



2018 Report

of the *Learn-for-Life* Initiative in Varanasi, India

Narrative Report

General Information – Summary

The Learn For Life Empowerment Project (LFL), is an organization that is implementing three interconnected lines of work: 1. Schooling – in Early Childhood Development (ECD) and the Badi Asha School; 2. Vocational Training – in baking and stitching; 3. Connecting the two by offering some training components to students of schooling and young community members.

In India, caste and religion are major factors for dividing communities. At the core of every LFL activity is a conscious and purposeful integration of people from various castes and religions, with the goal of creating more integrated, understanding, supportive, compassionate and harmonious communities.

After 15 years of supporting the community primarily through a provision of schooling, it became apparent that after graduation – at age 15 or 16 – students require further training to successfully enter the labour force while at the same time needing a certain income to support themselves and their families. To this end, LFL has initiated a vocational training program that, along the lines of the European Dual Education model, which alternates between theoretical training in a training centre and practical guidance at a workplace.

Statistical Overview

Learn for Life now has the following areas of operation in the three projects:

ECD and Schooling In the Badhi Asha School	Vocational Training For young adults	Offering practical training To students and community
Pre-schooling (for 4-6 year olds)	Vocational and technical skills In stitching	Technical skills In Computer Literacy
Primary schooling (for 6-15 year olds)	Vocational and technical skills In baking	Technical skills In stitching
Post-primary support (for alumni)		

The following number of beneficiaries has been reached in 2018:

	Number of beneficiaries
ECD and Schooling	
Children in pre-school	34
Children in primary school	102
Children with post-primary support	22
Offering practical training to students and community members	
• Computer	27
• Stitching	13
Vocational Training for young adults	
• Stitching	16
• Bakery and Restaurant Training	17
Total number of beneficiaries reached	231



ECD and Schooling in the Badi Asha School

One of the major challenges in India is navigating the bureaucracy. LFL has been working tirelessly with a team to obtain recognition as a school from the Indian Government. In 2018 they are very proud to announce that they have accomplished this monumental task, and are recognized as an official school up to 5th grade.

The Primary School Program:

Number of Pupils

The school is now comprised of 136 students between the preschool and primary programs, which is the limit in terms of space, resources, and number of teachers. Expanding further would likely jeopardize the quality of schooling that can be provided and the amount of help that can be offered to students and families.

Services Offered

The services provided by the Badi Asha School have remained the same in 2018 even with the growing number of students and the rising costs. Students do not pay anything to attend the school. All textbooks, school supplies and uniforms are provided at no cost. They are also given shoes, socks, winter clothing and other items such as backpacks, water bottles, hygiene items as needed. In 2018 the school also gave warm blankets to each student. Two healthy meals are available each day where portions are not limited, since some students don't always have enough to eat at home.

Collaboration with a doctor at the Ramakrishna Mission continues to provide free healthcare for all students.

This year saw the beginning of an outreach initiative into a new slum, which is one of the poorest in the neighbourhood. Badi Asha provided blankets, shoes, winter coats and other warm clothing items. The goal of this outreach initiative is to engage this particular community with the work of LFL so as to draw students from this very poor area into the school and/or vocational programs.

Schooling Infrastructure

The rooftop garden is now mature. The school has worked with a local business, Garden on Concrete to turn the rooftop into a thriving miniature jungle of flowers, vines, herbs, and vegetables. They have also helped to build a (mostly) monkey-safe composting area in the park. The gardeners come on a daily basis to care for and water the plants with the help of students, often doing longer workshops with older students on sustainability, composting, wastewater collection and rainwater harvesting. The children have been a part of this process from the start and because of this, they take pride in the plants that they are growing. The garden now produces enough to meaningfully supplement the schools lunch program.

Rabbits and chickens have been introduced into the gardening initiative. The children feed and care for these animals daily. The goal of introducing animals into the program is to help children understand how to have compassion for animals and care for and nurture something other than themselves. In India animals are sometimes treated very poorly, so adding this element has been especially profound.



An interactive whiteboard (i.e. a SmartBoard) was generously donated at the beginning of the year. It currently resides in the class 4 classroom, although all students have a chance to use it at times. So far, it has been used for film screenings and discussions with some of the older students, songs, handwriting practice, educational movies and research, Skyping with an English class in Italy to practice conversational English and learn about different cultures. The class 4 has recently started testing out a new software using the SmartBoard called EnglishHelper ReadToMe, which functions as an interactive textbook and screenreader. It is being used to supplement the current English curriculum. Teaching staff is trained in how to use this tool in the classroom.

This year several tablets were generously donated and have been put them to good use. There are enough tablets that each teacher has her own to use for class preparation and each student in the SmartBoard room can use one to interact with the SmartBoard.

Infrastructure improvements this year included renovating the dining area and the library. The dining area is now fully tiled to facilitate thorough cleaning and sterilization after each meal. The size of the library was doubled, which has made the space very inviting and encourages students to explore books and reading.

Teachers and Volunteers

Ten teachers continue to compose the teaching staff. The continuity of the teaching team is very beneficial for students and for the organization as a whole. The teachers have received considerable training by the school Director, Nicole Seregni, who is an Italian, trained and qualified in pedagogy. As a result of their increased skill levels, experience and capacities, they have all been given a salary raise. The Badi Asha teaching staff is a wonderful group of open-minded and enthusiastic educators, who are always up to the challenge of questioning traditions and old ways.

Since 2016, Badi Asha School has built up a relationship with EurasiaNet and the French Civil Service. From now on they send two volunteers per year for 6 to 9 months each. All volunteers come from various backgrounds and contribute different skills and experiences. In 2018, volunteers helped with English lessons, geography lessons, music therapy, math, art and photography workshops as well as administrative and website tasks depending on their individual backgrounds. Even experienced teachers have volunteered to help in developing curricula and daily routines. Having volunteers from different backgrounds helps to encourage an accepting and open-minded multicultural environment.

Teacher Training

To avoid complications when there is a change of teachers and because the Badi Asha philosophy is very different from most Indian schools, the issue of institutionalizing teacher training becomes particularly important. The school's director has assumed responsibility for this with quite some success. There are teacher meetings and training sessions every Saturday after lunch. A longer training session one Saturday per month sees the collaboration with the teachers from the Jeevan School in Varanasi. The venue alternates between the two schools. This gives teachers exposure to other methods and other points of view, allowing them to compare different teaching approaches.

The teaching team receives professional development training from the school Director Nicole Seregni on a weekly basis. This includes pedagogical development, as well as



personal growth classes. In addition to this, a new level of training was introduced where the teachers are given the opportunity to research and build their own lesson plans under supervision. It is encouraging to see that the teachers have become a cohesive group, with enough experience to take on this next level of teaching skills.

Further training for teachers was provided by both members of the LFL team and outside specialists. LFL stitching teacher (Manuela Labrita) has led trainings on creativity and art curriculum and a volunteer has led trainings on “process over product” approaches to creative projects and lesson planning. Support from outside specialists has included month-long orientation for Kindergarten teachers on a unique approach to activity planning and sessions regarding the goals and philosophy of society and how collaboration helps to achieve those goals, which was geared at all LFL (teachers, bakers, cleaners, kitchen staff, everyone working together under one roof).

Director Nicole Seregni led the teachers in a half hour English practice and women’s empowerment group (all current teaching staff are female) every morning before students arrive. This has increased the teachers’ didactic and pedagogic skills and sensitized them for the very difficult target group that Learn for Life works with. This is in addition to everyday supervision and individual meetings with the teachers as needed.

Curriculum

In general, the school followed the NCERT English medium curriculum. This is where most of the textbooks come from. Schooling approaches draw from a number of different philosophies and pedagogic theories when thinking about how children learn, notably, the Montessori method (which the principal has some experience with and the director of Jeevan School knows very well), the philosophies born in post-war Reggio Emilia (which one of the current volunteers has an extensive background in), Krishnamurti’s teaching philosophy (which the principal has studied), and the Waldorf / Steiner methodology (for which there have been a number of experienced volunteers).

Teachers are encouraged to supplement the curriculum with creative activities and interactive lessons with a focus on speaking and listening in addition to reading and writing. A lot of training moves away from textbooks and toward learning oriented lesson planning. Alternative teaching methods such as drama activities, hands on games and activities, educational movies, discussions, and project development (like making documentaries and interviewing community members) address concepts from a variety of different angles to be more inclusive of children with different learning styles.

A new course with students of classes 4 and 5 includes a weekly discussion group on various topics. The topics are often considered taboo or are sensitive in Indian culture. This is designed to develop critical thinking and emotional maturity for the students.

2018 a weekly assembly attended by all students was introduced as an opportunity to make announcements and address issues that pertain to all of the pupils. It also gives staff the opportunity to showcase the work that is taking place in each of the classes. Every week students give presentations about topics they are studying. This gives them the chance to show their work, to feel proud of their accomplishments, and to gain confidence speaking in front of large groups. Bringing all of the students and teachers together in this has also created a greater sense of community and camaraderie. Students are very enthusiastic about the assembly and look forward to it each week.



Extracurricular Activities

Extracurricular classes in the afternoons include music three times a week with local musicians and traditional *gharana* (classical Indian singing), once a week with a yoga teacher, dance classes once a week with a Spanish woman who studies Kathak dance at BHU, daily creative stitching and embroidery classes led by tailors, and everyday opportunities to utilize the growing children's library, which is full of books in English and Hindi. Children also get the opportunity to play with various indoor and outdoor toys and games in a supervised free-play environment in the park. Another fixture is the yearly trip to the waterpark with grades 1 through 5 to celebrate the end of each school year. This is a very popular activity for the children and they talk about it all year in anticipation of their next trip. As the Kindergarten students are too young to take to the waterpark, they went on a field trip to an area just outside of Varanasi with several large green spaces where the children were able to have a lovely picnic and run around freely.

For the past five years 5th grade classes went on a trip to Delhi. This year the students visited the parliament buildings and did some sightseeing. They were invited to visit the American Embassy School where they taught the 2nd grade class in how to bake cookies. During this trip, the Brown Bread Bakery / Organic German Bakeshop had a stall at the Swiss Embassy Christmas Market and the students were invited to attend. The profits from this event were sufficient to pay for the transportation of the trip and to purchase blankets and winter clothing to distribute to the greater community in Varanasi. The children were accommodated in the Ajay Guesthouse, where the Brown Bread Bakery in Delhi is located, and the Brown Bread Bakery donated all of their meals.

Another focus are less traditional academic topics such as yoga (which is done every morning before the academic day begins), meditation, emotional health and managing anger and depression, gender equality, and women's health, which is often incorporated into the daily class schedule.

Such topics can also be relevant for the involvement of parents. The involvement of parents is sought via meetings throughout the year to provide feedback on their children's learning and to introduce soft-skill training topics (e.g. the value of education, why oppose corporal punishment, hygiene, etc.). This year, the frequency of parent meetings was increased to once every three months. The speaker who led the full staff training also came to lead a parent training session on the negative effects of violence and beating on children's growth and development.

As part of the admissions process, the home of each student is visited by a staff member. This helps to verify which students are truly in need of support and to understand and connect with the family of each student. These visits are repeated for students who have been attending Badi Asha School to monitor any changes in their situation.

Creativity and the Arts

Badi Asha School puts a strong focus on creativity and the arts, which is why every Saturday is dedicated to creative projects and non-traditional academic activities. On these days, each class takes on a full day creative project ranging from arts and crafts activities, baking workshops where the students work with bakers to make things to share with the other students at lunch (cookies, cake, pizza, donuts), screening and discussing films that deal with social issues in India, dancing classes, outdoor sports and games when the weather is nice, longer gardening workshops in the rooftop garden,



working with clay and other explorations of materials. The first week of each school year is dedicated to creative projects and workshops. Each year this program grows and this has led to marked improvements in the artwork and creative thinking of the students.

The art and music therapy program is going strong. The director studies Art Therapy in Italy and incorporates what she learns into teacher trainings. The program currently includes therapeutic and social/emotional oriented group activities and private sessions for students with developmental, emotional or behavioural issues. Music teachers are encouraged to incorporate aspects of this into their classes as well.

Academic Performance

Learn for Life does not pressure children to achieve good marks in any competitive way. Instead, the school concentrates on a more holistic and self-motivated approach to schooling. Unfortunately, one cannot forgo grades entirely because Varanasi and India as a whole are very “grades focused” and the students need to be prepared for their further education where grades do matter. This approach has worked well so far; despite not emphasizing grades or testing, there has never been a student who could not get into a secondary school program after finishing class 5 and in general their performance is above average in the schools they enter. This year, one ex-student (a 2016 graduate) even won the Student of the Year Award from his current school, a prominent English medium program in the area.

Further Development of Alumni

With regard to the previous point, it needs to be added that, while a huge indicator of success (and an even more important boost for the self-esteem of the kids and their families), getting into secondary schools is only a part of the issue regarding further education of the graduates. Learn for Life is not particularly happy with the quality of the local middle schools the kids can go to. Since some are worse than others, it remains an ongoing process to seek out those schools that have the best quality schooling for the alumni of the Badi Asha School. Subsequently the school now works with selected Hindi and English medium schools that provide adequate schooling, but Learn for Life always keeps its eyes and ears open for better opportunities.

In general, youths are often pushed to leave school early to start work and supplement the family income. Learn for Life would like to avoid this as much as possible by providing vocational training on the one hand (see below), but also by supporting former pupils in furthering their academic education in private schools.

Last year, 7 out of the 11 graduating students passed the entrance examination to a prestigious English medium school in the area. All other graduating students passed the Hindi medium school entrance exams. Especially given the background that these kids come from (many of them are the first in their families to receive any education), this is considered very impressive. Once children qualify for schools that charge a school fee, Learn for Life works together with the parents to make sure that children will not be barred from this unique opportunity because of a lack of funds. Currently, 31 alumni get full or partial secondary school tuition fee coverage, offering free coaching for them as well. This number is increasing yearly.



Learn for Life is extremely proud that *all* students who completed 5th grade passed the entrance exams for 6th grade to carry on; a few of the students were even placed directly into 7th grade!

In 2018, Learn for Life started a tutoring program for all Badi Asha School alumni, who continue to receive financial support in their higher education. They return to the school facilities each day after their school day. This is an excellent way to keep track of their progress, as well as continue engaging them within their community.

Educating girls in developing countries has been shown to discourage child brides and push back the age they are married. Badi Asha is always working to educate and encourage families to allow their daughters to complete their full education before arranging their marriages. While this has been successful many times, this year one of the alumni was married at age 15 and became pregnant immediately. This just shows how important it is to continue to engage with the families, while continuing to educate and empower women in India.

The Pre-school Program:

Number of children

The number of children in Badi Asha School's Early Childhood Development program has not grown significantly since 2016. 34 children is basically the limit in terms of space and resources to be able to provide the kids with quality education. There are currently no plans to expand the number of children admitted, but rather to seek to maintain as high a quality of schooling as possible with current numbers.

Curriculum development

There is very little precedent for Early Childhood Development in Varanasi, as most preschool programs are either academically focused primary school preparatory programs where kids are taught to sit still, work and behave with the threat of punishment looming over them or "play-group" style nurseries with very limited supervision or planning. The few real preschool programs in Varanasi are for profit programs for families that can afford them and not tailored for children from extremely poor and dire backgrounds.

This year, the Badi Asha Pre-School has implemented a more play based curriculum in the classrooms, dedicating a large portion of each day to child initiated investigations and activities. The teachers act as facilitators to the growth and learning process by observing and asking open ended questions, helping the children to make their own discoveries rather than directing their play. Textbooks are not used in preschool classrooms, but teaching occurs through songs, games, reading out loud, hands on activities and exploration of different toys and materials according to a variety of Western and Indian pedagogies. While some daily activities are teacher led group activities, participation in anything is voluntary. Most of activities are either small group oriented or child initiated. Part of the daily routine is to have gross motor and fine motor choices each day as well as access to art materials, dramatic play, books, and construction toys. Teachers facilitate this and observe the children, taking inspiration from the children's own interests for further activities.



Vocational Training for young adults

Stitching

The Stitching Project vocational training program keeps growing. In the last year, two more trainees have reached a point in their training where they can help the head tailors with paid clothing production. Two other trainees have transitioned to becoming full tailors and assistant teachers with us.

The two-year training program has continued to expand. The tailors are now working with 10 women aged 15 or older on skills necessary for professional stitching. The syllabus includes an introduction part (embroidery, stitching craft and tapestry), followed by the main stitching program (sewing skills and pattern design making). The purpose is to train them on textiles and fashion design subjects in order to increase their prospects for future employment and income generating capacities.

The trainees have continued to work on collaborative projects and skills. They are learning to reproduce and make some new designs with sewing machines and using hand-stitching techniques. The quality of their stitching and finishing, altering and fixing techniques keep improving with practice. In the last year, each of them has made their own blouse top, small jacket, baby frock, and salwar amongst other items. They also study embroidery as well as different sleeve and neck designs.

Another big component of the training is teaching basic economics and math skills to the women. This includes learning how to measure and calculate the amount of cloth needed per piece of clothing, the cost of materials and learning to price their work.

The tailors also receive weekly English and computer lessons that are part of the vocational training program. The lessons focus on topics relevant to them. In English, they learn vocabulary related to their profession, stitching terms and names of clothing as well as how to talk to customers. Their ability to communicate in English improves consistently. For computer training, they learn how to use excel in open office to keep stock lists and make orders.

Baking:

The cooking and baking vocational training program, started in 2016, has grown substantially in the last year. Currently 17 youths and young adults are taking part in the more extensive 2-year vocational training program. The main components of this program are 1. Bakery and kitchen training, 2. Computer classes, and 3. Basic math, English and Business training for all of employees and community members involved. This was included primarily to give the young people skills, which will help them support themselves in the future; whether they choose to work with the company or elsewhere. Many of the people involved come from difficult backgrounds, often with very little education. Some are ex-students or family members of students from the Learn for Life Badi Asha School.

Michael Schmid oversees the bakery and kitchen vocational training programs for employees and apprentice bakers of Brown Bread Bakery and Organic German Bakeshop in Delhi and Brown Bread Bakery Restaurant and Guesthouse, Vegan and Raw Restaurant and Pizzeria Nicoletta in Varanasi.



Most of the vocational training is of a practical nature. The head baker trains the bakers and the head chefs at each restaurant train the cooks. Over the first year, they learn the basics of cooking and or baking. They learn about ingredients and terminology such as organic, vegetarian, vegan or gluten free, health and safety protocols, how to use and maintain the equipment effectively, and how to work together in a healthy employment setting.

The learning process about sustainability and waste reduction is also offered to the employed staff. The Brown Bread Bakery utilizes solar energy in the restaurants, they partner with local organic farms to provide many of the ingredients and much of the cheese used is made from the milk of grass-fed indigenous cows in Manali by a Swiss cheese maker who employs mostly women from disadvantaged social situations. The Bakery saves vegetable scraps for compost, reuses empty and washed plastic bottles for making ice and for gardening and sends unsold bread back to the bakery daily to be given to the students of Learn for Life's Badi Asha School in the mornings. The staff is taught not only how to do this, but, almost more importantly, why to do this.

Trainees also learn basic economics and math skills, learning to scale the amount of ingredients needed to make different amounts of products and to calculate the cost of the combined ingredients, as well as learning to use the cash register and make change at the restaurant and shop locations.

The program continues to employ as many ex-students, family members of current students and community members who are in need of financial assistance as possible in the bakery and at the restaurants. Currently 8 mothers of current students are employed in the bakery in various capacities (kitchen, cleaning, muesli making, etc.), some of them are widows or divorcees. They are keen to get the more professional training so as to increase their future employment options. And until then to be able to earn a minimum income to sustain themselves and their children.

Salaam Baalak Trust

In November, the program partnered with Salaam Baalak Trust, an experienced and reputable NGO which helps to provide education and basic needs to Street Children in Delhi to provide vocational training and jobs for some of the children they work with. At this stage, 6 of their boys are included in training, 3 (who are over 18) are training full time in the bakery and kitchen, and are provided with room and board, the other 3 (16 to 18 years) are provided with part-time training in the morning. They are all included in the English and computer training sessions.

English and Computer Training

Last year, an English and basic computer skills component was introduced to the vocational training program. This is for staff, for students in both the Stitching and the Baking component and also to other members of the local community.

Computer training is offered to all staff in the vocational training. It is focussed on relevant skills such as how to create and use an email address, how to use excel and word in Open Office for making stock lists, sales sheets and billing, how to effectively use a search engine. All of this is done on tablets and laptops equipped with Linux and open source software, which have been provided by Labdoo in Germany.



English and computer training is being run in Delhi by one of the long-term staff members who has extensive knowledge of computers and experience with Linux. He has recently increased the number of classes to 6 per week. He is helped by a social worker who will be assisting with English and computer training and helping with social media. He may also start giving martial arts and self-defence training to female employees and students in the future.

In Varanasi, the Computer and English training is run by the office manager in training. He grew up in a hostel school with an education based on alternative models including Montessori pedagogy and he is fluent in English. In addition to teaching, he is also learning bookkeeping, stock keeping, guesthouse booking and scheduling and staff management skills from the main office manager.

Financial Sustainability

To sustain the Learn for Life Education Program, shops were started that sell products by the women and youth from the training and contribute their profits to the program. These shops continue to grow and thrive. It is possible to sell products from the Brown Bread Bakery as well as items that have been made by the vocational training programs in the Stitching Project. The salespeople from the shops are also trained in computers and English, while also gaining skills in retail management.

In the past year, two shops were opened in Varanasi to support the Women's Empowerment and vocational training programs. The Learn for Life Shops (One on Bengali Tola beside the Brown Bread Bakery Guesthouse and one by Vegan and Raw at Tulsi Ghat) sell products made and processed in the bakery such as mueslis, cookies, jams, nut butters and organic grains as well as clothing made by the tailors and women involved in the stitching project. The profits from the shop help to cover operating costs for the training programs and other endeavours of Learn for Life.



Offering practical training to students and community members

Upon getting involved in vocational training, the staff of Learn for Life perceived that there are a number of lessons they learned in the process that could be applied to the schooling component also. This included mainly the demand for training in computer skills also for students and to conduct very basic stitching work with them as part of the schooling processes. For stitching, they are now working with 13 girls between 9 and 12 years old. They continue to work on individual projects according to their level of experience and current skill. In the last year, they have made different styles of purses with and without chains, zipper bags for change and for holding pencils, embroidery drawings, bottle covers with carrying straps, patchwork design and pillow covers. Many have begun to use new hand machines which are easier to use and safer than the pedal machines.

Once a week, the students visit the baking team and get a baking class, which is always a welcome event. This helps to introduce students to the application of math, measuring ingredients and basic calculations of scale, etc. And it has the additional benefit of resulting in cookies and cakes that can be served for school lunch.

Computer skills can be easily introduced to students, who often need both basic computer use as well as internet research as part of the schooling program. Additionally, computer courses are offered to community members, mainly women, so that they may learn about computers and have access to computers to be able to improve their income generating activities.

These practical courses are well received by the students and are very popular.

Future Outlook

In 2019 Learn for Life plans to basically maintain and consolidate the structures that have been built up in the past few years. The ECD program is just 5-6 years old, the vocational training was started a mere 2 years ago. The management of Learn for Life considers it important to make sure that these structures can run well, that the staff is fully prepared to implement all components of Learn for Life and that the institutional partners of Learn for Life are further encouraged to continue with the program.

At the same time there are a number of challenges that need to be faced at some stage:

1. Regarding schooling:

- While both school and ECD program are both running well, one of the main worries continues to be that both programs are being implemented in rented premises. This means that schooling incurs a monthly cost (that is annually adjusted) and that there is a certain degree of dependency on third parties. Having ones own infrastructure would ease pressure in a number of ways, even though it is clear that such a step would be a major undertaking both financially as well as organisationally.
- On the other hand, this would also open up the possibility that, once all current programs are on sure footing and when adequate infrastructure has been secured, the Learn for Life initiative could also seek to assess the potential of expanding the schooling that is being provided to include also secondary schooling. It is clear that this would be a major undertaking and should be analysed in detail before taking any further steps at this stage.

2. Regarding vocational training:

- The two traits that are being taught have started off well and while it is considered impressive that a type of dual training program has been initiated, it is certain that this still needs a lot of work to perfect. Theoretical training needs to be further professionalized, the apprenticeship agreements need to be spread to include more companies, curricula need to be assessed and improved, etc. etc.
- At the same time, there would be good opportunities to introduce new traits to the vocational training program. Tourism is considered a field that seems to hold a lot of potential for youths from poor backgrounds.
- The English, computer and business skills training components of the vocational training programs need further support and it seems necessary to hire a full time teacher who can dedicate his/her energy just to this project.
- The points of sale that have been developed seem to be working well, but do need additional support to realize their full potential.

All possible steps depend certainly on the capacities of Learn for Life, but more importantly on the financial resources that are available to the management. This final point is accentuated by the fact that external support that has been provided to set up the vocational training programs by three donor organisations will be running out during 2019.