Vocational Training and Microbusiness - Funding Priorities for Africa

1. **Goal**
   To give disadvantaged youth and young adults access to occupation and income.

2. **Direct Target Group**
   (a) Female and male youth and young adults from poor families or poor parts of town with and without primary school education and without secondary school certificate
   (b) Street children, orphans
   (c) People with disabilities
   (d) War-affected youth, former child soldiers, refugees
   (e) Single mothers
   (f) Religious and ethnic minorities

3. **Indirect Target Group**
   (a) Microentrepreneurs or their self-help organisations who train or employ the direct target group
   (b) Instructors, trainers, specialist teachers, social workers and leadership personnel who work with the direct target group
   (c) Advisory and supporting structures for training institutions or networks and alliances of training institutions which work with the direct target group

4. **Funding Priority**
   Preference is given to cooperative needs- and practice-oriented non-school vocational training for service, repair, construction and maintenance activities, manual and technical crafts and trades, and processing of agricultural products.

5. **Fields of Promotion**
   (a) In big cities, new training centres should only be promoted if a need for them has been shown and if they provide a high training standard, and preferably in poor parts of the city. After the build-up phase, contributions to the recurrent expenditure of the training provided should only be made in exceptional cases and for special target groups.
   (b) In rural areas and small towns, decentralised non-formal training, using existing facilities.
   (c) Reorientation of existing training centres to become “microbusiness promotion centres” which, in addition to primary vocational training, also offer advanced training and services for microenterprises.
   (d) Appropriate assistance for microentrepreneurs who train apprentices or employ youth.
   (e) Appropriate support in job hunting, self-employment start-up support, access to microfinance services.
   (f) Training and advanced training of instructors, trainers, specialist teachers, social workers and leadership personnel who work with the direct target group.
   (g) In crisis areas, preferably non-formal short-time training with no extensive investment in infrastructure, preparing trainees appropriately for successful activity in the informal sector.
   (h) Lobbying by training institutions or their networks to raise domestic public financial resources or to influence relevant legislation.
6. General Criteria for Funding

(a) The training concept should be designed in a way to ensure that, after start-up support, the recurrent expenditure can be covered locally to a high and increasing extent.  
(b) Teaching and training methods and contents should develop not only technical, but also personal and social competencies, and impart key skills and abilities required in working life.  
(c) The proposed training should be open to both men and women.

7. Non-Priorities

(a) Projects for which public or private financial means exist in the country  
(b) Assistance in education and trade for the direct target group which trade and industry are already providing by their own means  
(c) Technical secondary schools, technical colleges and universities (not teacher training colleges)  
(d) Training centres which do not cooperate in their training with local enterprises  
(e) Large vocational training centres in rural areas  
(f) Boarding schools for long-term training (construction and recurrent expenditure)  
(g) Advanced training courses with no local contribution from the participants or with daily allowances  
(h) Volunteers / development workers as workshop instructors

8. Indicator for Impact Monitoring

Evidence of the efficiency of a vocational training measure as to occupation and income should be provided on a yearly basis through follow-up statistics on ex-trainees showing their current whereabouts. Provision of such statistics will be a crucial precondition to any funding support from MISEREOR/KZE.

---

1 Microbusiness is understood in direct relation to vocational training; further aspects can be found in the sector policies for Africa covering the topics of microfinance, rural and urban development, etc.  
2 Explanation of the terms used:  
   - cooperative: close cooperation with local enterprises in training the youth, e.g. dual training in commercial workshop and vocational education centre; enterprises or employers’ association being represented in the board of the centre; internships, placements providing on-the-job work experience; coordination of the training programme with local enterprises; joint selection and examination of the apprentices, etc.  
   - needs-oriented: actual demand on the labour market for the proposed training is shown by graduate follow-up statistics or by a market analysis;  
   - practice-oriented: 2/3 to 4/5 of the training time consist of practical training and work in the production process;  
   - non-school: free structuring of the teaching curriculum matching local requirements of the labour market and possibly aiming at a trade test; no observance of school holidays and schooldays; usually not under the supervision of the ministry of education;  
   - non-formal training: outside the formal education system; no state-approved certificate; no determined school-leaving certificate required for access; predominantly practical training.  
3 E.g. street children, refugees, war and disaster victims.  
4 Areas of rural character, including rural centres.  
5 E.g. ensuring access to microfinance services, advanced training courses, management consulting, tool banks, legal consulting, etc.  
6 Please see MISEREOR sector policy paper “Microfinance: promotion priorities for Africa”.  
7 Possible sources of income may include products/services sold, training fees, public subsidies, local donations, rents, etc.  
8 Including e.g. literacy skills for women, entrepreneurial thinking and acting, strengthening of self-confidence, creativity, conflict and problem resolving capacity.  
9 Of more than about 40 trainees and/or more than 2 training groups.