



# Impacts of education and training interventions

30<sup>th</sup> April 2019

# Community Education

Government or Corporate  
Responsibility?



# Community Education

## Government or Corporate Responsibility?

Median percentage of students in late primary school who score above a minimum proficiency level on a learning assessment, by income group and region

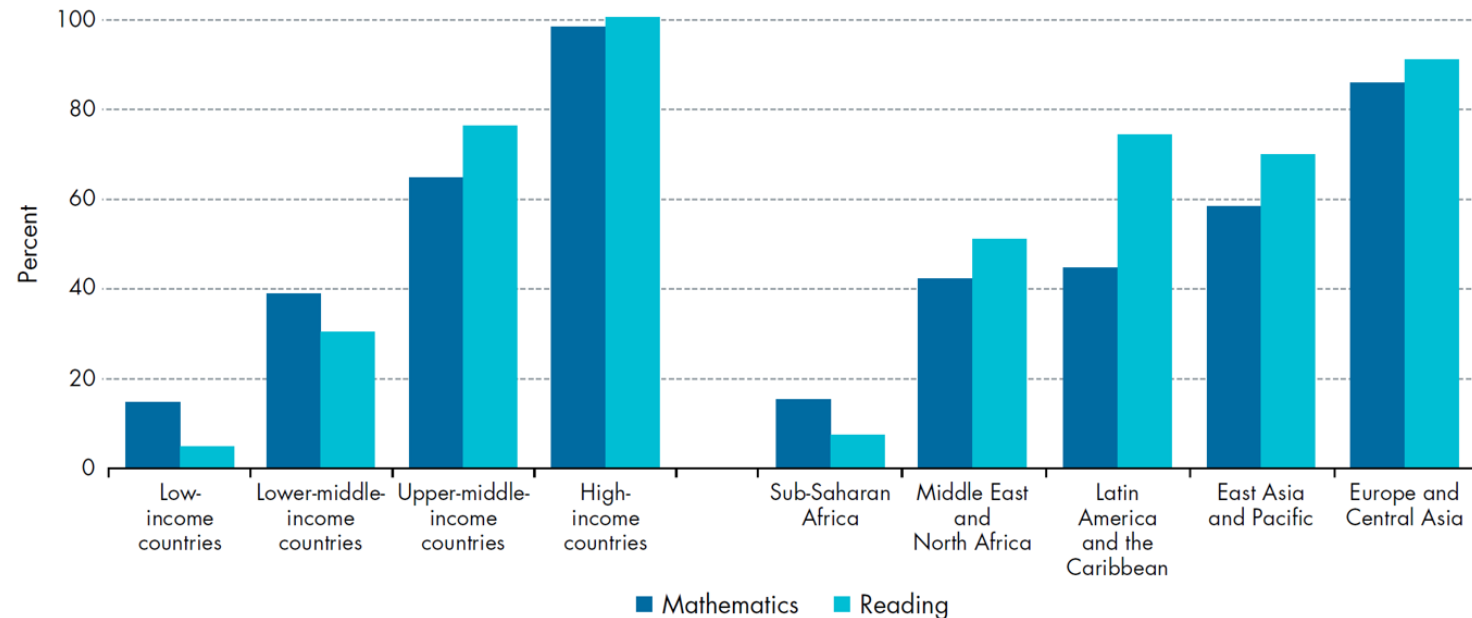


Figure 1: The percentage of primary school students who pass a minimum proficiency threshold  
Source: World Development Report 2018. Data at [http://bit.do/WDR2018-Fig\\_0.5](http://bit.do/WDR2018-Fig_0.5).

- Investment in education in developing countries has increased over the past two decades (Mbiti, 2016)
- School enrolments have increased considerably in developing countries over the past few decades (World Bank, 2018)
- Educational outcomes in low income countries are very poor when compared with wealthier countries (Figure 1.)

# Community Education

Government or Corporate Responsibility?



## The problem:

- Education and *trainability* are linked (World Bank, 2018)
- MNCs typically avoid the community education debate
- Who is responsible for public/community education?

The government is responsible to deliver on the social programs of the State



# Community Education

Government or Corporate Responsibility?

The question:

Should MNCs operating in remote locations within developing countries support community education?



# Community Education

Government or Corporate Responsibility?



- Through their community consultation initiative, Lundin Gold determined that employment was the highest priority agenda item for local and indigenous communities surrounding Fruta del Norte
- As such, community education was identified as a gap



Lundin Gold and Lundin Foundation facilitate adult education program for 217 community members.

## Education & Training Case study: Fruta del Norte, Ecuador

210 participants complete the 18-month program and 100% graduate with grade 12 high school certificate.

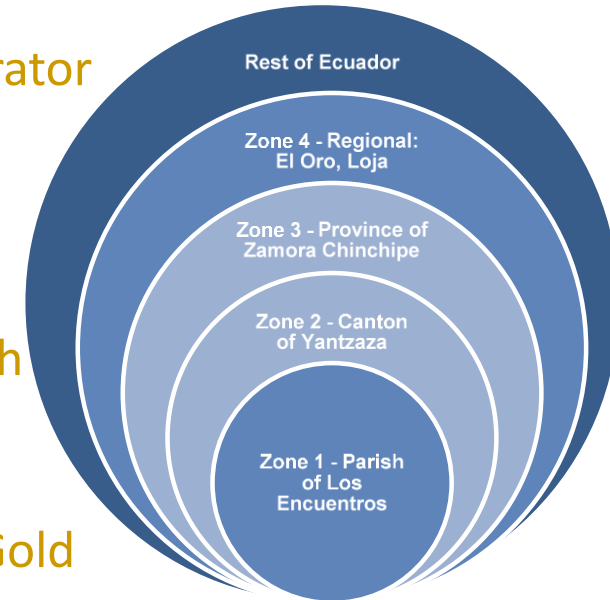


# Education & Training

Case study: Fruta del Norte, Ecuador



- Lundin Gold and Lundin Foundation facilitate Operator training program for 316 community members.
- 110 participants from Cohort 1 completed 6-month Operator training program in March 2019. 109 graduates commenced employment with Lundin Gold



	MALE	FEMALE	RING 1	RING 2	RING 3	SHUAR	TOTAL	BACHILLERATO GRADUATE
Cohort 1	92	20	99	1	0	12	<b>112</b>	12
Cohort 2	91	18	26	52	27	4	<b>109</b>	2
Cohort 3	86	9	30	38	27	0	<b>95</b>	4
<b>TOTAL</b>	<b>269</b>	<b>47</b>	<b>155</b>	<b>91</b>	<b>54</b>	<b>16</b>	<b>316</b>	<b>18</b>



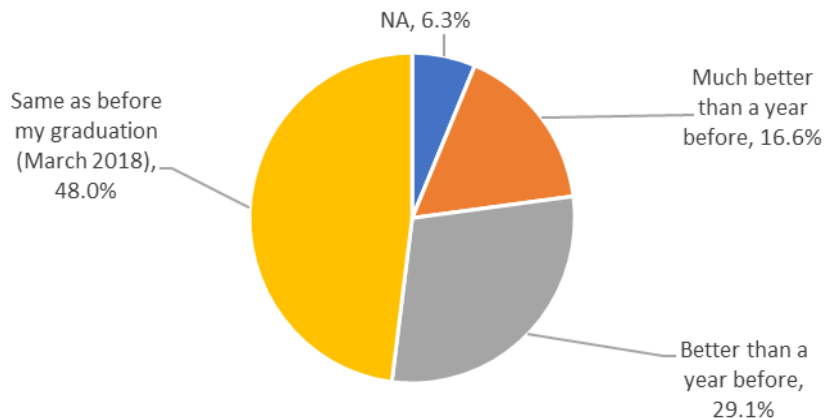
# Education & Training

Case study: Fruta del Norte, Ecuador

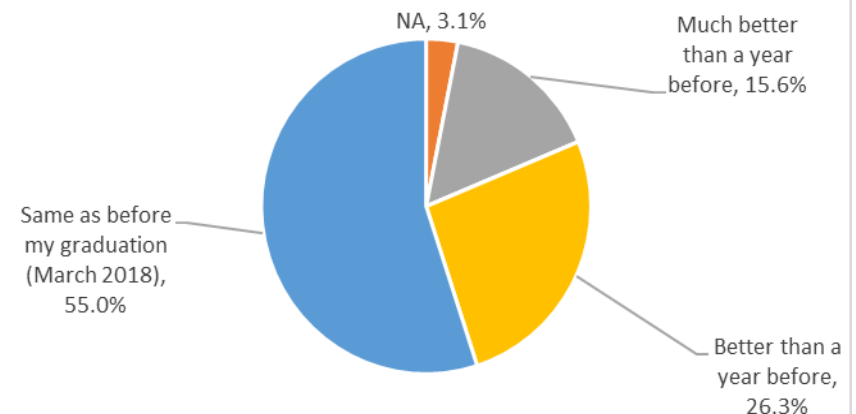
## Impacts:

- Approximately 50% of the adult education program graduates report an improved & economic situation 12 months since graduation

How do you rate your economic situation after you have graduated from high school?



How do you rate your family income level?



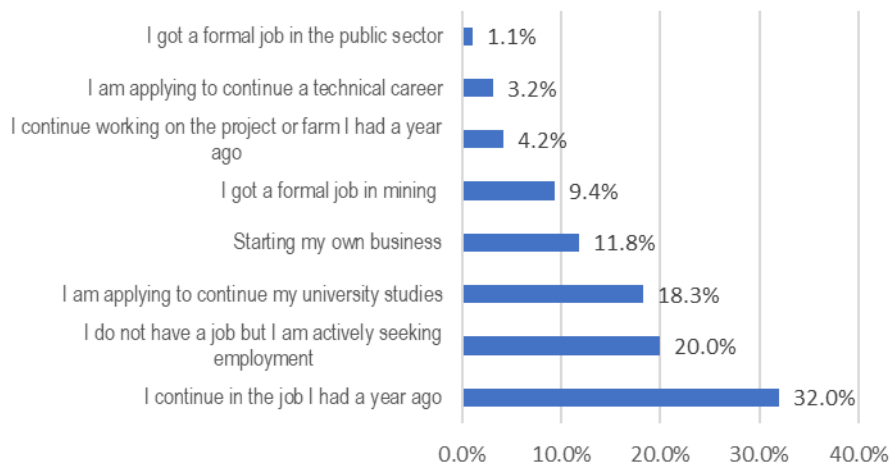
# Education & Training

Case study: Fruta del Norte, Ecuador

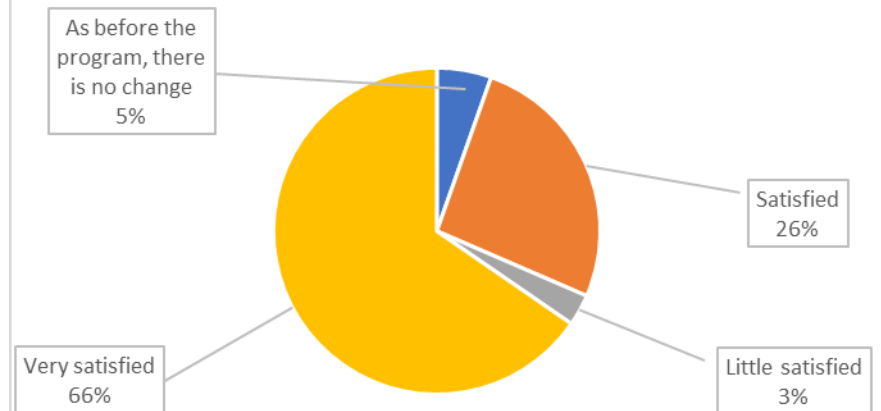
## Impacts:

- 18% of the adult education program graduates advise they are seeking further education through university studies
- 95% of graduates report they are satisfied with their achievement  
(ranging from a little satisfied to very satisfied)

What is your present activity?



After the graduation program, how do you feel about yourself?



# Education & Training

Case study: Fruta del Norte, Ecuador



## Impacts:

- 109 training program graduates from cohort 1 secured employment with Lundin Gold. All trainees are from the immediate communities around Fruta del Norte or from the Shuar indigenous community
- Community leaders acknowledge employment opportunities provided by Lundin Gold



## Agenda

- Estrategia de salud y seguridad
- Gestión de riesgos a través de las buenas prácticas
- Aplicación y resultados

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