Business/Entrepreneurship/Skills Training

Street Kids International
Making Cents International
Education Development Center
SKI Practice Business

- **Intervention**: learning by doing
- **Challenges**: breeds familiarity with only one business, youth need 6-8 months to master concept
- **Success**: creates interest among peers, youth earn their own start up capital, errors are made in a supported environment
SKI Linkages with Vocational Training

- **Intervention:** integrating business training as part of vocational skills training curriculum
- **Challenges:** connection can be vague for youth and trainers, not funded for business education, competing training demands
- **Successes:** institutionalization of training program in Tajik state-run vocational schools
- **Lesson Learned:** need to tailor the business training to the trade in question
MCI Experiential Learning in Entrepreneurship Education

• **Methodology** – People learn best through experiences that allow them to attach meaning to the subject matter.

• **Challenges** – Environment, exercise design, Facilitation vs. Teaching

• **Successes** – Diverse learning communities, immediate application

• **Lessons Learned** – Choose facilitators carefully!
MCI Business Simulation™

• **Purpose** – To provide a simulated real-world environment to ‘try on’ and link learning.

• **Challenges** – Perception of ‘game’, literacy components, class size.

• **Successes** – Always the class favorite!

• **Lesson Learned** - Go for it!!
EDC: IDEJEN

• **Intervention:** SKI training to group of pilot youth

• **Challenges:** Sources of start-up capital for this population

• **Lesson Learned:** Banking skills, sources of start-up capital, youth IGAs, Market and Value Chain analysis.
EDC Business Training: Afghanistan

What we Tried:
✓ CEFE training

Challenges:
✓ Demand exceeded supply for CEFE

Successes:
✓ ‘Natural’ entrepreneurs quickly used what they learned from CEFE
✓ All youth benefited from CEFE training

Lessons Learned:
✓ CEFE training should count as a basic ‘lifeskil’ training element
✓ Not all youth are entrepreneurs—need to offer opportunities for all
Savings and Credit

Street Kids International
Education Development Center
American Refugee Committee
SKI The *Pasanaku* Game

- **Intervention**: experiential savings and credit/revolving credit game
- **Success/Challenge**: youth are quickly able to absorb complicated concepts (credit circle, funding courses) and calculations but find it difficult to put into practice
SKI Loan Provision

**Partner NGOs**

- **Intervention:** different models of loan provision
- **Challenge:** youth are able to shop for the “best deal” – do not learn about the responsibility of debt
- **Lesson learned:** communication between local organizations

**Funders (CIDA)**

- **Challenge:** Do not fund NGOs to disburse loans, only grants
EDC: Savings & Credit in Afghanistan

What we Tried:
- Men’s/Women’s Self-Help Credit and Savings Groups (SHGs)
- Community Banks

Challenges:
- SHGs took time to accumulate capital; some never did
- Banks required long-term development assistance and linkages

Successes:
- SHGs were popular and most effective for women
- Banks: ???

Lessons Learned:
- SHGs are effective albeit small-scale for micro-loans
- Community Banks require capitalization, long formation period, and strong support from other institutions
ARC PATHWAY

Prevention Activities and Training that Work for At-Risk Youth

- **Intervention:** Cross-sector and vocational business training for 5000 youth at-risk to re-enter violent conflict in rural Guinea

- **Challenges:** Proposal development skills, female participation, multiple languages, adequate monitoring of trainers
ARC PATHWAY
Prevention Activities and Training that Work for At-Risk Youth

• **Successes:** Youth-driven, quality curricula and program with high, clear expectations for trainers and participants

• **Lessons Learned:**
Program design for conflict mitigation included community participation with youth to address youth-focused economic factors.
Literacy and Life Skills

Education Development Center
American Refugee Committee
Making Cents International
EDC: IDEJEN

- **Intervention:** NFBE, life skills and vocational training to illiterate or barely literate out-of-school youth; “Teacher training” in NFE techniques

- **Challenges:** Attracting youth; preventing culture of dependence; teaching techniques

- **Success:** Pass rates over 75%; curricula created; policy development under way

- **Lessons Learned:** Supplement basic education; health, nutrition and socio-cultural activities; accompaniment
EDC: Afghanistan Literacy and Numeracy Training

What We Tried:
✓ Literacy classes, taught by Village Teachers, based on life-skills, governance and economic development content in the scope of 36, 12-hour weeks

Challenges:
✓ Demand slow, then overwhelming
✓ Required extensive teacher training
✓ Teacher payment

Successes:
✓ 94% literacy course completion rate
✓ MOE granted 3rd grade equivalency
✓ Village Teachers demonstrated high skills, especially young women

Lessons Learned:
✓ More time needed to sustain literacy gains
✓ 4 Critical Elements = teacher payment, greater to lesser scaffolding, ample in-service training and frequent follow up
MCI/ARC MicroEnterprise Fundamentals (MEF) Curriculum™

• **Intervention:** An introductory business education curriculum designed for low literacy populations in developing context.
  – Special graphic/content adaptations for youth
  – Manufacturing, Retail and Agricultural focus
  – Group-based facilitated learning environment

• **Challenges:** 100% Illiterate community application, cultural/regional terminology, facilitator selection and training.
MCI/ARC MicroEnterprise Fundamentals (MEF) Curriculum™

- **Working Solutions:**
  - Facilitator adaptation of existing curriculum
  - Adaptation for completely illiterate learners
    - Story based lessons
    - Adapted *Business Simulation* components
    - Increased amount and relevancy of graphics
    - Repeated learning cycles for progressive comprehension

- **Success:** To be measured!
ARC General Literacy Training

- **Intervention:** General literacy and numeracy course for At-Risk Youth in Youmou, Lola, and N’zerekore
- **Success:** 3521 at-risk youth engaged in literacy and numeracy training in 15 literacy centers out of 3800 targeted.
ARC General Literacy Training

- **Challenges**: High illiteracy; Conflict/post-conflict instability; impediments to service delivery including deteriorating economic situation; national strikes

- **Lessons Learned**: Adapted design for illiterate youth; Retention of skills through application to entrepreneurship and conflict mitigation
Community Involvement

Street Kids International
Education Development Center
SKI Linkages with MFIs

- **Intervention**: advocating for youth as credit worthy
- **Challenges**: age, collateral, economic stigma and experience restrictions
- **Success**: training valued as business education, MFIs as partners in training, youth led lending institutions
SKI Mentorship and Accompaniment

- **Intervention:** promotion of family and community business mentors as a precondition to access loans/grants
- **Challenge:** mentor identification, retention and training, diverse concepts of volunteerism
- **Success:** positive influence on youth business and integration into the community, positive role modeling
EDC: IDEJEN

- **Intervention:** Community Youth Mapping; implementation through local CBOs; capacity building
- **Challenges:** Mindsets, limited CBO capacity; managing community expectations
- **Success:** Project implemented despite increase of violence and conflict; local advisory committees in place, financial sustainability of CBOs emerging
- **Lessons Learned:** carefully estimate local capacity; engage youth from the beginning; need for accompaniment
EDC: Community Involvement in Afghanistan

What We Tried:
✓ Include youth as active members in all village development activities
✓ Youth Groups

Challenges:
✓ Girls’ lack of mobility
✓ Stagnant external environment

Successes:
✓ Youth played an active and accepted role community’s civic, social and economic development
✓ Youth easily transferred skills and knowledge and applied key behaviors and concepts
✓ Young women made dramatic progress in governance, savings and teaching

Lessons Learned:
✓ Communities understand the central role of youth
✓ Integration among activities and of youth into general project were very effective