

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

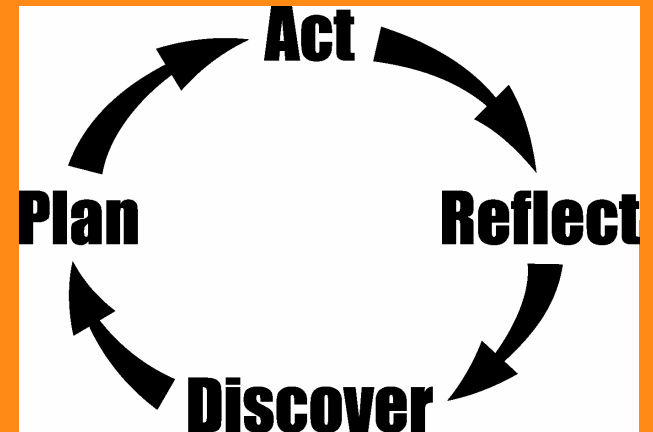


SKI Linkages with Vocational Training

- **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*TM

- **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:

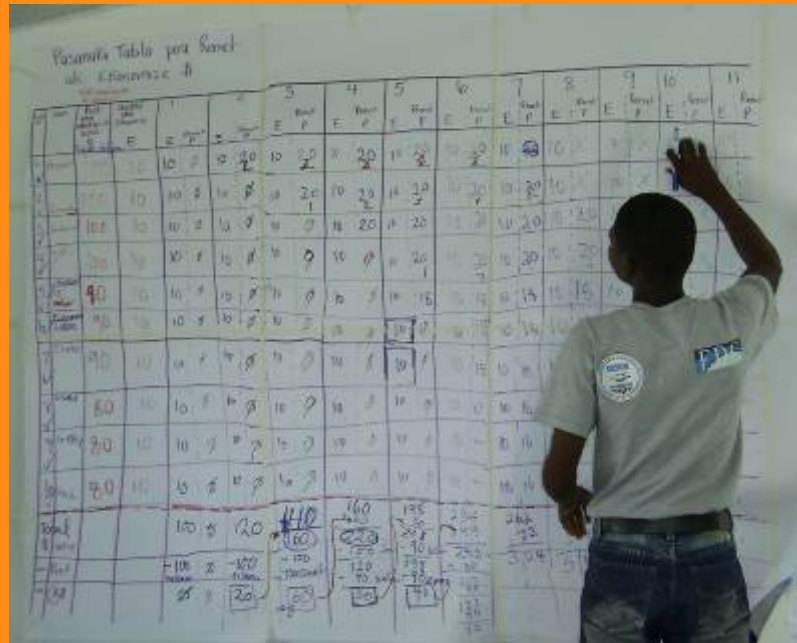
- ✓ CEFE training should count as a basic 'lifeskill' training element
- ✓ Not all youth are entrepreneurs—need to offer opportunities for all

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



The image shows a man in a light-colored t-shirt standing in front of a large grid chart titled "Pasana Table". The chart is a complex financial table with multiple columns and rows, containing numerical data and some handwritten notes. The man is pointing at the top right corner of the grid.

		3	4	5	6	7	8	9	10	11	12
Month	Year	E	P	E	P	E	P	E	P	E	P
Jan	2010	10	20	10	20	10	20	10	20	10	20
Feb	2010	10	20	10	20	10	20	10	20	10	20
Mar	2010	10	20	10	20	10	20	10	20	10	20
Apr	2010	10	20	10	20	10	20	10	20	10	20
May	2010	10	20	10	20	10	20	10	20	10	20
Jun	2010	10	20	10	20	10	20	10	20	10	20
Jul	2010	10	20	10	20	10	20	10	20	10	20
Aug	2010	10	20	10	20	10	20	10	20	10	20
Sep	2010	10	20	10	20	10	20	10	20	10	20
Oct	2010	10	20	10	20	10	20	10	20	10	20
Nov	2010	10	20	10	20	10	20	10	20	10	20
Dec	2010	10	20	10	20	10	20	10	20	10	20
Total		120	240	120	240	120	240	120	240	120	240



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.

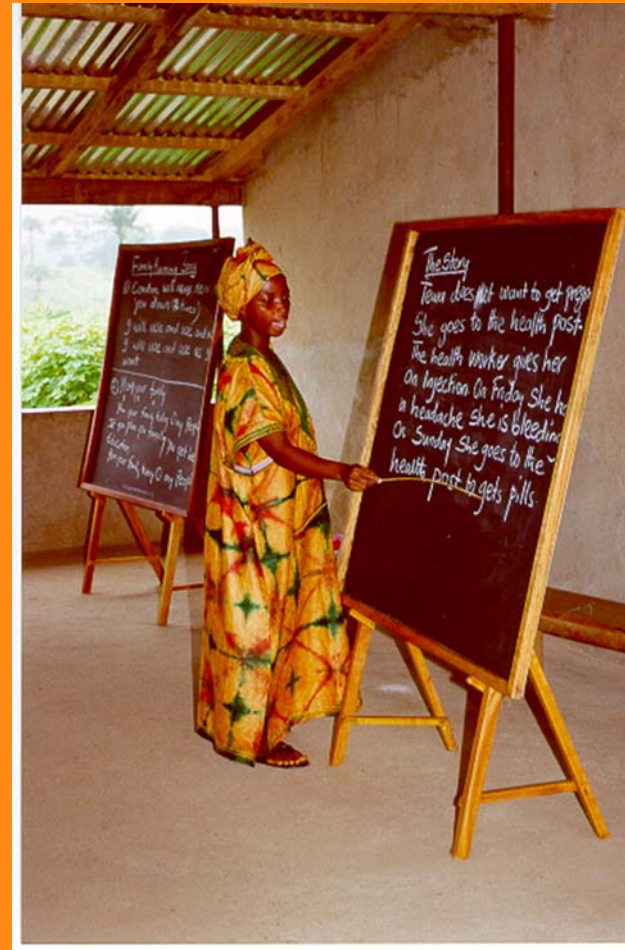
MCI/ARC *MicroEnterprise* *Fundamentals (MEF) Curriculum™*

- **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

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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

