p> <p>Training activities are strictly demand driven, therefore all types of contents</p> |

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| Topics | The topics related to CMR |
|---|---|
| 7. Methodology, instruments and contents | <p>of non-formal education and training can be encountered, including general education.</p> <p>CMR has been designed by the government to mainly address training needs of youth seeking employment and self-employment in rural areas. Taking up traditional concepts of age, youth is defined the age-group up to 40 years. On the other hand it has been useful to always address the whole village community.</p> <p>In traditional rural settings development activities (like training) are very much group-related and integrated in the framework of local power structures. Individual emancipation in terms of self-directed learning is often a long, step-by-step process starting and accompanied by the group.</p> <p>RTN learning groups will only survive within their given village environment when successfully building links amongst the players of these settings. Linking people and structures of traditional and modern sector is on of the core aspects of the training network approach. RTN try to take advantage of all existing actors as sources of knowledge and skills, sources of information, of organisational and material support, etc..</p> <p>RTN as a national or regional programme aims at three complementary training directions: (a) professional training (knowledge and skills development enabling productive use of accessible resources), (b) general education and training (as an access to the 'modern world') and (c) information (strengthening the capacity and curiosity to research and access information).</p> <p>By contrast, there are no pre-established programmes (<u>curricula</u>), but a procedure to bring about a specific training-plan tailored to the skills needs of one specific group. These plans are elaborated progressively with the participants of the learning group themselves. The training programme of a learning group is the result of the analysis of what needs to be learned to succeed a planned action (mini-project), always taking into consideration skills and knowledge already existing amongst participants.</p> <p>In this way, learning groups build individual patterns and pathways of qualification after a number of training courses. There is some evidence for the fact that, after a number of years, these individual pathways can add up to the equivalent of usual professional curricula, with one difference: the owners of the learning process are the members of the learning group. One could speak of 'retrospective curricula', a paradox in terms of modern curriculum development.</p> <p>There is no <u>testing</u>, but evaluation of training and implementation: Members of the learning group analyse degrees and factors of success and shortcomings of project implementation. Resource persons are integrated into the process, in this way their role during a training course is evaluated at the same time. Hence, evaluation of training is not separated from evaluation of implementation. SWAT is the main tool of the evaluation.</p> <p>Important feature of evaluation: defining areas of further training needs is one result of such an evaluation process. Key-question being: What do I / we need to additionally learn to independently master the activity. This stimulates ongoing learning activities, hopefully ending up in a personal habit of continued learning as a lifelong activity.</p> <p>There are no <u>certificates</u> so far, but there was always the demand of learning groups to have them. In an economic environment with little wage labour available, but lots of self-employment opportunities, certification has been</p> |

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| Topics | The topics related to CMR |
|--------------------------------------|--|
| 8. Access and outreach or scaling up | <p>considered a secondary question. But where demand for certification is strong, there may be different ways to approach this, one being 'self-certification' through specialised 'knots' in the net: certificate describing the specific contents covered during a training course together with certificate of conformity of learning procedure (certification of the learning method, a quality method, see below).</p> <p>Strategy: in early stages of RTN, the use of local training sources is favoured. Therefore potential local and regional sources (services providers) have to be identified and qualified for interaction in the RTN system. Inform and imply the whole village community when preparing for the start of RTN (for gender equal access and social cover).</p> |
| 9. Quality Management | <p><u>Quality management</u>: Proposed but not yet put into practice by CMR: Standardisation of training procedures (not of contents) with all partners. Accreditation of service providers according to these standards defined by national RTN. Local RTN associations have to be accredited too.</p> <p><u>Impact assessment</u>: Preference is given to procedures measuring quality of training through its impact. As RTN training is mostly linked to practical implementation and based on a planning document, assessment together with training group members and training providers as well as Cofos is possible.</p> <p>Impact assessment at large: Creating a picture of the village situation through a participatory appraisal (PRA) is part of starting-up RTN activities in every village. Well documented, the results can be used years later to initiate a discussion between villagers and RTN structures and partners on the general impact of RTN on village development.</p> |
| 10. Support Functions | <p>All this cannot hide, that there is a huge methodological gap in terms of measuring economic and social impact and returns on investment of training.</p> <p><u>Information</u> is part of the network-function of RTN. CMR had started to test regional contact networks between member villages and villages representatives with service providers (information: first task of organising the market).</p> <p>Collection of existing training materials and up-to-date information on technology, markets etc. is an important support for services providers and learning groups as well. Regional documentation centres, radio programmes etc. , to be run together with extension services, farmer associations, agricultural schools, NGOs were thought to be interesting ways.</p> |

4. Practice-oriented training of skilled personnel in agriculture, Morocco

Box I-2: Morocco (2003)

| Topics | The topics related to |
|--|--|
| 1. Conducive environment for skills development, | <ol style="list-style-type: none"> 1. See information available on the Internet. Little mineral resources; almost half of GDP generated through agriculture. 2. There are about 1.5 mil agricultural production units; the average size at 5 ha. Next to a big number of small (family-) farms, Morocco is counting with a notable number of medium-sized and big agricultural production units. Here, cultivation is often based on traditional and modern irrigation |

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| Topics | The topics related to |
|---|---|
| <p>policies and legal framework</p> | <p>systems.</p> <p>3. A considerable number of medium-sized and big farms are participating in formalized training. Many of them are operating on modern technologies and are export-oriented.</p> <p>There is a government policy and a legal framework for formal alternate training in the agricultural sector (national law "Formation professionnelle alternée"). Several regulations are guiding the implementation of training, like:</p> <ul style="list-style-type: none"> • Regulations on adapting former training models to the "dual" approach; • Regulation on implementation of dual training; • Regulation on the "regionalization" of training; etc. |
| <p>2. Organizational set-up</p> | <p>Government (Ministry of Agriculture) acts as regulatory body. Initial training at skilled workers' and technicians' level, organized as alternate ("dual") training at a center (theory and introduction into practice) and the farm (practice), complemented by training on specialized topics at "Centres de Ressources" or "Centres Inter-Entreprises". In 2000 participating: 40 centers, 1.500 farms, 3.000 trainees.</p> <p>Because of large distances between the center and the farm, training is organized in units of theory and of practice. The farms provide basic food and lodging for the trainees; the centers are equipped with hostels.</p> <p>On the skilled workers' training level, the ratio "administration/training staff" is at around 1:17, at the technicians' training level, it is around 1:10.</p> <p>Organization and administration of center-based training is following a centralized approach. The cooperation with participating farms is following an "extension approach". Trainers and school management coordinate training by visiting farmers and trainees and advising in the implementation of practical training.</p> <p>Questions of organizing the cooperate ("Dual") approach are discussed between the school management (government) and the participating farmers.</p> <p>Training at the farm is formalized through a contract with the farmer.</p> |
| <p>3. Funding mechanisms</p> | <p>Funding is provided by the Ministry of Agriculture. As there is a tax exemption for agriculture, financing agricultural training out of the training levy (as done with other formal training in Morocco) is not possible.</p> |
| <p>4. Capacity building for development agents</p> | <p>Recruitment of trainers and center management is done by government according to government regulations.</p> <p>There are standard further training courses. "Meister" (master crafts persons) training can as well be accessed by training staff.</p> <p>The project could draw on the expertise of around 200 persons having been trained in Germany in the context of a bilateral Moroccan-German project of seconding Moroccans to German agricultural producers and other related institutions during the 1980ies and beginning of 1990ies. A concept of further training was designed to secure the performance of mainly this target group of trainers, but was as well open for others.</p> <p>Trainers on the farms received individual training and advice in the form of extension services from the centers through specifically trained "training advisers".</p> |

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| Topics | The topics related to |
|---|--|
| 5. Needs assessment | Training is oriented towards satisfying the qualification needs at skilled workers' and technicians' level of medium-sized and big agricultural production units, which are using mainly modern technology. It is geared towards the employment of graduates on these farms. |
| 6. Strategies and concepts | The approach was to start with one center and a few farms, extent this model to a region and to finally implement it country-wide, in this stage as well working towards the above mentioned "Centres de Ressources" or "Centres Inter-Entreprises". The concept is oriented towards employability in medium to large farms, but tries as well to foster self-employment. |
| 7. Methodology, instruments and contents | Training is long-term (several years). Training at the centers is delivered in modules. There is an entry examination and a test after completing each module. Examination at completion of training is done by tests in writing, oral examination parts and practice parts where the trainees have to show their ability to perform. Graduates receive a Diploma. |
| 8. Access and outreach or scaling up | The centers are equipped with hostels, and the organization of theory and practice training in bigger units are as well allowing access for trainees coming from remote areas. |
| 9. Quality Management | Tracer studies are done in order to follow up ex-trainees. There is a regular monitoring of training between the centers and the farms. There are attempts to develop an information system for training of trainers. |

5. Fight against desertification in the valley of the River Draa, Morocco

The project "Fight against desertification in the valley of the River Draa" (PROLUDRA), supported by GTZ from 1994 to 2002, is an integrated rural development project aiming at the sustainable use of natural resources. Within the scope of the project a promotion strategy for regional employment and income-generating activities has been elaborated by PROLUDRA and the "Association de Developpement de la Vallee du Draa" (ADEDRA). The strategy implies the establishment of new small-scale enterprises in order to facilitate employment opportunities and access to markets. Furthermore, training and financing support (micro credit system) are provided with the purpose of improving the management capacity and entrepreneurial competence within local enterprises.

So far, 74 entrepreneurs have participated in either CEFE training, vocational training or in French lessons. The project has provided better access to support services contributing to the entrepreneurs' improved technical and entrepreneurial performance.

The project has implemented a micro credit system offering financing support to agricultural and agro-linked micro enterprises and craftspeople. ADEDRA draw up a contract with the micro credit NGO "Institution Marocaine d'Appui á la Micro Enterprise" (INMAA, Moroccan institute for the support of Micro Enterprises). INMAA was charged with training the desk officers and field officers along with

monitoring credit activities. Up to now 565 persons received a credit of whom 172 women. The fond lent to the people sums up to 1,2 millions of Dirhma, or 120,000 €

The project assisted the “Association of local craftsmen” in improving the access to vocational training facilities, training in business management and marketing, organising exhibitions of local craftsmen and -women and providing better quality of their services and products. The vocational training was realised by the governmental organisation “Office de la Formation Professionnelle” (OFP – Office for vocational training) in Ouarzazate. Needs of craftsmen and demand for services and products by governmental institutions, private households and the private sector determine the contents of the training plan.

Cooperatives and enterprises have been established aiming at more employment opportunities, increased economic added value in the region, the diversification of the local industry and the improvement of the marketing and processing of local products.

6. Labour Market-orientated Vocational Training for Rural Women, Tunisia

The aim was to better qualify rural women for independent informal activities and employment in the formal sector. The vocational training consisted of a combination of technical and entrepreneurial training and was oriented towards informal sector activities. Thus, the project provided both, technical training and entrepreneurial competence. Furthermore, the project has offered support services, e.g. methods of participatory diagnosis for the evaluation of the socio-economic potential of the regions.

800 women attend the training annually, about 90% pass. Graduates benefit from the training as technical skills facilitate access to the labour market and credit institutes. Furthermore, young women increase their social status due to their higher level of education.

The “Centres de la Jeune Fille Rurale” (Centres for young rural girls) offer the following technical training activities: agricultural activities (bee-keeping, fruit-growing, etc.), crafts (tailoring, traditional embroidery, etc.) and food processing (pastry cooking). Besides, the United Nations Fund for Population (UNFD) developed the training concept for the social education (nutrition, health, hygiene, etc.). The women received intensive training in one major economic activity and learn basics in another activity. Additional training and advanced courses were conducted for the staff, intermediaries, etc.

The entrepreneurial training was based on the “Competency based Economies through Formation of Enterprise” (CEFE) approach and was adapted to the social, cultural and economic background of young Tunisian women. The training methodology included the elaboration of simple business plans, the assessment and marketing of products and the access to key social qualifications (strategic reflection, organisation, conflict-solving, etc.). Women who wanted to start their own enterprise

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received assistance in contacting finance institutions. Cooperation agreements between the ministry and micro credit institutions were signed in order to facilitate access to loans for graduates.

Only those technical training activities were offered that had a potential in the region. Thus, diagnostic methods were developed in order to evaluate the socio-economic potential of the region, identify market niches for local products and income-generating activities. A communication strategy was implemented which aimed at informing and sensitizing young girls, parents, local authorities and political representatives.

The project also started to monitor and evaluate the training impacts on graduates, their families and the regional labour market. However, the limited availability of personnel in the Ministry has impeded the introduction of a fully operational monitoring system.

7. Promotion of craftsmanship in Southern Rwanda (PASUD), Rwanda

Box I-3: PASUD, Rwanda (2003)

| Topics | The topics related to PASUD |
|---|--|
| <p>1. Conducive environment for skills development, policies and legal framework</p> | <p>Little purchasing power, post-genocide trauma resulting in expectations from donors without much own efforts, decentralization in process, little exposure of artisans to the "outer world" (little innovation and imagination regarding product development), existence of an artisans' federation as partner and supporter (for members), one export channel for a few artisans' trades. There's almost no real modern economic sector with links to the artisans in Rwanda</p> <p>Know-how is limited to the production of traditional products (masks, baskets, etc.); almost no promotional activities to boost sales.</p> <p>We are within the private sector; no links to formal school education but with links to professional training (formal and informal) institutions; rarely contacts to university regarding appropriate tools and equipment (university is only little performing)</p> <p>A law governing artisans' organization does not yet exist; the Project made a proposal along with other players in this sector, so that we are awaiting its publication in the official gazette after deliberations in the cabinet.</p> <p>A 5-year plan has been elaborated for the handicraft sector that provides some guidelines but as our partner federation serves as a model in the whole country, we find ourselves often confronted with problems, which need innovative solutions.</p> <p>The Poverty Reduction Document mentions off-farm income as a main objective. We are in line with that.</p> <p>The holding of exams for laymen and master artisans is in the making; we would like to start with those trades, which are not formally taught in the government training institutions (such as basket making and wood carving).</p> <p>The project's impact on policy formulation and trend setting towards the government is quite high. Due to little knowledge about this sector on the government's side, it's more a one-sided fertilization for the time being.</p> <p>The main support structure for all sorts of trainings is the GTZ expert being a CEFE Chief trainer and a specialist in organizational development. Different</p> |

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| Topics | The topics related to PASUD |
|--|---|
| <p>2. Organizational set-up</p> | <p>CEFE sources can be tapped at any time.</p> <p>In skills development, efforts are underway (mainly donor projects) to link training more to the private sector. The federation tries to facilitate students of formal and non-formal skills development to find places in artisans' workshops (this activity has not yet fully unfolded);</p> <p>The Project is advising the federation, which has developed its own organizational set-up with 9 elected artisans as Executive Committee directing a professional staff of 8 people (Executive Secretary, Administrative Assistant, Accountant-secretary, 4 animators, Cleaner).</p> <p>All animators are trainers (facilitators) at the same time. Additional trainers can be contracted on daily remuneration basis for the entrepreneurship training programmes if need arises.</p> <p>The federation needs to be formal and institutionalized while leaving room for imagination and tests.</p> <p>The Project (expert, assistant, secretary-accountant, driver, cleaner) is lean; it advises the federation that autonomously takes its final decisions (committee, executive secretary).</p> <p>The federation consists of 9 elected artisans as decision makers, holding 2 general assemblies per year. There are various associations working in the same trade (professional issues); existence of a guild system coupled with the general assemblies. Decision-making is basically decentralized but – of course – with central decisions at the federation's level (reporting system for approval of decisions during general assemblies); existence of a supervisory and control commission for the Committee.</p> <p>Provision of services to members and non members (against payment); the set-up of the federation is participatory as such; networking with other NGOs and projects in the province through a "NGO platform" with monthly meetings and biannual round table talks on the "future of the Rwandan handicraft sector"; federation networking with other artisan institutions in other provinces through biannual forums to provide exchange and information; invitations of other artisans to study the federation model. Good relationship to local authorities (districts, towns).</p> |
| <p>3. Funding mechanisms</p> | <p><u>Facilitation of organizational development:</u> only fuel costs to get to the associations' locations. The animators visit them frequently; further costs are occurring, but are covered "somehow".</p> <p><u>Technical trainings / study tours:</u> 22 technical trainings and 8 study tours in 2002. We don't monitor the number of participants but the number of training-days (516) and the break-up of participants' and federation's share. One day costs approximately 17 \$ for 5 to 30 participants depending on the sort of training, less the participation (35%) paid by the beneficiaries. It's safe to estimate the cost per trainee at less than 1 \$ a day for the federation.</p> <p><u>Entrepreneurship training:</u> this has become a profit-earning service offer of the federation in 2002; however, costs per participants can be calculated separately: 0,9 US\$ per participant/day in 2001.</p> <p>The federation gets "local subsidies" (örtliche Zuschüsse) through the Project. A voucher system has been thought of to attract more artisans for the entrepreneurship training but it was finally decided to provide other incentives (possibilities of artisan groups' projects subsidies which could also be dressed as a training package).</p> |

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| Topics | The topics related to PASUD |
|--|--|
| 4. Capacity building for development agents | <p>The federation is totally market-oriented towards external clients, but has a softer approach towards members.</p> <p>The federation asks for subsidies (other donors such as embassy small funds) only for construction and equipment purposes for its members without direct link to training.</p> <p>Public funding will be sought after as soon as the federation turns into a fully recognized chamber (the respective law is awaited!). Generate income for the federation (different activities; construct on own soil instead of paying rent.</p> <p>Open discussion, observation, needs of the federation (during 2 years we had an internal animators' performance competition with the winner always traveling to similar projects in other countries or to trade fairs or to other federations in order to broaden the horizon of the staff – very good results in terms of comprehension and motivation.</p> <p>Apart from the animators doing the organizational development at the associations' level, other trainers are on an ad hoc remuneration basis. The CEFE facilitators have almost become an annex of the federation but they are not permanent staff so that there are no costs if there is no demand for training.</p> <p>ToTs (and follow-up during several trainings) have been done in the past for the initial entrepreneurship training programmes.</p> |
| 5. Needs assessment | Through participatory action research. |
| 6. Strategies and concepts | <p>Learning takes place in groups. They determine the topics of learning; these are mainly technical trainings or study tours (to get new information) or issues related to self-organisation. The artisans' federations supported by the Project, communicates to the member associations through the extension personnel (animateurs) and during general assemblies and other institutional organs.</p> <p>All member associations are sort of self-employed groups in the private sector.</p> <p>For technical training programmes the artisans search their trainer usually on their own.</p> <p>Entrepreneurship training is offered on a cost-recovery basis (appr. 2 Euro a day including a meal).</p> <p>Accommodation is provided if the training programmes cannot take place in participants' location (they have to pay 35% of the total costs in cash or in kind).</p> <p>Skills to empower the trainees to actively take part in social life are offered in the form of organizational training programmes on demand.</p> <p>Immediate applicability (particularly after technical trainings) is a key principle: All participants are already self-employed; the artisans' needs and demands are the only trigger for training and other services provided; Certificates are provided for longer trainings (month); they are not officially recognized.</p> |
| 7. Methodology, instruments and contents | <p><u>Organizational development</u>: We have a standing offer of about 20 organizational development trainings lasting for 1 to 3 hours which the animators ought to provide instantly if need arises (how to do book keeping, do elections, write reports, do annual reports, set up statutes and internal</p> |

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| Topics | The topics related to PASUD |
|--|---|
| <p>8. Access and outreach or scaling up</p> | <p>association regulations, convince local authorities, etc. They are part of a manual developed by the project. New modules are added if needed.</p> <p><u>Entrepreneurship training</u>: 4 modules (marketing, management, production, finance) made up of sub-modules with a total duration of 30 training-days are offered on a routine basis with the help of local consultants trained in that matter (GTZ CEFE approach). The participants select the sub-modules according to their needs (2 Euro/day for members; 4 Euros a day for non-members; 16 Euros a day for projects and NGOs sending their target group – to serve the self-financing of the federation). Curricula exist (one folder each for each module).</p> <p><u>Production Manuals</u>: All products destined for export are described in a Manual (photograph and details in French and Kinyarwanda); this Manual serves as standard for quality control. All products have to meet the standards of the importers in Italy, so that there is no room for discussion (take it or leave it!).</p> <p><u>Organizational competition</u>: All member associations are monitored once a year to find out progress. In accordance to a number of criteria (regular payment, internal meetings, savings, etc.) a yearly "hit list" is established.</p> <p><u>Innovation competition</u>: In conjunction with the yearly crafts fair, we organize innovation competitions to bring out some changes in product development skills.</p> <p>In general, our methods represent a mix of demand-based (training programmes) and incentive-oriented activities coupled with a rigorous quality control because the latter is driven by external requirements.</p> <p>Facilities to stay overnight need to be provided; so we have a number of mattresses in the training room. If need arises, some sleeping quarters need to be found in town. Distances are covered by the animators on motorbikes. The "percentage system" in technical trainings and study tours forces the artisans' groups to plan at their financial level; sometimes they are forced by this system to reduce the training to the absolutely necessary. The guiding principle is always: nothing free of charge (except organizational training to improve the functioning of the associations).</p> <p>The percentage to be paid by the artisans (study tours, technical training) mount by 5% every two years. We started 2002 with 30% participation and we have reached 35% by now.</p> <p>For the CEFE training programmes, we are training new facilitators on the spot (by the experienced ones) in order to have a mobile CEFE-team in the near future, which can deliver trainings in locations other than the federation's training room. Several clients whom we couldn't serve in the past have already expressed concrete demands.</p> |
| <p>9. Quality Management</p> | <p>Technical trainings are evaluated in two steps: at the end by interviewing trainees and trainer separately and after 6 months to measure the impact. Due to the high workload of the animators this follow-up is not done very regularly.</p> <p>At the beginning of each year, a representative number of member associations is assessed according to some set criteria.</p> <p>The monitoring and impact assessment results are discussed with the staff of the federation, and solutions are to be found in case of bad results.</p> <p>CEFE in Rwanda introduced a certification system in 2002 where all CEFE facilitators having undergone training and having accumulated some experience could apply with CVs and proof of their training involvement.</p> |

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| Topics | The topics related to PASUD |
|------------------------------|--|
| 10. Support Functions | <p>Meanwhile, two international trainers, no national, four provincial facilitators and four projects/institutions have been certified. This exercise will be repeated this year. This move was highly welcomed by some donors and projects as they were confronted with self-declared consultants, who were not able to deliver up to the standard.</p> <p>The CEFE facilitators working for the federation are permanently met and problems are discussed.</p> <p>The federation has a bi-monthly bulletin (DUHURE – Let's meet) with information around the federation's life. Unfortunately, the participation of the artisans is not very high (also due to high illiteracy rates).</p> <p>The Project paid during one year for a one-page publicity in a rural monthly journal (announcement of CEFE trainings, federation information, yearly craftsmen day at provincial level). The impact could not be measured and subsequently this idea was stopped.</p> <p>It is planned to start an income-earning advisory service to local enterprises within the next months. The targeted adviser's group stems from the CEFE facilitators who have acquired already some knowledge and who would need more practical hands-on experience. Some of the animators will also be included in this training to provide better services (enterprise diagnostics) to the member associations.</p> |

8. Local Skills Development Project (LSDP), Uganda

I. Introductory Information

Origin and objectives:

- Presidential Initiative for training of rural people in 1998: "Cater for the forgotten majority" - provide low cost accessible skills training in every s/county. -> 1000 'Community Polytechnics (CP)' in rural Uganda. Since then: 16 CPs under construction, 5 are operational.
- In reality: structural problems of CP programme: High cost of centre based CP-system and limited carrying capacity (enrolment). About 300 people per CP in a 2 to 3 years training programme. 10 to 30 times more is needed in catchment areas of CPs.

Local Skills Development (LSD) pilot project in 2004:

- Due to structural issues of CPs, LSD was conceived as mass effective approach to complement CP system. Since 2004 three pilots (on s/county level)

Political and organisational framework:

- LSD Pilot project is part of Ministry of Education and Sports (MoES) and GTZ – PEVOT programme (Promotion of Employment Oriented Vocational Training) – a competency based training system.
- Sector wide approach – all education and training under MoES.
- Focus of national policy on Universal Primary Education (UPE):

- 63% of budget for UPE,
- Secondary, tertiary and TVET share the rest

II Local Skills Development (SD) approach in a Nut Shell

- Training is conducted on the initiative of the community and/or local groups;
- Universal access - for all gender groups and age groups;
- Learning Groups (LG) are emerging around shared interests (livelihood alliances come up 'automatically');
- Learning Facilitators guide and help in all aspects of the skills development process;
- LGs plan and manage their training, they are the owners of their training ("learner managed training");
- Demand driven non-formal training, mainly short trainings;
- Trainings are based in the village using local infrastructure;
- Training geared to achieve immediate impact: people learn through practical implementation of their objectives;
- Participants contribute to costs of training;
- Resource Person (trainer) can be any fully skilled person;

III Start-up steps in the LSDP pilots since 2004

- Selecting Learning Facilitator (LF). Train them on the job;
- Establishing partnership with local communities, their leaders for LSD initiative;
- Socio-economic base-line survey in community / participatory appraisal;
- Mobilising community and presenting LSD initiative to community;
- Emergence of Learning Groups around a common interest;
- Analysing LG's demand, i.e. feasibility of learning objectives and of implementation of acquired skills;
- Finding and contracting Resource persons;
- Develop training plan;
- Carry out training and implementation;
- Monitoring and intermediate evaluation.

IV Experiences related to the 'type of skills'

What type of skills?

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- Everything goes, but it has to be realistic. Need and demand develop out of peoples' perception.
- PRA (Participatory Rural Appraisal) generates a wealth of insights and ideas plus the energy for new initiatives. What materialises: Mostly income-generating projects and demand for related training.
- Feasibility of 'training project' has to be studied with the LG. This helps to focus LG on realistic options in view of implementation. Initial training objectives often have to be adjusted due to affordability or market constraints. Skills demanding an infrastructure that is not available in the village cannot be developed at the beginning.
- Develop the demand side first, then the offer! Hence, do not develop modules without the learners. Reason: training providers have difficulties to individually adapt their standardised modules.

Organisational and management skills for LSD-approach:

Cross-cutting for nearly all trainings:

- Studying feasibility of training project;
- Business skills (market surveys, business plans etc);
- Communication, negotiation, planning;
- Group related skills (setting rules, good leadership);

Recommendations for start up

- Start cheap and short trainings in order to demonstrate impact of learning, learn how to organise training, learn above mentioned cross-cutting skills for LSD approach by doing and strengthen capacities of Learning Groups

Basic education and access to information

- Basic education (numeracy and literacy) is in strong demand when it comes to doing business
- Access to information is key for LSD in order to know the alternatives. Search for and use of information has to be learned by LG-members.

V Experiences related to modes of delivery:

Universal access – key to social organisation of training:

- People choose training not only according to interest in a particular skill but also according to social affiliation of other LG-members (Livelihood Coalitions).
- Learning Groups are the foundation stone of LSD approach - internal and external relations of LG determine success.
- Key to participation of all gender groups.
- Self-management of training demands for well established LGs (rules, leadership etc.)

'Distance versus efficiency':

- Resource person (trainer) goes to the village. 'Learning and working together' in the local working environment.
- Related to efficiency: At least 10 persons per LG. Otherwise no training, or at later stage inter-village training.
- Very strong participation of women when training is organised according to their needs and availability
- Start with local, village based trainings before organising trainings outside the village.

Budget and funding:

- As every training is linked to application on real scale, costs for both, training and application, have to be clear before start.
- How much can be contributed? Full cost-cover through participants is difficult and slows down implementation of training.
- Participants' contributions are much easier to be obtained when training progresses well.
- A question to be worked on: How to intelligently support the trainings (funding mechanisms, how much) from outside?

VI Coaching of learners and LGs:

- Coaching is important at all stages of training for individual learners as well as for the LGs
- Coaching can be provided through Learning Facilitators and local leaders.

VII Operational and logistic simplicity:

- LSDP choose to start as pilot with community to gain basic level of experience. Models of organisation on higher levels (county, region) to follow later.
- In the community: Start with few LGs, but have the 'waiting groups' observe how it works in the start-up groups.
- Concentrate on choice of facilitators or experienced service providers and their training
- It needs a fairly independent task force to start up the experience, able to act according to the dynamics in the communities.

9. Training for all– the Local Skills Development (LSD) Concept, Uganda

The LSD pilot project is a component of the Community Polytechnic (CP) Programme. The concept of the Community Polytechnics was conceived in the late 1990s and launched by the Ministry of Education and Sports (MoES) with the objective: "Nation wide, CPs provide low cost, accessible skills training opportunities especially for PLE leavers as a result of UPE".

Due to limited financial and human resources in the MoES, the October 2002 Education Sector Review (ESR) thus decided to establish 16 CPs as a pilot project for learning purposes out of the initial 1000.

In the course of implementation of this programme, MoES in close cooperation with its German Development Partners came up with a training concept, called Local Skills Development (LSD) that claims to achieve the objective of the programme.

LSD is being piloted at the Bbowa (Luweero) and Rukole (Kabale) CPs as well as Myanzi (Mubende) - a currently non CP area. Consequently 350 people are under going training in 11 different Learning Groups (LGs). If the concept proves successful, it can be applied to other CPs as well as private training providers.

The LSD concept involves training:

- without any preconditions for access
- that is affordable for the target group and whose participants share the costs
- that has a direct impact towards income generation
- that is organised according to the needs of the people
- that is organised in the social and professional environment of the people
- that is accessible by all, the young and adults
- that offers short courses (modules) reflecting people's needs
- that employs all human resources in the community (highly skilled farmers, skilful crafts people and technicians)
- for which government has a support function; creates a favourable environment and pays running costs at CPs
- based in the long run on the Uganda Vocational Qualifications Framework (UVQF) standards to allow certification of every individual skill acquired
- whose facility is in the hands of the community and
- that is mass effective and works against migration to urban centres

In order to support government's effort to offer training for the forgotten majority, through the LSD concept, the local community is expected to mobilise resources locally thus making the training sustainable.

In a nutshell, the LSD concept can be considered as a training model that aims to address the "forgotten majority" by providing low cost vocational training which is owned and developed by the community in accordance to their needs. Therefore, the new training concept might contribute to poverty reduction and community development in the pilot area accordingly.

II Asia

1. Promotion of Private Agriculture in Osh Oblast, Kyrgyzstan

The Training and Extension Service (TES) was set up in cooperation with Osh University between 1996 and 2003, offering support to self-help initiatives and extension services. The establishment of a farmers' school included training programmes (crop production, animal husbandry) and the production of publications for training purposes.

TES experts transfer knowledge to farmers and extension workers. These training programmes cover technical subjects, extension methods and communication skills. On-the-job training proves to be more important than theoretical knowledge; short and single-topic training courses are more effective than long and intensive training events.

Trained farmers and extension workers do not receive salaries. They work independently as private entrepreneurs and are expected to contribute a share of their profits to TES. When farmers and extension workers refuse to pay, TES claims an annual membership fee of about US\$ 20 for the support services they are receiving (knowledge, on-the-job training).

2. Beschäftigungsorientierte Aus- und Fortbildung für den Informellen Sektor (BAFIS) / Vocational Education and Further Training for Target Groups in the Informal Sector, Laos

Box II-1: BAFIS, Laos (2003)

| Topics | The topics related to |
|--|---|
| 1. Conducive environment for skills development, policies and legal framework | <p>Lao P.D.R. is a chiefly agrarian country, with agriculture contributing about 53% to the gross domestic product (GDP). Agriculture, largely subsistence farming binds approximately 80 % of the workforce. The country holds vast natural resources such as water, fertile soils, forests and (yet little explored) minerals, though with a great variation in regional distribution. Poverty still remains widespread, and Laos is ranked lowest in the UNDP HDI (Human Development Index) among the South East Asian countries.</p> <p>However, it is undergoing an economic transformation process, taking it from a state, centrally planned economy to a more open, market oriented one. This process requires to overcome a number of obstacles, such as:</p> <ul style="list-style-type: none"> • Limited and inadequate Vocational Education and Training, • Institutional weaknesses, e.g. staff (qualification), management, organization (set up), finance, • A weak financial sector. <p>Extract from the "Education Strategic Vision up to the year 2020" : As Lao</p> |

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| Topics | The topics related to |
|--|---|
| <p>2. Organizational set-up</p> | <p>P.D.R. further industrialises and utilizes more intermediate and advanced technology in all sectors, including agriculture, the current quality of basic education will be inadequate, even for those who complete it. (...) This will create additional pressures for provision of appropriate higher education and access to modern technical and vocational education. (...) The general goals of our future development are to elevate Lao P.D.R. from being one of the least developed countries by keeping the rate of its economic growth at a moderate and staple speed...”</p> <p>Economic potential lies in the development of the private enterprise sector, and in the sustainable utilization of the above natural resources. The political will of the Lao Government to end widespread poverty through means of secured and equitably distributed economic growth needs to be bolstered by substantial efforts in the area of Human Resource Development.</p> <p>BAFIS addresses primarily the training needs in the country’s rural areas, taking into account that even for the urban population, rural-based income generation is often necessary as part of a survival strategy. It does not focus on the (official GoL) policy of accelerated industrial development but rather on the promotion of income (not necessarily employment) alternatives for the rural population.</p> <p>The adult literacy rate is about 47 % (WB statistics), whereas the youth illiteracy (15 – 24 yrs.) rate is about 69 %. The ratio of girls to boys in primary and secondary education is 77 : 100; the ratio of literate females to males is 69 : 100. Functional Literacy assists in learning in general as well as in the preparation for Basic Vocational Education and Skills Training.</p> <p>The Education Vision 2020 is focusing on the following matters:</p> <ul style="list-style-type: none"> • “To universalise compulsory education at primary level and continue to increase participation at lower secondary level, ensuring that all people have the opportunity to apply their education to serve the socio-economic program. • To strive to completely abolish illiteracy among the population, thus providing people living in absolute poverty with the means of improving their quality of life. • To expand vocational, technical and higher education to meet the needs of new labour markets...” <p>and is referring to the development of an “Integrated Vocational Education and Training System” (IVETS).</p> <p>One Non Formal Education Development Centre in the capital Vientiane, and two “Regional” Non Formal Education Centres (NFEC, South in Pakse/Champasak Province & North in Souane Luang / Luang Prabang Province to cover non-formal education and skills development under the Non Formal Education Department, Ministry of Education. Other BVEST providers are the NFEC in Hanglong/Houaphan Province, the Thakokhay Community cum Training Centre at Vientiane Province, the NFEC in Ban Khoua Seth / Saravanh Province, Ban Souane in Xayabouri Province, and the “Rural Skills Development Centre” in Phone Xay/Luang Prabang Province under the responsibilities of Provincial, and District Education Services.</p> <p>Certificates are awarded by the responsible government authority. Decentralized approaches are emerging. One has to bear in mind that officially Laos is a socialist country, hence structures were, and are to great extent still centralized. However, more and more responsibilities are being</p> |

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| Topics | The topics related to |
|--|--|
| 3. Funding mechanisms | <p>transferred, and especially the EMVET approach of entrepreneurial management of vocational education and training contributes to more economic autonomy. Greater economic – or at least financial – „freedom“ paves the way to a more independent handling of affairs.</p> <p>The recent establishment (7/2002) of the National Training Council, comprising representatives of government, employers and employees, mass organizations, and the private sector, could allow the integration of non-formal training programmes in the Technical and Vocational Education and Training System in the future.</p> <p>Rudimentary funding by central government. Annual budget (Non Formal Education Centre) provides about 120 USD per month/per institution for operational expenditure. Trainers draw very marginal salaries (15 USD/month) and are often not paid for months.</p> <p>4 institutions were provided with a GTZ local grant to establish a “Revolving Fund”, to finance training activities and cover respective operating expenses. This instrument proved to be extremely helpful. Management and staff were trained on EMVET and have to date achieved results, that 3 years ago seemed – in the Lao context - out of reach altogether. Training institutions are able to work out, offer and “sell” training packages to international support agencies and organizations, utilizing the surplus generated to subsidise training programmes for target groups who can not pay for training. Contributions to training are also accepted in kind (these may be materials, e.g. utensils and/or textiles for dressmaking, ingredients for food processing and the like).</p> <p>There is a micro credit schemes in place, jointly implemented with EU and the Agricultural Promotion Bank but administered through local training institutions (rather than bank branch office in nearest town, where people would not go); typical credit amounts to 2 – 50 USD.</p> |
| 4. Capacity building for development agents | <p>Capacity building of teaching and training staff (being done jointly with cooperation partners like Education Authorities or DED) at non formal training centres.</p> <p>Training takes place outside and within Lao P.D.R. Within Lao, trainers enhance their vocational pedagogic skills through the “multiplier training system” jointly conducted with the VET system and policy advisory project (VETSA), supported by GTZ, and with an exchange of qualified “senior” trainers from both, the formal- and non formal sector.</p> <p>ToT are regularly conducted through experienced staff, new trainers are further qualified by:</p> <ul style="list-style-type: none"> • “Tandem” approach, 2 trainers from different locations conduct the same training session and share experiences, • “Attachments”, 1 new trainer is attached to a more experienced trainer, • “Group” approach, a group of trainers from the same professional area discusses training programmes, course designs, as well as physical set up of training facilities together, • Through “Micro Teaching”, accompanying and sharing observations, • Outstanding trainees are often recruited as prospective trainers and undergo “on the job” qualification as outlined above. <p>No external trainers are recruited without local understudy.</p> |

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| Topics | The topics related to |
|-----------------------------------|---|
| 5. Needs assessment | <p>Training Needs Assessments are conducted through interviews in local communities, followed by market surveys. The interviews are conducted by the trainers of the NFEC, in fact some of those that later-on carry out the respective skills training courses. Starting point are the three most wanted training measures (wanted by the prospective trainees). The market surveys take into account possible offers for (1) the improvement of rural subsistence production, (2) future gainful employment and (3) self employment. Five priority occupational fields were identified to be of specific relevance: (1) small livestock production (fish, frogs, poultry), (2) "agro agriculture" (mushrooms, fruit production), (3) dressmaking (incl. weaving, dyeing, tailoring), (4) food processing (cooking / catering and preservation) and (5) tourism services (for both urban and rural areas). This is complemented by "Training cum Construction", a training with production concept, further elaborated below.</p> <p>Short courses according to identified needs as expressed per training needs assessment, and „cross-checked“ via market surveys are offered as described above.</p> <p>The aim is to enhance technical skills and social competence, to improve living conditions by improved (subsistence) agricultural and domestic production. This mainly means applying vocational / technical / agricultural and life skills. The provision of rural skills development is not primarily geared towards finding a salary-dependent employment. However, gainful employment may be achieved by successfully preparing for self-employment and / or starting up a small (family) enterprise, based on the skills and competencies acquired.</p> |
| 6. Strategies and concepts | <p>Non-formal skills development is basically accomplished in two forms: Village based short courses (normally lasting between 1 to 5 days) and (non formal) centre-based education and skills training, which can last from a day to 3 or 4 months, depending on the subject matter.</p> <p>BVEST (basic vocational education and skills training) refers to 5 occupational fields: Food processing, dress making, (small) livestock farming, agro-agriculture (mainly the cultivation of mushrooms and fruit trees), and (basic) tourism services. It is combined with entrepreneurial awareness training, this to be followed by further entrepreneurial training for selected participants. These are participants that display an interest in becoming self-employed, and who also show the capability to eventually do so. This may even be in the form of drafting a (very basic) "business plan". Training provision is village-based and/or centre-based (village-based: taking place in the village; all resources – except the know-how of trainers – being from the local community).</p> <p>A different role has „Training cum Construction“ (TCC). This approach may be utilized at a training centre to build anew, or to rehabilitate existing, old structures. On a community basis it can also be utilized to construct new infrastructure, that the people asked for in a structured and guided, yet „self-help“ manner. TCC may also be extended to include the production of basic (school) furniture.</p> <p>Links to "formal" VET institutions, e.g. Technical Schools: These links are still in infancy, presently we explore the exchange of teachers/trainers in ToT measures (observing and learning from each other), through joint workshops & experience exchange with regard to entrepreneurial activities, revenue & income generation.</p> |

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| Topics | The topics related to |
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| <p>7. Methodology, instruments and contents</p> | <p>“Study tours” are carried out where applicable. Examples of the past were:</p> <ul style="list-style-type: none"> • Taking trainees from a village to a training centre, and vice versa; • Have technical school students (formal) perform tasks at a non-formal training centre; • Visit villages and their craftsmen, exploring the „local wisdom“. <p>Training takes place mainly in two forms: Centre-based and village-based, the latter relying on village resources only except for the trainers. Non formal provision of BVEST does not allow the use of subject and / or time-fixed curricula. Hence the approach of developing subject-based Training Materials Packages (TMP) that can be combined to form flexible curricula. Demand (needs) orientation ranks first.</p> <p>Non formal (BVEST) certificates are issued by education authorities, and are recognized by fellow (provincial) education authorities, and other ministries / departments, as well as by private and state enterprises. However, standards development, testing and examination, certification and accreditation – to allow for vertical and horizontal mobility within the system – remain challenges for the newly established “National Training Council” in its strife towards the development of an Integrated Vocational Education and Training System (IVETS).</p> |
| <p>8. Access and outreach or scaling up</p> | <p>In 6 occupational fields 4320 trainees trained in 3 years, 2560 female (54 %), in 32 village based, and 105 centre based training programmes. In the year 2000 only about 5 % of the secondary school graduates did manage to secure a training place in one of the Technical Schools (formal TVET); the current short term goal is to bring this figure to 10 % by the year 2005. The provision of basic non formal skills training however, extends far from (just) looking at the cohort of school leavers. The BAFIS target population are youths and adults, ranging from 15 to 45 years, the un- and/or underemployed, school drop-outs, illiterates and semi-illiterates. Hence the proportion (between training seekers and providers) is more difficult to estimate than in the case of school leavers (obviously) looking for a training place.</p> <p>Especially in the monsoon season many villages are cut off the rest of the country. Some villages are not accessible for periods up to 7 months. Education standards are low, equipment and teaching / learning materials are often not available at all. BAFIS only slowly reaches out to these places and logistical matters remain challenging.</p> |
| <p>9. Quality Management</p> | <p>Impact and tracer studies are conducted by non-formal education centres and the EU Micro Development Project, assisted by GTZ/BAFIS.</p> |
| <p>10. Support Functions</p> | <p>Links to: UNESCO, UNICEF, Ministry of Education, STEA (Science, Technology, Environment Agency), GRID (Gender Research, Information & Development) Centre: Financing, Materials, Bursaries, Training of Trainers.</p> |

III Latin America

1. Education centres for total production (CEPT - Centros Educativos para la Producción Total), Provinz Buenos Aires / Argentinien

These centres, which are all in rural areas in the province of Buenos Aires (Argentina), combine educational services for young people and training for their families with local development concepts. The first two centres were set up in 1988. By 2003, 20 had been established and were providing training for some 1,300 students (2000), one third of whom were girls. Although the centres cover around one third of the province, they reach only about 0.1% of the young people in the target age-group.

All the centres offer students from the 8th to 12th grades an alternative to rural schooling within the conventional education system, at the same time allowing students to switch classes and levels (vertical and horizontal flexibility). The concept has the following features:

- Services are aimed at young people whose families either cultivate their own land or have access to land through their employer, relatives or landlords (approx. 20% have their own land).
- As part of the dual system (*Alternancia*), students spend alternate one-week phases at the residential school and two-week phases at home where they can apply their acquired knowledge; the teachers make house calls during this time.
- In 12th grade, the students work on a project in which they examine ways to improve existing or introduce new production lines in the family business or smallholding (e.g. rabbit rearing, market gardening in greenhouses etc.). If certain conditions are met, microcredits (up to EUR 2,000) from a revolving fund can be granted on the basis of this project.
- All centres combine these education services with rural development activities, with special focus on providing training (in many cases especially for women), loans (sometimes in kind) and developing social contacts.

Key financial and organisational characteristics of concept implementation:

- Each centre is managed by an association (ACEPT), in which parents, students, farmers, workers and other community groups are represented. ACEPT elects an administrative council (*Consejo de Administración*), and each administrative council has one representative on the umbrella association FACEPT (*Federación de Asociaciones CEPT*) at provincial level.

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- The province of Buenos Aires pays teacher salaries a supplement towards travel costs. The school buildings are made available by the respective communities, and the parents pay EUR 6 per school week for teaching and learning materials as well as for the students' board and lodging (often in kind).

2. Centros Educativos para la Producción Total (CEPT) / Training Centres for Total Production, Buenos Aires Province / Argentina

Box III-1: CEPT, Argentina (2002)

| Topics | The topics related to CEPT |
|--|---|
| 1. Conducive environment for skills development, policies and legal framework | <p>The political situation remains highly unstable with three Presidents since early 2001 and several cabinet changes, social unrest continuing and a lack of response, from the politicians' side, to pressing economic and social issues.</p> <p>Effects of the economic crisis, deepening since 2000, are:</p> <ul style="list-style-type: none"> • The middle class is disappearing, in some provinces, up-to one third of the population is living below the economic survival level. The rural poor are especially hit by this situation because of low levels of education, dependence on economic performance of big farms and lack of income alternatives. • Increasing rural – urban migration, minimum budgets for education and vocational training (government policy aims at zero deficit spending). • Since the devaluation of the peso, export chances for high quality agricultural products are increasing for big farms, providing as well chances for small holders venturing into niche products. <p>After the times of Peron, HRD was never a priority area and is it even less today. In the formal education system, there are rather barriers than interfaces between different levels: After basic education, access to further schooling is extremely limited – even more in rural areas because of lack of facilities; access to universities is only provided after passing an entry test. The level of corruption in this field is high.</p> |
| 2. Organizational set-up | <p>In the course of establishing a CEPT, the community (parents, and other farmers, students, local industrialists and traders, municipality representatives etc.) is forming an association (ACEPT). The first CEPT started in 1988, meanwhile 20 centres are functioning.</p> <p>Each centre is run jointly by the Buenos Aires Province (Ministry of Education Department) and the local ACEPT.</p> <p>ACEPT elects an Administrative Council for the CEPT in question and each Administrative Council is represented in the Federation of ACEPTs (FACEPT) at Province level.</p> <p>Issues related to the formal part of training (according the province's secondary schooling system and the respective budgetary rules) have to be decided according to the regulations applied in the formal schooling system. In all other areas, decisions can be taken according to criteria set by the community.</p> <p>FACEPT used to claim a role in influencing HRD policy in the Buenos Aires Province. In view of the current economic, social and political crisis, the organization is concentrating on resolving basic issues at community level.</p> |

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| Topics | The topics related to CEPT |
|--|---|
| 3. Funding mechanisms | <p>Provincial Government pays the teachers' salaries (and a small topping up for travel expenses; the teachers use their own cars for field visits). The local community provides the school building, and the parents pay a nominal fee for the boarding school (or provide some food instead). The schools enjoy budgetary autonomy concerning income generated by them.</p> <p>Since the school operates only one week within a given period of 3 weeks, they have recently been questioned for being relatively more expensive than 'mainstream' institutions.</p> <p>Procurement of teaching materials and equipment is mainly based on donations from local / regional companies and international agencies.</p> <p>A revolving fund at FACEPT level was established with donations, too, in 2001. Payments are being administered at ACEPT level.</p> |
| 4. Capacity building for development agents | <p>It is envisaged to conduct annual further training sessions for instructional staff (the first one was held in 2002).</p> |
| 5. Needs assessment | <p>In connection with community development activities and during the teachers' visits to parents' homes, as well as during the process of (students') project design and evaluation, training needs are being assessed. This is rather done in the form of a dialogue than by using a specific tool or formalized questionnaire.</p> <p>The CEPTs limit themselves clearly to families of the local community with the possibility to work some land (own or relatives' land, land leased formally or provided by their farm employer). The focus is on agricultural value chains, based on local knowledge and assessments; no systematic market analyses are being made.</p> <p>(Self-) employment is the primary goal.</p> |
| 6. Strategies and concepts | <p>All CEPTs combine educational offers for rural young people with community development work.</p> <p><i>Educación de Alternancia</i> for young people takes place between their 8th and 12th year of schooling, leading to a certificate similar to the English system's A-level. Nevertheless, the main orientation is towards (self)employment within or close to the students' communities and not towards university studies.</p> <p>The pattern consists of one week of schooling at a centre with hostel facilities, followed by 2 weeks' practice at their parents' land, supervised by CEPT teachers.</p> <p>Only local students whose parents have got access to land are accepted. At their 12th year of schooling, the students work on a project related to the improvement of their family's productivity (new production lines, improvement of productivity of existing production lines etc.). On the basis of these projects, the students can access to micro credits administered by the respective CEPT.</p> <p>When supervising the students' practice at home, the teachers act as well as advisers / extension officers to the parents in general empowerment or agricultural issues.</p> <p>The slack capacities of schools are being used for community development activities, decided upon and designed by the community itself like: non-agricultural productive activities for women, entrepreneurial training for</p> |

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| Topics | The topics related to CEPT |
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| 7. Methodology, instruments and contents | <p>smallholders, management training for cooperatives or associations.</p> <p>In order to guarantee some vertical and horizontal mobility within or towards the formal schooling system, the CEPT apply the basic formal curricula, testing and examination procedures of the Province's secondary schooling system. Hence, demand-orientation of this part is rather restricted. Curricula for agricultural training or training in off-farm production areas are tailor-made by the teachers of each CEPT, and their contents reflect the needs of the respective community.</p> <p>The short courses for community development are given by the teachers or by members of the community who want to share their knowledge. They either follow a curricula developed or "imported" by the respective trainer or don't follow any formal curricula.</p> |
| 8. Access and outreach or scaling up | <p>There are currently 1,300 students (1/3 girls) in 20 CEPT all over Buenos Aires Province, Argentina. The CEPT cover approx. 1/3 of the Province's territory but only approx. 0,1% of the cohort.</p> <p>Legally, full horizontal mobility to and from other (government-run) schools exists, because the minimum contents have to be observed likewise all over the Province. In practice, this is rarely relevant.</p> <p>Legally, any CEPT school leaver can pass on to University education, provided that she or he passes the entry test. In practice, support courses in key subjects have to be given to those who want to continue successfully.</p> |
| 9. Quality Management | <p>Not known.</p> |
| 10. Support Functions | <p>Links to:</p> <ul style="list-style-type: none"> • Union Nacional de Maisons Familiales (UNMFR), France • Inter-American Foundation (IAF) • MEPES, Brasil <p>Asociación para la Promoción de Escuelas de la Familia Agrícola (APEFA), Santa Fé Province, Argentina</p> |

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