

Initiative for Mainstreaming Innovation (IMI)
“Innovative forms of training and capacity-building in
IFAD-supported projects and programmes”
Policy and Technical Advisory Division

Rwanda

FIELD STUDY



Enabling poor rural people
to overcome poverty

International Fund for Agricultural Development

Initiative for Mainstreaming Innovation (IMI)

**“Innovative forms of training and capacity-building
in IFAD supported projects and programmes”**

Field Study

Rwanda: The Rural Apprenticeship Training Programme

Alessandro Spairani

June 2011

This paper was prepared by Alessandro Spairani, Consultant in IFAD's Policy and Technical Advisory Division, with contributions from Maria Hartl, Technical Adviser for Gender and Social Equity and Markus Rosenberger (Consultant).

Claus Reiner (Country Programme Manager for Rwanda) and Sonia Ntukanyagwe (Country Programme Officer) also contributed in the review of the paper.

The opinions expressed in this publication are those of the authors and do not necessarily represent those of the International Fund for Agricultural Development (IFAD). The designations employed and the presentation of material in this publication do not imply the expression of any opinion whatsoever on the part of IFAD concerning the legal status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries. The designations 'developed' and 'developing' countries are intended for statistical convenience and do not necessarily express a judgement about the stage reached by a particular country or area in the development process.

This publication or any part thereof may be reproduced without prior permission from IFAD, provided that the publication or extract therefrom reproduced is attributed to IFAD and the title of this publication is stated in any publication and that a copy thereof is sent to IFAD.

RWANDA

The Rural Apprenticeship Training Programme

Contents

Contents.....	i
Acronyms.....	ii
Background.....	1
Objectives of the study.....	1
Scope and methods of the study.....	1
1. Rural Poverty in Rwanda.....	2
2. The Rural Small and Micro-enterprise Promotion Project (PPPMER).....	3
3. The rural apprenticeship training programme.....	4
3.1 The PPPMER model to capacity building.....	4
3.2 Targeting of the trainees.....	4
3.3 Types of training and providers.....	5
3.4 Selection of the trainers.....	7
3.5 Training modalities and schedule.....	7
3.6 Monitoring and Evaluation.....	8
4. Progress of the training programme.....	9
4.1 Post-training support and follow-up.....	9
4.2 Impact of the training programme.....	11
4.3 Transfer of knowledge and sustainability.....	12
4.4 Constraints and lessons learnt.....	12
5. Conclusion: Innovative features of the PPPMER apprenticeship programme.....	13
Documents Reviewed.....	14

Acronyms

CFJ	Centres de Formation professionnelle des Jeunes
KCT	Kicukiro Center for Technology
PPPMER	Rural Small and Micro Enterprise Project
RWF	Rwandan franc
TVSD	Technical and Vocational Skills Development
SME	Small-Micro Enterprise

Background

Since 1996, the IFAD-supported Rural Small and Microenterprise Promotion Project (PPPMER phase I and II) has trained more than 6000 apprentices (3,741 young women and 2,794 men) and many have become trainers themselves. This case study under the Initiative for Mainstreaming Innovation (IMI)¹, was selected because of its innovative approach and the responses it provided in a challenging poverty context. The PPPMER training activities carried out are of interest for a number of reasons and the lessons learnt could be replicated in other projects.

The project is under the Ministry of Trade and Industry (MINICOM), and it is funded mainly by the Government of Rwanda and IFAD. The main aim of the PPPMER is to contribute to poverty reduction and improvement in the living conditions of the rural poor, particularly women and other vulnerable groups through the development of competitive rural small microenterprises (SMEs).

With the PPPMER - Phase II approaching completion in 2011, IFAD decided to investigate, in the framework of the IMI, key factors contributing to the success of its training programmes, skills development activities, and possible measures to improve training results and provide basis for future up-scaling. For practical reasons, it was only possible to prepare a desk review

Objectives of the study

IFAD commissioned this Rwanda case study to document the diversity of approaches of training and skills development, particularly to assess relevance, effectiveness and efficiency, outcomes and challenges with respect to the following key components: (i) Targeting and transition to employment or business creation; (ii) Types of training and providers; (iii) Transfer of knowledge and sustainability. The objective of this study is to present the experience of IFAD in technical vocational and skills development in the context of Rwanda and by doing so, highlight the innovative features and lessons learnt for further replication.

Scope and methods of the study

In the scope of work, the study focused more on the apprenticeship training with regards to the training of master craft persons who become rural skilled trainers (called *pmer participantes*, PP, by the PCU) and pass on their newly acquired skills to their apprentices. The study is based on a review of secondary data from project documents and inputs in addition to data gathered at the field level and interviews with programme management staff.

¹ The Initiative for Mainstreaming Innovation is a three-year initiative to enhance IFAD's capacity to promote innovations that will have a positive impact on rural poverty.

1. Rural Poverty in Rwanda

Rwanda is a landlocked, resource-poor country. The population is about 9.7 million, and 87 per cent of Rwandans live in rural areas. Population density in the country is the highest in Africa, with about 370 persons/km². The annual demographic growth rate is 2.8 per cent (4.2 and 2.4 per cent respectively in urban and rural areas)², and the population is expected to increase to about 12 million by 2015. Youth constitute an important part of Rwandan society, 42.3 per cent of total population is between 0 – 14 years old, while only less than 4 per cent is over 60 years.³

Poverty is widespread throughout the country. In 2006, 56.9 per cent of the total population were living below the poverty line and 37.9 per cent were extremely poor. In rural areas about 64.7 per cent of the population were living in poverty. The Comprehensive Food Security and Vulnerability Analysis conducted in 2009 by the World Food Programme, in close collaboration with the Rwanda National Institute of Statistics, indicated that 17 per cent of the rural population was borderline food-insecure and 4 per cent was highly vulnerable to food insecurity. Although access to primary education has improved in recent years (nationally 69 per cent of the household heads is literate), the enrolment rate in rural secondary and vocational schools is as low as 6 per cent, and dropout rates are higher than those in urban areas, particularly for girls.

The country is one of the poorest countries in the world. Between 1980 and 2010 Rwanda's HDI rose by 1.5 per cent annually from 0.249 to 0.385 today, which gives the country a rank of 152 out of 169 countries with comparable data.⁴ During the same period, HDI of Sub-Saharan Africa as a region increased from 0.293 to 0.389 today, placing Rwanda below the regional average. Agriculture is the backbone of the Rwandan economy and has contributed an average of about 36 per cent of the total GDP between 2001 and 2008, and it employs more than 80 per cent of the population. However, the sector is fragile as rough terrain, erosion and climatic hazards and lack of modern technology create serious constraints to agricultural development. Rwanda's agricultural growth of 0.5 per cent per annum in the 1980s dropped to minus 3.9 per cent in the 1990s. While production of the main crops has increased, yields have fallen in many cases. Much of the production increase has been achieved through expanding the cultivated area rather than through improved productivity. The slow economic growth in the agricultural sector reflects a constrained resource base, declining soil fertility and little use of modern inputs. Recognizing the limited opportunities for further employment in agriculture, the Government of Rwanda has adopted a policy of stimulating off-farm non-agricultural activities to increase rural income level.

² UNDATA 2011

³ Source: <http://data.un.org/CountryProfile.aspx?crName=RWANDA>

⁴ UNDP 2011 – Human Development Index, see <http://hdr.undp.org/en/statistics/>

2. The Rural Small and Micro-enterprise Promotion Project (PPPMER)

In line with its development strategies, including the Vision 2020 and Economic Development and Poverty Reduction Strategy (EDPRS), the GoR and IFAD agreed in 1996 to initiate the Rural Small and Micro Enterprise Project (PPPMER) with the goal to reduce poverty by promoting micro and small enterprises targeting the poorest households in rural areas. At the completion of PPPMER phase I in 2003, and following its success in promoting rural SMEs, it was decided to continue the project and initiate PPPMER phase II, until 2011.

The project targets rural SMEs, and seeks to create an enabling environment for their development. By focusing on dynamic collaborators among the poorest vulnerable groups and with particular attention to gender issues, the project has five components: (i) promote the development of viable SMEs; (ii) train individuals with entrepreneurial potential; (iii) provide demand-driven support to local-level initiatives; (iv) strengthen the capacity of grass-roots organizations and of other stakeholders; and (v) provide the poorest segments of the rural population with access to financial services.

The main objective of PPPMER is to assist rural SMEs in becoming reliable sources of supplementary income for rural groups, particularly in areas with high population density and land pressure, and to contribute to diversifying Rwanda's economy by promoting the secondary and service sectors. Due to growing demands on both these sectors, opportunities for self-employment are increasing significantly, especially in areas such as small trading activities, repair shops and handicrafts.

For project purposes, SMEs are divided into three groups: subsistence; emerging; and expanding SMEs. Subsistence SMEs are active or potentially active micro-entrepreneurs with less than Rwandan franc (RWF) 15,000 in savings or working capital.⁵ Emerging SMEs are more dynamic, often seasonally active enterprises with RWF 15,000 – 150,000 in savings or working capital, characterized by a reliance on artisanal and/or traditional skills. Expanding SMEs are full-time, specialized and more modern enterprises with growth potential and RWF 150,000 - 1.5 million in savings or working capital.



⁵ 15 000 RWF = 25 USD

Project support activities, including providing of access to credit, are tailored to suit the different operational categories (subsistence, emerging and expanding SMEs).

In the case of new entrants and subsistence SMEs for example, apprenticeship programmes are used to facilitate skill transfer from experienced established entrepreneurs to new entrepreneurs. In the next section, the apprenticeship training approach adopted by the PPPMER is discussed within the project framework of the training topics, design, methods, targeting of trainers and trainees, effectiveness and knowledge transfer.

3. The rural apprenticeship training programme

The rural apprenticeship training programme is one of the key elements of PPPMER. It was initiated to enhance the creation of jobs for unemployed and out of school youth in rural areas and trains them in sectors with great potential, in terms of profitability and availability of jobs. The training is practical, and designed to reach a relatively large number of beneficiaries in the shortest time possible, while at the same time, ensuring the acquisition of basic knowledge to enable programme recipients to practice or exercise their newly acquired knowledge and skills.

For many young women and men in Rwanda, this programme represents the only access to professional skills development. The project thus fills a major gap in vocational training in the country. Since 2004, more than 6,500 youth were trained for six months to one year in 30 different professions by 538 participating enterprises in all 30 districts of Rwanda. Service providers have developed training curricula and standards in seven key professions (tailoring, carpentry, automobile, handicrafts, welding, leatherworks and footwear, and electronics). About a quarter of the graduates received loans for micro-start-ups, with a business success rate of 81 per cent (36 per cent in their own enterprise, 45 per cent as employees).

3.1 The PPPMER model to capacity building

This section reviews the training approach adopted by the PPPMER, in particular with regard to the targeting of the trainees, types of training and providers, selection of the trainers, training modalities and training schedule, monitoring and evaluation. It provides a general description of the PPPMER model to capacity building, and highlights the main results of the programme to date.

3.2 Targeting of the trainees

The training programme targets uneducated and/or under or unemployed rural youth, with priority given to orphans, child headed households and households headed by children and orphans and young people from very poor families. The identification of the target group is done together with the local authorities in charge of social affairs in the community. In order to benefit from the training programme, beneficiaries have to meet the following criteria:

- Hold a certificate of vulnerability issued by the local authorities;
- Be able to read, write and count with a primary education level;
- Having quit school because of vulnerability;
- Be between the ages of 17 years (minimum) and 25 years old (maximum);
- Submit an application letter to show the willingness to learn a profession;
- Confirm availability for the entire duration of training;
- Have no other commitment for the duration of training;
- Be honest and have impeccable social behaviour which is confirmed by neighbours and the local administrative authorities
- Be a resident in the area of project intervention;
- Pass an entry test.

3.3 Types of training and providers

PPPMER adopted a bottom-up approach in selecting training courses and lets beneficiaries decide themselves what kind of training to attend, based on their attitudes and interests. However, the choice of training topics is top-down, and prioritizes the training based on profitability and market potential for products manufactured. Before the training starts, two agreements are signed among the parties involved: one with the participants, and another one with the trainers. These agreements regulate the relations between the project, trainers and trainees, and define accountability for the results of the training, and create a sense of commitment among the participants.

The desk review shows that PPPMER offers a wide range of training topics in the apprenticeship programme: sewing and knitting; carpentry; repairs/mechanical (bicycles, motorcycles, cars, watches, radios, etc.); welding; shoemaking; weaving; hairdressing; and electric works. Training providers are either working in collaboration with rural skilled trainers or with vocational training centers and schools.

In its first phase, the project did not have a standardized training curriculum for all professions, and each trainer taught according to its own experience. However, this proved to represent a challenge for the programme, due to the different levels of preparation.

To improve this situation, the PCU decided to establish common curricula in the seven most popular courses in the apprenticeship programme in collaboration with the Kicukiro Training Center (KTC): sewing, carpentry, mechanics (bicycle, motorcycle and automobile), electricity, miscellaneous repairs, footwear and fine craftsmanship.

**Table 1 - number of apprentices by activity
in the period 2004-2010**

Activity	N° of apprenticeships	% of the programme
Sewing	3,608	55.35%
Carpentry	1,312	20.13%
Hairdressing	394	6.04%
Auto-repairs	323	4.95%
Welding	213	3.27%
Leather	16	0.25%
Construction	42	0.64%
Shoemaking	43	0.66%
Knitting	69	1.06%
Cooking	5	0.08%
Basketry	187	2.87%
Auto-mechanics	92	1.41%
Sculpture	8	0.12%
Foundry	2	0.03%
Hospitality	33	0.51%
Electronics	6	0.09%
Patisserie	13	0.20%
Electricity	37	0.57%
Pottery	15	0.23%
Craft	11	0.17%
Embroidery	7	0.11%
Food processing	21	0.32%
Metal works	8	0.12%
Batik	4	0.06%
Baking	13	0.20%
Cheese-making	2	0.03%
Soap making	7	0.11%
Ceramics	3	0.05%
Apiculture	1	0.02%
Imigongo (mud paintings)	9	0.14%
Tapestry	15	0.23%
Total	6,519	100.00%

3.4 Selection of the trainers

The trainers are rural practitioners in the given profession, close to programme beneficiaries. Their selection is based on criteria of technical competence previously determined:

- Have a work space and adequate furniture to perform the training;
- Have appropriate equipment, materials and tools ;
- Have a minimum stock of primary materials required for the training;
- Have an acceptable level of technical skills in the domain;
- Motivation to provide training to apprentices;
- Be able to design and/or implement a training programme;
- Have appropriate training materials: training plans, sketches, drawings, texts/lectures, etc;
- Have a trained and experienced team, consisting of at least 2 to 3 persons;
- Be honest and have impeccable behaviour as evidenced by neighbours and the local administrative authorities;
- Sign an agreement or contract with the project agreeing to all its terms and conditions.

The trainers were selected by the project's technical staff in the field, based on the above mentioned criteria, together with representatives of practicing rural SMEs, and with other partners promoting rural SMEs.

3.5 Training modalities and schedule

The duration of the training is usually six months, except for training that requires a longer period to acquire basic knowledge, such as auto mechanics, for whom it is 12 months. Training is provided 5 days a week, from 8 am to 5 pm. At the end of this training period, a refresher course of three months is given to students that require further practical training through more advanced workshops. In order to facilitate the beneficiaries to attend the training, PPPMER adopted three kinds of training courses:

Home-based training: implemented in collaboration with the rural skilled trainers at the area of residence of the trainees, this programme is for businesses with experienced local trainers that fulfill all the conditions required to ensure adequate vocational training. Beneficiaries attend the training on weekdays and return to their homes in the evening. This type of training offers different advantages. Apart from being relatively easy to manage, it is cheap and thus capable of catering for a large number of apprentices. Moreover, it is particularly attractive to orphans and child-headed household members.

Learning outside the place of residence: targeted to trainees who have expressed interest in learning a job with high potential for profitability and interested in establishing small enterprises in their area of residence, but with no rural skilled trainers able to provide the training locally. In this case, the trainees are forced to undertake the training outside of their local communities. This programme is more expensive than the first one, and the number of apprentices is smaller.

Long-term training: For professions and jobs requiring a relatively longer period of time to acquire sufficient skills (i.e.: auto mechanics and construction). Unlike the first two training types where training is provided by the rural skilled trainers, this long-term training is done in collaboration with specialized institutions in these professions. Key partner institutions include the *Centres de Formation professionnelle des Jeunes* (CFJ) and the Community of Potters in Rwanda (COPORWA). The beneficiaries of this type of training lodge at the training institutions and the duration of the training is 12 months, followed by a period of 3 months of practical training and internship.

3.6 Monitoring and Evaluation

Monitoring and evaluation of the apprenticeship and capacity building component of PPPMER is done at two different levels:

- On-going monitoring of the training programme: carried out by project staff, at least every two weeks. After each visit, the project technician in charge of apprenticeship reviews the progress of the program, and develops a technical monthly report on progress and achievements based on the training plan. The report also contains challenges noted during the period and proposed solutions to address them.
- Mid-term and final evaluations of apprentices are prepared jointly by experienced PPPMER staff and the rural skilled trainers to assess the level attained by each trainee. This assessment is designed as a practical test where the evaluator asks the apprentice to demonstrate technical skills and deliver a product in the field learned. The level of the apprentices is then assessed on the basis of the quality of the product delivered.

4. Progress of the training programme

Table 2 shows that the PPPMER apprenticeship programme has provided vocational training to more than 8,500 beneficiaries between year 2000 and 2010.

Table 2 – Vocational trainings by activity in PPPMER I and II

Activity	PPPMER I		PPPMER II	
	Number	%	Number	%
Sewing / Embroidery / Knitting	1,051	51.67%	3,684	56.52%
Carpentry	598	29.40%	1,312	20.13%
Welding	92	4.52%	213	3.27%
Auto-repair works	75	3.69%	415	6.36%
Basketry	49	2.41%	187	2.87%
Hairdressing	42	2.06%	394	6.04%
Shoemaking	36	1.77%	43	0.66%
Total	2,034	100%	6,519	100%

4.1 Post-training support and follow-up

In addition to vocational and skills training, beneficiaries of the programme acquire other skills e.g. business skills, which enable them to leverage the technical knowledge acquired. These additional courses are necessary to new apprentices who decide to start a business. The following courses have been offered:

- Training in management and bookkeeping: The objective of this training is to teach the basics in elementary accounting and bookkeeping with an emphasis on organization (work plan and stock management), the calculation of losses and profits, and record keeping, which is essential for proper management and profitability monitoring of the businesses. Some of the most dynamic trainees upon graduation are recruited as Business Management Trainers and receive additional training to enable them to perform most management functions including balance sheet, income statement, inventory, calculating depreciation.
- Training in loan application and management of funds: This training enables trainees to develop successful loan applications and manage efficiently the funds received.
- Training in trade policy and entrepreneurship: This training strengthens the capacity of recipients in market requirements, and helps them to develop their managerial, marketing and entrepreneurial skills.

- Training in cooperative management: This training provides skills in the creation and management of cooperatives to enhance the competitiveness of the businesses, particularly in terms of organization, mutual guarantees, the acquisition of basic equipment, etc.
- The grant credit facilities: Most trainees have been selected for this programme because of their poverty and vulnerability. At the end of training, these young people cannot afford the basic equipment needed to start their own businesses. To address these problems, the young people are organized into groups for mutual support, and the project facilitates the acquisition of equipments, with a 50 per cent subsidy.

Table 3 shows the trainees who have benefited from these supports in different project locations until 30 June 2010.

Table 3 - Number of trainees per district

Training provided	East	North	West	South	Total
Management and bookkeeping	804	1,174	201	434	2,613
Project preparation and management of funds	761	1,043	201	334	2,339
Trade policy and entrepreneurship	675	635	201	45	1,556
Cooperative formation and management	499	900	4	183	1,586
Grant credit facilities	408	562	372	82	1,424

Table 4 - Accumulated credit of leasing equipments apprenticeship graduated during the last three years, disaggregated by gender

Year	Number of groups	Female Members	Male Members	Total Members	Amount Received (RWF)
Year 2008 - 2009	11	93	51	144	13,777,475
Year 2009 - 2010	148	720	560	1,280	121,949,822
Year 2010 - 2011	64	229	103	332	40,325,760
Total	223	1,042	714	1,756	176,053,057

4.2 Impact of the training programme

The monitoring of the apprenticeship programme in the period 2006-2008 shows that the programme has contributed strongly to job creation and reduced unemployment rates in rural areas, resulting in an improvement of the livelihoods of the beneficiaries.

As shown in the table 5, out of the total number of graduates, 85 per cent have a permanent job, either within their own business (51 per cent), or as employees (33 per cent), 0.2 per cent have decided to continue further their secondary education, 11 per cent are unemployed, and 3.5 per cent have changed often their activity and have migrated outside their area of residence.

Table 5 - Subsequent activity of the PPPMER graduate apprentices, 2006-2008

Province	Total graduates	N° own businesses	Employees in another business	Unemployed	Continued secondary studies	Changed activity	Migrated/ other
East	1,566	808	473	222	7	23	33
%		51.6%	30.2%	14.2%	0.5%	1.5%	2.1%
North	1,882	1,085	679	118	0	0	0
%		57.7%	36.1%	6.3%	0%	0%	0%
West	201	48	81	39	0	0	33
%		23.9%	40.3%	19.4%	0%	0%	16.4%
South	248	67	72	60	0	0	49
%		27.0%	29.0%	24.2%			19.8%
Total	3,897	2,008	1,305	439	7	23	115
%		51.5%	33.5%	11.7%	0.2%	0.6%	3.5%

Source: PPPMER II Mid-term Review 2008.

4.3 Transfer of knowledge and sustainability

The institutional links between PPPMER and local service provider and businesses seems to be the key for sustainability, together with a provision of services targeted to the needs of beneficiaries.

A decentralized network of professional rural skilled trainers and training centers facilitated the expansion of PPPMER, and allowed the project to reach a high number of apprentices within a relatively short period of time, while at the same time maintaining costs lower than at training centres. Moreover, the trainers come from rural areas, offer a real business environment, are familiar with problems that may arise and can adapt the training with a high level of flexibility.

Finally, the incentive system created between the project, trainers and trainees based on clear contracts among the parties and follow-up support, allowed to maintain a low level of drop-outs while at the same time providing high impact of the training courses.

4.4 Constraints and lessons learnt

This desk review provides a number of lessons learnt in implementing a rural vocational training programme. The major challenges faced by the project can be clustered into three main areas: curriculum, market, and certification.

- i. Curriculum: some of the training courses (i.e. sewing and carpentry) are more requested than others by the beneficiaries. This creates a risk of intense competition among the trainees at the end of the training period. Thus, mobilization of youth for the diversification of businesses will be crucial in ensuring that there will be an equal distribution of market potential after the training. Moreover, it may be useful to develop a strategy for the training courses based on market potential, to identify more trainers in marginal trades, and to diversify the trades in which apprenticeships are offered to include emerging ones such as cooperative management, solar equipment maintenance and bicycle repairs.
- ii. Employment opportunities and labour market: as vocational training is very popular in rural areas, applications far exceed the capacity of the programme. An awareness campaign should be undertaken to mobilize more development partners to support vocational training and apprenticeship programmes.
- iii. Certification: although a final test is taken, there is no established and recognized assessment of the training provided, and no certification is awarded at the end of the programme to the graduate apprentices. Apprenticeship certification would represent a further incentive for the trainees to complete the programme and represent a support document for all those applying for jobs, especially the unemployed and very young trainees without work experience.

5. Conclusion: Innovative features of the PPPMER apprenticeship programme

The rural apprenticeship training component is one of the key services of PPPMER. In Rwanda, as in many other developing countries with a large informal sector, formal Technical and Vocational Skills Development (TVSD) is an option for a relatively small minority of young people. Apprenticeships in the informal economy offer many more young people an opportunity to learn a profession and create work. This case study was selected because of its innovative approach to skills development in the off-farm sector in rural areas, and the responses it provides in a challenging poverty context. The provision of tailored training services targeted at young people helps to stimulate rural entrepreneurship and curb rural-urban migration and improve livelihoods of rural youth.

The study concludes that combining training with hands-on experience allows young women and men to gain the skills and experience that facilitate their entry into the labor market and enables them to set up small enterprises. Skills are transferred through the observation and replication of tasks carried out by an experienced trainer or master. The strengths of informal apprenticeships include providing skills training at a suitable level of:

- Technology: using the equipment currently in use in the trade and being involved in real production;
- Processes: covering all skills relevant for a trade including vocational skills;
- Organizational, management and business skills, including costing, marketing, and supplier and customer relations: allowing apprentices the opportunity to build up social and economic networks that will facilitate the establishment and running of their own enterprise, when the apprenticeship is complete.

Beneficiaries are enabled to acquire training in skills of their choice, in a period between 6 and 12 month. Moreover, most training takes place in the area of residence of the beneficiaries, so the apprentices can return to their home every day. Trainers come from the same communities as the trainees and are knowledgeable about the local context and issues that may arise during the training. Thus, the PPPMER approach to skills development has proved to be successful in keeping the level of drop-outs low and to train a large number of young people in a short period of time, making efficient use of limited resources.

Documents Reviewed

1. M. Rosemberg, PPPMER II Extension Assessment Report, Technical Note, IFAD 2011
2. PPPMER II Implementation Support Report 2010
3. PPPMER II Annual Report 2008 and 2009
4. PPPMER II Mid-Term Review, November 2008
5. PPPMER II Supervision report 2005



Sewing apprenticeship training



Embroidery workshop



Handcrafts production with banana leaves



Bags production

