

Vocational Training and Microbusiness¹ - 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 training²** 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 groups³.
- (b) In rural areas⁴ 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 assistance⁵ for microentrepreneurs who train apprentices or employ youth.
- (e) Appropriate support in job hunting, self-employment start-up support, access to microfinance services⁶.
- (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 extent⁷.
- (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 life⁸.
- (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 areas⁹
- (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.

07/02+ 05/06 Gds/Köt/Eb

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 especially 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.