Integrated Livelihoods Approach to Improve Education in Smallholder Farming Communities in Africa

Jacobs Foundation
10-11 July 2014, New Delhi, India
Presented by: Marie-Claude Rioux
Presentation Plan

• Introduction of the Jacobs Foundation

• JF programme approach
  • Integrated livelihood approach (*including support to smallholders*)
  • Participatory approach (*including gender approach*)
  • Importance of the local context

• Projects examples from Africa Livelihoods Programme
  • Youth development in Uganda
  • Integrated programme in Cote d’Ivoire
The Jacobs Foundation

- **Who is the Jacobs Foundation**
  - Private foundation established in 1989 in Zurich by Klaus J. Jacobs
  - Globally active organization (Europe, Latin America, Africa)
  - Help improve the living conditions of the youth today, as well as of future generation
  - Enable current and future generations of young people to become socially responsible members of society

- **What is doing the Jacobs Foundation**
  - Research & higher education
  - Practical projects & programmes implementation (about 5 millions CHF)
    - Employability in Latin America & Livelihoods in Africa
  - Evidence based approach (baseline, M&E)

Jacobs Foundation Programme Approach

Integrated livelihood approach to improve education in smallholders farming communities

- **Integrated approach**
  - Combination of complementary programs (life skills, technical and vocational training) **including support to smallholders**.
  - Long-term vision while keeping in mind the exit strategy
    - Partners responsibility, leadership and autonomy
  - Involvement of local actors, beneficiaries, stakeholders
  - Complementary partners jointly contribute to achieving a common goal.

Support to income generating activities **leads to more and more stable income** for poor rural households.

Many external factors in a community influence this hypothesis, such as health situation, infrastructure, political stability, ...

Supported by a “transmission mechanism” (e.g. Gender Household Approach) increased income **can lead to better livelihoods for the whole family**.

Quality education

mardi, 19 août 2014
• **Participatory approach**
  • Should leads to communities’ accountability (responsibility, leadership and autonomy).
  • Includes “transmission mechanisms” (e.g. Gender approach household in Uganda)
    • Increased income => better livelihoods for the whole family, including education for children and youth.

• **Importance of local context**
  • Importance of a thorough understanding of local context, (social, cultural, political, etc.) and the socio-economic potential of a region.
  • Some important considerations:
    • Disinterest from youth to invest in agriculture
    • Elders/families/guardians, have lost faith in their youth
    • Gender mainstreaming
Project's info:

- Location: Central Uganda
- Main beneficiaries: About 1’700 unemployed youths (18-35 y/o) in coffee farming communities.
- Budget: 730’000 CHF (approx. 820,000 USD)
- Project duration: 2013 - 2015
- Implementation Partner: Hanns R. Neumann Stiftung (HRNS)
Youth development in Uganda (Cond’t)

**Context:**
- Young population in Uganda mainly live in rural areas.
- Difficult access to vocational training = urban migration
- High urban rates of unemployment and poverty => youth often become marginalised.
- Agricultural sector = 80% of the Ugandan economy + realistic employment opportunity.
- Farming population is aging
- Farming remains unattractive to young people

**Aim:**
- Empower youth to contribute and benefit from improved rural livelihoods:
  - gain skills in agricultural crop production and transformation, providing access to value chains;
  - make a decent living in modernized, dynamic, productive and profitable agriculture;
  - develop vocational skills to allow them to diversify their source of income (120 yout).
• **Approach:**
  - Youth intervention integrated into existing village-level farmer organizations
  - Youth Farmer Field Schools
  - Youth trained in leadership skills, peer education and community mobilisation to take charge of advocacy (“Youth Champions”)
  - Communities and families trained to support increased youth participation in agriculture
  - Gender mainstreaming activities
  - Youth received financial literacy and entrepreneurship training.
  - Vocational training (carpentry, auto mechanics, brick laying, tailoring, catering, computer skills).
• What is innovative about the project:

• The project makes use of village-level farmer organizations and 4 of 60 farmer companies.

• Diversification of agriculture

• Pedagogy is market-oriented.
First Year Achievements:

- Increased interest in production, especially coffee, with 1'400 youth attending youth farmer field schools;
- Increase of female participation by 10 per cent within one year (38 per cent in total);
- Produce from 84 demo gardens showed good yield and was sold directly on the local market;
- Most youth trained at the vocational training institute have either found employment or are with the help of their community about to set up their own shop.
Project’s info:

- Location: Akoupé
- Main beneficiaries: About 3,000 children and youth in cocoa farming communities and 1’000 small holders
- Budget: 1.2 MN CHF (approx. 1,320,000 USD)
- Programme duration: 2013 - 2017
- Implementation Partners: Save the Children and SOCODEVI
Integrated programme in Cote d’Ivoire (Cond’t)

• **Context:**
  - 8 million people depend on cocoa farming.
  - Smallholder farmers challenges:
    - poor infrastructure; aging plantations and farmers; outdated production techniques
  - Rural areas characteristics:
    - deficiency of education infrastructure
    - lack of qualified teachers and textbooks
    - low motivation of parents to send their children to school.
    - worst forms of child labor continue to be an issue on cocoa plantations.

• **Aim:**
  - Support small cocoa farmers capacity building to increase their income, thereby improving the living conditions of their entire families, particularly children’s education, while ensuring sustainability of cocoa farming as economic potential (about 1,000 farmers over three years).
  - Provide support to local educational institutions (about 3,000 children and youth).
• **Approach:**
  - Provide smallholder cocoa farmers with:
    - technical training (farmer field school approach)
    - entrepreneurship training
    - support the constitution of a cooperative
  - Gender component (couples approach on household cash planning)
  - Support six rural primary schools, one nursery and one secondary school in the community to contribute to better access to relevant quality education.
  - Agricultural curriculum
  - Community involvement and participation to ensure ownership of youth development and socioeconomic integration.
• **What is innovative about the project:**

• The integrated household approach:
  
  • in supporting the education and training services, the development and professional integration of young people
  
  • and in contributing to sustainable increase in family incomes, particularly of those smallholders
  
  • it is possible to significantly contribute to sustainable community development.

• Introduction of an agricultural curriculum in the secondary school programme (training-employment adequacy).
Achievements:
- Farmer field schools ongoing
- Rural primary schools rehabilitated
- School capacity building ongoing
- Agricultural curricula under development with MENET collaboration
- Local structures (PTA/Steering Committee) on-board and supporting school development
- Protection committees in villages set up and trained
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<tr>
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<th><strong>UGANDA</strong></th>
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<th><strong>COTE D’IVOIRE</strong></th>
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<tbody>
<tr>
<td><strong>Main challenges</strong></td>
<td><strong>Solutions</strong></td>
<td><strong>Main challenges</strong></td>
<td><strong>Solutions</strong></td>
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<td>Idea-generation</td>
<td>No problem</td>
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<td>Funding</td>
<td>No problem at this stage</td>
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<td>No problem at this stage</td>
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<td>Design</td>
<td>No active implementing partner</td>
<td>HRNS took over the implementation</td>
<td>No active implementing partners</td>
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<td>• Invited potential organisations to develop projects proposals</td>
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<td>• Financially supported a planning grant</td>
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<td>Implementation</td>
<td>• Low Young women’s participation at the</td>
<td>• Strong gender sensitization meetings</td>
<td>• Hierarchical nature of educational administration that has had a chilling effect</td>
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<td>initiation of the project</td>
<td>• Access to land</td>
<td>in the implementation of the planned activities in collaboration with local</td>
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<td>• Access to land</td>
<td>• Access to land</td>
<td>educational structures</td>
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<td>• A prerequisite for youth participation</td>
<td>• Demonstration plot access problem (retrocession by local community)</td>
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<td>Assessment</td>
<td>Too early, data collection is going smoothly,</td>
<td></td>
<td>• Coordination between several implementing partners to share an integrated vision.</td>
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<td>no major problem encountered</td>
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<td>• Submission of a detailed action plan to the approval of the MENET.</td>
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<td>• Discussions with local authorities and community + MENET.</td>
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<td>• National Coordinator hired.</td>
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<td>Improvement &amp;</td>
<td>Too early</td>
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Additional questions

• Are national curricula in the countries where you operate well-adapted to the needs of low-income communities? In which way does your programme deviate from mainstream education? In which way does the programme support, complement or improve mainstream education?

• How do you reach out-of-school children?
Thank you very much!