

# Self-Sufficient Schools

*Fostering Entrepreneurship to  
Finance Sustainable Education*



Presented by

**Nik Kafka**

*Based on a paper  
by Nik Kafka  
and Jim Stephenson*



# Outline of Presentation

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- The Future
- Conclusions

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# Introduction

“Give a man a fish

and he'll eat for a day.



Teach him how  
to fish and he'll eat  
for a lifetime”

*Chinese Proverb (probably!)*

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# Background

## The Funding Conundrum

- Governments have found the funds to increase primary enrolment
- But where will the money to expand secondary and vocational education come from?



# Background

## The Agricultural Paradox

- In developing countries around 70% of young people come from farming households (Chowdhary, 2003)
- A 10% increase in yields can lead to a 7% reduction in poverty (Irz et al, 2001)
- Agricultural education at the secondary and vocational level is in short supply



# Background

## The Training Anomaly

- Vocational education has traditionally focused on skills for employment
- In Asia the informal economy represents 70% of the workforce (Becker, 2004)
- Although VET stresses the acquisition of practical skills, entrepreneurship education (where it exists!) is often taught as theory



# Outline of the approach

## A Potential Answer

The Self-Sufficient School approach directly addresses these three challenges

1. **Increasing the relevancy** of agricultural education
2. **Increasing its availability** through additional funding



# Outline of the approach

## Characteristics

- A ***practical education*** – emphasising learning by doing
- Combining ***technical and business skills***
- Within ***entrepreneurial institutions***
- Which use their ***production and business activities to focus teaching***
- And in doing so ***generate income to fund their educational work***

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# Case studies

## The Songhai Center

*Benin (West Africa)*

- Vocational center (post-primary)
- Effecting a cultural change
- Training, production, and R&D
- Training, application, network
- Fully self-sufficient

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# Case studies

## Fundación Paraguaya

*Paraguay (South America)*

- Upper Secondary Agricultural ‘High School’
- Three year course of increasing specialisation
- Entrepreneurship and agriculture linked into regular curriculum
- Nationally recognized qualification maximises opportunities on graduation

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# Benefits & Challenges

## Benefits

### For Students

- High quality at low cost
- Increased relevancy
- Soft skills, solid experience

### For Institution

- Increased autonomy
- Increased credibility
- Better & more motivated staff



# Benefits & Challenges

## Challenges

### **Paradigm shift in mindset of educators**

- Taking greater responsibility for results

### **Implementation issues**

- Additional skill-sets, systems, and policies

### **Staying ahead of the game**

- Schools generate their own competition

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# The Future

## Where next?

- Need for high quality research
- Increased experimentation
- From pockets of excellence to deep pockets
- Celebrating success



# Conclusions

## The need exists

- Relevant and affordable post-primary education is in short supply

## A potential answer exists

- Self-sufficient schools which are self-financing and highly relevant

***Further development will be needed to unlock this potential***

## Self-Sufficient Schools

*Sowing the seeds of a new field*



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