



CITY & GUILDS
CENTRE FOR SKILLS
DEVELOPMENT

INTERNATIONAL ORGANISATIONS & LOCAL PARTNERSHIPS

SUPPORTING SUSTAINABLE
VOCATIONAL TRAINING TOGETHER

KATHLEEN COLLETT

21 AUGUST 2008



Why is locally relevant entrepreneurial education important?

- Only 9 % of students go on to tertiary education in developing countries (World Bank data, 2004)
- In Sub-Saharan Africa, 89% of the population is rural and 65% is employed in agriculture
- Secondary school needs to provide them with skills relevant to local employment opportunities
- What kinds of skills are needed?
 - Technical agricultural skills
 - Business skills

How can this work in practice?



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- How do you establish educational institutions and practices that provide locally relevant skills?
- Teach a Man to Fish
 - Teaching agriculture and business skills through school enterprises
- Centre for Skills Development
 - Working with local NGOs to provide training that is tailored to local needs in the High-Altitude Himalayas



How can this work in practice?



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- Centre for Skills Development
 - Working with local NGOs to provide training that is tailored to local needs in the High-Altitude Himalayas



What are the challenges local initiatives face?



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- Local partnerships are important for ensuring that training and local opportunities are complementary
- They also face serious challenges:
 - Funding
 - Management
 - Teaching resources

How can international organisations help?



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- International networks
- Management support
- Access to funding
- Curriculum development and teacher training

How can international organisations help?



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How can networks help?

Paraguay



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- The Teach a Man to Fish network in Paraguay connects schools, local NGOs and international agencies
- The San Francisco Agricultural School has benefited through
 - Increased international recognition
 - Income generation opportunities
 - Improved local standing

How can networks help? Kenya



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- Teach a Man to Fish helped develop the Western Kenya Schools Network
 - Learning Hubs of 4-5 schools share experiences with school enterprises
 - Local schools are creating a Teacher Training Centre
 - The model has spread through the area, and local government has become supportive

How can international organisations help?



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- **Management support**
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Management support San Francisco School



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- Teach a Man to Fish supports the San Francisco Agriculture School with management challenges
 - Planning, record keeping and accounting
 - Sharing the schools model through SCHOOL IN A BOX guides.

Management support Western Kenya Schools



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- In Western Kenya, Teach a Man to Fish helps schools that want to run enterprises to develop sound business plans using their own project proposals
- They also provide help with
 - Financial Management
 - Project Management

How can international organisations help?



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- **Access to funding**
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Access to Funding San Francisco School



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- The partnership between Teach a Man to Fish, the San Francisco Agricultural School and Fundacion Paraguay has increased funding opportunities for all parties
 - International funding for SCHOOL IN A BOX was only possible because of this partnership
 - Networks provide channels for funders to reach credible projects in the developing world

Access to Funding Western Kenya Schools



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- Funding channelled through Teach a Man to Fish made the Learning Hubs Project possible
- The focus on sustainability means that funding goes further

How can international organisations help?



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- International networks
- Management support
- Access to funding
- **Curriculum development and teacher training**

Curriculum development & teacher training



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The Centre for Skills Development has worked with Pragya to develop relevant training in three ways:

- Curriculum Development
 - Pragya has engaged with local employers and learners to identify skills gaps
 - The Centre can provide the expertise to tailor courses to meet these needs

Curriculum development & teacher training



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- Teaching methods
 - The Centre has promoted an interactive, knowledge-sharing teaching model in agricultural areas where literacy is low
- Building a model for keeping curricula updated and relevant to changing needs
 - The Centre documents the curriculum design process, and builds in revision points.

Final thoughts...



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“ People have been growing tomatoes and potatoes in South America for thousands of years”

- International organisations need to help local organisations build upon the skills that rural populations have, and the skills that *they* have identified as important.