

GOOD PRACTICES AND LESSONS LEARNED

Progetto Mondo MLAL – Bolivia/Peru

Project: A model for the formalisation of rural workers in situation of precarious work, of the coffee value chain of Peru and Bolivia

Good Practice: Vocational training and promotion of Rural Entrepreneurship Associated with Coffee

1. Brief summary

The project was proposed to contribute to the reduction of rural poverty, in coffee production areas of Peru and Bolivia, targeting mainly young informal self-employed workers and women, who depend directly or indirectly on this production, and who find themselves in a vulnerable work situation.

To this end, the specific objective was to increase the levels of decent employment of informal rural workers (self-employed) who participate in coffee value chains in 3 production regions of Peru and 2 in Bolivia, within the framework of a process of strengthening the associative model and access to social protection and assurance systems of national and binational incidence, through a strategy built around 3 axes of work. The second axis was the support to the decent self-employment of the informal workers of the coffee chain, through vocational training, certification of job competencies and promotion of rural enterprises in productions associated with coffee.

2. Key Areas of Good Practice

- Entrepreneurship and business management training (3.2)
- Vocational and/or skills training (3.6)

3. Context - Brief description

Where the good practice was implemented

The good practice was implemented in coffee growing regions of Peru (San Ignacio and Jaén in Cajamarca, Chanchamayo and Satipo in Junín, Sandía in Puno) and Bolivia (Caranavi in La Paz) with Coffee Cooperatives affiliated to the National Board of the Coffee of Peru and Federation of Exporting Coffee Growers of Bolivia - FECAFEB.

Why it was implemented:

Poverty in Peru is prevalent in rural and peri-urban areas. In rural areas, family agriculture is practiced by the poorest, due to the effect of unfair trade between the countryside and the city, the poor policy of promotion and development of family agriculture by the Government, the low quality of basic education public, and the limited development of skills and technical and management skills, particularly of young people and women.

The coffee productive chain and other agricultural products offer opportunities that are not taken advantage of by farming families due to the aforementioned limitations, which push these to their dependence on intermediaries and informality, generating a vicious circle, which causes expulsion of young people to the city and urban informality.

The good practice was proposed and managed to start providing solutions to the problems mentioned above:

a) To develop technical skills of young people and women from coffee-growing families in occupations linked to agroforestry and coffee cultivation, in a sustainable manner. To this end, public and mixed local technical education institutions were involved, with which, based on the

identification of demand, appropriate curriculum were designed in order to guarantee the sustainability of this training offer and to link technical education with the needs of family farming. The young people proposed by the Cooperatives were the first beneficiaries.

b) Certify the job competencies of young people and adults in occupations that the market demands. The competences acquired in an empirical form achieve official recognition by the State through Labour Certification, which makes it easier for beneficiaries to access employment and income in public and private institutions.

c) Develop associative entrepreneurship skills and competencies for family members, specifically young people and women, of cooperative members for the identification and implementation of associative economic initiatives that contribute to improving the production process of the chain (for example forest nurseries) or add value to their products (for example roasted ground coffee). Likewise, this action has generated business units in the Cooperatives that will strengthen their image and expand their services in favour of the members and the coffee community.

Who is involved:

The best practice involved in the implementation process local actors including: directors of the national union platforms-JUNTA NACIONAL DEL CAFÉ del Perú; Federación de Caficultores Exportadores de Bolivia; managers of trade union at the local level; managers of participating cooperatives: managers and teachers of local TVET institutions; family members of coffee producers. The project staff supported and facilitated the implementation.

Who are the people who benefited from the good practice (children, teachers, parents, etc.)?

Direct beneficiaries:

- a) Relatives of the cooperative members participating in the project, younger and female.
- b) Young technicians from cooperatives.

Indirect beneficiaries:

Directors and teachers of the TVET institutions.

When the activity was implemented:

The process of implementation from the design, contact with the actors and implementation took more than two years. Technical assistance and marketing is underway to the ventures launched by the winning cooperatives and their groups. In the case of occupational certification, national associations have begun to include new occupations in the recognition process by the State Agency. That will allow the certification of other agricultural and agroforestry occupations.

4. Level and type of innovation of the good practice

a) The disconnection between basic education, or even vocational-technical oriented education, with the labour market is significant. Adolescents and young people can hardly access work (waged work or self-employment), particularly in the rural areas, because they do not possess the basic skills and abilities required.

Therefore, the proposal implemented is innovative for the rural case, not only because it fostered the dialogue between the cooperatives and the technical educational institutions, in a perspective of local economic development, but also achieved the joint construction of the curriculum and its execution in occupations required by coffee farmers. As a reference, in the urban area this dialogue is very limited and is mostly promoted by civil society organizations (NGOs). Likewise, it is important because it helps to make cooperatives visible in local economic development.

b) Certification of job skills is a recent practice that is aimed at occupations in the urban sector. The Certification recognizes the work experience and the quality of performance achieved throughout

his life by the worker and gives him a value in the market, facilitating his access to work. The project proposal has contributed to extend this certification to occupations in the rural areas, specifically referred to coffee and agroforestry activity, activities that have a lot of projection for the demands of the market.

c) In the case of the development of entrepreneurial skills and competences, the following aspects stand out: to promote the associative model that allows to give value to the individual production of the associates; direct them to rural activities related to the value chain; involve organizations as investors; prioritize the participation or involvement of young people and women from cooperative families; use a methodology and strategy that promotes the development of attitudes and knowledge with a gender approach; promote both competition (with the help of seed capital) and cooperation.

5. Description: What are the processes and steps involved?

a) Development of technical skills in occupations related to coffee cultivation and agroforestry.

- Identification of the occupations required by the producers and the coffee and agricultural sector. Coordination with producers, area managers and specialists
- Elaboration of the occupational profile of the positions identified. Specialist in coordination with cooperative producers and managers or technicians
- Mapping and identification of TVET institutes (they are of a higher non-university level) and of consultants specialized in technical training.
- Selection of TVET institutes willing to innovate their training proposal with flexible courses suitable for young people who did not even complete basic education.
- Design of the curriculum by occupation in coordination with the national associations (FECAFEB and JNC) and the TVET institutes
- Definition of the criteria and process for selecting participants, in coordination with national associations (FECAFEB and JNC), the area managers of the unions and the TVET institutes.
- Agreements with the TVET institutes. In the case of Bolivia, FECAFEB implemented its Technical School in Caranavi
- Selection and hiring of teachers, facilitator and other consultants
- Selection of participants; the Cooperatives presented their preselected ones.
- Dictation and evaluation of acquired competences
- Closing ceremony for training courses
- Follow-up on the incorporation of the curriculum in the programs of the technical training institutes

b) Certification of job competencies of young people and adults.

- Executive diagnosis of certification procedures in Bolivia and Peru
- Preparation of the technical competences summaries in through interviews with specialists and focus groups with workers with work experience
- Functional analysis of the coffee chain in a participatory manner with specialists and workers
- Skills standardization and validation
- Management of approval of the position and competencies in Public Organization (SINEACE)
- Execution of the process of evaluation and certification by competences of the workers (self-employed) presented by the Cooperatives.

c) Develop skills and competencies of associative entrepreneurship. Cafeteria

6. Resources: What resources and skills are needed to carry out the good practice?

The project team that directly worked on good practices were 3 professionals related to business management and education with experience in the topics. Consultants were hired by products, most

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of them with experience in the proposed topics.

7. Sustainability of the Good Practice

a) In reference to the development of technical skills of young people and women of coffee families in occupations related to agroforestry and coffee cultivation. The action was carried out with local educational institutions of mixed and public management (Church - State), which have the obligation to improve their educational offer and maintain those in demand, as in the case of the Project proposal. Additionally, the follow-up to the incorporation of the curriculum in the training programs of the same ones has been foreseen.

b) In reference to the Certification of job competencies of young people and adults. Project partners of Practical Solutions, the JNC and FECAFEB) have the legal authorization to offer the Certification in the approved occupations and will therefore continue to offer Certification in their future courses.

c) The sustainability of the program of development of skills and competences of associative entrepreneurship to members of agriculture depends on new projects or financial resources that cooperatives can obtain. However, some of the Cooperatives have decided to promote associative initiatives to reinforce their role in the chain, such as: reuse of waste from the coffee process; post-harvest centralization in order to reduce costs to associates; promotion of initiatives of diversification from the fields, such as beekeeping. These initiatives need to be strengthened with the development of skills of a greater number of partners that expanded the decision spaces in the organizations.

8. What would the originators of the Good Practice do differently if they were to do it again?

a) In the development of technical skills of young people and women of coffee families in occupations linked to agroforestry and coffee cultivation, in a sustained manner.

- Influence the decentralized bodies of the Education Sector for the recognition of the improvements implemented by the TVET Institutions and commit them to supervise the improvements made to institutionalize them.

b) In the Certification of job competences of young people and adults.

- Ensure that the Certification is complemented with an acknowledgment of the authorities and local actors to promote continuous improvement in family farming.
- Complement the training of certified workers with communication and assertiveness skills, to involve family farming in the process of change

c) In the development of skills and competencies of associative entrepreneurship to family members.

- Carry out a deeper analysis of the potential of the chain to identify new possible initiatives to implement in an associative way.
- Include a Training-of-Trainers Program for local trainers to support the training program in rural areas at the end of the project. The methodology and strategy used by the project is based on games, role-playing and is based on "learning by doing" and agile methodologies, whose experts are usually in large or medium cities.
- Conduct a selection and evaluation process the most extensive and profound possible (measuring attitude and commitment) to select young people and women from coffee-growing families and reduce the risks of favouritism.