



**Different Educational Offers for the Rural Areas
What have to be their Aims?**

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**Aims and Contents of Educational Offers,
as well as Reflections on their Identification, Formulation and Realization**

Overview

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2. What are the Specific Conditions for VET in Rural areas?
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4. How can VET Offers for the Rural Areas be Identified, Formulated and Realized?
5. Conclusions

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Methodology

- Examples
 - Equador
 - Bolivia
 - Nepal
- Generalizations
- A few Information about Nepal

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Examples

1. Proyecto de Capacitación Laboral (CapRural), Bolivia
2. Escuela de Fincas Integrales (EFI), Ecuador
3. Kumbeshwar Technical School, Kathmandu
4. Skills for Employment (ADB)
5. Lahan Technical School, Nepal
6. F-Skill, Nepal

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Important Limitations

- Vocational Education and Training (VET) and not Education in general
- Developing Countries and - in the Case of Nepal – Least Developed Countries

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Part 1

What are the Specific Conditions for VET in Rural Areas?

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What are the specific conditions for VET in Rural areas?

- Market Conditions, Demand and Supply
- Limited Schooling of Target Group
- Availability and Time Constraints
- Financial Considerations
- Partners and Sustainability
- Follow-up and Additional Services

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Part 2

- What are the Aims and Contents of VET Offers for the Rural Areas?

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Escuela de Fincas Integrales (EFI), Ecuador

- Project started in 2002
- Initiated at the local level
- Farming Training Centre located in the hilly areas of one of the poorest provinces of Ecuador
- Main problems of the agricultural sector: irrigation, financial resources, low productivity increased foreign competition
- Training offer in this sector is underdeveloped; skills are not adequate

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EFI – Objectives & Target Group

- **Objective:** Increase productivity of the farming sector, assure food security in the region and stimulate new, environmentally sustainable sources of income and self-employment in the communities
- **Target group:** MSMEs of the farming sector, often operating close to the subsistence level

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EFI – Course Offer & Modalities

- **Integral Farm Management:** 9 months with 240 hours theory at centre; 480 hours on model farm and subsequent practice on own plot of land; 25- 30 trainees/course; USD 20
- **Technical and Administrative Trainings:** according to demand e.g. in greenhouse cultivation, organic waste management, accounting, business plans, etc.; 12 hours; USD 10- 15

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EFI – Support Services

- Follow-up on LT-trainees' farms to assess progress and provide advise
- Hostel facility at training centre
- Consulting services in different areas related to farming for paying customers

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EFI - Partners

- **CORSEDI**: BDS company: responsible for the overall project management, the selection and training of trainers, academic programme, certification and technical assistance services
- **Asociación Mushuk Runa**: Regional Association of people from Quichua ethnicity and mestizos; providing trainees and farming land, promoting training with members and co-financing training (2%)
- **Consejo Provincial de Cotopaxi**: Regional Government Institution, providing a model farm for practical training units
- **Plan Unidad Programa Cotopaxi**: INGO (USA), co-financing training (5%)
- **PDA Pujilli – Guangaje**: INGO (Spain), co-financing training (5%)
- **Ministry of Agriculture**: Provides technical assistance during practical training and follow-up of trainees
- **Swisscontact**: Technical and financial assistance in programme design, development and implementation (24%)

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EFI - Financials

- Total budget for 2004: USD 25,000
- Partners' contributions in 2004: USD 13,100
- Financial sustainability hoped to be achieved to at least 80% by 2005 through commercialising and marketing of organic products developed on model farm and by offering training to paying customers from public and NGO sector

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EFI - Lessons learnt

- Charging fees to trainees is difficult. Trainings need to be subsidized, probably even more heavily than now. Self-sustainability is very difficult.
- Strong partners are important for establishing trust among themselves and in target group

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Project for Rural Skills Development (CapRural), Bolivia

- Project started in 2001
- Initiated by local organisation with experience in the area of vocational training, which wanted to extend its offer to more rural areas of south eastern Bolivia
- Two major training sites for tourism related occupations and agriculture, the most important and promising trades in the area
- Up to 2003: 2130 trainees, 60% were women

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CapRural – Objectives & Target Group

- **Objective**: Increase the income earning possibilities of the rural population in the region and contribute to an enhancement of the quality of services offered by the tourism sector, an important potential source for development and rural employment
- **Target Group**: Poor people of the region with low educational background; minimum age 16

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CapRural – Course Offer & Modalities

- Different demand-driven courses in the areas of **Tourism, IT, Tailoring and Hair Dressing & Make-up**
- Different modules of a max. 30 hours in each area with certification after each module
- Entry requirement: 5th primary pass
- Some experiments with mobile trainings hotel management, gastronomy, etc. for people with some experience in the area; some mobile trainings
- **Cattle Farming**: 5-months (880 h) centre-based training; 60% practice; 8th grade; short-term courses on demand basis

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CapRural – Support Services

- Hostel facilities at training centres
- Employment assistance for landless trainees in cattle farming

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CapRural – Partners

- **Implementation**: INFOCAL, a private institution with broad experience in the area of VET
- **Executing Institution**: Swisscontact (SDC mandate), responsible for monitoring and evaluation

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CapRural – Financials

- Main centre for tourism training provided at no cost by local institution
- Initial investment costs for infrastructure: USD 45,300 (Swisscontact/SDC: 37,000; INFOCAL: 8,300)
- Operational costs for Farming Centre in 2002: 33,000 USD
- Financial sustainability not conceivable at the moment, training is heavily subsidized
- Dairy production unit created to contribute to financial independence in the future

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CapRural – Lessons learnt

- Demand-driven courses through direct consultations with local employers
- Experienced and committed local partner is crucial for eventual success
- Outreach is limited to centre catchment area; no clear strategies to broaden group of beneficiaries, but experimenting with mobile trainings

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What are Aims and Contents of Educational Offers?

- Conclusion 1: Aims
 - Provide/upgrade skills to maintain/increase productivity in actual activity/occupation: How to broaden and strengthen the subsistence basis?
 - Provide skills to generate additional income: How to reduce the dependence from agricultural production only?
 - Provide skills to become (self) employed: How to become and remain part of the market economy?

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What are Aims and Contents of Educational Offers

- Conclusion 2: Contents
 - Job/activity related skills
 - Entrepreneurial skills
 - Life skills
- Conclusion 3: Partners
 - Strong and committed partners at the local level are a must
- Conclusion 4: Financials
 - Need for subsidies
 - There is always hope for sustainability

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Part 3

How can Educational Offers for the Rural Areas be Identified, Formulated and Realized?

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Part 3

- A few information about Nepal
- Two approaches to identify, formulate and realize offers
- Examples
 - KTS
 - ADB
- Training Needs Analysis

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Nepal

- The country
- Population
- Economy
- Political system
- Education
- TEVT

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Population

- 23 Mio.
- 2.5% growth rate p.a.
- 70-80% living in rural areas
- 80-100 different ethnic groups
- Cast system
- ... different languages

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Political System

- "Constitutional Monarchy"
- Multi Party System
- Maoist Insurgency (10-15 persons killed per day)

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Economic indicators

- GDP per person: ca. 240 \$
 - 75% below 2\$ per day
 - 40% below 1\$ per day
- 10% Contribution of Industry to GDP
- 80 % Population dependent on agriculture
- Tourism
- Remittances from foreign labor
- Donors as source of income

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Education/TEVT

- Big improvements in the last 50 years
- Mostly oriented towards urban areas and upper classes/casts
- A system of Public Technical Schools (but almost no industry!)
- Many private providers

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How can Educational Offers for the Rural Areas be Identified, Formulated and Realized?

- Two Approaches

– Bottom up



– Top down



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Kumbeshwar Technical School

- Founded in 1983 to assist the destitute "Pode" community living around Kumbeshwar Temple through healthcare and literacy programmes
- Initiated by community
- Today: Primary education, TEVT, orphanage, handicrafts production
- Registered with CTEVT since 1987

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KTS – Objectives & Target Group

- **Objectives:** To empower socially and economically disadvantaged people and increase their access to employment opportunities through education and training
- **Target Group:** Underprivileged people with no land, not enough food, from lower castes, as well as women from destitute families

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KTS – Course Offer & Modalities

- **Carpentry:** 2 years + 5 months OJT; 20% general education; 5th class pass, 15 –25 years of age; monthly allowance USD 10; ~220 graduates
- **Carpet Weaving:** 4 months + 2months OJT; literacy; daily allowance USD 0.30; ~200 graduates
- **Knitting:** 2 hours/day for 3 months; also provided at women's prisons; literacy; admission fee USD 7; ~1150 graduates

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KTS – Support Services

- Child nursery for children of weaving training
- Weaving and knitting trainees can work for KTS production units
- Up to 2000: assistance to find employment for carpentry students, but disappointing results

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KTS - Partners

- No formal partners, but support from some donors and private well-wishers
- Some students in carpentry training are sponsored by a NGO
- Co-founder and member of Nepal Fair Trade Group

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KTS - Financials

- Cost for courses between USD 850- (carpentry) and USD 30- (knitting) per trainee
- Since 1994: Running costs covered to 80% through own sources (e.g. Production Units, Membership fees)
- Some irregular donor support from Save the Children Norway, UK, Australia, Liechtenstein and private persons (infrastructure)

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KTS – Lessons learnt

- Entry requirements have to be low and flexible to give access to the most disadvantaged
- Longer trainings cause more dropouts
- Production units successful in generating income, but ...
- Child nursery helps women to attend training; more hostel facilities would be needed
- Disadvantaged people need sponsoring

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Skills for Employment Project

- Loan provided by Asian Development Bank
- 30 Mio. \$ US over 5 Years
- Decision to provide loan has to be made by October 2004
- Implementation by HMG

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ADB Project: Purpose (December 03)

- To contribute towards poverty alleviation through skills development.
- To increase access to income generating skills by improving the relevance, quality and effectiveness of the vocational training system.
- ..
- To enhance the capacity of districts and communities to gain training that achieves income generation.

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ADB Project: justification

- Poor relevance of Training
- Low quality of training
- Lack of Post-Training Support
- Fragmentation
- Inadequate Access to Training

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ADB Project: Proposed Solution 1 (excerpt December 03)

- A National Strategic Plan for the TEVT sector including vision and mission to be developed by all stakeholders including industry, community groups, all other ministries involved in training and private providers.
- The Plan should include the formulation of a national qualifications framework and skill standards.

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ADB Project: Proposed Solution 2 (excerpt December 03)

- Create a national TEVT fund to which all providers must apply and adhere to the provisions which should be based on a national TEVT policy.
- Develop a mechanism (e.g. voucher system) for demand driven training for women and disadvantaged groups.
- Improve linkages between training providers and post – training services especially micro credit.

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ADB Project: Proposed Solution 3 (excerpt December 03)

- Labor Market IS to be strengthened in each training institution.
- Enhance the use of information technology in the delivery of vocational training.
- 30 Mio. \$ in 5 Years !

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The two approaches

<ul style="list-style-type: none"> • Top down <ul style="list-style-type: none"> – General need defined – “Strategy” and/or Course program developed – Course/program implemented – Supply driven? 	<ul style="list-style-type: none"> • Bottom up <ul style="list-style-type: none"> – Local need identified – Solution developed – Program conducted – Reinventing a slightly different wheel?
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Training Needs Analysis (TNA)

- Identify the purpose of the TNA
- Identify Data Sources
- Prepare TNA
- Conduct Survey
- Compile Data
- Analyze Data
- Communicate Findings

- Identify Data Collectors
- Develop Interview Guide
- Train Data Collectors
- Conduct Field Test
- Organize TNA Survey
- Notify Data Sources

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Participatory Rural Appraisal (PRA)

- Participatory Rural Appraisal (PRA): a set of techniques aimed at shared learning between local people and outsiders.
- Key Principles
 - Participation
 - Flexibility
 - Teamwork
 - Optimal Ignorance
 - Systematic

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PRA Tools & Techniques

- Interviewing
- Mapping and Modeling
- Ranking
- Diagramming
- .
- DACUM (Developing a Curriculum), for long-term structured training

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Lahan Technical School

- Technical School (HMG) located in Terai
- Offers:
 - Programs in Agriculture, Construction, Mechanical Engineering, Civil Engineering
 - Short Courses
 - Community Services (Vaccination, Sanitation,...)

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Purpose

The purpose of this study was to identify rural mechanics training needs for farmers with mechanical equipment, workshop mechanics, workshop owners and blacksmiths in the LTS catchments area.

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Objectives

1. To identify
 - mechanical equipment used by catchments area farmers
 - problems and issues associated with mechanical equipment
 - skills needed by farmers with mechanical equipment to enable them to maintain their own equipment
 - additional skills needed by mechanics, workshop owners and blacksmiths to troubleshoot, repair and develop appropriate tools and equipment
 - specific training needs in rural mechanics
 - the level of demand for rural mechanics training.
2. To determine the best season, time of day, length and location for possible short-courses in rural mechanics.
3. To recommend training that will be guided by demand and based on need.

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Focus

- Rural mechanics
- Target population
 - farmers with mechanical equipment,
 - mechanics, mechanical shop owners and blacksmiths.
- Location for the study was a sample of Village Development Committees within the 14 district catchments area of LTS.

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Different Educational Offers for the Rural Areas. What have to be their Aims?

Methodology

- Personal interviews with the target population: farmers with mechanical equipment, mechanics, mechanical shop owners, Kami/Lohar blacksmiths living within the catchments area.
- Personal Interviews with resource persons (Village Development Committee leaders, district officials) to provide background information.
- Focus group discussion in each district
- Observations
- Questionnaires guides with closed and open-ended questions

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How can educational offers for the Rural Areas be Identified, Formulated and Realized?

- General conclusions
 - Systemic approach
 - In a participatory way
 - Flexibility in ...
 - Small is beautiful

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How can educational offers for the Rural Areas be Identified, Formulated and Realized?

Specific Conclusions 1:

- TNA before design and implementation is crucial.
- Stakeholder involvement (partners, training providers, employers, community, beneficiaries, etc.) in programme design and implementation is a must.
- Possible participant's constraints in terms of time and prior education must be taken into account. Flexibility with regard to location, entry requirements, curricula, teaching modalities, schedules etc. are crucial to reach the target group.

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How can educational offers for the Rural Areas be Identified, Formulated and Realized?

Specific Conclusions 2:

- The question of numerical outreach and cost-benefit efficiency should be considered from the very beginning of the programme design.
- The target group is financially weak and needs sponsoring. Burden sharing between different partners, including the communities can be a good alternative to full donor support. Additionally, production units can be very helpful in generating income. But, in any case rural VET is very costly and financial sustainability is difficult to achieve.

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How can educational offers for the Rural Areas be Identified, Formulated and Realized?

Specific Conclusion 3:

- Support services (hostel or transportation facilities, training in life skills, help in finding employment) and linking-up with providers of other services (e.g. BDS, micro-credit, etc) can enhance chances of success.

Specific Conclusion 4:

- Considering cost-benefit efficiency **replication** is an issue right from the beginning.

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Franchising SKILL (F-Skill), Nepal

- Helvetas project operational since 2003
- Further development of a model successfully tested by SKILL Nepal since 1992
- Franchising of mobile training packages to increase outreach and assure proximity to target clientele

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F-Skill – Objectives & Target Group

- **Objective:** Improve the livelihood of disadvantaged people and provide the needed (semi-)skilled workforce to the Nepali economy in rural and urban areas
- **Target group:** School dropouts, Dalits, Janjatis, IDPs and other conflict victims; divided into different categories

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F-Skill – Course Offer & Modalities

- Large palette of demand driven, mobile trainings of a duration ranging from 1 – 6 months, normally developed by F Skill
- Schedules are flexible according to the requirements of the target group
- So far, 300 people trained in trades such as plumbing, cooking, plant nursery, tailoring, hair dressing, carpentry, etc.
- Certification upon graduation

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F-Skill - Courses

- Plumbing
- Carpentry
- Masonry
- Electrical wiring
- .
- .
- Hair cutting

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F-Skill – Support Services

- Almost assured employment after training (90% of success rate so far)
- Social component modules (e.g. reproductive health, HIV/AIDS) included in the training
- Follow-up and advisory of graduates
- Trying to develop synergies with projects active in the area of BDS

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F-Skill - Partners

- Currently 9 franchisees, but expanding
- Private, for-profit service providers
- Knowledge of local needs and requirements and closer to target group
- Franchisee are often subsequent employers of graduates

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F-Skill - Financials

- Financed by SDC
- Budget 2003: USD 350,000; (increased significantly since)
- Payment to franchisees on an instalment basis with differential success bonus
- Franchisees have to pay a royalty of 5% (due to increase significantly)
- Considering to offer training to paying customers to cross finance current activity

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F-Skill – Lessons learnt

- Franchising model combined with incentive payment is a very promising strategy
- Synergies with other service providers would be useful
- Training in rural areas of Nepal is becoming increasingly difficult due to conflict
- New target groups emerge
- Inclusion of social training components of high importance

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TfE (Training for Employment)

- Idea
- Objectives
- Strategies
- Organizational and Institutional Strengthening
- Action lines
 - Product Development
 - Peer Exchange Groups
 - Organizational Strengthening
 - Information and Network

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Product Development

Quality Elements

1. Target group below class 10
2. New product must have potential to be absorbed by the system (skill testing, recognition by CTEVT)
3. Inclusion of on the Job Training
4. Focus on employability
5. Possibility of replication

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Selected Bibliography & Websites

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