International Labour Office
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# RURAL SKILLS TRAINING

## A Generic Manual on Training for Rural Economic Empowerment (TREE)

**Rural skills training:**
A generic manual on training for rural economic empowerment

# Rural skills training

## A generic manual on training for rural economic empowerment (TREE)

Skills and Employability Department (EMP/SKILLS)

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# Preface

ILO Recommendation No. 195 on Human Resources Development: Education, Training and Lifelong Learning adopted at the 92nd Session of the International Labour Conference (Geneva, 17 June 2004) calls for, among other things, innovative approaches in skills development directed towards poverty reduction and socio-economic empowerment of rural poor and their communities. Similarly, the Conclusions of the Committee on Skills at the 97th Session on the International Labour Conference (Geneva, 9 June 2008) noted: "the problem of access to education and training is most acute in rural areas. In rural areas, the three goals are to expand infrastructure and availability of skills development, create more employment, while also improving the quality of education and training".

With this end in view, and within the framework of the ILO Decent Work agenda, the Skills and Employability Department of the ILO promotes and provides technical and advisory assistance in developing national capacities in applying the processes of the Training for Rural Economic Empowerment (TREE) methodology. This systematic methodology ensures that training is linked to economic and employment opportunities, and that disadvantaged target groups, including poor women and people with disabilities, can realize these opportunities and thereby be economically empowered.

This Manual is a source of information and guide to designing, planning and implementing a national programme related to the processes of the TREE methodology. Its content specifically reflects the considerable experience gained by the ILO through implementation of TREE-related technical assistance projects. The TREE Generic Manual is not a blueprint for a project, but a guide developed specifically for planning, designing and implementing training and post-training support programmes to empower poor people and their communities. It is a comprehensive document illustrating systematic processes of setting up a skills development programme based on TREE methodology. It contains guidelines, implementing tools and materials to assist planners, project managers, implementing partners of skills development programmes as part of poverty reduction and empowerment strategies. It should be stressed, however, that TREE projects may benefit from an array of other employment-related tools and methodologies, and projects are encouraged to draw on the wealth of other employment-generation techniques developed by the ILO and other agencies.

The Manual has been prepared through a *participatory process* which draws on inputs and contributions of key stakeholders of the ILO-assisted projects in Bangladesh, Pakistan, Philippines, Cambodia, Madagascar, and also from ILO social partners, ILO Training and Employment Specialists and Experts.

We would like to express sincere thanks to all these organizations and people for providing valuable support and inputs in the preparation of the guidance and tools contained in the Manual. It is hoped that it will be helpful to national organizations in strengthening their capacities in planning and delivering skills and post-training support programmes for poverty reduction and economic empowerment in rural areas.

Christine Evans-Klock, Director
*Skills and Employability Department*

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# List of acronyms and abbreviations

| | |
|---|---|
| ALP | Alternative Livelihoods Programme |
| APPT | Alleviating Poverty through Peer Training |
| ARMM | Autonomous Region in Muslim Mindanao |
| BCFDP | Bangsamoro Community-Fund Development Program |
| BMET | Bureau of Employment, Manpower and Training under Bangladesh's Ministry of Labour and Employment |
| CBOs | Community-Based organizations |
| CBR | Community- based rehabilitation |
| CBT | Community-Based Training |
| CB-TREE | Community-Based -Training for Rural Economic Empowerment |
| CBTED | Community-Based Training and Entrepreneurship Development |
| CCG | Corporate Community Group |
| CES | Community Enterprise System |
| CEPP | Projet Croissance Economique pour les Pauvres |
| Co-Fund | Community Fund |
| CP | Community Profile |
| CDS | Consumer Demand Survey |
| CTEC | Community Training and Employment Coordinator |
| DEWD | Developing Entrepreneurship among Women with Disabilities |
| DFAP | Department of Social Welfare and Development – Autonomous Region in Muslim Mindanao Community Fund Assistance Program |
| DOLE | Department of Labor and Employment |
| DPO | Disabled Persons Organizations |
| DSWD | Department of Social Welfare and Development |
| EMP/SKILLS | Skills and Employability Department in ILO |
| EXCOM | Executive Committee |
| FUMBMWMPC | Federation of United Mindanawan Bangsamoro Womens' Multi-Purpose Cooperatives |
| GO | Government Organization |

| | |
|---|---|
| GRP | Government of the Republic of the Philippines |
| GSO | General Secretariat Office of MNLF |
| HIV/AIDS | Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome |
| ICT | Information and Communication Technologies |
| ILO | International Labour Office |
| IPEC | International Programme on the Elimination of Child Labour |
| LAB | Bureau of International Affairs in USDOL |
| LGU | Local Government Units |
| MDP3 | Multi-Donor Program Phase 3 |
| MEDCO | Mindanao Economic Development Council |
| MFI | Micro-finance Institutions |
| MILF | Moro Islamic Liberation Front |
| MIT | Mahardika Institute of Technology |
| MNLF | Moro National Liberation Front |
| MoLE | Ministry of Labour and Employment of Bangladesh |
| MOS | Market Opportunities Survey |
| MOU | Memorandum of Understanding |
| NEDA | National Economic Development Authority |
| NEPI | New Enterprise Project Idea |
| NGO | Non-Government Organization |
| PAC | Project Advisory Committee |
| PMP | Performance Monitoring Plan |
| PROCEED | Project on Community Enterprise & Entrepreneurship Development |
| PWD | People with Disabilities |
| RAPI | Rapid Assessment for Poverty Impact |
| IRAP | Integrated Rural Accessibility Programme |
| RCA | Rapid Community Assessment |
| RCBW | Regional Commission on Bangsamoro Women |
| SIYB | Start and Improve Your Business of the ILO |
| SLDF | Special Zone on Peace and Development Livelihood Development Foundation |
| SPCPD | Southern Philippines Council for Peace and Development |
| SRO ILO | Sub-regional Office |
| STAGE | Skills Training for Gainful Employment Programme |
| STREAM | Skills Training for Rural Employment in ARMM |
| TEP | Transition Enterprise Project / Plan/Planning |
| TEVTA | Technical and Vocational Training Authority in Pakistan |
| TESDA | Technical Education and Skills Development Authority |
| TNA | Training Needs Assessment |
| TNO | Training Needs Opportunity |
| TOR | Terms of reference |
| TOT | Training of Trainers |
| TP | Training Proposal |
| TREE | Training for Rural Economic Empowerment |
| TS | Training Syllabus |
| TTC | Technical Training Centres of BMET |
| TWG | Technical Working Group |
| UNDP | United Nations Development Programme |
| USAID | United States Agency for International Development |
| USDOL | United States Department of Labor |
| VTED | Vocational Training and Enterprise Development Project |
| WEDGE | Women's Entrepreneurship Development and Gender Equality |
| WHO | World Health Organization |

# Part 1

# I



# Introduction to the TREE methodology

## Introduction

The Training for Rural Economic Empowerment (TREE) is a programme developed by the Skills and Employability Department of the ILO and conceptualized under the principles of community-based training. It promotes income generation and local development, emphasizing the role of skills and knowledge for creating new economic and employment opportunities for the poor, the underemployed, the unemployed, informal economy workers and the otherwise disadvantaged, towards sustained economic activities.

The TREE methodology consists of a set of processes, which are distinct but coherently linked, to guide the articulation of local development initiatives and the identification and implementation of income generation opportunities. Starting with institutional arrangements and planning among partner organizations at the national and local levels, these processes aim to systematically identify employment and income-generating opportunities at the community/local level; design and deliver appropriate training programmes; and provide the necessary post-training support, for example, access to markets.

This Manual has been developed for those implementing TREE and consists of eight volumes in two parts. Part I comprises Volumes I to VI. Volume I summarizes the different processes of TREE; Volume II discusses details of institutional organization and planning; Volume III presents the systematic identification of potential economic opportunities and an assessment of training needs prior to designing any training programme; Volume IV covers training design, organization and delivery; Volume V discusses the needed post-training support to ensure that training carried out leads to employment; and Volume VI covers monitoring, evaluation and documentation. Part II comprises Volumes VII and VIII. Volume VII presents strategies to apply for a gender-responsive TREE and Volume VIII is about including people with disabilities in the TREE programme.

## I. Brief introduction to the TREE methodology

Volume I provides information about the TREE methodology and presents the various processes and tools that have been developed and tested by the ILO through implementing TREE-related technical cooperation projects in Asia and Africa. It can be used as a resource material in orienting and mobilizing planners and practitioners of partner organizations involved in skills development programmes directed towards livelihood promotion, poverty reduction and economic empowerment in rural areas.

## 1. Description of TREE

**Training for Rural Economic Empowerment (TREE)** is a methodology for promoting the economic empowerment of the rural poor. Empowerment can be described as the process of building capacities to exercise control over one's life. TREE emphasizes the crucial role of skills and knowledge in creating new economic and employment opportunities for the poor, the underemployed, the unemployed and the otherwise disadvantaged. There are diverse groups within the population who can benefit and these include women and men with HIV/AIDS (Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome), with disabilities, those coming from ethnic minorities and others. TREE draws on a range of ILO expertise and experiences.[1]

TREE seeks to empower the rural poor by:

— helping them to increase their ability to effectively use their knowledge and skills in the environment where they live and work;

— providing them with additional skills and other support needed to increase incomes and productivity, and to improve living conditions;

— providing communities with opportunities to contribute to and benefit from collective action and develop on their own.

TREE is a development approach that ensures poor women and men gain a resource they will never lose that is skills and knowledge that they can apply to improve their incomes and take a more active role in shaping their communities. Local development approaches and gender are strongly mainstreamed into the TREE programme and therefore contributes to women and men's empowerment.

### A multi-level approach

Ideally TREE addresses three levels of intervention, the macro, meso and micro levels:

— TREE is based on the identification of employment and income-generating opportunities at the micro level. Matching skills training to economic demand is considered important, but not enough. It is fully recognized that women need a lot of extra support, for example, they may need complementary literacy skills or confidence building to enable them to access wage- or self-employment.

— The design and delivery of appropriate training programmes takes place at the meso level through training centres or other training providers. For this to occur, the strong commitment of partners is essential, with capacity building for partners in development issues. The provision of post-training support, including micro-credit, technical assistance and market information is also vital to sustain income-generating activities.

— At the macro level, a wider enabling environment is required for community-based development initiatives. For instance, the TREE project in Pakistan had a strong emphasis on the endorsement of the skills-development methodology at the national and provincial policy level. The approach taken by the project was put forward as an alternative model of vocational training to create employment.

The advantage of viewing TREE through a macro-meso-micro lens and recognizing linkages and interdependence between each level, is that it becomes easier to diagnose at what level bottlenecks occur. Part of the process of change would involve raising the problems, even if such problems cannot be solved in the short term. Gender-equality issues need to be taken into account at all three levels.

## 2. Rationale for TREE

*TREE differs from conventional vocational training programmes.*

The approach differs from conventional vocational training programmes in three main ways:

— by identifying potential income generating opportunities and related training needs **before** designing corresponding training programmes;

— by involving the **local community and social partners** in identifying development opportunities and constraints and helping to drive forward programme implementation;

— by facilitating the necessary **post-training support**, including guidance in the use of production technologies, facilitating access to credit and other financial services, helping the formation of rural support groups and associations, etc. to ensure that women and men can initiate and sustain income-generating activities, and raise productivity in trade areas for which training was provided.

1. A strength of the ILO TREE Programme is that it can tap into many tools developed by the ILO, such as the Start and improve Your Business (SIYB) Programme, Grassroots Management Training, WEDGE, Local Economic Development Programme, International Programme on the Elimination of Child Labour, etc.

The methodology consists of a set of processes that guide the identification and implementation of income-generation opportunities and their articulation to local development initiatives **(see Box 1).** Starting with institutional organization and planning, these processes aim at systematically identifying employment and income-generation opportunities at the local level; designing and delivering appropriate training programmes and post-training support; gender mainstreaming to launch and sustain wage- and self-employment; and micro-enterprises. Although these processes are inter-dependent they need not be applied in too linear a manner. For instance, there is a need to renew the identification of economic opportunities as the economic environment changes.

## 3. Governance, processes, activities and tools

### Process 1. Institutional organization and planning

This process consists of assessing the scope of the programme, including the selection of target groups and geographical areas, establishing an appropriate local and national governance system that is able to effectively implement programmes and strategies, and mobilizing and empowering local partners.

**Major activities**

- ☐ orientation of stakeholders and potential partners on the TREE methodology;
- ☐ establishing a TREE programme implementing/management unit, defining roles and functions of staff;
- ☐ undertaking consultation and planning processes (workplans, log-frames, financial plans, planning workshops, elaboration and adaptation of tools);
- ☐ selecting programme areas and target groups;
- ☐ identification and selection of implementing partners;
- ☐ conducting situational analysis, including local economic development strategies and plans, gender analysis, initial assessment of needs, including those with disabilities, those with HIV/AIDS, ethnic groups etc.;
- ☐ establishing institutional linkages and networks with social partners, public and private sector actors;
- ☐ creating institutional framework and arrangements at national and local levels, including advisory committees;
- ☐ defining governance structure, including roles and functions of a host agency, other organizations involved, flow of information and decision making;
- ☐ arranging for capacity building of implementing partners.

**Sample tools related to this process**

- ☐ main contents of a TREE programme;
- ☐ suggested terms of reference for the staff of a TREE management team;
- ☐ suggested criteria for selecting the communities;
- ☐ suggested topics for discussion with potential partner organizations
- ☐ criteria for selecting partner organizations.

### Process 2. Identification of economic opportunities and training needs assessment

Working closely with the local partners, this process involves preparing community profiles and baseline information, identifying employment and income-earning opportunities and development needs and constraints, providing innovative ideas for new business and employment opportunities, undertaking feasibility studies concerning potential economic activities and undertaking corresponding training needs assessments.

**Major activities**

- ☐ collecting and analysing information on national and local development plans, and assessments of labour-market demand in various economic sectors;
- ☐ undertaking community mobilization and assessment of employment, economic and other income-generating opportunities;
- ☐ undertaking feasibility studies for the economic activities that have been identified;
- ☐ identifying specific training (technical skills, entrepreneurial, small enterprise management, etc.) and post-training support needs;
- ☐ preparing relevant training proposals.

**Sample tools related to this process**

- ☐ community profile survey;
- ☐ consumer demand survey;
- ☐ market opportunities survey;

- ☐ suggested terms of reference for consumer demand survey, market opportunity surveys and feasibility study;
- ☐ feasibility study form and examples;
- ☐ training needs assessment form;
- ☐ training needs assessment form for people with disabilities;
- ☐ training proposal form.

## Process 3. Training design, organization and delivery

This process involves designing training programmes suited to the needs of men and women in a target group, selection and training of instructors, including gender, disability and diversity sensitization, preparation of training plans, selecting trainees, developing and providing the required training materials, supplies, tools and equipment, identification of the training venue, delivery of the training, evaluation of trainees and training monitoring. Training programmes could also include entrepreneurial development and core work-skills training.

**Major activities**

- ☐ identification of training providers, trainers/instructors, training venue;
- ☐ preparation of the training course plan;
- ☐ training of trainers, including gender, disability and diversity sensitization;
- ☐ development of curriculum/syllabus and training materials, ensuring their gender sensitivity and coordination of other diverse and disabled members of the target group;
- ☐ training course promotion;
- ☐ selection of trainees, based on established criteria;
- ☐ training venue and, if needed, specific arrangements for women trainees;
- ☐ finalization of training plan and budget, procurement of equipment;
- ☐ training delivery, quality assurance, training testing and certification;
- ☐ monitoring and evaluation of training implementation.

**Sample tools related to this process**

- ☐ training guide for courses;
- ☐ training course form;
- ☐ terms of reference for training instructors and basic instruction techniques;
- ☐ trainer's guide on how to prepare skills training syllabus;
- ☐ sample form for skills-training curriculum/syllabus;
- ☐ registration form for skills training beneficiary;
- ☐ training progress report;
- ☐ end of training report;
- ☐ graduation report.

## Process 4. Post-training support for micro-enterprise development and wage employment

This process involves designing and installing appropriate support mechanisms to help the target group in their employment and self-employment endeavours. This is done through linkages with employers to facilitate employment, linking to service infrastructure of the locality, (micro-) finance institutions, technology centres, providers of business development services, counselling and support.

**Major activities**

- ☐ direct job placement assistance;
- ☐ facilitating access to financial services;
- ☐ providing further advisory services in management, marketing, technology resources, etc.;
- ☐ linking with and mainstreaming into local economic development programmes, the formal sector;
- ☐ facilitating the creation and registration of sustainable community structures (self-help, savings and credit groups, business centres, women and youth clubs, associations, association of those with disabilities, etc.);
- ☐ follow-up visits and other technical and advisory services, as required.

**Sample tools related to this process**

- ☐ example of plan for post-training support;
- ☐ potential sources of credit for micro-enterprises;
- ☐ assessing the capacity of a micro-finance institution;
- ☐ credit guarantee funds;
- ☐ post-training monitoring and visit forms for micro-enterprises (start-up, production, marketing, finance);
- ☐ modalities of group operations;
- ☐ TOR for savings and credit groups.

## Process 5. Monitoring, evaluation and documentation

Monitoring, evaluation and documentation are key elements of TREE. Monitoring is important to track project progress, identify problems, improve implementation and provide feedback to policy-makers and other stakeholders on an on-going basis. Evaluation is necessary to assess the impact of training and post-training support. As for documenting the TREE experience, it is essential for shared learning and to ensure the institutional memory of the process that is being pilot tested.

Most important, lessons learned from the demonstration model have a wider application both in terms of the replication or extension of the experience and in terms of institutional and policy implications. The latter may include for example reviewing and redefining goals and objectives of the vocational training systems vis-à-vis non-formal training and employment generation, promoting market-oriented and gender responsive training, greater investments in new skills that can open up work opportunities, institutionalizing TREE within partner and other institutions at the local, regional or national level, and establishing effective mechanisms and networks with key partners for employment and income generation.

**Major activities**

- ☐ programme performance monitoring plan;
- ☐ programme performance evaluation plan;
- ☐ monitoring how gender and disability have been mainstreamed;
- ☐ monitoring training delivery;
- ☐ monitoring graduates after training;
- ☐ monitoring and assessing micro-enterprise creation projects;
- ☐ monitoring groups and associations;
- ☐ documenting the experience.

**Sample tools for this process**

- ☐ performance data table;
- ☐ programme performance monitoring plan (form and sample);
- ☐ training programmes monitoring;
- ☐ how to conduct tracer studies
- ☐ tracer study report form;
- ☐ assessment instrument for self-employment and small business enterprise projects;
- ☐ how to assess corporate community groups

## Mainstreamed elements

**Local economic development.** Since the activities are mainly community-based, participation in community development, empowering individuals and groups to effect change in their own communities through capacity building, direct action, institutionalization and support to local policy reforms are important processes for sustained local economic and social development.

**Gender.** Gender issues cannot be overlooked if women as well as men are to be active micro-entrepreneurs or wage workers and apply the technical and business skills they have learned. For this to happen, there is a need for an enabling, gender-responsive environment, from the level of partner institutions and the community, down to curricula, training materials, training of trainers, training venue and facilities, training delivery and post-training support. This implies identifying, adapting and applying good practices that have been proved to work or, in many cases, devising innovative practices that may become good and be translated into local and national policies. At the same time, this enabling environment needs to reflect the diverse characteristics that women and men face to take into account the double or even triple discrimination due to a combination of characteristics.The mainstreaming of gender concerns from the very beginning and throughout the implementation of TREE is critical. Although gender is a cross-cutting issue and, as such, is treated in each process of TREE, a specific volume of the Manual, Volume VII, provides a focus on the gender concept, discusses how to design strategies and activities to better mainstream gender perspectives in TREE, highlights its practical applications, and provides many examples. Gender concerns are diverse and should likewise, look into specific disadvantaged groups. There are sample tools related to this volume which includes: examples of gender issues; tools for gender analysis; example of capacity-building programme on gender; and how to compare gender-neutral information and gender-awareness information.

**Disabled persons and other socially excluded groups.** Disabled women and men are a part of every community and are the only minority group that anyone could belong to. Most communities will also include people living with HIV and AIDS. Indigenous people or certain ethnic or religious groups might also typically be excluded from programmes. As a community-based programme, in implementing TREE, it should include all members of the community and address the specific needs of those groups. Since the issues related to disabled persons

### Box 1. Processes of the TREE Methodology

*Mobilization and empowerment of the partners and target groups is the key driving force*

| Institutional organization and planning | Economic opportunities and training needs assessment | Training design, organization and delivery | Post-training support for micro-enterprise development and wage employment |
|---|---|---|---|
| ○ Initial assessment of policy environment and needs<br>○ Orientation of stake-holders & partners<br>○ Establishing appro-priate TREE manage-ment and governance systems<br>○ Capacity building | ○ Collection and analysis of information and assessment of labour market demand<br>○ Socio-economic profile of the commu-nity and community mobilization<br>○ Identification of eco-nomic opportunities and training needs assessment<br>○ Developing feasibility studies and training proposals | ○ Design content and develop curricula<br>○ Selection of trainees and training of trainers<br>○ Delivery of training<br>○ Continued training in the workplace | ○ Facilitating ac-cess to wage or self-employment<br>○ Support to small business start-up<br>○ Facilitating access to credit, advisory services, marketing, technology, etc.<br>○ Support to formation of groups<br>○ Follow-up to TREE graduates |

*Gender and disability mainstreaming and mobilization and participation of target groups in local development*

*Performance monitoring mechanism*

might require some specific accommodation related not only to their impairments, but years of social exclusion, and since as a group they are dispropor-tionately poor, a specific volume of this Manual is devoted to disability. Volume VIII discusses the background and barriers faced by disabled per-sons, their rights and issues, and challenges in skills training including mainstreaming disabilities con-cerns in TREE. Disability tools and resources can be found in Annex 1 of this volume.

## Adaptation

Whenever a TREE programme is implemented in a particular country or region there may be a need to adapt the processes and tools to the prevailing social, economic and cultural environment.

> *However, the principles underlying the TREE approach e.g. needs analysis, community partici-pation, gender equality, social partners mobiliza-tion, follow-up support, etc., remain valid whatever the country or region.*

The TREE systems approach views all the pro-cesses as part of one system in which they interact towards a common goal: empowerment and the cre-ation of livelihoods for disadvantaged women and men.

Regarding training, in the TREE programme, it is seen as more than merely geared to manpower devel-opment since training may affect all the main aspects of life. Training programmes may encompass a wide variety of skills:

- ☐ vocational skills related to identified income-generating opportunities and wage-employment opportunities (for instance, skills needed for con-struction work, maintenance and repair, rural industry and crafts, agricultural production, non-farm skills for processing, storage, distribution and marketing of agricultural products, etc.);
- ☐ business skills;
- ☐ gender, disability and diversity awareness;
- ☐ functional literacy to enable illiterate or semi-lit-erate persons to better benefit from training op-portunities;
- ☐ other core work skills;

- skills contributing to home and family improvements (for instance, household budgeting, hygiene, etc.);
- skills related to the provision of basic community services and facilities and contributing to overall community development;
- skills to manage cooperatives, rural projects;
- skills in safety and health at work;
- other non-vocational skills that help solve social problems in the community, through leadership training, organizational development, group participation.

The TREE methodology is particularly appropriate in teaching skills for self-employment and income-generating activities that result in a rapid return for the beneficiaries. This implies short-cycle training courses that are closely related to the actual working environment. Such training may adopt a minimalist approach, focusing on the transfer of practical skills that are directly relevant to predetermined opportunities for gainful employment and increased incomes, but most often other skills as enumerated above need to be included as well, if not during initial training, at least on the occasion of refresher courses.

The notion that the organization and delivery of training should be flexible and adapted to the conditions of clients means that TREE programmes are especially suitable for women, those with disability and post-conflict situations. While in many societies women, disabled persons and also those with HIV/AIDS may not be allowed to attend centre-based training, their participation can be greatly facilitated by the mobile site-location and flexible time-schedule of a training programme with an appropriate methodology and content that is free from gender-based stereotypes.

## 4. Key factors for planning and implementing TREE

In implementing a TREE programme the following factors are to be considered.

### 4.1 Mobilizing communities and partner organizations

Since TREE activities are mainly community-based, participation in community development, empowering individuals and groups to effect change in their own communities through capacity building, direct action, institutionalization and support to local policy reforms are important processes for sustained local economic and social development.

TREE advocates an area-cum-target groups approach with a strong emphasis on partnership development and capacity building of the institutions involved, with appropriate feedback to policy-makers to strengthen/streamline skills development strategies.

The success of TREE programmes depends first and foremost on the ability to mobilize support among women and men in the communities, and their participation in the planning and implementation of the programme. Experience shows that early involvement of trainees, for instance in the identification of economic opportunities and training needs, markedly increases their interest in completing the training. Such involvement also strengthens the support which the training activity receives from the community and significantly enhances the impact of the training.

Involving partner organizations and TREE committees at national and local levels in the TREE processes is crucial. Local TREE committees may tap into a wide range of local expertise, as well as ensure full and broad community participation. Local TREE committees typically include local government agencies, training institutions and other service providers, women's groups, employers' and workers' organizations representatives, associations, disabled people's organizations, NGOs, and other relevant actors.

### 4.2 Providing training in line with economic opportunities

Rather than provide formal training courses according to some predetermined standard curricula, the TREE method defines training contents on the basis of locally identified economic opportunities.

**Ensuring training is relevant**

TREE may be adapted to the typical employment and income-generating situations that prevail in a given location. In TREE programmes, great care is taken to ensure that training is tailored to the specific requirements of an employment or income-generating opportunity.

In many rural areas where TREE is implemented, formal wage-employment opportunities are scarce. What prevail are self-employment and micro-enterprise opportunities, especially in the informal economy. The training adapts to this reality and prepares trainees accordingly. So training is provided not only in technical skills but also in business, organizational and management skills to operate as self-employed or to run a small business, most often a micro-enterprise. For the latter, course topics could include organization of the production process, health and safety, sourcing of equipment and raw materials, bookkeeping, cost-price calculation and marketing.

Self-employed and micro-entrepreneurs alike, as recipients of training geared to individual activities, are also introduced to the potential value added of collective solutions to many work and business problems, such as obtaining credit, bulk purchasing, shared use of ICT facilities, meeting regulatory and quality standards, and other forms of cooperation between both individuals and businesses.

**Easily accessible and tailored to trainees' needs**

Selected training providers conduct training in a manner, time and location that enable full access. Courses are generally relatively short and focused on the specific goals of the employment, income-generating and/or upgrading needs of economic opportunities that have been identified through surveys and other means.

The mode of training provision must be flexible enough to be able to cater to the needs of, and be attractive to, women and men, including those with low levels of literacy, education and skills, people with disabilities, etc.

For example, the relevance of TREE training for women may be improved by facilitating the participation of women's organizations in planning and implementing training programmes at local levels, by providing mobile training near the abodes of women, by providing training at a time that suits their availability and by ensuring that the contents and methodology of training are free from sexist stereotypes and sensitive to the needs of the women being trained.

Similarly, by providing locally-based or mobile training, people with disabilities are more likely to be able to participate than if training is located in training centres that may pose transportation problems or be held in buildings that are inaccessible for those with mobility impairments.

## 4.3 TREE within existing vocational training systems

TREE can be applied through vocational training systems that are already in operation and have facilities in selected target areas. Application of the approach will be enhanced if such systems already have a functioning outreach programme and a mandate to provide training opportunities to rural men and women. In such cases, the TREE methodology can contribute to improving the organization and relevance of existing programmes by advising on training needs analysis, flexible curriculum offerings, etc. The systematic application of the TREE methodology in an institutional context can therefore enhance the relevance, efficiency and effectiveness of existing training systems.

## 4.4 Developing an integrated network of post-training support services

Training is only one component of a successful employment promotion programme. Indeed, training might have limited value unless other supporting mechanisms are brought into play. For example, it might be a waste of time training people to use sewing machines and produce garments if the products cannot be sold because of lack of demand, inappropriate or out-of-fashion design, insufficient infrastructure, transport difficulties, etc. It is also useless to provide such training if individuals cannot afford to buy a sewing machine because of credit limitations, or rent them for lack of such a service. Consequently, a broad range of post-training advisory, technical and financial support is required.

To provide post-training support services in an effective way implies that services must be what people need, of an appropriate quality, at a price people can afford and be easily accessible.

**Post-training support may include the following:**

- ☐ linkages with employers, job placement;
- ☐ support to small business start-up;
- ☐ support for accessing credit;
- ☐ business development services, including linkages with markets, health and safety advice and advice related to fundamental principles and rights at work, quality testing, ICT and other technology transfer, business advisory consultancy, transportation, bulk purchasing, design services, fashion forecasting, tax and other regulatory compliance support services, etc.;
- ☐ support to the formalization of informal micro-enterprises;
- ☐ follow-up visits to TREE graduates;
- ☐ support to the formation of groups and associations.

Service providers might include: government agencies; community-based organizations; NGOs; private enterprises; employers' and workers' organizations; self-help associations; disabled people's organizations, including informal sector associations, etc.

The TREE programme requires full cooperation and coordination between the participating partners in providing post-training support. TREE implementing units at both national and local levels should facilitate this coordination.

## 4.5 Promoting decent work and equal opportunities

The TREE methodology fully recognizes the mutual influence of the economic and social spheres of integrated local development, particularly the importance of promoting decent working and living conditions to contribute to sustainable development. However, for a large proportion of rural men and women work is hard, insecure and yields only a meagre income. There are often cases of child labour. It is not decent work.

In line with the ILO's Decent Work agenda, TREE seeks to promote equal opportunities and the conditions for decent work. The Decent Work agenda has four strategic objectives:

- ☐ fundamental principles and rights at work;
- ☐ employment and income opportunities;
- ☐ social protection;
- ☐ social dialogue.

These objectives hold for all workers, women and men, in both formal and informal employment; in wage employment or working on their own account; in the fields, factories and offices; in their home or in the community.[2] The features of decent work include productive and safe work (meaning that which guarantees safety and hygiene), respect for labour rights, equity, adequate income, social protection, social dialogue, trade union freedom, collective bargaining and participation.

**How does TREE contribute to the Decent Work agenda?**

- — by contributing to create the conditions for employment and income generating activities – therefore improving the income of the target group;
- — by ensuring that gender concerns are taken into account in all the processes of the TREE programme;
- — by integrating elements of occupational safety and health and, more generally, of working conditions, into training programmes and post-training advice;
- — by integrating elements of labour rights in training programmes and monitoring activities;
- — by sensitizing women and men on gender issues so that they can have equal opportunities in training and employment, including in non-traditional trades;
- — by building up the social, organizational and negotiation skills of workers as well as building up their self-image – especially in the case of women workers;
- — by encouraging the formation of groups so as to give a voice to poor women and men and create the conditions for solidarity and improved participation in decision making at the local level;
- — by promoting the formalization of informal economic units, without jeopardizing the existence of jobs, within the framework of post-training support;
- — by paying attention to disadvantaged groups such as young women and men, the disabilities, people living with HIV/AIDS, etc.

In Madagascar, for example, many children work in quarries. The ILO CEPP project, which is implementing the TREE programme, is cooperating with the ILO IPEC[3] programme to address this issue in the project area and contribute to convince parents to send their children to school. Also, the CEPP project, in cooperation with the community, built a crèche for younger children of quarry workers. This prevents them from being involved in their parents' work, gives them shelter and contributes to improved productivity of their mothers who can concentrate on their work. The crèche was built using labour-intensive techniques, which gave some temporary employment to people from the commune and was an opportunity to demonstrate such techniques.

2. ILO (1999). *Decent work, report of the Director-General*, International Labour Conference, 87th Session 1999 (Geneva, ILO).

3. IPEC stands for International Programme for the Elimination of Child Labour.

## 5. Institutionalization

The institutionalization of TREE is a pre-condition for its sustainability. It is important that relevant ministries, local development agencies, government and non-governmental organizations and training institutions incorporate the TREE approach into their employment-related programmes. Only when its approach and processes are integrated into the day-to-day planning and implementation of employment-oriented programmes will TREE be effectively institutionalized.

Institutionalization of the TREE methodology implies a number of demands and challenges for institutions applying this including:

- ☐ political commitment to financing TREE-related programmes;
- ☐ development and reform of training policies to ensure mainstreaming of the TREE methodology;
- ☐ decentralization policies;
- ☐ mainstreaming TREE in training-related programmes;
- ☐ an enabling environment for micro-enterprise development;
- ☐ a strong political commitment to achieving equality of opportunity and treatment for men and women in education, training and employment;
- ☐ reorientation of training institutions and instructor retraining in non-formal training approaches and training in business skills and village level advisory work;
- ☐ linkages to relevant micro- and small-enterprise development programmes;
- ☐ the systematic introduction of business training and core work skills into all courses;
- ☐ harmonization between long-term training programmes of training institutions and short-term training as promoted by TREE;
- ☐ the introduction of training in new skill areas;
- ☐ adequate transportation and related allowances in remote areas;
- ☐ commitment and action to be inclusive of all members of the community including people with disabilities, and those living with HIV/AIDS, etc.

Institutionalization must also take place at the local level. Community participation, therefore, is a critical aspect of the TREE programme. With strong community support, it may become institutionalized within local committees who could make sure that information on job opportunities is systematically updated and who are well placed to support the organization of training and post-training support at the local level.

## 6. Financing a TREE programme

Adequate funding for the TREE programme needs to be ensured from the start for all its aspects, including gender sensitization and gender mainstreaming. Such funds may come from:

- ☐ national government budget;
- ☐ local government budget;
- ☐ poverty reduction strategy programme;
- ☐ training fees and/or sale of products made by the trainees;
- ☐ recovering costs for training through charge on loans granted;
- ☐ NGO contributions;
- ☐ private sector (in particular through Corporate Social Responsibility programmes);
- ☐ external development aid.

It should be stressed that it is most unlikely that costs involved in training and post-training support can be entirely recovered from poor men and women who constitute the target of TREE programmes. Regarding the possibility of recovering training costs or part of them through a charge on loans granted; for instance, in some countries, the costs for training (except instructors' salaries) and a minimum number of follow-up visits in TREE programmes has been recovered from the interest on loans so that, in effect, the borrowers paid for the consultancy and support services they received. This is not feasible when interest rates are relatively high, as is the case for micro-credit in many developing countries (interest rates are often over 30 per cent per year). Therefore, unless interest rates are subsidized, it is not possible to charge higher rates to cover costs that are unrelated to credit because this would jeopardize the viability of income-generating activities and micro-enterprise endeavours of TREE clients.

Initial funding to begin the process may come from donor support but in the long term the programme will need to be sustained without external development aid. So there will be a need for permanent government – national and local – funding for the programme to be sustainable. However, the social and economic cost of not addressing poverty and inequality issues is probably quite high, even though it is difficult to estimate.

It is expected that the lead agency implementing a TREE programme be prepared to ensure, either through its own resources or in cooperation with other organizations, that the different processes of the TREE programme have adequate resources.

To ensure the effective utilization of training resources, TREE emphasizes that the planning should be carried out in consultation with line ministry authorities, NGOs and people's organizations located in the community, including the direct beneficiaries of training. The participatory planning and implementation process is a fundamental prerequisite for an effective TREE programme.

## 7. Sustainability

**The issue of sustainability** is of paramount importance in TREE. Thus, strategies should be put in place to ensure such sustainability and monitor its progress in all evaluation exercises, to assess what corrective measures may be required (infrastructure and institutional inputs, as well as adjustments in the programme strategy and plan). Activities to address sustainability issues should be identified together with a list of external factors that may impact on sustainability.

It should be clearly acknowledged that the issue of sustainability is extremely challenging. The likelihood of sustaining improvements resulting from a TREE programme will be higher if appropriate policies are put in place (for instance, employment and skills development policies that take into account the needs of poor men and women, a favourable environment for micro- and small-enterprise development, gender equality, etc.).

Sustainability depends on the following main factors:

- proper institutionalization of TREE;
- support for the programme from the community and the various partner organizations;
- effective mechanisms for the selection of economic activities;
- the perceived relevance of the training and post-training support by the target population;
- the actual quality and accessibility of training and post-training support;
- strongly motivated men and women participants;
- financial viability of the training and post-training processes;
- a conducive socio-economic environment (policies that are supportive to employment creation, appropriate education and training policies, decentralization policies, etc. that take into account the needs of poor men and women, policies that promote gender equality, etc.).

For long-term sustainability, the local committees should also be closely tied to local development bodies.

Client selection is also a critical factor in terms of sustainability. If the selected clients are not committed enough they tend to have a poor record of success in the businesses they set up and a bad record of loan repayment. This may affect the credibility of the TREE programme with local authorities, lending agencies and the local community and may undermine its long-term sustainability. In other words the sustainability of the individual or collective economic activities undertaken by the target group is crucial for the credibility – and, therefore, the sustainability – of the overall TREE programme.[4]

# II. Role of the ILO and other stakeholders

Given the considerable experience that the ILO has gained across the globe in the implementation of TREE-related technical cooperation projects, it can play a guiding role in the early stages of the process – possibly in the context of a pilot project – until local actors develop an independent capacity.

The ultimate aim is to have national and local actors able to plan, design and implement TREE programmes. The principal objective, therefore, is the institutionalization and sustainability of the methodology within national employment and training strategies and programmes aimed at poverty reduction and empowerment in rural areas.

The ILO, therefore, plays a catalytic and advisory role and may support programme implementation through the following:

4. However, this does not mean that selection criteria for the participants be so stringent as to eliminate the least educated and poorest men and women. Such a strategy would defeat the very objective of the TREE programme.

— Organize introductory national workshops to introduce the principles of TREE, with the objectives of:
  - ☐ assessing current developments in the field of training provision as part of poverty alleviation with a view to identifying the most significant trends, opportunities and problems;
  - ☐ introducing planners and implementers to the ILO TREE methodology for rural economic empowerment, income generation and poverty alleviation, and to obtain their feedback for possible applications of TREE;
  - ☐ introducing ILO's various complementary programmes aimed at the creation and expansion of micro- and small-enterprises as part of an overall employment strategy, such as SIYB, WEDGE, social funds, safe-work, etc.;
  - ☐ providing a forum for exchange of information and experience for developing ideas and projects on the promotion of (self-) employment and income generation as part of local economic development initiatives;
  - ☐ preparing a preliminary action plan that could form the basis of a technical cooperation project to launch a TREE programme with ILO support.

— Advise on appropriate institutional and governance arrangements to best support the TREE programme.

— Assist in training and developing capacity amongst community groups, local associations, national and local coordinating units and training institutions.

— Call upon its specialized departments to provide specific advice on particular technical areas, such as the organization of savings and credit schemes, social protection mechanisms, micro- and small-enterprise start-up and development, occupational health and safety, association and representative organization building and management, the establishment and operation of cooperatives and other collective approaches to economic activity, gender mainstreaming, disability inclusion, etc.

— Help developing training modules and guidance manuals.

— Act as a global clearinghouse for concepts, methodologies, etc.

— Develop and make available (with feedback from pilot tests in different countries) country specific manuals on Training for Rural Economic Empowerment. These are aimed to provide detailed guidance in the planning and implementation of TREE programmes. The manuals would include a detailed description of the processes and instruments used in the organization, delivery and follow-up of TREE in a specific context.

# II



# Institutional organization and planning

## Introduction

The implementation of the TREE programme is normally based on a programme document. This document should reflect the overall context of the country or region where the TREE programme will be implemented and spell out the objectives, strategy, institutional and implementation arrangements, target groups, expected outputs, activities and inputs required to implement, institutionalize and sustain the TREE programme .

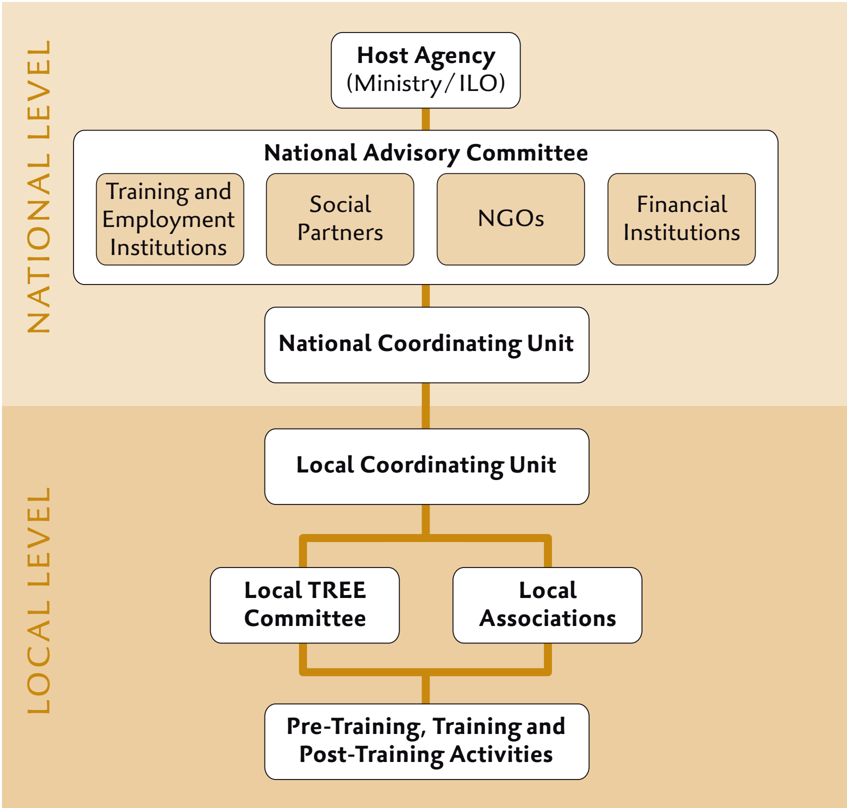
➔ **See Annex 2.1: Contents of a TREE programme document.**

Planning is a continuous process that takes place throughout the implementation of the TREE programme. The objective of the present volume is to describe the TREE process of institutional organization and planning. More specifically, it describes the key elements of the TREE methodology pertaining to the establishment of an organizational framework at the national and local levels in which the implementation of the TREE process will take place.

## I. Institutional organization and planning

Institutional organization should be initiated within the first few months of a TREE programme start-up. TREE institutional set up depends on whether the TREE programme takes the form of a pilot project for a limited target area or a national programme covering a whole country or a number of selected districts. It also depends on the level of administrative decentralization prevailing in a particular country, the programme site, the level of funding, etc. For example, in some contexts there may not be a national-level advisory committee, but rather a national-level government authority that is informed of the progress and results of the TREE programme while the local-level advisory committee may be the most critical. In other words, it should be stressed that no one size fits all and, therefore, the institutional organization will depend on the prevailing situation of the country and its needs. With this caveat, the generic TREE organizational chart that is presented in Figure 1 below should be seen as only a suggestion of a set up that can be adapted to particular country situations.

**Figure 1.** Generic TREE organizational chart




## 1. Institutional organization at national level

### A. Assigning a national executing agency (TREE programme host agency)

At national or state level, a relevant ministry or agency should be identified as having overall responsibility for coordination and implementation of the TREE programme training in the country. Therefore, employment promotion should be an integral part of the mandate, as well as the promotion of inter-agency coordination in these areas. Such a mandate should be explicit and contained in a specific directive or policy statement relating to the ministry or agency's work and responsibility. Also, it is expected that the national executing agency have the resources, experience and expertise to implement the TREE programme and shall report to the national advisory committee (Box 1) on the programme's performance and outputs.

### B. Identifying and organizing national partners

Partnership development is one of the main principles of the TREE methodology. A TREE programme will have a better chance of success with partners whose mandates are related to the goals and objectives of TREE. It is also advantageous that the partners have existing policies to allocate funding or budgetary support to skills training, micro- and small-enterprise development, social finance, community organizing, the promotion of gender equality and inclusion of socially excluded groups and other activities related to poverty reduction and rural development. This is important in terms of resource sharing in the programme implementation and in the institutionalization of the TREE methodology.

When analysing the capacity of potential partner institutions the following essential characteristics need to be considered:

- ☐ the type of organization, major areas of intervention and general capacity to plan and implement training and post-training support activities for men and women;
- ☐ the nature and extent of gender mainstreaming in their policies, programmes and activities, and

experience in addressing constraints entailed by inequalities between men and women in education, training and employment;

- ☐ the organizational structure to address working poor issues;
- ☐ capacity building needs of the potential partner organizations.

## C. TREE national advisory committee

Once the national executing agency has been identified, a TREE national advisory committee should be established with the responsibility of planning and reviewing the progress of programme activities and providing overall policy guidance on topics such as priority target groups and regions, programme financing, entrepreneurship development, gender equality and appropriate technology. This committee is primarily an advisory body to the TREE programme **(See Box 1).** Furthermore, it is expected that it also advises the government on policy issues related to the development, institutionalization and sustainability of the TREE programme.

Membership of the TREE national advisory committee should comprise representatives of institutions actively engaged in training development and employment promotion and/or livelihood development, those representing gender equality and other target groups, such as people with disabilities or those with HIV/AIDS, micro- and small-enterprise development, social preparation/community organization, rural credit and appropriate technology research and development.

Particular attention should be paid to the membership of representatives of workers' and employers' organizations and those of financial institutions with a mandate to serve the rural communities (for instance, employment and social funds).

Members of the advisory committee should be relatively high-level decision makers able to provide policy support and influence decisions within their respective institutions.

The representative of the host agency will normally chair this committee.

The national TREE management team acts as the secretariat to the advisory committee and is responsible for the preparation of agendas, minutes of meetings and for the reproduction and distribution of any discussion papers before the committee meeting.

### Box 1. TREE national advisory committee

The national advisory committee should have the following major functions:

- provision of overall guidance and support in the implementation of the TREE programme;
- deliberation and approval of the programme strategies;
- analyse programme performance and provide advice and direction;
- advice on the general selection of programme sites and target groups;
- advice on development plans and programmes;
- inputs in the adaptation of TREE implementing methodology;
- advocacy for the adoption of the TREE methodology by partners and communities.

## D. Establishing a national TREE management team

At the national level, the national TREE management team should have management functions in the planning and implementation of the TREE programme. The national management team should be supported at regional, district and/or local levels by local TREE implementing teams. As far as possible it is recommended that these TREE teams be established within the national executing agency.

The national management team is responsible for the development of all guidelines on how to carry out the various activities in programme implementation as well as financial and administrative matters. Preparation of such guidelines, however, should always be made in consultation with the local teams.

The composition of the TREE management team depends on the institutional arrangements, implementation strategy and geographical coverage of the TREE programme.

The selection of staff for the national management team, who work full time in the programme, should be based on the technical competence and experience of each person in the area to which they will be assigned.

The main posts required for a national management team are:

- ☐ national programme coordinator;
- ☐ socio-economist;
- ☐ training specialist.

The national programme coordinator is the officer-in-charge of the overall planning and implementation of the programme and heads the national TREE management team. They are also responsible for gender mainstreaming into the TREE programme and the day-to-day coordination of participating agencies.

**The socio-economist** works under the direction of the national programme coordinator, with assistance from the local TREE teams. They are responsible for the planning, implementation and coordination of the various socio-economic surveys that need to be undertaken prior to the training needs assessment (baseline surveys, consumer demand surveys, feasibility studies, etc.), as well as for the planning and implementation of post-training support.

**The training specialist** also works under the direction of the national programme coordinator. They are responsible for the planning, implementation, monitoring and evaluation of the TREE training programmes. This covers training needs assessment, the review of training proposals, technical supervision and monitoring of training programmes, conduct of tracer studies, and preparation of reports on training activities.

There can also be a number of training specialist posts which can be divided into several positions, as may be required, such as:

- ☐ entrepreneurial training;
- ☐ instructor training/training delivery specialist;
- ☐ curriculum development officer, etc.

Again, as may be required, other posts could be usefully added to the national TREE management team which could be:

- ☐ micro- and small-enterprise development specialist;
- ☐ gender specialist;
- ☐ community development specialist;
- ☐ documentation and evaluation officer;
- ☐ officer for placement and follow-up services.

Sometimes TREE programmes have a gender specialist as part of the team. Often having a designated person with responsibility for gender equality issues can act as a catalyst to ensure that others take responsibility for their own duties. A training specialist or socio-economist who is gender sensitive may also be an asset. In some projects, such as in Bangladesh and Timor Leste, gender teams have been established.

The position of **administrative and finance assistant** is also needed as well as other support staff (secretaries, drivers, etc.).

Consultants may also be needed to conduct technical support studies in areas such as gender analysis, community needs assessments, resource inventory and inventory of non-farm economic activities, feasibility studies, analysis of microfinance supply and demand, technology, credit and marketing.

The number of staff needed for the TREE national team will depend on the scope of activities to be undertaken. Whereas a TREE programme may be launched with less staff during the pilot phase, the majority of the above posts are likely to be needed later during full scale national implementation.

Experience shows that the TREE programme needs high level and motivated professionals, preferably nationals, in conjunction, where necessary, with external technical support and intensive mentoring. A priori national professionals are in a better position to adapt the TREE approach to local circumstances. Selection of staff members should also take gender equity into account.

The national TREE team should hold weekly staff meetings to review progress of programme implementation and plan new actions.

➔ See **Annex 2.2: Suggested terms of reference for the staff of a TREE programme.**

## 2. Institutional arrangements at the local level

### A. Local TREE programme implementation team(s): functions and composition

The Local TREE programme implementaion team is charged with the coordination and implementation of day-to-day operations of the TREE programme in each of the communities where it is being implemented. Depending on the prevailing partnership arrangments, local TREE teams can be established at regional or district levels.

The number of staff in local teams will depend on the scale of the programme activities. Normally, a local team will be composed of at least three members, nominated by the implementing partners and working full time for the TREE programme, as follows:

- ☐ local TREE coordinator (also responsible for community organization and gender mainstreaming);
- ☐ local socio-economist (responsible for the various socio-economic surveys that need to be undertaken prior to training needs assessment, as well as for the planning and implementation of post-training support);
- ☐ local training officer (responsible for all local training -related work).

Members of the local teams should be selected on the basis of their technical competence and experience.

As for the national personnel, the local teams should receive training on the TREE methodology before they are given field assignments.

It is important that the division of functions among the TREE field officers is not too rigid. For instance, when there are simultaneous programme sites and programme cycles being undertaken, each programme officer, including the team coordinator, will be required to carry out the TREE activities in several programme sites.

Local TREE teams should also meet on a regular basis depending on the availability of the whole team, considering that they will be spending most of their time in the field. It is recommended that local TREE programme coordinators hold a meeting once every two weeks to review progress and decide on actions to be taken.

The effectiveness and sustainability of the TREE programme at the local level depends on the commitment and motivation of the local authorities and organizations involved in the programme, with their full support in the provision of training and post-training activities.

Ideally the TREE methodology should be incorporated as an on-going activity in the regional/provincial/district plans so that staff have sufficient resources allocated to assist and monitor programme implementation.

## B. Local TREE committees

Local TREE committees are formed early in the TREE programme. They are broad-based organizations comprising representatives of target groups, local government and non-governmental institutions and key members of the community, including employer and trade union representatives, women's organizations, disabled persons' organizations, individual employers, financial institutions, local government officials and NGOs.

The membership of these committees will vary according to the prevailing local context. It is important that local government representatives are included in these committees to ensure government support and the support of their particular departments throughout the programme. It is equally important that representatives from existing community groups, e.g. women's groups, youth groups, rural workers' associations etc. also participate in the work of the committees.

**Suggested members of a local TREE committee:**

- ☐ local government officer (or representative);
- ☐ representatives of relevant government agencies;
- ☐ locally active NGOs and religious organizations;
- ☐ a representative of a women's organization;
- ☐ a representative of youth;
- ☐ a reprsentative from a disabled persons' organization;
- ☐ financial institutions active in rural development;
- ☐ (successful) local entrepreneurs.

Local TREE committees work closely with the local TREE implementing teams and assist in carrying out such activities as:

- — contributing inputs to economic opportunities and needs surveys to identify employment and income-generating opportunities and constraints at the community level;
- — contributing inputs to the gender and diversity analyses;
- — contributing inputs to the determination of the feasibility of potential employment and income generating projects;
- — contributing to the assessment of training needs;
- — promoting participation in training and contributing to the selection of the trainees;
- — assessing the need for other technical support, mobilizing that support, both among the members of the local TREE committees themselves and among partner agencies;
- — assisting in the mobilization, where appropriate, of local associations to help achieve the programme's goals.

The participatory approach to decision making through the formation of local TREE committees ensures that the decisions made by the TREE programme management are agreeable and, more importantly, are in the interest of the beneficiaries and their communities.

## C. Selection of TREE programme areas/communities and preliminary consultations

The identification of specific communities is carried out by the local TREE implementation team and coordinated by the national TREE management team. The host agency through which the programme will be implemented should give the final approval following visits by their officials and the TREE programme coordinator.

The criteria for selecting communities will vary with regions and from one implementing agency to another, but many will be the same, that is, a TREE programme is needed because of poverty levels and for practical reasons, such as accessibility, availability of raw materials, etc.

➔ **See Annex 2.3: Suggested criteria for selecting communities.**

Initial selection of potential communities can be done by using local, national or regionally available data such as socio-economic surveys, maps, existing enterprise data etc. Such data can be usually found in the local and regional offices of government agencies and sometimes, NGOs. Linkages with on-going or planned government projects and programmes will also constitute one of the selection criteria. At the individual ministry and NGO level, the following types of information can often be accessed:

— **Ministries of Trade and Industry** usually prepare both provincial and local iInvestment priorities plans, outlining interesting economic sectors for development.

— **Ministries of Labour and Employment** generally, can supply data on the employment and unemployment situation in different regions although such data rarely covers informal economic activities, especially those in rural areas and may leave out data for groups often excluded, such as those with disabilities. For this group, the Minstry of Social Welfare may have information.

— The **Ministries of Agriculture** may often have projects in some districts for which they have prepared community profiles.

— **Ministries of Transport and Communications** should be able to provide data on services and accessibility of various communities.

— Most active **NGOs** will also have some information on the population of the areas where they are operating. Even when no formal written data is available, NGO staff members tend to make good sources of information as they are in frequent contact with rural target groups. For disabled persons, the NGOs servicng them may be helpful but it is also important to go to the actual organizations representing them.

— **Local Government Units** may be able to provide TREE officers with district development plans when these are available.

**Exploratory visit**

Having made an initial short list of potential TREE programme sites, the TREE programme team will then be able to undertake an exploratory visit to prospective TREE programme communities.

This exploratory visit provides an idea of accessibility, physical surroundings and the socio-economic situation of the area, as well as the existence of other development programmes with which linkages could be established. It is also an opportunity to make initial contacts with community leaders, local financial institutions, NGOs and potential beneficiaries.

In effect, the exploratory visit will serve the following purposes:

- ☐ to add to and check the data collected earlier;
- ☐ to meet with community leaders and assess local government supportfor training and employment development activities;
- ☐ to give an impression of potential beneficiaries and their motivation;
- ☐ to give a preliminary assessment of the local economy.

The process is as follows:

- ☐ meet with the local government officer to inform them of the purpose of the visit and discuss the TREE programme;
- ☐ discuss the programme with officers of other government agencies;
- ☐ discuss with officers of any appropriate NGOs;
- ☐ visit the market and talk with local entrepreneurs;
- ☐ visit financial institutions and other potential partner institutions in the area.

During the visits the TREE team should make it clear that a final decision on the programme sites will be taken by the national executing agency in consultation with the TREE advisory committee and the local TREE committees.

**Consultations with local government**

Consultations should begin with a visit to the offices of the local government. During the meeting, the purpose of the visit should be explained and the proposed TREE programme, methodology and activities which will be undertaken if the area is chosen as a programme site, discussed with local government officers.

Participation of the local government is extremely important for the long-term effectiveness and support for rural employment generation, particularly with respect to post-training support and micro- and small-enterprise development. It is therefore necessary to ascertain local government's interest in collaborating with the TREE programme.

Data to be collected from the local government offices:

- ☐ number of villages in the district and the actual/estimated population of the towns and villages;
- ☐ major economic and business activities in the community;
- ☐ raw materials which are in abundant supply but which are not presently processed or are exported for further processing outside the locality;
- ☐ services which are already available in the locality, such as social preparation, credit, skills and basic business management training,entrepreneurship development, marketing assistance, appropriate technology;
- ☐ socio-economic plans and programmes, both on-going and planned interventions at the provincial, district, and village levels, prevailing development strategies/models;
- ☐ main sources of paid employment.

**Consultations with other government agencies**

Many government agencies have officers or coordinators assigned at the level of district and municipality and are carrying out programmes and projects which may complement the aims of the TREE programme. It is part of the TREE methodology to establish linkages with potential partners in areas that will complement and strengthen skills training in rural employment promotion, for example, government departments concerned with social awareness, gender equality, disability, credit provision, technology, group/cooperative formation, marketing, and micro- and small-enterprise development. Members of the local TREE implementing teams should visit such offices to promote the proposed TREE programme to the representatives of such government agencies. If local TREE committees have been set up, these contacts can be organized through those committees.

**Exploratory visits to local markets**

The local TREE team, especially the socio-economist, should observe the local market situation and discuss with consumers and traders. This should give an indication of the range, quality and prices of the products for sale (e.g. existing economic activities such as agro-processing, fish preservation, etc.).[1]

1. Such visits to the local markets also provide very useful information on the socio-cultural environment: who are the traders – men? women? both? Who are the buyers? Do women handle money?

Special attention should be paid to those manufactured goods which are from outside the province or region but could possibly be produced locally, such as handicrafts, simple foodstuffs, soap, leather goods, agricultural implements, etc. Also, observations should be recorded on particular consumer preferences.

**Exploratory visits to financial institutions**

Local banks, credit organizations or other lending institutions in the area should also be visited to ascertain their interest in collaborating with the TREE programme.

**Exploratory visits to local NGOs**

NGOs may be useful sources of information on rural communities. Some of them may become valuable partners at field level to carry out the TREE methodology. Relevant NGOs operating in the locality should be visited during the planning phase, to find out:

- ☐ detailed information on the target group;
- ☐ whether they are involved in the provision of pre- or post-training support to the beneficiaries;
- ☐ whether they are interested in and capable of implementing their own skills training programmes, using (elements of) the TREE methodology.

In particular, information should be gathered on the activities in which the NGO is involved to promote livelihood activities. Also an assessment needs to be made on the background and the aims of the NGO.

➔ **(See Annex 2.4: Suggested topics for discussion with potential partner organizations.)**

At the end of the exploratory visits, the TREE team should have a clear idea whether or not the locality is likely to be suitable for a TREE programme. It is important to register the exact locations of the pre-selected villages or groups of adjacent villages.

The findings of the preliminary exploration in relation to the project areas and target groups are presented and then discussed with the national partners.

## D. Building partnerships at the local level

At the local level, partnerships are even more crucial than at the national level. A basic principle and one of the distinct features of TREE is its emphasis on decentralized management, planning and implementation. A field institutional base needs to be established comprising a network of institutions that have the capacity to reach out to rural target groups. Partner agencies may be training institutions, NGOs and CBOs, banks and other financial institutions, small business associations, local governments, etc.

Government institutions, on one hand, sometimes have limited outreach capacities and are physically distant from the target groups. On the other hand, some NGOs may have a strong field presence at the grass roots. They are familiar with the local milieu and issues, are implementing various development programmes and have direct contact and interaction with the target group and local communities. Some NGOs have expertise in community mobilization and organization, income-generating activities, micro-finance, serve groups often excluded such as persons with disabilities and those living with HIV/AIDS, etc. However, NGOs often have limited sustainability, and reliance on local authorities may be a better option to encourage community participation and mobilization. In the case of Madagascar, for example, mayors or village chiefs have taken on this role, considering that in any case it is part of their normal responsibility, and that they enjoy a better credibility than NGOs. The TREE programme contributed to strengthening their capacities.

**Partnerships at local level – role of local training institutions**

- ☐ participate in training needs assessments and assist in the selection of trainees;
- ☐ their instructors provide technical training in their areas of expertise and competence if this coincides with selected feasible trades;
- ☐ eventually provide venue, training materials, tools and equipment for training;
- ☐ they may support post-training activities through identifying improved technologies to be applied in different trades, follow-up of trainees, etc.;
- ☐ participate in TREE monitoring.

**Partnerships at local level – potential roles of other organizations**

The experience of partner organizations may be useful in implementing the following activities, depending on their area of expertise:

- ☐ awareness raising and advocacy, including on gender issues, disability issues and other issues which may be particularly relevant to the community;
- ☐ mobilizing the community;
- ☐ selecting the villages and the target groups;
- ☐ identifying feasible economic opportunities and training needs;
- ☐ organizing and conducting training at the local level;
- ☐ providing post-training support to trainees, for instance, savings and credit services, facilitating marketing of products, etc.;
- ☐ monitoring the TREE process.

**Selecting partner organizations**

Potential partner organizations would have been identified during the initial exploratory field visits. For the implementation of TREE it is important to select organizations that have demonstrated capacity and experience in community-based approaches in development activities, are gender sensitive and have been functioning well. It is difficult to get partner institutions with the right combination of training and business knowledge backgrounds as well as being gender sensitive. Regarding the latter, it may be useful to liaise with national or local programmes for the promotion of gender equality to obtain information on their activities such as gender-sensitization programmes, identify good practices related to the promotion of gender equality and build useful partnerships with the TREE programme. The same may be true of disability, HIV/AIDS and other issues. The partner organization may lack experience in dealing with certain groups in the local community but advocacy groups can provide the needed awareness training and support during training.

➔ **See Annex 2.5: Suggested criteria for selection of partner organizations.**

Once partner organizations have been selected, it is necessary to establish their roles in the implementation of the TREE programme. In this respect, it may be useful for the TREE programme to adopt standard agreements relating to the cooperation with selected partners. Some flexibility should be ensured so that new partners may enter into agreement with TREE at a later stage of programme implementation, depending on economic sectors selected, or existing partnerships ending for various reasons (quality or relevance of their services, etc.). The selected partner organizations may decide to assign specific field staff to be responsible for TREE implementation at village or community level.

## II. Capability building of partner organizations in the use of the TREE methodology

Capacity building is an ongoing process, fundamental to the sustainability of the TREE programme. The purpose of such training is to introduce the TREE methodology and strengthen the capacities of the participating partner agencies in designing, planning and implementing pre-training, training and post-training support programmes as per the requirements of the TREE methodology. **(See Figure 2)**

**The TREE programme and its implementing methodology should be introduced to the implementing partners through an introductory workshop and training seminars to familiarize their staff with their specific roles and responsibilities with regard to implementing and monitoring TREE activities.**

Working in rural communities requires not only technical skills, but skills in community mobilization, group organization and gender mainstreaming, in addition to planning, implementing and monitoring programme activities, and collaborating with other partners and institutions. **(See Box 2)**

Therefore, it is essential that comprehensive training activities, including refresher training, be organized on a regular basis throughout the programme cycle for the staff of the TREE teams and participating agencies.

Such training should be focused on the objectives, processes, tools, working mechanisms and guidelines of the TREE methodology. More specifically, the training workshops should address the following:

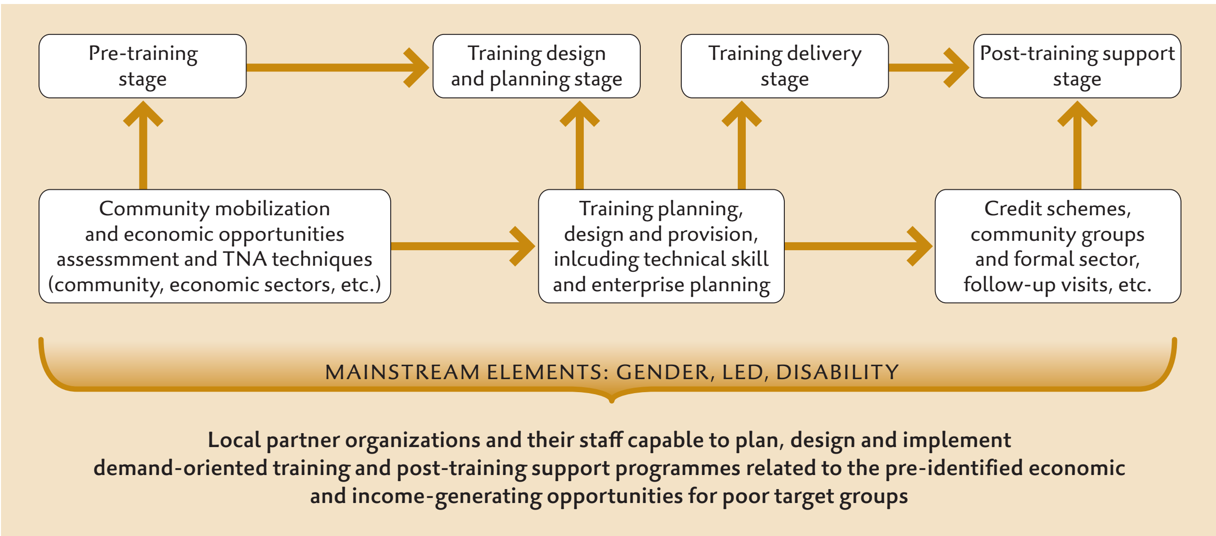
- ☐ community mobilization and assessment, identification of economic opportunities and needs;
- ☐ gender issues in training and employment promotion (Volume VII);
- ☐ skills and entrepreneurial training design, planning and delivery;
- ☐ planning and facilitating post-training support mechanisms.

Obviously not all the partner organizations are expected to be conversant in all these topics. However, they should acquire a good understanding of all the processes involved in the TREE programme. For instance, gender training should not only be for women; men also need to be engaged in the search for gender-equality solutions.

In addition to the general training in TREE methodology for all programme staff, TREE national and local officers may well need training in specialized areas of the methodology such as gender analysis, the preparation of feasibility studies and curriculum development. However, while such training is useful to provide basic knowledge, most of the expertise will be acquired through learning by doing. Close monitoring and mentoring by experienced TREE specialists is crucial in this respect.

Study visits can also be a valuable and important learning tool if well conducted, with emphasis on sharing experiences and adapting successful approaches tested in other regions of the country. Exposure is gained on strategies being applied to address training and employment issues, particularly for rural women and men, types of market-oriented

**Figure 2.** Capability Building Programme Design for field staff involved in a TREE-related programme



activities being conducted, decentralized management approaches and institutional arrangements for TREE, as well as the types of linkages established with other intitutions.

A reference library should be organized at the TREE head office and in local offices, containing relevant materials, books and publications on topics such as skills and entrepreneurship training, gender mainstreaming, appropriate technology, setting up a micro- or small-enterprise, marketing and finance.

### Box 2. Competence and skills required by national and local TREE teams/facilitators

- an in-depth understanding of the concepts of the TREE programme, its operational methodology and use of the participatory processes and tools;
- understanding of the socio-economic situation and constraints of the target groups;
- recognition of gender–specific constraints and barriers that disabled and other groups face in accessing training and employment, and ability to develop strategies to address these;
- non-formal training methods to respond to the needs of target groups in the informal economy, with low levels of education and skills, and sometimes very limited exposure to economic activities and markets;
- technical and managerial competence in assigned responsibilities;
- techniques and methods of identifying potential economic opportunities, undertaking feasibility studies and training needs assessments;
- skills and techniques in facilitating community organization;
- practical knowledge of the market and business situation and ability to facilitate market linkages for the target group;
- experience in promoting viable micro- and small-enterprises and providing post-training support;
- knowledge about community financial and non-financial resources that can support employment promotion;
- networking skills to establish strategic linkages with relevant organizations, employers, larger businesses for wage or self-employment and micro-enterprise development.

# Annex 2.1 Contents of a TREE programme document

## I. TREE Programme design

### 1. TREE programme document[2]

As the first step in the planning of a TREE programme, a **TREE programme document** should be prepared. This document should reflect the overall context of the TREE programme and its strategy, institutional and implementation arrangements, target groups, objectives, expected outputs, activities and inputs required to implement, institutionalize and sustain the programme.

There may be considerable variations in the programme design depending on whether TREE is a nationwide or pilot programme, whether it is a standalone or a component of a wider programme, etc.[3]

The design of TREE programmes must be based on macro- and micro-level information. The designers need to know about development strategy, employment policies, the situation of the labour market, present and future local government initiatives, capacity of training institutions to reach and provide relevant training programmes, presence (or lack of) decision-making structures at the local level (i.e. decentralized government authority, existence of community-based organizations), characteristics of poverty in the targeted areas, rural infrastructure, etc.

Designers of development programmes using the TREE methodology must have, at the outset, a clear sense of the local background including policy context, local development strategies, access to training and support services by target groups and the range of complementary services as well as potential partners offering network and linkage opportunities.

**Gender analysis and planning** should be undertaken at the initial planning and design stage of the TREE programming cycle. The involvement of women and their organizations in the decision-making process at all stages of the programming cycle is an important way of ensuring that gender equality concerns are taken into account and that both women and men benefit from the TREE programme.

Also, it is important to involve specific target groups that tend to be marginalized (for instance, youth, people with disabilities, migrants, etc.) in the planning and decision-making processes. With regard to including these groups, the organizations selected should be representative of the target group rather that just NGOs that serve them so that there is direct representation of the target group.

**The issue of sustainability** is of paramount importance in TREE. Thus, a TREE programme document should contain the strategies for sustainability, and sustainability should be addressed in all evaluation exercises, to assess what corrective measures may be required (infrastructure and institutional inputs, as well as adjustments in the programme strategy and plan). Activities to address sustainability issues should be identified together with a list of external factors that may impact on them.

It should be clearly acknowledged that the issue of sustainability is extremely complex and challenging. It requires a careful definition according to the objectives to be attained. There is a need to distinguish between different types of sustainability (technical and financial, for example). The likelihood of sustaining improvements resulting from a TREE programme will be higher if appropriate policies are put in place (for instance, employment and skills development policies that take into account the needs of poor men and women, a favourable environment for micro- and small-enterprise development, gender equality, physical and social infrastructure such as roads, crèches, health centres, etc.) which should also be accessible to people with disabilities.

### 2. Implementation strategy

TREE programme implementation strategy must be based on a clear definition of the problems to be addressed and the objectives to be pursued. The strategy must be consistent with specific national development objectives, particularly those relating to skills development and employment promotion among disadvantaged groups as well as national or regional poverty reduction strategies.

2. See http://www.ilo.org/intranet/english/region/codev/tc_manual/index.htm for information on the preparation of a project document.

3. For instance, in the case of Madagascar, the TREE programme is a component of a wider project entitled "Operationalizing pro-poor growth" which has three mutually reinforcing components: i) Component 1 works on better integrating policies for productive employment by demonstrating how a stronger employment focus can improve the positive effects of economic growth; ii) Component 2, "Poverty reduction through skills and micro- and small enterprise development" integrates the TREE methodology; and iii) Component 3, seeks to create decent and productive employment opportunities through local resource-based investment policies and practices for infrastructure. Further, there is a Youth Employment Project in the Pacific implementing the TREE methodology as one of its components.

**The strategy of a TREE programme will depend on the context. For example, the following strategic considerations could be taken into account:**

— The need to stimulate active participation and mobilization of partner organizations, communities and their organizations in the process of identifying economic opportunities and planning, designing and delivering relevant training and post-training support.

— The need to improve performance of informal enterprises, workers and other socially excluded vulnerable groups, and to assist them in transforming survival activities into decent work.

— The need to develop mutually supportive and integrated components of training and employment promotion programmes to make a significant impact on poverty, with selected target groups and geographical focus. Skills training programmes should be integrated into other development initiatives, such as: local economic development, micro-and small-enterprise development programmes, capacity building of employment services, technology transfer, etc.

— The need to increase the flexibility and responsiveness of national vocational training systems, both formal and non-formal, to new and emerging demand and supply needs of the labour market, particularly its informal segment at the local level.

— The need to strengthen the national and local capacities in the design, management and implementation of training and employment promotion programmes, based on innovative, integrated approaches.

— The need to apply cost-effective training delivery systems that promote occupational mobility and include vulnerable groups in vocational training and other programmes.

— The need to assist ILO constituents in the adaptation of new area-based or community-based approaches to skills development, post-training support for productivity enhancement and employment promotion.

— The need to raise awareness and include measures which address both practical and strategic gender needs and equality.

— The need to encourage investments in training and allocate adequate human and material resources.

## 3. Target groups

It is essential that a clear understanding of the intended target group(s) exists at the beginning of the TREE programme, in order to facilitate programme planning and implementation. In general, the methodology is aimed at empowering poor rural women and men who are often unemployed or underemployed. Among them, the specific groups to be identified will vary from country to country and will depend on the mandate of the implementing agency. Specific groups may include:

- ☐ male and female out of school youth;
- ☐ adult women;
- ☐ adult men;
- ☐ people with disabilities;
- ☐ refugees;
- ☐ demobilized soldiers;
- ☐ men and women in crisis situations (tsunami, earthquake-affected and other natural calamities, war and conflict-affected, etc.).

## 4. Financing a TREE programme

Adequate funding for a programme needs to be ensured from the start. TREE programme funding should be negotiated and formally agreed upon by all partners preferably at the stage of TREE programme document preparation. Such funds may come from government budgets, NGOs, community support organizations and the clients themselves. For the programme to be sustainable in the long term, funding for implementation of TREE activities, as well as credit provision, will have to be found from within the country.

Possible sources of funding include:

- ☐ national government budget;
- ☐ local government budget;
- ☐ poverty reduction strategy programme;
- ☐ training fees or sale of products made by the trainees;
- ☐ recovering costs for training through charge on loans granted;
- ☐ contributions from community support organizations and NGOs;
- ☐ private sector (in particular through corporate social responsibility programmes);
- ☐ external development aid.

Initial funding to begin the process may come from government funds, donor support, NGOs, etc., but in the long term the programme will need to be sustained without external development aid. It should be stressed that it is most unlikely that costs involved in training and post-training support can be entirely recovered from poor men and women who are the target of TREE programmes. It is also very unlikely that interest charges on loans granted can compensate for the cost of training, so there will be a need for permanent government (national and local) funding for the programme to be sustainable. However, the social and economic cost of not addressing poverty and inequality issues is probably quite high, even though it is difficult to estimate.

### 5. TREE programme operational components

The TREE programme planning process should be linked to its operational components. For example, the TREE projects in Pakistan and the Philippines adopted a four-stage operational approach with the following components:

— adapting and developing processes and tools of the TREE methodology to suit specific socio-economic requirements in the programme areas;

— capability building of partner organizations in the use of the TREE-adapted methodological tools;

— undertaking the necessary pre-training surveys, providing skills and entrepreneurship training for target groups using tools of the methodology in the pre-identified economic and income-generating opportunities, providing post-training support;

— providing feedback to policy-makers and decision-makers of the partner organizations to adopt appropriate measures for institutionalization and sustainability of the TREE programme.

### 6. Workplan

A workplan of the TREE programme should be prepared to reflect necessary activities against each of the operational components as well as budget requirements for implementing each activity.

## II. TREE programme awareness raising

The success of the TREE programme and its methodology hinges on two factors i.e. awareness and understanding of the TREE approach by all the stakeholders, and a sense of ownership of the programme among them. This is accomplished by holding meetings focusing on TREE programme introduction, where information about TREE is disseminated to all stakeholders and related partners. This should be carried out at the national and local levels.

It is primarily the task of the TREE teams to ensure that information about TREE is shared at all levels, especially at the stakeholders' level. Potential stakeholders need to know about the programme and understand its various components before deciding on their involvement.

Workshops should be organized to introduce the TREE programme and explain the specific roles that each stakeholder is expected to play.

### 1. TREE orientation workshop

The TREE orientation workshop (or stakeholders' workshop) aims to introduce the TREE methodology and discuss the following:

- ☐ roles and responsibilities of stakeholders and of the TREE management team;
- ☐ how should the technical material be developed;
- ☐ organization of baseline surveys, economic opportunity surveys, feasibility studies, training needs assessments;
- ☐ preparation for each step of training cycle;
- ☐ organizing skills training;
- ☐ organizing post-training support.

Further capacity building of partner organizations in the use of the TREE methodology, including gender awareness raising, will take place at regular intervals (see main text of the present Volume II).

### 2. TREE promotional materials

It is suggested to prepare brochures presenting the TREE programme so as to raise awareness of the stakeholders and potential partners. TREE programmes have been implemented in a number of countries (e.g. Pakistan, Philippines, Sri Lanka, Madagascar, etc.) and it would be quite informative to share outputs and outcomes, lessons learned and country experiences on TREE through existing documentation and information materials.

# Annex 2.2 Suggested terms of reference for staff of the TREE programme

**Note:** the composition of the TREE staff depends on the institutional arrangements, implementation strategy and agreed geographical coverage.

## 1. The national TREE team

### i) National programme coordinator

They are the officer in charge of the overall implementation of the programme and head the national TREE team. They are responsible for gender mainstreaming into the TREE programme and day-to-day coordination among participating agencies. Their duties and responsibilities include the following:

— coordinates and monitors the activities of the national TREE team;

— prepares the programme's annual budget for approval by the head of the agency and manages the use of such funds;

— ensures that gender issues, disability and other relevant divesity issues are properly addressed in all aspects of the TREE programme and is able to provide or organize the necessary training for other staff on these issues;

— coordinates the adaptation and development of tools and processes to suit the specific socio-economic requirements in the programme area as these tools (survey questionnaires, monitoring forms, etc.) will be needed for implementing the TREE methodology;

— reviews and takes action when necessary on all incoming reports and communications from the regional or local TREE teams relating to programme implementation i.e. documentation on the selection of the programme sites, survey reports and feasibility studies, such as baseline surveys, consumer demand survey, etc., reports on the planning of skills training programmes, reports on completed skills training courses, reports on post-training monitoring and follow-up and financial plans for each programme cycle;

— represents the programme in meetings (internal and external) related to the TREE programme and prepares the necessary reports and papers;

— visits the local TREE teams and programme sites and provides technical assistance in the major areas/concerns of the methodology to programme officers;

— prepares terms of reference for hiring consultants required to conduct technical support studies; works closely with the consultants for the duration of the their work; and reviews and makes comments on the submitted studies and ensures their completion in line with the terms of reference;

— prepares proposals that will facilitate/improve programme implementation;

— acts as resource person/discussant during seminars or workshops in topics related to the TREE programme;

— schedules and presides over regular staff meetings;

— prepares bi-monthly or quarterly progress reports and other monitoring reports as required; and

— ensures that the experiences of the TREE programme are properly documented.

### ii) Socio-economist

The socio-economist works under the direction of the national programme coordinator and with the assistance of local TREE teams. They are responsible for the planning, implementation and coordination of the various socio-economic surveys (i.e. community profile, consumer demand surveys, feasibility studies, etc.) that need to be undertaken prior to training needs assessments as well as for the planning and implementation of post-training support.

They are also responsible for supervising and coordinating the activities of team members and community support teams at the regional and local level in placement activities and other post-training follow-up support, developing guidelines in this area for use of the local TREE teams and providing technical assistance as necessary. They shall likewise liaise with the relevant organizations active in post-training support activities such as credit assistance, marketing, consultancy, etc.

### iii) National training specialist

The training specialist is responsible for the planning, implementation, monitoring and evaluation of the TREE training programmes. This covers training needs assessments, the review of training proposals, technical supervision and monitoring of training programmes, conduct of tracer studies and preparation of reports on training activities.

The national training specialist reports to the national programme coordinator. This may be a single post or divided into the two or three posts described below:

- ☐ **entrepreneurial training specialist;**
- ☐ **instructors' training and training delivery specialist** (in charge of programme-specific instructor training and training delivery, providing guidelines and technical assistance to the regional officers in this area);
- ☐ **national programme officer for curriculum development and course evaluation** (responsible for the development of new training curricula, in collaboration with the regional staff and local instructors, as well as for course evaluation).

**The following posts may also be necessary:**

- ☐ micro- and small-enterprise development specialist;
- ☐ gender and/or diversity specialist;
- ☐ community development specialist;
- ☐ documentation and evaluation officer;
- ☐ officer for placement and follow-up services.

The position of administrative and finance assistant is also needed to provide support to the TREE programme in financial, logistics, and administrative matters. They are in charge of cash records and disbursements, procurement, operation and maintenance of programme office, personnel records, and related functions. Under the supervision of the national programme coordinator, the administrative assistant prepares payments and budget requests. In small-scale pilot programmes the administrative and finance assistant also takes on secretarial tasks.

## 2. Local TREE teams

### i) Local TREE coordinator

They head the local TREE team and are responsible for the management, coordination and administration of all programme activities in the programme site. Specifically, they shall:

- — be responsible for the general planning, programming and organization of TREE activities and programmes in the locality including interagency coordination;
- — coordinate the conduct of the various assessment surveys and feasibility studies in the TREE community;
- — prepare and organize training of trainers' programmes on gender mainstreaming, instructional methodology and technology transfer;
- — supervise the delivery of training and post-training support and ensure prompt and adequate provision of resources and inputs necessary to undertake such activities;
- — monitor overall programme implementation in the community and prepare necessary progress reports;
- — maintain close coordination with the national TREE team;
- — establish and maintain close working relationship with GOs and NGOs that are active in the promotion of employment in general and skills training and related activities (credit in particular).

### ii) Local socio-economist

They shall :

- — be responsible for the various socio-economic surveys that need to be undertaken prior to training needs assessment (baseline surveys including community profiles, identification of economic opportunities, feasibility studies, etc.);
- — be responsible for the planning and implementation of post-training support;
- — assess the need for and assist the graduates in post-training support such as business plan/proposal preparation, access to credit, product development, marketing, product promotion and other services related to the establishment of micro- and small-scale businesses with the assistance of programme partners as appropriate.

— explore, liaise and maintain close collaboration with government and non-governmental organizations involved in post-training support, such as credit, product development technologies, marketing and product promotion;

— liaise with local placement services, where they exist, and with employers' organizations and other business associations to help graduates find wage employment;

— in collaboration with the local training officer, analyse information from the record of the TREE graduates' employment status and propose strategies to improve their situation.

— prepare and submit the required reports as necessary.

### iii) Local training officer

They will, together with the training providers:

— organize and undertake training needs assessment activities on the basis of the results of the survey of economic opportunities and feasibility studies that will have been undertaken in the TREE community.

— analyse and review results of the training needs assessment surveys with the TREE partners responsible for training provision and thereafter they shall prepare and submit reports on findings of the surveys as inputs to planning for training, curriculum development and instructors' training activities;

— be responsible for the training delivery process including the preparation of the training venue, provision of training tools and equipment, training supplies and materials, recruitment and hiring of instructors and monitoring of on-going training programmes;

— maintain an updated, sex-disaggregated record of the trainee-graduates of TREE training programmes including disability and other diversity characteristics and keep close contact with and monitor all graduates employment status;

— review enrolment and terminal reports prepared by the training providers and ensure their completion in accordance with the terms of reference;

— prepare analytical synthesis reports on training, as required.

All staff should have the skills, flexibility and sensitivities to deal with the diversity of the TREE target groups and be open and willing to participate in the training and other activities.

# Annex 2.3 Suggested criteria for selecting communities

The identification and selection of villages or communities is critical, and considerable detailed work needs to be undertaken for such selection. Selection needs to be based on transparent and objective criteria.

It is to be emphasized that pilot testing of a TREE programme requires:

- ☐ substantial technical work for TREE adaptation;
- ☐ close supervision and monitoring to ensure that implementation yields positive results;
- ☐ adequate facilities, resources and logistical support.

Only on the basis of a positive experience can it be envisaged to extend the TREE methodology to other sites.

## Step 1. Define criteria

Criteria for the selection of villages or communities should be defined in close consultation with the regional or district authorities after having carefully explained the objectives and approach of the TREE programme.

**Suggested criteria for selection of programme districts and villages:**[4]

- ☐ economic situation in the area manifests a high incidence of poverty, under/unemployment;
- ☐ existence of an operational local development plan;
- ☐ demonstrated interest by the community in TREE activities, and a demand for skill training and employment related activities;
- ☐ existence of a minimum of physical infrastructure, road system, communications, electricity;
- ☐ accessibility within a radius of 20-30 kms, with ease in local transport facilities by bus, taxi brousse, etc.;
- ☐ accessibility to a functioning market for goods and services;
- ☐ an identifiable need for skills training, meaning that the site should not have been covered recently (e.g. during the past year) by similar training programmes;
- ☐ the presence of (at least one) lending institution (rural bank, NGO with credit scheme, government agency, etc.) which can provide credit facilities within or near the programme site, to which the beneficiaries will have access after the training;
- ☐ the presence of organizations active in rural employment promotion and community organization/development;
- ☐ the presence of existing or potential training providers in the district – these may be staff of local training centres, NG0s or support agencies; (Local crafts people or entrepreneurs could also be trained as trainers. However, since they cannot reasonably be expected to train competitors in their own communities, such trainers would need to come from outside the market area for the programme community.)
- ☐ availability of raw materials which can be turned into marketable products and access to these raw materials by the targeted beneficiaries.

## Step 2. Field site visits

It is important to undertake field visits to potential project sites prior to selection so as to develop a realistic TREE programme.

— Visits are made on the basis of suggestions and consultations with stakeholders and potential partners who work in these areas and are knowledgeable about them.

— Prior to the visit the host agency sends a formal letter to the local authorities stating the purpose of the visit and arranging the dates and timing.

— In keeping with protocol, the visit begins with a meeting with the local authorities to inform them of the possibility of implementing a TREE programme in the area.

— The local authorities may be tapped to facilitate contacts with other government line departments

4. It is to be noted that villages or communities are most unlikely to meet all the criteria. Therefore, priorities will have to be established as to which criteria are considered the most relevant in a particular country or region. In many countries, TREE programmes have been implemented in remote rural areas, with little or no infrastructure (e.g. in Madagascar, Niger or Timor Leste); with scant access to credit (e.g. Niger, Timor Leste); with uneasy access to markets or, worse, regions prone to natural disasters, insecurity and social unrest.

which are familiar with development activities in the area. It is useful to visit ongoing development activities, meet with various institutions, NGOs and the potential participants, and assess the physical environment, facilities and socio-economic situation.

## Step 3. Short-list the preferred villages or communities for selection and make recommendations

After the field visits and based on an analysis and discussion of findings, the TREE local team prepares a report on shortlisted districts matching the criteria. The recommendations are then discussed.

## Step 4. Make a final selection

In practical terms and depending on the country context, selection of villages or communities may not be such a smooth and technical process. It may become a politicized issue, *but objectivity and technical considerations in line with the objectives of the TREE programme should be guidelines at all times, and given priority.*

# Annex 2.4 Suggested topics for discussions with potential partner organizations

## 1. Suggested topics for discussion with the local authorities

a) *Purpose of the visit: to look into the possibility of conducting a TREE programme in the district.*

b) *Main features of the TREE approach*:

— participation of, consultation with and decision-making by the community, especially the target groups;

— objective assessment of local employment opportunities (through the conduct of community profiles, identification of potential economic opportunities, feasibility studies, training needs assessment and other techniques);

— emphasizes networking and linkages among partner organizations involved in rural employment promotion;

— differences between TREE methodology and conventional approaches to rural training (no fixed course offerings i.e. type of training needed is determined on the basis of surveys of economic and employment opportunities available, target group participation in decision-making, gender mainstreaming and non-discrimination in all processes of the TREE programme);

— collect/discuss data on the district population (and incidence of out migration), dominant economic activities, current unemployment and under-employment situation, available resources and raw materials in the locality (particularly those presently exported from the area for further processing elsewhere) and prevailing economic/employment opportunities (e.g. recently successful or failed businesses) and job preferences of young women and men;

— main programmes and plans of the municipal government, and other government agencies and NGOs, particularly in relation to the promotion of livelihood activities;

— perceived need for technical skills training (suggestions for target groups and courses);

— perceived motivation of potential beneficiaries especially the willingness to practice non-discrimination in the inclusion of people with disabilities, those with HIV/AIDS and other groups, particular to geographic areas and in need of TREE services;

— identification of possible specific TREE programme sites, villages or a group of a few adjacent villages.

c) *Potential municipal support for skills training and post-training support*:

- ☐ training venue/potential training venues;
- ☐ recruitment of trainer(s);
- ☐ potential trainees;
- ☐ payment for direct training costs (local contributions) and post-training support;
- ☐ the credit situation (rural banks, micro-finance institutions, credit cooperatives, NGOs, etc.);
- ☐ other required post-training support (e.g. social preparation, inputs supply, marketing, etc.).

## 2. Suggested topics for interview with government agencies

- ☐ number of staff (administrative/field);
- ☐ target group;
- ☐ programmes/projects engaged in:
  - employment promotion/livelihood;
  - skills training;
  - entrepreneurship development, etc.;
  - promotion of gender equality, inclusion of disabled persons and general practice of non-discrimination;
  - appropriate technology promotion.
- ☐ source of funding:
  - government allocation;
  - foreign funding;
  - community funds.
- ☐ existence of credit scheme:
  - terms/conditions.
- ☐ possible areas of collaboration with TREE.

## 3. Suggested topics for interview with financial institutions[5]

*Conditions of loan and credit availability:*

- ☐ maximum amount of loans;
- ☐ type of economic activities for which loan is provided (whether only manufacturing, or also services, trade);
- ☐ disbursement in cash or kind;
- ☐ repayment period;
- ☐ interest rate.

*Collateral requirements:*

- ☐ land, real estate;
- ☐ tools and equipment;
- ☐ character loans/guarantor;
- ☐ residency requirements.

*Approval procedures:*

- ☐ to what extent is decision-making decentralized;
- ☐ average time to complete loan application procedure;
- ☐ actual number of loans to small businesses.

## 4. Suggested topics for discussion with local NGOs

- ☐ Short history and type of NGO (political/welfare/service/development-oriented).
- ☐ Number of staff (administrative/technical field officers).
- ☐ Origin of resources.
- ☐ Type of activities engaged in:
  - agricultural development;
  - non-farm income generation/employment promotion;
  - credit/lending;
  - skills/entrepreneurship development training.
- ☐ Experience with various target groups:
  - women and men;
  - disabled persons;
  - people living with HIV and AIDS;
  - youth;
  - older people;
  - groups specific to the local area.
- ☐ Ideas for employment promotion:
  - available local resources;
  - access to special technologies;
  - skills and entrepreneurship development training.
- ☐ Possible linkages with the TREE programme.

5. These suggested discussion topics are only preliminary. See Volume V: Post-training support, for a more in-depth survey when it comes to actually engaging in agreements with financial institutions.

## Annex 2.5 Suggested criteria for selecting partner organizations

*Partner organizations should have a sound track record in market-oriented skills training and the promotion of employment. As far as possible they should meet the following requirements.*

1. Be a legal entity duly registered.
2. Have demonstrated technical experience and sustainable results in training and employment promotion for disadvantaged groups, with a minimum of seven years of practical experience in market-oriented skills training and employment (self and wage employment), micro- and small-enterprise development or income generating programmes.
3. Have a demonstrated active presence in the area that has been selected for the TREE programme, good knowledge of the local socio-economic situation and activities in the area, and rapport with local communities.
4. Have the requisite qualified personnel/staff with the technical skills and experience, infrastructure, and administrative and logistical support for undertaking specific activities in the TREE programme.
5. Proven competencies (human resources and skills) and experience in providing training and/or post-training support (technical assistance and follow up, linkages with markets, credit, business counselling, and technology) as demonstrated by the number of self-reliant persons promoted by the organization in sustainable economic activities.
6. Demonstrated understanding of the local community and specific groups with a willingness to be truly inclusive of all and to practice non-discrimination in selecting trainees, hiring staff and providing support to specific groups as needed so the participants can successfully participate and complete the programme and be employed or self-employed.
7. A good understanding of the markets for products and services that poor rural people are likely to produce, including markets for less traditional products and services.
8. Have practical experience in, and the capacity to address gender issues/dimensions in training and employment.
9. Capacity to reach the target group (a minimum of …. persons) in the specified programme area, in a timely manner.
10. Experience in group mobilization and organization, and group strategies, in particular for access to credit and savings services.
11. Good linkages and relationships with government and non-government institutions focusing on vocational training and employment promotion, business development services, savings and credit facilities, market information and marketing.
12. Demonstrated financial reliability and accountability.
13. An established and effective system of accounts/audit.
14. Willingness to comply with the TREE reporting and evaluation systems.

Some organizations, while also wishing to assist the target group in increasing their income, may not be suitable partners for TREE for the following reasons:

- ☐ they are concerned only with agricultural development;
- ☐ their target group does not belong to the poorer households;
- ☐ they are not interested or ready to implement a livelihood component in their programmes;
- ☐ they are not willing to coordinate with other agencies, and particularly government organizations.

### Cost-sharing

An important question in the application of the TREE methodology by a partner organization will be the funding of expenses. Evidently, a sharing of resources needed for the implementation of the TREE programme will depend on the financial and organizational capability of the selected organizations.

Some organizations have enough funds to finance an entire TREE “training cycle”: from training planning, through training delivery, as well as the provision of loans and other support for resulting employment activities, etc. Some also have sufficient skilled staff to carry out a training programme (if necessary, with the TREE team acting as advisers and backstoppers).

Below is an example of a form that may be used to record the characteristics of potential partner organizations before proceeding to the selection.

## Profile of potential partner organizations

**Name of organization** ……………………………………

**Address** ……………………………………

**Head Office** ……………………………………

**Regional Office** ……………………………………

**Number of years in operation** ……………………

**Main source(s) of funding** ……………………………………

……………………………………

……………………………………

**Number and level/qualifications of staff**

Director ……………………………………

Other staff ……………………………………

……………………………………

**Main objectives** ……………………………………

……………………………………

……………………………………

**Target group(s)** ……………………………………

……………………………………

……………………………………

**General description or examples of programmes being implemented at present**

……………………………………

……………………………………

……………………………………

**Involvement in credit and savings** ..........

..........

..........

**Involvement and/or interest in skills training and/or micro- and small-enterprise development**

..........

..........

..........

**Suggestions for collaboration with TREE programme**

..........

..........

..........

**Follow-up action to be taken**

By regional TREE team ..........

..........

..........

By national TREE team ..........

..........

..........

**Name of interviewer** ..........

**Date** ..........

# III



# Identification of economic opportunities and training needs assessment

## I. Purpose of economic opportunities and training needs assessment

TREE does not come with a pre-packaged training programme. A thorough and systematic identification of potential economic opportunities within the community and in the neighbouring environment, and an assessment of corresponding training needs are required prior to designing any programme. Only on the basis of adequate data gathering and analysis can market-oriented training activities be designed and implemented that lead to productive employment, either wage employment or, more often, income-generating activities and micro-enterprises.

It should be stressed that formal wage employment opportunities are scarce in rural areas. However, there may be available jobs in nearby towns. It is normally the task of employment agencies to provide information on job vacancies. If such employment agencies do not exist in the area or if their resources and staff are insufficient, the local TREE teams may contact potential employers and their organizations to explore potential employment opportunities that could suit rural populations. Once these possibilities have been identified, there is a need to determine what skills are required for these jobs and assess the training needs of men and women who are potentially interested to take up these opportunities (➔ **see Step 4: Training needs assessment**).

➔ **See Annex 3.1: Factors to be considered when examining the practicality of wage employment.**

Considering the relative scarcity of non-agricultural wage employment opportunities, the bulk of the present volume focuses on self-employment and micro-enterprise development opportunities. This volume sets out the steps and instruments to identify market opportunities, select feasible trades and assess training needs of women and men participants in the light of such opportunities. This involves undertaking a number of surveys and assessments such as:

- ☐ Survey of community profile
- ☐ Consumer demand survey
- ☐ Market opportunity survey
- ☐ Feasibility studies
- ☐ Training needs assessment

These surveys will provide information that will be discussed with the stakeholders and form the basis of relevant **training programmes.**

More specifically, assessment of economic opportunities and training needs is undertaken with the following purposes:

— to discuss, identify, analyse and prioritize employment, business and income generating opportunities;

— to determine training needs of the beneficiaries;

— to introduce the target beneficiaries into the world of employment as well as enterprise and entrepreneurship development;
— to prepare corresponding training programmes.

**It is crucial that the target group and local communities participate in the process of identifying potential economic opportunities.** In addition to women and men participants, consumers, local producers, wholesalers, retailers, potential buyers, business and business associations, traders and partner organizations should also be involved. These groups should represent the diversity of the community and could include people with disabilities and their organizations as well as representatives from other socially excluded groups.

While TREE has developed this range of instruments and tools for its target beneficiaries at the local level, there are also available ILO local economic development tools for assessing area-specific situations and needs which can also be adapted and used.[1]

## II. Suggested steps in conducting the socio-economic surveys

The process of identifying economic opportunities consists of four major steps. While each step is important and logically follows the preceding one, an iteractive approach is recommended in which the results of former surveys are quickly compared to newly acquired information, and stakeholders are given a chance to comment and give their opinion throughout the process. The team assigned to conduct these assessments should be trained in various techniques of community mobilization, collection and processing of data.

### STEP 1. Identifying potential market opportunities

The identification of market opportunities is done through a number of complementary surveys:

☐ Community Profile
☐ Sectoral Studies
☐ Consumer Demand Surveys
☐ Market Opportunity Surveys

This set of surveys consists of an analysis of market tendencies and an evaluation of the risks and opportunities involved in different economic activities. They contribute to the identification of vocations, trades/products and services that can generate income using local resources, local potential and facilities, but could also have wider market links outside the area, at the regional, national or possibly international level.

The following factors need to be taken into account:

— Rural women and men often lack access to updated market information and this limits their business development. The process of identifying market opportunities should assist them in making informed choices and selecting new and viable market opportunities.
— Markets also depend on people's purchasing power, which is low in rural areas, as well as on costs of inputs, transport, etc. Markets are increasingly dynamic, changing and competitive. What may be a profitable business opportunity today could be a bad risk in six months. Therefore, the abovementioned surveys are not a one-time event. The findings and recommendations need regular updating, for instance, once a year, since the market demand for the products/services may change.

#### Methods and tools to collect data

**Community Profile (CP)**

The CP provides a framework for the identification of economic opportunities and for the discussions that should take place during community meetings. Importantly, the CP is also a good occasion to undertake a gender analysis since it is crucial to have an in-depth understanding of the gender issues relating to time availability, gender roles and other socio-cultural constraints before being able to make the best of potential economic opportunities. This is also an opportune time to determine attitudes towards other groups that are often excluded such as disabled persons, people living with HIV/AIDS or other groups particular to a certain geographic area such as ethnic or religious groups. In addition, the CP provides useful hints as to what is available in the community in terms of skills, raw materials, etc. Last, but not least, the socio-economic information on the target groups and communities (sources and levels of

1. Examples are tools on rapid assessment of poverty impact (RAPI), Integrated Rural Accessibility Planning (IRAP), etc. under the *ILO Local Economic Development (LED), Methodologies, tools and resources commonly used in the ILO approach to LED, 2008.*

income, women and men's respective participation in economic activities and related constraints, etc.) will be the basis for TREE programme monitoring.

Some of the information will have already been collected during the exploratory visits to the community. However, once particular communities have been selected there is a need to go deeper. The main topics are: socio-economic status of men and women in the community; availability of infrastructure; community and commercial services; and, particularly, local raw materials and intermediate products. In other words, the CP provides a mapping of the local community and economy, identifies resources which new income-generating activities may be able to use, whether there is room for further expansion of existing businesses or if new businesses could be developed from existing surplus resources.

The CP makes use of local leaders (many of whom will be members of the local TREE committees) to provide the information. Also important is to determine and identify other local key informants. Sufficient background knowledge about these actors could help build the confidence of the TREE facilitator/co-ordinator during community meetings.

Examples of key informants:

- ☐ village leaders;
- ☐ local shop owners, entrepreneurs;
- ☐ NGOs and other development service providers;
- ☐ traditional leaders, school officials, local organizations;
- ☐ the target groups.

In addition to information provided through key informants, it is important that some members of the local TREE team, especially the local TREE xoordinator, the socio-economist and the gender specialist, undertake individual interviews of women and men in the target group to get a first-hand understanding of their situation, how they live, etc. Attention should be paid to situations of other traditionally excluded members of the community, for example, those with disabilities. All too often the lack of understanding of people's situation and constraints has adverse effects on development programmes, especially those at the grassroots.

➔ **See Annex 3.2: Community profile survey (sample tool).**

### Sectoral studies

In many countries various government ministries, planning, research institutions and others undertake sectoral studies and even value chain analysis. When they exist, such information and studies may provide very useful indications on sectors that have been identified as presenting employment and business opportunities. Furthermore, such sectors may benefit from incentives to enable them to develop in a favourable economic environment. It is important to collect such studies whether they have been undertaken at the national, regional or local level. It is also important to **analyse** their results and assess whether these are relevant in the TREE programme areas. For instance, it may be possible that the selected communities enjoy some comparative advantages that will enable them to establish backward or forward linkages to these sectors and to contribute to labour and other inputs.

### Consumer Demand Survey (CDS)

*What products and services are in demand not presently provided for?*

The purpose of this survey is to find out from local, regional (or possibly, national or international) consumers which goods and services they want. Specifically, it tries to identify goods and services which are in short (or infrequent) supply, or have an unacceptable quality.

➔ **See Annex 3.3: Consumer demand survey (sample tool).**

### Market Opportunity Survey (MOS)

*Why are the services or goods not available in the community? Could they be? Could local needs be met by importing raw materials from outside the area and processing them in the community? Could goods be made in the community which could be sold in markets outside the community?*

The purpose of the MOS is to try to find out from local artisans, producers, employers, traders, business and business associations and target beneficiaries, why products and services identified by the Consumer Demand Survey are not presently available in adequate quantities and/or qualities and if raw materials identified in the CP can be taken advantage of for the creation of employment, the potential for expanding local production, new products and services, and suggestions on employment and business opportunities.

➔ **See Annex 3.4: Market opportunity survey (sample tool).**

*Further business and employment ideas may also be produced through:*

— Collection of data from secondary sources such as existing sector studies (see above), reports on demographic, socio-cultural, educational and economic characteristics of the programme area, available resources in the area, existing businesses, planned new local economic developments and potential for new entrepreneurial opportunities. These include reports from government departments and other agencies operating in the area such as, departments of commerce, trade and industry; department of social welfare, departments of technical education and manpower, department of agriculture and livestock, NGOs and CBOs, projects currently operating in the area.

— Interviews and discussions with government officers, members of the local government, local entrepreneurs and, most importantly, with the women and men of the selected communities.

— Community planning meetings where the beneficiaries can discuss their own ideas/projects. During these meetings communities are also introduced and exposed to the process of practical economic analysis and risk-taking in looking for employment opportunities or in choosing their income-generating projects.

## Step 2. Discussions of results of surveys with stakeholders

The results of the surveys are discussed with the local TREE committees during their regular meetings and at the meeting of potential beneficiaries of the selected communities. They are encouraged to review the survey results, relate them to the interests of the community/local economic development needs and participate in assessing their feasibility. A special effort should be made to ensure that women and people disabilities, including women with disabilities and those in socially excluded groups, participate in all assessments. Furthermore, the facilitators should seek women's opinions (see Volume III: Gender Awareness and Advocacy) and make sure that the needs of all groups are taken into account.

The objective of the initial discussions is to select priority activities from among those identified by the surveys; the ones that hold the greatest potential for providing successful sustainable job opportunities in the community. Potential problems can often be identified by the committees before any further studies are carried out. Involvement of the partners and beneficiaries increases their interest and commitment.

Particular emphasis should be on identifying those economic activities that have potential to contribute to local socio-economic development goals. Also, it is important to discuss gender, disability and diversity issues from the beginning in order to avoid the exclusion of women and these subgroups of the population from economic opportunities that appear to be profitable.

The following basic test points can be used for the initial review of rural enterprise project ideas. They provide a preliminary idea of the kind of information that is required when starting an income-generating activity and could constitute useful inputs for the feasibility studies. These basic test points may actually also be an entry point for the community to participate in the feasibility studies that will take place in the next step.

### Economic impact

— Might the envisaged economic activity produce additional income for the beneficiary and, if so, how great can be the increase in existing income e.g. 10, 20 or 30 per cent etc.?

— What if the investment and working capital come from a loan? Financial viability is determined by the ability of the activity to generate enough income to achieve economic viability and repay any money borrowed for investment and working capital, over a specified period of time.

— If the activity is judged to be economically and financially viable, can the required training be provided in a cost-effective manner? Can the required instructors and equipment be obtained? Are the required training materials available etc.?

### Training issues

— What are the training needs of the anticipated economic activity (e.g. technical skills, soft skills training)?

— Who are the potential trainees? What are their interests? Groups or individual trainees?

— Who are the training providers and potential instructors? How are they going to be recruited? Do they have the skills to address the needs of the target groups?

— What are the estimated training costs? Can training be organized at a cost to the institutions? If not, what alternative ways are there to finance training?

— Is training equipment locally available and relevant? If not, how could training equipment be provided/purchased?

### Raw materials/ production inputs

— Are the raw materials locally available? Determine their (estimated) quantity and quality, seasonality and the environmental implications of their use.

— Are other inputs available, e.g. electricity, water, fuel?

— Who owns the raw materials? Are they accessible and available for the economic activity and its intended beneficiaries?

— What is the cost of the raw materials (i.e. purchase and transportation)? Is the supply reliable so as not to cause slack periods in production, or price increases of the finished products? Would it matter if there were such increases?

— What is the estimated cost of a working stock of the raw materials? How could this be financed – from own sources or are there external sources (e.g. loans or credit from suppliers)?

— What are the alternative uses of the raw materials? Are they expected to lead to competition for resources or changes in their cost?

### Production technology

— What is the technology to be used by the economic activity? Is it labour intensive?

— What are the tools and equipment needed? How can they be obtained? What about maintenance, repairs and parts – are they available locally? What are the costs?

— Where will the economic activity be located in relation to the market? How big is the area needed for the workshop? Who will own the area? Is it presently available? Will it be bought or rented? How much is the purchase price/rental? How long will it be available? Will it need power (electricity) and water – are the connections there already, will it be expensive? Is there even a need for an independent workshop or can it be located in the owner's house?

### Management and organization

— How will the business be organized (e.g. self-employment, cooperative, other type of group enterprise), how many workers, type of workers – family labour, wage workers, etc.? How will it be managed? By whom?

— What will be the involvement of the graduates? Their families? The community?

— Who are the support agencies/organizations to be involved in the economic activity? Are they willing and able to provide support?

### Investment requirements

— How much initial investment is estimated to be needed? How much fixed capital and how much working capital?

— Where can the capital be found: own savings, from friends or relatives, from moneylenders, from NGOs, from banks or lending institutions, or a mixture of sources?

— Are loans available to individuals or only to groups? Is there a difference in lending conditions?

— What are the conditions of any type of loan: type of collateral? How are funds released (e.g. via a commercial bank, on receipt for equipment)? What is the repayment schedule? Is there a grace period?

— How much would the interest rate be?

— Who will prepare the loan paper requirements?

### Marketing

— Which products are to be manufactured? What are the product designs? Where do they come from and are they readily available? If not, who will prepare the design? At what quantity and quality will the products be manufactured? Will they be marketable?

— What about the pricing? Taking production costs and profit margins into consideration, can the price compete with similar products in the market?

— What and where will be the market outlets for the products? Will they be sold in the community? In the district? Elsewhere? What is the extent of the demand?

— Who are the target consumers/buyers? What is the cost of transport to the market (if outside the community)?

— Will the products need quality control? Packaging? Promotion campaigns? How and where can the business get and pay for them?

— What will be the main competing product and producer? From where will the competition come (e.g. will there be competition among training graduates)? Internal/external? What is the distinctive advantage of the product?

### Other issues

— Does the envisaged business have any legal and social implications? Are any permits or licences required? Will they be difficult to obtain?

— Are there any gender, disability or diversity issues involved?

— Are there any environmental issues involved?

— Are there any relations with present or future development plans for the region/locality?

— Will the business help the community (e.g. by increased employment and incomes through links with other local activities)?

— What institutional and professional support is needed for the business? Is it available? Reliable? Affordable?

— Are there relevant government services available in the project area (e.g. extension services, rural development organizations, technical training school etc.)?

After initial discussion with the local TREE committees and the communities, and on the basis of the information gathered in these surveys, possible areas for wage employment and new enterprises can be suggested. A preliminary list of potential income-generating activities and possible wage employment opportunities should be drawn up for further examination in the feasibility studies. Only when the outcome of these studies confirms the feasibility of the economic activities can training programmes be prepared on the basis of training needs assessments.

## Step 3. Feasibility studies

*Will the micro- or small enterprise make a product or provide a service that people want to buy and that can be sold for a profit?*

After having identified potentially profitable economic activities and having selected those that appear to be the most suitable in the community, it is necessary to analyse them in greater detail to determine whether they are profitable when carried out in particular localities and on a small scale. The objective of conducting feasibility studies is to assess the viability and sustainability of the economic activities that have been identified and pre-selected so as to avoid investing in training that will not yield the expected outcomes and that individuals invest time, money and energy in a business that might not be profitable. All too often, income-generating activities fail after some time, due to lack of demand, finance or other factors. A good feasibility study can help anticipate whether this is likely to happen.

A feasibility study consists of a comparison between the costs of inputs (labour, equipment, raw materials, possibly, interest rates on loans, etc.) required to undertake a particular economic activity, and expected turnover of the business on the basis of the prices at which the products and services are expected to be sold.

Since the TREE aims to contribute to the livelihoods in communities, the feasibility studies are not just concerned with assessing the profitability of the private enterprises but also look at the wider effects of the proposed activity in the community.

The results of the feasibility studies are presented to the local TREE committees for discussion and to agree on the training programme.

Major components of a feasibility study are:

### General description

General description of the proposed business, the products and services that are intended as its core activity, its location and its possible benefits to the entrepreneur and the community at large.

### Market analysis

It is crucial for a business to ensure that there is a real demand for what it produces, i.e. that the product or service will reach the consumer, who is prepared and able to purchase it at a price which covers production costs and leaves a profit margin. This implies that the product or service can be supplied at a price which is at least competitive with other suppliers. The market analysis describes the main markets for which goods/services will be produced – who are the consumers – and estimates the demand per day, per week or per month, according to the type of customer (taking into account possible seasonal variations, competitors, etc.). The key points in market analysis are: supply, competition, customers and support.

### Technical assessment

The technical assessment looks into the technology to be used, the type of equipment and skills needed, size of workforce, characteristics of the proposed location (workshop space, storage space, infrastructures, proximity to markets or raw materials, etc.) and whether or not it is practical to undertake the proposed economic activity on the proposed site. When potential trainees are selected in the next step, the difference between their present skills and the skills needed to operate the business forms the basis for the training course.

### Management aspects

However small the venture, the owner/operator of the business needs to be more than a skilled artisan. They also need to know about management aspects of the business, e.g. the division of labour, if there are other workers, management of time, budget, materials. Can these skills be taught during the training course? Furthermore, if the business is a collective venture there is a need to establish who does what, who will bring capital, how will the different tasks, responsibilities, profits be shared, etc.?

**Financial analysis**

It is crucial to undertake a thorough financial analysis to estimate total costs (investment costs and operating costs) and expected turnover so as to determine whether the enterprise is likely to be profitable, and when. The enterprise needs sufficient capital for its establishment, daily operations and expansion. If capital is short, a loan will have to be obtained, interest and instalments paid and these need to be taken into account in the financial analysis, and the business will have to show a profit.

**Analysis of social factors that may influence the feasibility**

Interest and motivation of the potential participants in the specific business will normally have been assessed during the discussions at the field level. It may be useful to check again whether there is a commitment to pursue business activities after the training as well as the strategies that may be in place to distribute the risks over several economic activities – which would mean that people, especially women, may not be available to undertake additional economic activities on a full-time basis.

Also, there may be social barriers, in particular barriers related to gender, age, disability or ethnicity, that prevents some members of the community from undertaking specific economic activities. Family and community support (especially needed in the case of women's training and employment) will have to be obtained to overcome such barriers.

➔ **See Annex 3.5: Feasibility Study form (sample).**

➔ **See Annex 3.6: Examples of short feasibility reports, Bangladesh.**

➔ **See Annex 3.7: Suggested Terms of Reference for consumer demand surveys, market opportunity surveys and feasibility studies.**

## Step 4. Training Needs Assessment (TNA)

Whatever the economic activity envisaged, there is a need to ensure that participants have the appropriate skills. To initiate a self-employment activity, or establish a micro enterprise, women and men potential entrepreneurs will need to have not only technical and entrepreneurial skills, but also management abilities and other soft skills. Similarly, those interested in wage employment will need to be exposed to the realities of the enterprise and acquire some core-work skills. The TNA helps assess these requirements for the economic activities that have been considered as feasible by the feasibility studies. TNA takes into account the:

- ☐ interest of potential trainees in learning skills for the new occupations identified, and their availability;
- ☐ level of gender awareness and confidence to undertake employment activities in non-conventional trades;
- ☐ existing skills of potential trainees that are relevant to the envisaged occupations;
- ☐ technical and vocational skills gaps of women and men potential trainees that need to be addressed for the new micro-enterprise, self and wage employment opportunities;
- ☐ gaps in entrepreneurial competencies and core-work skills, including leadership qualities;
- ☐ gender-based constraints in accessing training and employment, and how these should be overcome;
- ☐ diversity issues like disabilities, HIV/AIDS, ethnicity, etc. and how these will be addressed.

The TNA should focus on exploring women and men's potential, "what they have", so as to build and develop these skills. TNA should be based on three distinct aspects:

- ☐ motivational and confidence-building skills and other core-work skills;
- ☐ technical skills for specific trades/occupations;
- ☐ entrepreneurial skills.

The TNA should be carried out with the active participation of the women and men potential trainees through a standard questionnaire, and validated with relevant entrepreneurs or employers to recommend concrete training areas in specific trades/occupations. It will also be important when working with people who have language or literacy issues or those with visual impairment that there are alternative means of soliciting their inputs in a standard written survey.

➔ **See Annex 3.8: Sample questionnaire for conducting a Training Needs Assessment (TNA).**

➔ **See Annex 3.9: Training Needs Assessment form for people with disabilities.**

**Note:** The TNA should be considered as an ongoing process until the trainees become fully competent to satisfy customer or employer requirements. In this regard, TREE field teams should identify any additional training needs that are essential for the graduates to cope with the real market situation and sustain their economic activity. This may include organizing on-the-job training, refreshers or training to upgrade skills.

## III. Follow up

After the feasibility studies and TNAs have been completed the TREE programme team should explore the possibilities for training and post-training support before discussing them with the local TREE committee for approval. With respect to training, the TREE team should discuss with local training providers, explain the objectives of the training and discuss major organizational and technical aspects of training delivery, capacity to deliver the proposed training, availability of appropriate instructors, training sites, etc. The findings should be presented to the local TREE committee for approval before undertaking training preparation.

➔ **See Annex 3.10: Training proposal form (sample tool).**

# Annex 3.1 Factors to be considered when examining the practicality of wage employment

## Step 1. The proposed wage employment options

- ☐ Interview entrepreneurs and business associations to assess the scope for wage employment opportunities and identify specific job openings
- ☐ Give a brief description of the proposed wage employment options to potential wage workers
- ☐ Location of employment
- ☐ Why do the participants want to get into wage employment

## Step 2. Technical aspects

**— Location**

- ☐ Distance to the participants' residences/houses
- ☐ Mode of travel and transport, cost and time required for transport

**— Qualifications**

- ☐ Qualifications of potential participant
- ☐ Skills required in the specific trade
- ☐ Training needed to match the skills
- ☐ Equipment/hand tools required

**— Procedure for submitting application/CVs to the employer**

## Step 3. Management aspects

**— Type of enterprise**

- ☐ Government or private sector or NGO
- ☐ In case of private sector: whether the business is privately owned proprietorship or a limited company
- ☐ Number of men and women workers employed in the enterprise
- ☐ Child care facilities

## Step 4. Financial aspects

**— Salary and benefits**

- ☐ Service rules & entitlements of workers

## Step 5. Social factors influencing practicability of wage employment

- ☐ Interest and motivation of the participant in the specific job
- ☐ Commitment to pursue employment after the training
- ☐ Family and community support (in particular, for women's training and wage employment)
- ☐ Barriers that need to be addressed and measures suggested by local community and local leaders

## Step 6. Risks

**— State any risks you foresee in entering wage employment**

## Step 7. Post-training support

**— Technical assistance required**

- ☐ Provision of labour market information
- ☐ Facilitate linkages of trained persons with wage employment opportunities
- ☐ Orientation on work attitudes, relationships between employer and workers
- ☐ Further skills development to match the job
- ☐ Information on entitlements and rights
- ☐ Follow up at work place.

# Annex 3.2 Community Profile Survey (sample tool)

## A baseline survey

### Introduction

The Community Profile maps the local community and economy, identifies resources which new income-generating activities may be able to use, whether there is room for further expansion of existing businesses or if new businesses could be developed from existing surplus resources.

It provides a framework for the identification of economic opportunities and for the discussions that should take place during community meetings. Importantly, it is also a good occasion to undertake a gender analysis since it is crucial to have an in-depth understanding of the gender issues relating to time availability, gender roles and other socio-cultural constraints before being able to make the best of potential economic opportunities. In addition, it provides useful hints as to what is available in the community in terms of skills, raw materials, etc. Last, but not least, the socio-economic information on the target groups and communities (sources and levels of income, women and men's respective participation in economic activities and related constraints, etc.) will be the basis for TREE programme monitoring.

### 1. Instructions for the use of the survey form

**The survey form for the Community Profile is used to collect the following data:**

- ☐ **community description** provides general information on the community;
- ☐ **gender analysis** provides information on constraints affecting women's participation in training and employment.
- ☐ **raw materials and other production inputs** looks at what under-utilized raw materials and other production inputs are available in the community;
- ☐ **Present sources of income** looks at the local economy, what women and men in the community do for a living at present and what skills they possess;
- ☐ **potential for employment creation**, looks at possible uses of raw materials in new or expanded enterprises, as well as development projects and factories in need of skilled labour.

**Data collection**

The main way to collect data is by a group interview, ensuring that both men and women actively participate in the group. The interviewer/facilitator will be a staff member of the local TREE team, preferably the local TREE coordinator, the socio-economist and/or the gender specialist. The interviewer will use the survey form as the interview guide. The group members discuss data with each other to make sure that it is as accurate as possible. The interviewer fills in the answers on the form only after the group have agreed among themselves on the correct information. The group could also be broken into smaller groups (not less than five members) for different parts of the form to speed up discussion, provided that some members of the local TREE team – local TREE coordinator, socio-economist or gender specialist – are available to facilitate the discussion.

In addition to information provided by key informants, it is important that some members of the local TREE team, especially the local TREE coordinator, the socio-economist and the gender specialist, undertake individual interviews of women and men in the target group to get a first hand understanding of their situation, how they live, how the work is distributed between men and women, whether children under 15 years of age work – and in which kind of work – etc. All too often the lack of understanding of people's situation and constraints has adverse effects on development programmes, especially those at the grass roots.

Whenever available, secondary sources of data are also used, especially for the community general description.

**Group interviewees**

The group should be composed of both formal and informal community leaders who are knowledgeable about the community and its economy. They could include representatives of agencies providing assistance to the programme site. The number of group members should be between five and fifteen to ensure that there will be enough to check information between them, but not so many that the discussion is difficult to handle.

Suggested members of the group could be:

- ☐ local leaders and representatives of local government departments;
- ☐ trade organizations (e.g. handicraft associations);

- ☐ local NGOs involved in livelihood projects and representing groups such as women, disabled persons or other representatives within the community;
- ☐ representatives of local training institutions;
- ☐ informal leaders;
- ☐ local entrepreneurs;
- ☐ representatives of women's organizations.

## Part I. Community general description

### A. Approximate population of programme site

The larger the percentage of un/under-employed in relation to the total labour force, the more justified is the selection of the TREE programme site. If there are more un/under-employed females compared to males, it may be worth devising additional support measures for women in the target group.

### B. Geographical features

Data on towns/cities with economic influence on the programme site indirectly show sources of supplies and markets for products.

Type of access will show the difficulty or ease of flow of goods in and out of the programme site that can affect availability, prices and storage life of products.

Natural land/water resources are (potential) sources of raw materials for economic activities in the programme site.

### C. Climate

The weather pattern of the programme site influences the economic activities in a rural community: it determines when the residents are busy or when they have slack time (e.g. planting/harvesting seasons and fishing periods). It may also affect the accessibility of the programme site (roads may not be practicable at certain times of the year).

### D. Educational and training facilities

The presence of educational, vocational and other training facilities may show potential venues for training implementation and give a rough indication of the level of education and skills development of the residents. The latter information will be useful for potential training providers. However, additional data on educational attainments are required[1] since the mere presence of a school or training centre does not necessarily mean that both boys and girls, men and women have equal access to such facilities.

### E. Credit sources for small/informal activities[2]

One of the biggest problems of micro-enterprises is to find capital: there are very few credit institutions willing to extend (small) loans without collateral and appropriate feasibility studies.

Credit sources for small/informal activities will provide information on whether new income-generating activities would have a chance of being financed or not. Alternatively, if no source of finance is available, the TREE programme itself may be able to provide the initial funds to set up a revolving fund and/or community funds. Possible sources of credit for small enterprises can be the following:

- ☐ commercial banks with special lending programmes;
- ☐ government institutions, rural or development banks;
- ☐ micro-finance institutions;
- ☐ development NGOs with their own funds for lending or administering loan funds for government or private agency programmes;
- ☐ savings and credit associations (e.g. credit unions, financial cooperatives, ROSCAs, ASCAs, village vanks)
- ☐ cooperatives, if beneficiaries are members;
- ☐ social organizations (e.g. Rotary or Lion clubs) with lending programmes for self-employment activities;
- ☐ informal credit sources (loans from friends and relatives, private money lenders or credit from the supplier of equipment and materials).

### F. Existing services

The services which exist in a community directly affect the operation of almost all types of employment activities. Food processing is limited by lack of a water supply. Lack of electricity usually limits an enterprise to the use of manually operated equipment; its presence may suggest work for electricians or appliance

1. Such data will be collected through Training Needs Assessments.

2. See also Volume VI "Post-training Support", Annex 6.2, for more details on potential sources of credit for micro-enterprises, and Annex 6.3 for an Assessment of the capacity of micro-finance institutions.

repair persons. Transport determines how easily raw materials and final products can be transferred.

## Part II. Gender analysis

The Community Profile and other surveys need to include a gender analysis since it is crucial to have an in-depth understanding of the gender issues relating to time availability, gender roles and other socio-cultural constraints before being able to make the best of potential economic opportunities. It is important that TREE teams and implementing partners have a good knowledge of women and men's employment situation and the issues related to it in order to respond to these effectively and in a practical way. For instance, persisting inequalities in education and training have far-reaching implications for employment promotion.

When addressing the specific needs of women, the needs of subgroups of women should also be considered, to include women with disabilities, women living with HIV/AIDS, women from representative ethnic, religious or indigenous groups or other groups that may be represented in the community. These subgroups of women often face dual or triple barriers in entering or succeeding in the marketplace or labour force.

The questionnaires relating to the different chapters of the Community Profile have been designed to provide data disaggregated by sex. Therefore, the chapter on Gender Analysis will look more specifically into women's constraints to access training and employment opportunities. Below are some examples of such gender issues:[3]

— lower access to education and training for girls and women resulting in their low literacy and basic education and lack of technical and vocational skills;

— low gender sensitivity in training institutions and lack of relevance to the training/employment needs of poor women;

— because of the responsibilities women have with respect to household chores and child rearing, they have less time to devote to training and economic activities;

— work burden at home not shared by spouses and other male household members as, when women work outside their homes, household chores are often undertaken by their daughters, therefore jeopardizing their opportunities to get an education;

— women are more likely to be discriminated against when looking for employment (marital status, pregnancy or maternity, gender stereotype, long hours etc.);

— often women receive lower pay for work of equal value;

— work in agriculture and issue of land ownership, in particular, when more productive export crops are introduced women tend to be marginalized and often lose access to land that was used for subsistence crops;

— many women and girls lack confidence to become entrepreneurs and this attitude is reinforced by families, spouses and in-laws who are often unwilling to see women leave their traditional role as homemakers;

— lack of child care facilities at training sites and in the workplace.

Insights in the constraints which prevent full participation of women and men in economic activities can guide the TREE team to either:

— identify economic activities that present the least constraints;

— add components to the programme that will help reduce the identified gender-based constraints – in particular, gender awareness and advocacy to help build women's self-confidence and gain community support.

Obviously, the second option is more in line with the objective of the TREE programme.

## Part III. Raw materials/production inputs

An economic activity cannot be developed if the raw materials and other production inputs needed are scarce. However, if there is a large supply of raw materials and few people are using them, it may mean that they could be expanded in number or size but, it could also mean that their use is not very profitable.

When raw materials and production inputs are imported from outside the community this may suggest a potential opportunity to substitute them with locally available materials or the production of such inputs. Finished products for one producer may become production inputs for processing by other producers. For instance, fertilizers and pesticides are processed goods, but are inputs to farmers; animal feeds are finished products to the producers but are production inputs for poultry producers.

3. For more details, please see Volume XX, *Gender Awareness and Advocacy*, Annex 2, *Examples of Gender Issues and Constraints in Education, Training, Micro-Enterprise Development and Wage Employment*.

## Part IV. Present sources and levels of income

The data collected here on income sources show the different types of existing employment in the community. Data on agricultural production provides information on possible raw materials for processing. Data on activities and their main products show what skills exist in the community and what self-employment activities residents are presently involved in. This data is helpful in deciding the opportunities for wage/self-employment activities in the community. It shows which skills need improving or which products could be further improved.

Factories (enterprises that employ at least five to ten paid production workers) are often one of the best opportunities for wage employment. Factories may also be in need of upgrading of skills or additional skilled workers. Sometimes factories can also be used as venues for on-the-job training sessions.

Regarding income levels, such data may not be so easily obtained. However, data on income levels, disaggregated by sex and type of economic activity are crucial for TREE monitoring. They constitute important baseline data against which to compare incomes of the target group after training and post-training support. Also they may shed light on how women and men's work is valued.

## Part V. Potential for employment creation

This section provides initial information, which will need to be compared to other data obtained through consumer demand surveys, market opportunity surveys, feasibility studies, etc., on the potential for new wage/self-employment in the community. The data will need further checking with producers, traders, residents and other key informants.

### A. Use of unused/abundant raw materials

In Part III (above), unused and abundant local raw materials were identified. The present section will seek to identify products that could be made with these raw materials.

### B. Development projects in/near the community

Certain types of development projects require skilled workers. The inventory of existing employment (Part IV above) shows whether the specific types of skills needed are already available in the community or not.

If there are not enough skilled workers in the community for use in the programme, it may be an opportunity for training local men and women for the work, depending on whether the development project is current, about to start, or still at the planning stage.

Other types of development projects that will be of interest to the TREE team are those aiming to encourage the development of self-employment activities. These projects can be sources of support (e.g. funding for training and credit for TREE clients).

Another concern here is possible spin-offs from planned projects. Public projects are more often than not concerned with economic objectives and positive and negative spin-offs from the implementations of the proposed projects are rarely considered. For example, a rice irrigation scheme started to increase food production could result in the unplanned spin-off of rice paddies becoming a breeding grounds for mosquitoes, resulting in increased malarial attacks and ill-health. To reduce the damage from such a negative spin-off, mosquito spray/insecticides and possibly even mosquito nets could be produced through micro-enterprises.

### C. Factories

In this section, the need by local/nearby factories (including planned factories) for (skilled) workers will be recorded. If possible, specific information will be gathered on the type of skills needed by the factories.

### D. New economic activities

In setting up new economic activities, priority should be given to the use of available local resources. In general, because they are nearby, they will be cheaper and easier to use than if they are imported from outside the community.

Even when local raw materials are lacking though, it may be worthwhile importing materials to operate a business. In some areas, economic activities that rely on imported raw materials have been found to be more feasible than those that use local raw materials. This may be due to the quality of raw materials or cost differentials of other inputs.

As long as there is a market for a product, the absence of raw materials or production inputs locally may not be a problem provided it is possible to buy them regularly at a quality and price that are reasonable. One important difference between village markets and towns is that quality may be a more important consideration for sale of products in nearby towns as opposed to the village community.

# 2. Community Profile Survey Form

**Site/Community** ..............................

**District** ..............................

**Province** ..............................

## Part I. Community general description

### A. Population of the programme site

**1. Total population** .............................. **2. Number of families** ..............................

| | Male | Female |
|---|---|---|
| **Total population of working age (15-65)** .......... | .......... | .......... |
| Among which, youth (15-24) .......... | .......... | .......... |
| **Number under/unemployed** .......... | .......... | .......... |
| Among which, youth (15-24) .......... | .......... | .......... |
| **Disabled persons** .......... | .......... | .......... |
| **Other relevant groups** .......... | .......... | .......... |

### B. Geographical features

| **1. Nearest towns/cities with influence on the programme site** | **Distance (km)** |
|---|---|
| .............................. | .......... |
| .............................. | .......... |
| .............................. | .......... |
| .............................. | .......... |
| .............................. | .......... |

| **2. Villages near the programme site** | **Distance (km)** |
|---|---|
| .............................. | .......... |
| .............................. | .......... |
| .............................. | .......... |
| .............................. | .......... |
| .............................. | .......... |

**3. Access to programme site from the nearest towns (check appropriate answer)**

☐ by road (describe type) .............................. ..........

☐ by rail ☐ by river ☐ others (specify) .............................. ..........

**4. Natural land/ water resource** **Comment**

☐ River/stream ........................................

☐ Lake/sea ........................................

☐ Swamps ........................................

☐ Farming land ........................................

☐ Grazing land ........................................

☐ Mining source ........................................

☐ Forests ........................................

**5. General landscape**

☐ Flat ☐ Hilly ☐ Mountainous

## C. Climate

| | Season | Period |
|---|---|---|
| a) Rainy | ........................ | ........................ |
| b) Dry | ........................ | ........................ |

## D. Educational facilities

| Number | Type | Distance from programme site (km) | Numbers enrolled | | Numbers graduated | |
|---|---|---|---|---|---|---|
| | | | Boys | Girls | Boys | Girls |
| ........ | Pre-school | ........ | ........ | ........ | ........ | ........ |
| ........ | Elementary | ........ | ........ | ........ | ........ | ........ |
| ........ | High school | ........ | ........ | ........ | ........ | ........ |
| ........ | Vocational | ........ | ........ | ........ | ........ | ........ |
| ........ | College | ........ | ........ | ........ | ........ | ........ |
| ........ | * ........ | ........ | ........ | ........ | ........ | ........ |
| ........ | * ........ | ........ | ........ | ........ | ........ | ........ |
| ........ | * ........ | ........ | ........ | ........ | ........ | ........ |

* Other: specify

## E. Credit sources for small/informal activities

**1. Local**

| Name | Type* | Location | Comments |
|---|---|---|---|
| ........ | ........ | ........ | ........ |
| ........ | ........ | ........ | ........ |
| ........ | ........ | ........ | ........ |
| ........ | ........ | ........ | ........ |

### 2. Outside the community

| Name | Type* | Location | Comments |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |

* Type may be as follows:
- commercial banks with special lending programmes;
- government institutions, rural or development banks;
- micro-finance institutions;
- development NGOs with their own funds for lending or administering loan funds for government or private agency programmes;
- savings and credit associations (e.g. credit unions, financial cooperatives, ROSCAs, ASCAs, village banks);
- cooperatives, if beneficiaries are members;
- social organizations (e.g. Rotary or Lion clubs) with lending programmes for self-employment activities;
- informal credit sources (loans from friends and relatives, from private money lenders or credit from the supplier of equipment and materials).

## F. Available services

| Utility | Comment |
|---|---|
| **1. Water for:** | |
| a) home use | |
| b) irrigation | |
| **2. Power/Lighting** | |
| **3. Transport** | |

## G. Economic and social organizations supporting small-scale activities

# Part II. Gender analysis

| Most common constraints to women's full participation in training and economic activities | Level of constraints | | | |
|---|---|---|---|---|
| | High | Medium | Low | Not applicable |
| Low literacy and basic education | ☐ | ☐ | ☐ | ☐ |
| Lack of technical and vocational skills | ☐ | ☐ | ☐ | ☐ |
| Low gender sensitivity in training institutions | ☐ | ☐ | ☐ | ☐ |
| Child bearing/rearing responsibilities | ☐ | ☐ | ☐ | ☐ |
| Lack of child care facilities at training sites | ☐ | ☐ | ☐ | ☐ |
| Household chores leave little time for training and economic activities | ☐ | ☐ | ☐ | ☐ |
| Work burden at home not shared by spouses | ☐ | ☐ | ☐ | ☐ |

| | | | | |
|---|---|---|---|---|
| Assisting husband in family's main source of income | ☐ | ☐ | ☐ | ☐ |
| Traditional economic activities for women not profitable | ☐ | ☐ | ☐ | ☐ |
| Women are discriminated against in wage employment | ☐ | ☐ | ☐ | ☐ |
| Lower pay for work of equal value | ☐ | ☐ | ☐ | ☐ |
| Lack of child care facilities in the workplace | ☐ | ☐ | ☐ | ☐ |
| Women do not own land | ☐ | ☐ | ☐ | ☐ |
| Lack confidence to become entrepreneurs | ☐ | ☐ | ☐ | ☐ |
| Families, spouses and in-laws unwilling to see women leave their traditional role as homemakers | ☐ | ☐ | ☐ | ☐ |
| * | ☐ | ☐ | ☐ | ☐ |
| * | ☐ | ☐ | ☐ | ☐ |

## Part III. Raw materials and other production inputs

i.e. amount of raw material/production input available for new businesses:
**(Score as 1= Scarce; 2= Enough; 3= Plenty; 4= Abundant)**

AGRICULTURE INPUTS

| **1. Crop production** | **Score** | **Comments** |
|---|---|---|
| Land | | |
| Fertilizers | | |
| Seed supply | | |
| Tools | | |
| Machinery | | |
| * | | |

| **2. Livestock** | **Score** | **Comments** |
|---|---|---|
| Animals | | |
| Young | | |
| Animal feeds | | |
| Veterinary supplies | | |
| Shelters | | |
| * | | |

| **3. Fishing** | **Score** | **Comments** |
|---|---|---|
| Boats | | |
| Fish source | | |
| Nets | | |
| Engines | | |
| * | | |

* Other: specify

| 4. Forestry | Score | Comments |
|---|---|---|
| Soft Woods | ........ | ........ |
| | ........ | ........ |
| Hard Woods | ........ | ........ |
| | ........ | ........ |
| Tools | ........ | ........ |
| * ........ | ........ | ........ |

NON-FARM ACTIVITY

| 5. Food processing | Score | Comments |
|---|---|---|
| Mills | ........ | ........ |
| Cold stores | ........ | ........ |
| Tools | ........ | ........ |
| Processing materials | ........ | ........ |
| * ........ | ........ | ........ |

| 6. Crafts | Score | Comments |
|---|---|---|
| Raw materials | ........ | ........ |
| Tools | ........ | ........ |
| Workshops | ........ | ........ |
| * ........ | ........ | ........ |

| 7. Clothing/textiles | Score | Comments |
|---|---|---|
| Cloth | ........ | ........ |
| Tools | ........ | ........ |
| Workshop | ........ | ........ |
| * ........ | ........ | ........ |

| 8. Mining | Score | Comments |
|---|---|---|
| Minerals | ........ | ........ |
| Tools | ........ | ........ |
| Equipment (including safety equipment) | ........ | ........ |
| Clothing | ........ | ........ |
| * ........ | ........ | ........ |

| 9. Services | Score | Comments |
|---|---|---|
| Repair shops | ........ | ........ |
| Construction | ........ | ........ |
| * ........ | ........ | ........ |

* Other: specify

| 10. Retailing | Score | Comments |
|---|---|---|
| | | |
| | | |
| | | |
| | | |

| 11. Others: Tourism? | Score | Comments |
|---|---|---|
| | | |
| | | |
| | | |
| | | |

FACTORY

| 12. Within the programme site | Score | Comments |
|---|---|---|
| | | |
| | | |
| | | |
| | | |

## Part IV. Present sources of income

This list gives actual sources of income in the community. It should be taken only as a guide. Not all spaces provided are meant to be filled-in. Indicate approximate numbers of men and women in the community doing this work and their average earnings per year in the following table. [*] = other (please specifiy).

| Activity | As major role in the activity | | | | As minor role in the activity | | | |
|---|---|---|---|---|---|---|---|---|
| | Men | | Women | | Men | | Women | |
| | Number | Income per year | Number | Income per year | Number | Income per year | Number | Income per year |
| AGRICULTURAL PRODUCTION | | | | | | | | |
| **1. Crop production** | | | | | | | | |
| a) Grains | | | | | | | | |
| b) Vegetables | | | | | | | | |
| c) Fruits | | | | | | | | |
| d) * | | | | | | | | |
| **2. Animal husbandry** | | | | | | | | |
| a) Cattle | | | | | | | | |
| b) Sheep | | | | | | | | |
| c) Goats | | | | | | | | |
| d) Pigs | | | | | | | | |

| Activity | As major role in the activity | | | | As minor role in the activity | | | |
|---|---|---|---|---|---|---|---|---|
| | Men | | Women | | Men | | Women | |
| | Number | Income per year | Number | Income per year | Number | Income per year | Number | Income per year |
| **2. Animal husbandry** (cont.) | | | | | | | | |
| e) Chicken | | | | | | | | |
| f) Rabbits | | | | | | | | |
| g) * | | | | | | | | |
| h) * | | | | | | | | |
| **3. Fishing** | | | | | | | | |
| a) Fresh water fish | | | | | | | | |
| b) * | | | | | | | | |
| **4. Forestry products** | | | | | | | | |
| a) Firewood | | | | | | | | |
| b) Charcoal | | | | | | | | |
| c) Fruits | | | | | | | | |
| d) Mushrooms | | | | | | | | |
| e) * | | | | | | | | |
| f) * | | | | | | | | |
| NON-FARM ACTIVITIES | | | | | | | | |
| **5. Food processing** | | | | | | | | |
| a) Meat | | | | | | | | |
| b) Fish | | | | | | | | |
| c) Sweets/candy | | | | | | | | |
| d) Cakes | | | | | | | | |
| e) Juices | | | | | | | | |
| f) * | | | | | | | | |
| g) * | | | | | | | | |
| **6. Crafts** | | | | | | | | |
| a) Wood/bamboo | | | | | | | | |
| b) Rattan | | | | | | | | |
| c) Leather | | | | | | | | |
| d) Fibers | | | | | | | | |
| e) Metal work: | | | | | | | | |
| Precious | | | | | | | | |
| Iron | | | | | | | | |
| Tin | | | | | | | | |
| Others | | | | | | | | |
| f) * | | | | | | | | |

| Activity | As major role in the activity | | | | As minor role in the activity | | | |
|---|---|---|---|---|---|---|---|---|
| | Men | | Women | | Men | | Women | |
| | Number | Income per year | Number | Income per year | Number | Income per year | Number | Income per year |
| **7. Textile/clothing** | | | | | | | | |
| a) Weaving | | | | | | | | |
| b) Sewing | | | | | | | | |
| c) Embroidery | | | | | | | | |
| d) Knitting | | | | | | | | |
| e) * | | | | | | | | |
| **8. Mining** | | | | | | | | |
| a) Gravel/sand | | | | | | | | |
| b) Blocks of stone | | | | | | | | |
| c) Limestone | | | | | | | | |
| d) Clay | | | | | | | | |
| e) * | | | | | | | | |
| **9. Services** | | | | | | | | |
| a) Shops | | | | | | | | |
| b) Transport | | | | | | | | |
| c) Construction | | | | | | | | |
| d) * | | | | | | | | |
| **10. Others** | | | | | | | | |
| a) | | | | | | | | |
| b) | | | | | | | | |
| c) | | | | | | | | |
| d) | | | | | | | | |

**Factories that employ local residents and average earnings per month**

| Type of factory | Skilled workers | | | | Unskilled workers | | | |
|---|---|---|---|---|---|---|---|---|
| | Men | | Women | | Men | | Women | |
| | Number | Average monthly earnings | Number | Average monthly earnings | Number | Average monthly earnings | Number | Average monthly earnings |
| **11. Within the programme site** | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

| Type of factory | Skilled workers | | | | Unskilled workers | | | |
|---|---|---|---|---|---|---|---|---|
| | Men | | Women | | Men | | Women | |
| | Number | Average monthly earnings | Number | Average monthly earnings | Number | Average monthly earnings | Number | Average monthly earnings |
| **12. In nearby areas (residents come home daily)** | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| **13. Others (e.g. employment in factories in regional centres or the capital city of the region/area)** | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

## Part V. Potential for employment creation

### A. Possible uses of unused/abundant local raw materials

| Raw material | Potential product(s) |
|---|---|
| | |
| | |
| | |
| | |
| | |
| | |

### B. Development projects in/near the community

(Classify status N = Now; S = Soon; P = Planned

| Agency/project | Status | Type of labour needed |
|---|---|---|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |
| 6. | | |

### C. Factories looking for workers

(Classify status N=Now; S=Soon; P=Planned

| | Name/Type | Status | Type of labour needed |
|---|---|---|---|
| **1. Local factory** | | | |
| a) | | | |
| b) | | | |
| c) | | | |
| d) | | | |
| e) | | | |
| **2. Factory in nearby area** | | | |
| a) | | | |
| b) | | | |
| c) | | | |
| d) | | | |
| e) | | | |

# Annex 3.3 Consumer Demand Survey (sample tool)

## Guidelines for the use of the form

### A. Introduction

The Consumer Demand Survey (CDS), is used to collect information about specific products which local consumers need/would like, but are not available locally.

### B. Data collection

Individual interviews using a standard questionnaire [see 2.2 below] are conducted during visits to randomly selected households.

### C. The questionnaire

The questionnaire asks for the following information:

**a) Unsatisfied demand for products which are for family/ household use**

In the draft questionnaire, goods and services commonly bought (or needed) by rural families are listed. This is a general list only and must be adapted for use in the local area of the programme. Any item on the list known to have no demand in the programme site should be crossed out and products that are used locally added. It may be a good idea to pre-test the list with members of the local partnership committee so that any necessary alterations can be made before the actual survey.

**b) Reasons for consumer dissatisfaction**

The reasons for consumer dissatisfaction with certain products, are classified as:

1 = Insufficient supply.
2 = Low quality.
3 = Inappropriate design/style.
4 = Others (specify).

For each specified good or service, only one answer – the **main reason** for dissatisfaction – should be noted.

The answers should be classified as 1, 2, or 3 above and only the number should be written. If the answer given does not fit into any of these three, write 4 (“others”) as the answer and add the answer in full.

If several reasons are given, ask which is the most important (the main reason for not being satisfied) and write down the number corresponding to this answer.

### D. Selection of interviewees

Since the data to be collected concerns unsatisfied demand for products used by consumer-families/households, the person to answer the questions should be the husband and/or wife in the randomly-selected household. They will be knowledgeable about the purchases as well as the unfulfilled needs of the family.

In their absence, another knowledgeable family member could be asked the questions. If at the time of the visit no knowledgeable person is available, another household should be chosen.

In order to get a representative view of local demand, a reasonable number of the consumers will have to be interviewed: for practical purposes, 30 households are suggested. As mentioned, the interviewees should be randomly selected, either by visiting homes at random or by interviewing people at random in the market place.

### E. Data processing

The frequency of responses are then tabulated to see how important the various reasons are for dissatisfaction with the products or services.

To tabulate the responses for each completed questionnaire, follow the steps below:

1. Give each completed CDS form a number from 1 to 30. Write this number on the right upper corner of the first page of the form.
2. Write the information on the programme site and the date of tabulation in the spaces provided in the tabulation sheet.
3. After tabulation of each form is finished, draw a circle round the number you wrote on the upper right corner of the first page to indicate that the form has been recorded in the summary sheet.

## F. Data analysis and interpretation

After summarizing the survey results, the frequency of responses will show for which products there is the greatest unsatisfied demand (and so the greatest potential for a new business to supply them).

1. First put the products (goods and services) for which there is unsatisfied demand in order according to the number of total responses that each have, i.e. no. 1 will be the one with the highest total and so forth down to the product with the lowest total.
2. Take the ten top products and check each of these items against the results of the Community Profile to see whether there is any obvious reason why the goods or service cannot be supplied.
3. The remaining items on the short list should then be used in the Market Opportunities Survey using the **MOS** questionnaires [see below Section 3.4].
4. Immediately after completing all the surveys, the results shall be presented to the Local Partnership Committee.

## G. CDS results and design of training courses

The reasons for dissatisfaction with a product or service are a guide as to what can be done to satisfy consumer demand for each particular product. This information can be used in designing the content of the training course. For example:

If lack of supply is the reason most often given, increased production will be the solution. This means that the conduct of a skills training course should help graduates in self-employment to produce the goods or service.

Low quality may mean skills upgrading is necessary for owners and/or workers of self-employment activities.

Inappropriate design/style could imply training to update designs/styles of products.

## The Consumer Demand Survey Form

**Village(s)** ..............................

**District** ..............................

**Province** ..............................

**Date of interview** .................... **Interviewer's Name** ....................

### Unsatisfied demand for products

**In the past, what processed/manufactured goods and/or services you bought or tried to buy were you dissatisfied with? Why?**

[For main reason of product dissatisfaction, score as follows:
1=lack of supply; 2=low quality; 3=design and/or style inappropriate; 4=others (specify)

| Goods/Services | Reason for dissatisfaction (1,2,3 or 4) | Goods/Services | Reason for dissatisfaction (1,2,3 or 4) |
|---|---|---|---|
| **Family/Household use** | | | |
| **Processed food** | | | |
| 1. Local candies ........ | ........ | 5. Others: | |
| 2. Bread ........ | ........ | cooking oil ........ | ........ |
| 3. Noodles/pasta ........ | ........ | sauces ........ | ........ |
| 4. Local cakes ........ | ........ | ........ | ........ |
| **Garments** | | | |
| 1. Women's: | | 4. Trousers ........ | ........ |
| house dress ........ | ........ | 5. Shorts ........ | ........ |
| underwear ........ | ........ | 6. Pillow cases ........ | ........ |
| dresses ........ | ........ | 7. Others: | ........ |
| 2. Children's wear ........ | ........ | ........ | ........ |
| 3. Men's shirts ........ | ........ | ........ | ........ |
| **Other personal wear/accessories** | | | |
| 1. Footwear: | | 3. Belts ........ | ........ |
| shoes ........ | ........ | 4. Hats ........ | ........ |
| slippers ........ | ........ | 5. Others: | |
| step-in ........ | ........ | ........ | ........ |
| 2. Bags/purses/wallets ........ | ........ | ........ | ........ |
| **Hygiene** | | | |
| 1. Bath soap ........ | ........ | 4. Others: | |
| 2. Clothes washing soap ........ | ........ | ........ | ........ |
| 3. Shampoo ........ | ........ | ........ | ........ |

| Goods/Services | Reason for dissatisfaction (1,2,3 or 4) | Goods/Services | Reason for dissatisfaction (1,2,3 or 4) |
|---|---|---|---|
| **Kitchen tools/equipment** | | | |
| 1. Stove for | | 3. Basket/Bayong | |
| firewood | | 4. Broom | |
| charcoal | | 5. Coconut husk | |
| others: | | 6. Others: | |
| | | | |
| | | | |
| 2. Ladle | | | |
| **Furniture** | | | |
| 1. Table | | 5. Bed (bamboo, wood & rattan) | |
| 2. Chairs | | 6. Others | |
| 3. Stool | | | |
| 4. Cabinet | | | |
| **Services** | | | |
| 1. Electrician | | 9. Small engine repair (e.g. boat motor) | |
| 2. Carpentry | | 10. Motor vehicle repair | |
| 3. Masonry | | 11. Barber | |
| 4. Plumbing | | 12. Beautician | |
| 5. Radio/TV/cassette repair | | 13. Others: | |
| 6. Appliance repair | | | |
| 7. Welding | | | |
| 8. Vulcanizing | | | |
| **Other goods/services** | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

| Activity | Reason for dissatisfaction (1,2,3 or 4) | Activity | Reason for dissatisfaction (1,2,3 or 4) |
|---|---|---|---|
| **Economic activity product demand sample** | | | |
| I. CROP PRODUCTION | | | |
| **A. Processed raw material** | | | |
| a) Fertilizer | | c) Others: | |
| b) Pesticide | | | |
| c) Weedicide | | | |
| **B. Tools/Equipment** | | | |
| a) Weeder | | f) Bamboo basket | |
| b) Pick & shovel | | g) Others: | |
| c) Rake | | | |
| d) Cultivator | | | |
| e) Sprayer | | | |
| **C. Services** | | | |
| a) Blacksmith (for tools/equipment) | | b) Others: | |
| | | | |
| | | | |
| II. POULTRY RAISING | | | |
| **A. Processed raw material** | | | |
| a) Feeds | | c) Others: | |
| b) Feed supplements | | | |
| | | | |
| **B. Tools/Equipment** | | | |
| a) Brooder | | e) Incubator | |
| b) Feeding trough | | f) Others: | |
| c) Drinking trough | | | |
| d) Heater | | | |
| **C. Services** | | | |
| a) Carpentry | | d) Others: | |
| b) Tinsmithing | | | |
| c) Electrical | | | |
| **D. Others** | | | |
| a) Poultry house | | d) Others: | |
| b) Disinfectant | | | |
| c) Charcoal | | | |

| Activity | Reason for dissatisfaction (1,2,3 or 4) | Activity | Reason for dissatisfaction (1,2,3 or 4) |
|---|---|---|---|
| III. HANDICRAFT MAKING | | | |
| **A. Processed raw material** | | | |
| a) Rope ........ | ........ | d) Others: | |
| b) Glue ........ | ........ | ........ | ........ |
| c) Rattan ring ........ | ........ | ........ | ........ |
| **B. Tools/Equipment** | | | |
| a) Knife ........ | ........ | c) Others: | |
| b) Glue brush ........ | ........ | ........ | ........ |
| | | ........ | ........ |
| IV. FISHING | | | |
| **A. Processed raw material** | | | |
| ........ | ........ | | |
| **B. Tools/Equipment** | | | |
| a) Outboard motor ........ | ........ | d) Others: | |
| b) Kerosene lamp ........ | ........ | ........ | ........ |
| c) Fish net ........ | ........ | ........ | ........ |
| **C. Services** | | | |
| a) Engine repair ........ | ........ | d) Others: | |
| b) Tinsmithing ........ | ........ | ........ | ........ |
| c) Net mending ........ | ........ | ........ | ........ |
| V. CANDY MAKING | | | |
| **A. Processed raw material** | | | |
| a) Syrup ........ | ........ | b) Others: | |
| | | ........ | ........ |
| | | ........ | ........ |
| **B. Tools/Equipment** | | | |
| a) Stove ........ | ........ | d) Others: | |
| b) Wok ........ | ........ | ........ | ........ |
| c) Cooking spade ........ | ........ | ........ | ........ |
| d) Tin pan ........ | ........ | ........ | ........ |

# Annex 3.4 Market Opportunities Survey (MOS) (sample tool)

## Market opportunities survey form for producers

Guidelines for use of the survey form

### 1. Introduction

Two different forms have been developed for the Market Opportunities Survey: one for producers and one for traders as the questions they need to be asked are slightly different.

### 2. Information objectives

The MOS-producers form provides information on the situation of the producers of particular goods/services, which have been identified through the Community Demand Survey.

Results of the MOS for producers will provide the following information:

- reasons why local producers do not/cannot adequately supply the consumers in the community;
- whether the producers think local production could be expanded/improved;
- what sources of technical and credit support are available from different agencies for the producers.

### 3. Data processing

Individual interviews are conducted with producers using a standard questionnaire.

### 4. Selection of interviewees

The interviewees to be selected should be local producers who deal in goods/services for which unsatisfied consumer demand was found in the CDS and for which there is a potential for employment creation as found through the CP.

The owner of the enterprise or somebody within the enterprise who has good knowledge of its operations should be the actual interviewee. There should be two or three respondent producers for each product under review.

### 5. Data processing

When all the interviews have been done, the MOS data is summarized using the form below.

### 6. Data analysis and interpretation

#### I. Unsatisfied demand for products

A low level of production is an obvious reason for inability to supply the demands of local buyers. It may be that the enterprise has only a few regular customers, in which case the owner may think that all their customers are satisfied.

Often however, the producer will say that they are unable to satisfy all the demands of the customers. In this case, they should be asked to estimate the demand not met (which gives as idea of how much production could still be increased).

If financial assistance is the only reason for low production by the enterprise, this problem has to be solved first before new employment can be created within this business (either an extra employee of an existing business or as a new business producing the same product). Financial problems alone are not a suitable reason for a TREE training course. The TREE training officer should then look at other products for which there is an unsatisfied demand and where potential skills training courses is the problem.

#### II. Potential for expanding/improving local production

Some enterprise owners want to limit their operations to employ only family members: they do not want to hire (and pay) workers from outside. Many believe that they would not maximize income from the business if they start paying wages to outsiders. If employment is being considered through expansion of an existing business, therefore, it is important to find out first if the owner is willing to expand its operations. If so, the targeted increase in production should be related to the estimated unsatisfied consumer demand.

If the owner is going to expand his business, what he will do, for example, in marketing and financing, increased labour force, will have a direct bearing on what TREE should do. If such actions do not increase the needed workforce, there is no point in conducting a vocational skills training course. If, however, additional workers are needed, this will guide TREE in identifying the kind of skills training courses needed and the number of trainees that can be expected to be employed upon completion of the training.

### III. Sources of financial and technical assistance

Absence of financial and technical assistance can be the reason why an enterprise cannot satisfy the demand for its products. This is important to assess the potential expansion of a business.

The information in this section will show what financial and technical assistance is available and where these can be found. This information is very important if the establishment of new (self) employment activities is to be encouraged.

### IV. Other producers of similar products

Information about other producers of similar products, may give a more general picture of this enterprise. The existence of common problems, will give the TREE programme a good idea of the potential for wage/self employment creation in the area being considered.

## Market opportunities survey form for traders

Guidelines for use of the survey form

### 1. Introduction

As mentioned earlier, two specific forms for the MOS have been developed: one for producers and one for traders. The forms are similar, but some of the questions they need to be asked are different. This section covers the MOS for traders.

### 2. Information objectives

The MOS traders form provides information on the situation of the traders in particular goods/services, which have been identified through the Community Demand Survey.

Results of the **MOS for traders** will provide the following information:

— the reasons why local traders do not/cannot adequately supply the consumers in the community;

— solutions which local traders think can be considered to meet consumer demand;

— suggestions for employment opportunities in the community.

### 3. Data processing

As with the MOS producers survey, the MOS traders survey is carried out through individual interviews with traders using a standard questionnaire (below).

### 4. Selection of interviewees

The interviewees to be selected should be traders who deal in the goods for which unsatisfied consumer demand was found in the CDS and for which there is a potential for employment creation as found through the CP.

The selected interviewees should be knowledgeable about the situation of local producers.

The owner of the enterprise or somebody within the enterprise who has good knowledge of its operations should be the actual interviewee. There should be two or three respondent traders for each product under review.

### 5. Data processing

When all the interviews have been completed, the MOS traders data is summarized using the form below.

### 6. Data analysis and interpretation

#### I. Unsatisfied demand for products

Firstly, information on the quantity of sales of the specific product under review needs to be related to unsatisfied demand for the product. Low sales can either mean there is very little demand for the product in the community or that there is not a good enough supply. It may be that, as with producers, the trader has a few regular customers and so feels that the demands of their customers are all satisfied.

Often, however, the trader will say they are unable to satisfy all customers, in which case they should be asked to estimate the demand not met (which gives an idea of how much the business could be increased).

The traders may also have a good idea of the nature of the problem(s) of the local producers/suppliers which will help decide whether or not there is a need for training to meet unsatisfied demand.

#### II. Potential for expanding/improving local production

Traders are often in a good position to know what the customers want and what causes their product dissatisfaction. Their suggestions on how production by local producers can be expanded or improved will be very helpful in finding out whether the TREE programme will have a role to play.

### III. Potential for employment creation

As local business people, traders may have interesting ideas on other potential wage/self-employment activities that could be successfully undertaken in the community.

The MOS traders information will be reported in the same way as that from the MOS for producers [see above].

## Possible types of group enterprise organization

### (i) Cooperatives

Cooperatives are easily the most popular type of group enterprise. There are many different kinds of cooperatives: e.g. consumers' coops, production coops, marketing coops, credit coops, service coops, transport coops and multi-purpose coops.

Cooperatives are designed mainly to help people do together what they cannot do alone. This can make the cooperative an appropriate group working arrangement for projects for those less capable of working on their own or for enterprises which cannot be carried out by one person.

### (ii) Production associations

Some business enterprises start as small ventures between two or more friends, relatives, neighbours, etc., who share a common vision and interests. For various reasons, such as their small numbers, lack of interest, not in a position to fulfil all the required legal obligations, they do not register as a cooperative, but begin operations as an informal group or association.

This is often an intermediate phase of development. Some of these groups grow and eventually become large businesses, while others may later become formal cooperatives.

In some countries, associations are also eligible for support from government and lending institutions. For banks and other credit organizations, they have advantages, such as peer pressure and group responsibility, which can replace collateral and reduce their credit risk. Larger units also often have better management. For support services, it is also an obvious advantage to be able to deal with a small number of larger units rather than many small units or individuals.

As part of the TREE skills training, it may be decided to form the graduates into informal groups or associations. This would mean that they need to be provided with training on both how to manage a common income-generating project and how to work together as a group.

### (iii) Venture capital projects

Venture capital projects are designed to bring together labour groups, who are looking for income and employment opportunities, and capital investors looking for business ideas to invest their money. There are several variations:

**a) Labour sub-contracting**
Here an organized group of skilled people (e.g. TREE graduates) enters into a production contract with a venture capitalist.

The terms of the agreement depend on the nature of the project. Sometimes it concerns only the payment for labour, in other cases it involves labour plus other costs. Such an arrangement eliminates (at least for the time being), the need for graduates to find capital to start a business/project. However, a savings programme should also be introduced so that the group eventually raise their own capital requirements and become independent.

**b) Anchor projects**
Anchor projects refer to those production concerns which are technically attached to another firm such as those which produce inputs for manufacturing industries or agri-processing plants. The existence of the supplier group depends on the marketing firm, but at least the market, and sometimes the technology and product problems of the producer groups are taken care of.

**c) Industrial partnerships**
These are formally organized business ventures of investors and groups of workers, who have agreed to pool their labour and capital resources for economic purposes. The resulting profits are distributed accordingly.

Within the TREE training programmes, use can be made of all these and other types of rural enterprises to ensure employment for their graduates. There are, however, some important points which need to be considered if these types of arrangements are planned for TREE graduates:

— Special elements, such as group formation and association entrepreneurship development should be included in the training programmes.

— Group savings and capital accumulation schemes should also be included in the course, to assure future self-reliance of the graduates.

— Partner firms/individuals need to understand the TREE approach that, while provisional arrangements can be made, the trainees are expected eventually to decide the working arrangements on their own terms and may decide to become independent of the partner firm.

— Groups should be formed and become used to regular saving **before** beginning the training course.

## Market Opportunities Survey Form for producers

**Village/Community** ........................................

**District** ........................................

**Province** ........................................

**Date of interview** ........................ **Interviewer's name** ........................

**Producer** ........................ **Product(s)** ........................

### I. Unsatisfied demand of local consumers

**A. What is your business's average volume of production for [type of product] per day/week/month/cycle?**

.................. per ..................

**B. Unsatisfied demand for this product**

Are there situations when you are not able to meet the demand of some of your current or potential customers for the product? *(If respondent immediately answers none, ask them to think of the past few weeks or cycles. If the answer is still none or not any more, go to Section II.)* ☐ **No** ☐ **Yes**

Which of the following specific type(s) of demand(s) by the customers for your product are you not able to satisfy?

☐ ........ quantity asked
☐ ........ quality lower than what customers want
☐ ........ design/style inappropriate
☐ ........ prices too high
☐ ........ others (specify):
........................................
........................................
........................................

*(If the respondent has more than one answer, ask them to put the answers in order from 1 to 5, with **1** as the most common reason.)*

**C. Reasons for inability to satisfy demand**

What do you see as the reason(s) for your not being able to supply the demands of all your current or potential customers?

☐ ........ lack of raw materials
☐ ........ not enough sources to buy more
☐ ........ lack of finances to buy more
☐ ........ difficulty in transporting raw materials
☐ ........ lack of tools/equipment
☐ ........ outdated/old implements
☐ ........ not enough implements to produce more
☐ ........ no sources to buy more
☐ ........ lack of finances to buy more
☐ ........ needs more workers (specify type)
........................................
........................................
........................................

☐ ............ outdated/inefficient technology
☐ ............ low quality of products
☐ ............ high cost of production
☐ ............ design and/or style are inappropriate
☐ ............ others (specify):
..............................................................
..............................................................
..............................................................

*(If more than one reason is given, ask respondent to put the answers in order from 1 to 5, with **1** as the most important.)*

## II. Potential for expanding/improving production

### A. Willingness to expand/improve production

Do you intend to expand or improve your production? ☐ **No** (Go to Section III) ☐ **Yes** (Go to B)

### B. Percentage increase if production is expanded/improved

If you do expand/improve your production, by what percentage would you increase the module of your product per day/week/month/cycle?

.............................. % increase in production per ..............................

### C. Actions to be taken to ensure success in expanding production

If you go ahead with expansion/improvement of your production, what actions will you take to be successful?

1. ..............................................................
2. ..............................................................
3. ..............................................................
4. ..............................................................
5. ..............................................................
6. ..............................................................

*(Refer back to Section I-C, and review if actions to be taken match the reasons given for inability to supply demand. If no actions are given for one or more of the problems mentioned in Section I-C, ask respondent what they will do about these problems and add the answers to the list above.)*

### D. Need for workers in case of expansion/improvement

If you go on and expand/improve your production, will you need: ☐ additional workers?
☐ to train your current workers? ☐ no additional workers or training of current workers? (go to Section III)

If you hire additional workers, how many and what type of workers do you think you will need?

| Number | Type of Worker | Number | Type of Worker |
|---|---|---|---|
| ............ | ........................................ | ............ | ........................................ |
| ............ | ........................................ | ............ | ........................................ |
| ............ | ........................................ | ............ | ........................................ |
| ............ | ........................................ | ............ | ........................................ |

If your current workers need training, what kind of skills do they need to learn and how many of them will be trained?

| Number | Type of Worker | Number | Type of Skill |
|---|---|---|---|
| ............ | ........................................ | ............ | ........................................ |
| ............ | ........................................ | ............ | ........................................ |
| ............ | ........................................ | ............ | ........................................ |
| ............ | ........................................ | ............ | ........................................ |

## III. Sources of financing/technical assistance

### A. Sources of financing

1. If you do not mind my asking, what are the sources of financing for your business?
   *(Ask about percentages only after respondent has mentioned all sources of funding.)*

| % | Source | Location |
|---|---|---|
| .......... | Self | .......... |
| .......... | Family | .......... |
| .......... | Relatives | .......... |
| .......... | Friends | .......... |
| .......... | Coop | .......... |
| .......... | Rural bank | .......... |
| | Others (specify): | |
| .......... | .......... | .......... |
| .......... | .......... | .......... |
| .......... | .......... | .......... |

2. *(If more than one source of funds)*. You have listed .......... as your sources of finance.
   What is your estimate of the percentage each source contributes to the total funding of your business?

### B. Sources of technical assistance

To improve your business operations, do you get advice from anyone?

| Source | Location |
|---|---|
| 1. Government Agency: | |
| .......... | .......... |
| .......... | .......... |
| .......... | .......... |
| .......... | .......... |
| 2. NGOs | |
| .......... | .......... |
| .......... | .......... |
| .......... | .......... |
| .......... | .......... |
| 3. Others | |
| .......... | .......... |
| .......... | .......... |
| .......... | .......... |
| .......... | .......... |

## IV. Other producers of similar products

**A. Estimated number of producers in the community**

1. Are there other producers of your product in this community? ☐ No ☐ Yes How many: ..........

2. If you know some of the producers, can you tell me their names and where they can be found?

| Name of producer | Location |
|---|---|
| .......... | .......... |
| .......... | .......... |
| .......... | .......... |
| .......... | .......... |

**B. Common problems of producers relative to inability to meet demand of local buyers**

Earlier you gave some reasons why you are not able to satisfy all the demands of some of your customers. Which of these reasons do you think are problems shared by other producers?

- ☐ .......... lack of raw materials
- ☐ .......... not enough sources
- ☐ .......... lack of finances to buy more
- ☐ .......... lack of tools/equipment
- ☐ .......... outdated/old implements
- ☐ .......... not enough implements to produce more
- ☐ .......... not enough suppliers to buy from
- ☐ .......... not enough finances to buy more
- ☐ .......... needs more workers (specify type):
  ..........
  ..........
  ..........
- ☐ .......... outdated/inefficient technology
- ☐ .......... high cost of production
- ☐ .......... low quality of products
- ☐ .......... design and/or style are inappropriate
- ☐ .......... others (specify):
  ..........
  ..........
  ..........
  ..........
  ..........
  ..........
  ..........

*(If more than one reason is given, ask respondent to put the answers in order from 1 to 5, with **1** as the most serious.)*

## V. Potential for employment creation

**A. Suggestion for utility of unused/abundant raw materials**

1. There are a number of unused/underused raw materials available in the community. In your own opinion, what products could be made out of them?

| Raw material (List from CP) | Potential product(s) |
|---|---|
| .......... | .......... |
| .......... | .......... |
| .......... | .......... |
| .......... | .......... |
| .......... | .......... |
| .......... | .......... |

2. If you were to begin another business, which two of the products you mentioned above would you produce?

| Product | Why? |
|---|---|
| ........................ | ........................ |
| | ........................ |
| | ........................ |
| ........................ | ........................ |
| | ........................ |
| | ........................ |

## B. Other new product(s) that can be profitably produced

Regardless of where the raw materials come from and/or where the market will be, what other new products could be produced in the community?

| Product | Why is it needed? |
|---|---|
| ........................ | ........................ |
| | ........................ |
| | ........................ |
| ........................ | ........................ |
| | ........................ |
| | ........................ |
| ........................ | ........................ |
| | ........................ |
| | ........................ |

## Market Opportunities Survey Form for traders

**Village/Community** ..........

**District** ..........

**Province** ..........

**Date of interview** .......... **Interviewer's name** ..........

**Producer** .......... **Product(s)** ..........

### I. Unsatisfied demand of local consumers

**A. What is your business's average sales module for [type of product] per day/week/month /cycle?**

.......... per ..........

**B. Unsatisfied demand for this product**

Are there situations when you are not able to meet the demand of some of your current or potential customers for the product? *(If respondent immediately answers none, ask them to think of the past few weeks or cycles. If the answer is still none or not any more, go to Section II.)* ☐ **No** ☐ **Yes**

Which of the following specific type(s) of demand(s) by the customers for your product are you not able to satisfy?

- ☐ .......... quantity asked
- ☐ .......... quality lower than what customers want
- ☐ .......... design/style inappropriate
- ☐ .......... prices too high
- ☐ .......... others (specify): .......... .......... ..........

*(If the respondent has more than one answer, ask them to put the answers in order from 1 to 5, with* ***1*** *as the most common reason.)*

**C. Reasons for inability to satisfy demand**

What do you see as the reason(s) for your not being able to supply the demands of all your current or potential customers?

- ☐ .......... not enough stocks available
- ☐ .......... sources cannot supply quantities ordered
- ☐ .......... lack of finance to buy more stocks
- ☐ .......... sources cannot supply higher quality product
- ☐ .......... sources cannot supply design/style wanted
- ☐ .......... purchase costs from suppliers are high
- ☐ .......... lack of transport to bring the product from its source to community;
- ☐ .......... others (specify): .......... .......... ..........

*(If more than one reason is given, ask respondent to put the answers in order from 1 to 5, with* ***1*** *as the most important.)*

**D. Sources (suppliers) of the product**

From where or whom do you buy most of the stocks of the product?

- ☐ local producers
- ☐ local wholesaler/retailer
- ☐ nearby towns/provincial capital
- ☐ regional trading centre
- ☐ national capital city

## II. Potential of local production

### A. Actions local producers could take to improve production

1. How, do you think, local producers could improve their production?
   *(If there are no local producers, go to Section III).*

- ☐ increased availability of raw materials
- ☐ better and/or more tools/equipment
- ☐ better production technology
- ☐ more and/or better skilled workers
- ☐ updated design and/or style
- ☐ others (specify):

2. If the production problem(s) of current number of local producers are solved,
   do you think their total combined output of the product will be:

- ☐ enough to satisfy the local demand?
- ☐ more than enough to satisfy local demand?
- ☐ not enough to satisfy the local demand?

## III. Potential employment creation

### A. Suggestions for use of unused/abundant raw materials

1. There are a number of unused/underused raw materials in the community.
   In your opinion, what products could be made from them for which there would be a demand?

| Raw material (List from CP) | Potential product(s) |
|---|---|
| | |
| | |
| | |
| | |

2. If you were to begin a production type of business, which two of the products you mentioned above
   would you produce?

| Product | Why? |
|---|---|
| | |
| | |

### B. Other new product(s) that can be profitably produced

Regardless of where the raw materials will come from and/or where the market will be,
what other new products can be produced in the community?

| Product | Why is it worth producing? |
|---|---|
| | |
| | |

Potential new economic activities suggested from the above TNO surveys should then be summarized as follows:
(This form is the basis of the report on the TNO surveys.)

## Potential new economic activities

### I. Potential economic activity

**One copy of this section should be completed for each proposed enterprise**

**A. Description of the economic activity**

..................................................

..................................................

**B. Nature of economic activity**

☐ new to programme site, but present in the adjacent villages

☐ new to programme site and not present in adjacent villages

**C. Basic justification for recommendation**

☐ there is a big demand for the good(s) or service(s) in the community that is not being met by suppliers and/or producers

☐ there is a big demand for the good(s) or service(s) in nearby villages/districts that are not being met by suppliers and/or producers

☐ raw materials can be regularly made available to the programme site and at reasonable prices

☐ others (specify):

..................................................

..................................................

**D. Source(s) of information**

| **Specific source** | **Contact person, if any** |
|---|---|
| 1. Agency: | |
| .................... | .................... |
| .................... | .................... |
| 2. Business enterprise(s) | |
| .................... | .................... |
| .................... | .................... |
| 3. Others: | |
| .................... | .................... |
| .................... | .................... |

**E. Site(s) for recommended economic activity**

Which will be the best areas in the programme site to set up the economic activity?

| **Recommended areas** | **Why?** |
|---|---|
| .................... | .................... |
| .................... | .................... |
| .................... | .................... |
| .................... | .................... |

## II. Marketing

### A. Product

1. What specific types of good/s or service/s will be produced by the recommended economic activity?

2. Who will be the main **ultimate users** of the good/s or service/s to be produced?

- ☐ individuals/families (ultimate users)
- ☐ offices
- ☐ production business establishments
- ☐ others (specify):

3. Who will be the main **target buyers** of the of the good/s or service/s to be produced by the proposed economic activity?

- ☐ individuals/families
- ☐ production business establishments
- ☐ labour contractors
- ☐ intermediaries*:
  - ☐ middlemen
  - ☐ wholesalers
  - ☐ retailers
  - ☐ others (specify):

* Many enterprises sell their goods or services through different channels of marketing, such as intermediaries, who in turn sell the products to the ultimate users.

4. Where are the main target buyers located?

| Areas | Specific location |
|---|---|
| ☐ local community | |
| ☐ surrounding communities | |
| ☐ district capital | |
| ☐ adjacent towns | |
| ☐ provincial capital | |
| ☐ regional trading centre | |
| ☐ adjacent regions | |
| ☐ others, (specify): | |

5. If product is manufactured or processed in other areas, why will target buyers purchase the good(s) or service(s) from new producers in programme site?

### B. Competitors

Current producers of the good/s or service/s are from:

| Area | Specific location |
|---|---|
| ☐ local community | ........................ |
| ☐ surrounding communities | ........................ |
| ☐ district capital | ........................ |
| ☐ adjacent towns | ........................ |
| ☐ provincial capital | ........................ |
| ☐ regional trading centre | ........................ |
| ☐ adjacent regions | ........................ |
| ☐ others, (specify): | ........................ |
| ........................ | ........................ |

## III. Production

### A. Raw materials/production inputs

1. What are the raw materials and/or production inputs needed to produce the product and where will their main sources be?

| Input needed | Main source | Specific Location, available |
|---|---|---|
| ........................ | ........................ | ........................ |
| ........................ | ........................ | ........................ |
| ........................ | ........................ | ........................ |
| ........................ | ........................ | ........................ |

2. Tools/equipment

| Item | Source |
|---|---|
| a) Tools: | ........................ |
| b) Equipment: | ........................ |
| c) Spare parts: | ........................ |
| | ........................ |
| | ........................ |
| d) Repair/maintenance service: | ........................ |
| | ........................ |
| | ........................ |

### B. Sources of technical assistance in production

**Skills needed** **Available locally**

1. What are the different types of skills needed for production and their availability in the programme site?

| Skills needed | Available locally |
|---|---|
| ........................ | ☐ Yes ☐ No |
| ........................ | ☐ Yes ☐ No |
| ........................ | ☐ Yes ☐ No |
| ........................ | ☐ Yes ☐ No |

2. If skills are available locally:

a) Are there unemployed workers with the skills who can be hired for new enterprises? ☐ Yes ☐ No

If yes, which type of workers are available:

........................................................................................................

........................................................................................................

b) If there are, do any of the skills available locally need improvement?

........................................................................................................

........................................................................................................

### C. Product identification

1. Using basically the same raw materials and tools and equipment needed to produce the proposed good(s) or service(s), are there other types of products that can be done? ☐ Yes ☐ No

If yes, what is/are this/these?

........................................................................................................

........................................................................................................

........................................................................................................

### B. Sources of technical assistance in production

| Skills needed | Available locally |
|---|---|
| 1. What are the different types of skills needed for production and their availability in the programme site? | |
| ........................................ | ☐ Yes ☐ No |
| ........................................ | ☐ Yes ☐ No |
| ........................................ | ☐ Yes ☐ No |
| ........................................ | ☐ Yes ☐ No |
| ........................................ | ☐ Yes ☐ No |

## IV. Financing

### A. Sources of financing

Apart from self-financing, what are the alternative sources of funds in and around the programme site?

| Funding source | Location |
|---|---|
| ........................................ | ........................................ |
| ........................................ | ........................................ |
| ........................................ | ........................................ |
| ........................................ | ........................................ |
| ........................................ | ........................................ |
| ........................................ | ........................................ |

## V. Personnel/Management

### A. Type of organizational set-up

The most appropriate form of organization recommended for the enterprise (economic activity) to be set up is:

| Type | Main reason for recommendation |
|---|---|
| ☐ individual | ........................ |
| ☐ family-based | ........................ |
| ☐ group | ........................ |
| ☐ cooperative | ........................ |
| ☐ others, (specify): ........................ | ........................ |

### B. Potential difficulties

What are likely to be the main difficulties in successfully setting-up and operating a business of the proposed type?

1) ........................

2) ........................

3) ........................

4) ........................

5) ........................

### Summary of proposed new economic activities

| New economic activity | Main reason for recommendation | Skills training needed? |
|---|---|---|
| ........................ | ........................ | ☐ Yes ☐ No |
| ........................ | ........................ | ☐ Yes ☐ No |
| ........................ | ........................ | ☐ Yes ☐ No |
| ........................ | ........................ | ☐ Yes ☐ No |
| ........................ | ........................ | ☐ Yes ☐ No |
| ........................ | ........................ | ☐ Yes ☐ No |

# Annex 3.5 Feasibility Study Form (sample)

**Title of proposed enterprise:** ……………………………………………………………

## 1. Description and purpose

Brief description of the proposed economic activity or enterprise (including main goods or services to be produced):

……………………………………………………………

……………………………………………………………

……………………………………………………………

……………………………………………………………

*Give a brief description of the economic activity proposed to provide employment after the skills training programme: e.g. location, type of products, technology, workforce and intended market.*

*What are the advantages of starting this economic activity in the proposed location?*

- ☐ *Availability of raw materials*
- ☐ *Existing infrastructure*
- ☐ *Cost of labour*
- ☐ *Available markets/role of transport costs*
- ☐ *Related economic activities*

*If specific people are being considered as trainees at this stage, why do they want to start up this enterprise?*

*What do they need to be successful? (Training, credit, technical advice, other assistance?)*
*Do they have any particular barrier to address?*

## 2. Technical aspects

A brief description of raw materials used, the production technique employed, and the tools and equipment needed:

……………………………………………………………

……………………………………………………………

……………………………………………………………

Are raw materials regularly locally available: ☐ Yes ☐ No

If not, describe origin and supply arrangement:

……………………………………………………………

……………………………………………………………

……………………………………………………………

## 3. Estimate of demand

Describe the main markets for which goods/services will be produced:

……………………………………………………………

……………………………………………………………

……………………………………………………………

Note any special marketing strategies:

……………………………………………………………

……………………………………………………………

**Estimate total expected demand**

**Main market:** .................... units
Other suppliers .................... units
Expected market share .................... units
Expected sales .................... units

**Secondary market:** .................... units
Other suppliers .................... units
Expected market share .................... units
Expected sales .................... units

**Total expected sales:** .................... **units**

Allowances
Expected wastage in production process .......... %
Expected allowance for peak season .......... %

Resulting production capacity:
**Planned maximum production capacity:**
.................... **units per month.**

**4. Management aspects**

Describe the planned organization of the production (e.g. number of workers – full-time and part-time – management arrangement, use of specialized vendors, etc.):

..............................................................................................

..............................................................................................

..............................................................................................

**5. Projects costs**

**5.1 Fixed investments.** The fixed project costs, refer to the investments in land, buildings, tools and equipment, etc., which are to last for several production processes. Indicate the capital investment needed for:

i) *Land* .................................................... ..........

ii) *Building(s)* (when not rented) .................................................... ..........

iii) *Machinery and spare parts* (specify):

.................................................... ..........

.................................................... ..........

.................................................... ..........

iv) *Tools* (specify):

.................................................... ..........

.................................................... ..........

.................................................... ..........

v) *Furniture, fans, lights, and others* (specify):

.................................................... ..........

.................................................... ..........

vi) *Installation costs and pre-operating expenses* (including costs of electricity and water supply connections, costs of transporting and installing the new machinery), marketing survey, etc.

.................................................... ..........

.................................................... ..........

.................................................... ..........

**Total fixed investment** ..................

**5.2 Working capital.** This is the capital which is "tied-up" in the production process from the moment raw materials are purchased until the final payment by the customer is actually received:

*(i) Stock of raw materials costs, for* .................... *week(s)* (specifiy):

........................................................................................ ....................

........................................................................................ ....................

........................................................................................ ....................

........................................................................................ ....................

........................................................................................ ....................

........................................................................................ ....................

*(ii) Value of finished goods in stock* ........................................................ ....................

*(iii) Credit to customers* ........................................................ ....................

*Credit from suppliers (minus)* ........................................................ ....................

*(iv) Labour, for* .................... *week(s)* (specifiy):

........................................................................................ ....................

........................................................................................ ....................

........................................................................................ ....................

*(v) Overhead costs:*

— rent (if site not owned) ........................................................ ....................

— electricity ........................................................ ....................

— maintenance and repair ........................................................ ....................

— license fees ........................................................ ....................

**Total working capital** ..................

**5.3 Need for outside financing**

*(i) Total project costs:*

— Total fixed investment ........................................................ ....................

— Total working capital ........................................................ ....................

**— Total project costs** ........................................................ ....................

**MINUS**

*(ii) Owner or (group) contribution* ........................................................ ....................

*(iii)* **Need for loan/credit** ........................................................ ....................

**6. Proposed loan (if needed)**

Origin of the loan ........................................................................................

Loan amount ........................................................

Collateral ........................................................

Interest .................... %, grace period .................... weeks/months

Monthly installments for .................... weeks/months

### 7. Operating costs

The operating costs for the first year of operation:

*(i) Raw materials* (incl. transport costs) .................... ....................

*(ii) Manpower costs* (incl. meals and snacks) .................... ....................

*(iii) Costs of electricity and water*, etc. .................... ....................

*(iv) Overhead costs* .................... ....................

— rent of the building .................... ....................

— repairs/maintenance .................... ....................

— other: .................... ....................

*(v) Interest payments* .................... ....................

*(vi) Depreciation* .................... ....................

— buildings (5% purchase value) .................... ....................

— machinery (10%) .................... ....................

— furniture (6%) .................... ....................

**Total operational costs** ....................

### 8. Sales price

Cost price = total operating costs ÷ number units produced:

Cost price = .................... ÷ .................... = ....................

Profit margin .................... % = ....................

Proposed sales price = ....................

### 9. Earning potential of the proposed project

Total output .................... ....................

Less: Total operating costs .................... ....................

### 10. Other assistance required

Management training or advice: ☐ Yes ☐ No

Comments:

.................... ....................

.................... ....................

.................... ....................

Technical training: for the owner ☐ Yes ☐ No

for the workers ☐ Yes ☐ No

Comments:

.................... ....................

.................... ....................

.................... ....................

| | | | |
|---|---|---|---|
| Technical advice on: | purchase of equipment | ☐ Yes | ☐ No |
| | upgrading production techniques | ☐ Yes | ☐ No |
| | introduction of improved or new product designs | ☐ Yes | ☐ No |
| | quality control | ☐ Yes | ☐ No |
| | packing of products | ☐ Yes | ☐ No |
| | marketing | ☐ Yes | ☐ No |

Comments:

........................................................................................................ ....................

........................................................................................................ ....................

........................................................................................................ ....................

Specific needs:

☐ Literacy training
☐ Assistive devices/accommodations for disabled persons
☐ Assistance in organizing a family or group business
☐ Others

........................................................................................................................

........................................................................................................................

**11. Final observations and conclusion(s)**

........................................................................................................................

........................................................................................................................

........................................................................................................................

........................................................................................................................

........................................................................................................................

Now a conclusion can be presented on the basis of the information collected. The assessment of the business proposal can be made in terms of major strengths and weaknesses in the technical, economic, financial and other areas which have been discussed in this section.

Previous experiences with this type of activity in the community (particularly past failures), government plans, successful training elsewhere, the reliability of information provided, the role of community leaders, the background of the intended beneficiaries, possible fluctuations in the price of the raw materials, social conditions which will govern the organization of the venture, etc. should all be considered in reaching a conclusion.

# Annex 3.6 Examples of short feasibility reports, Bangladesh

## Annex 3.6(a). Sample: Feasibility study report on coconut coir rope production in Jessore, Bangladesh (ILO/UNDP TREE-related project in Bangladesh)

### 1. The proposed business

The proposed business is the manufacture of rope from coconut coir. Although there are several manufacturers in the area, the survey revealed that there is ample scope for the entry of new entrepreneurs if they can supply the desired quality.

The target women will manufacture ropes with coconut coir that is an easily available raw material in the target area. They will sell these in Noapara Bazar of Jessore or in the surrounding areas. Despite the presence of several manufacturers, demand is high enough to make it possible for women to run the business of rope manufacture.

### 2. Product description

The proposed product is rope which will be manufactured from coconut coir obtained from the husk of mature coconuts. The rope can be of varying thickness.

### 3. Market demand analysis

#### 3.1 Estimated demand

The chief market for coconut coir rope is the Noapara Bazar in Jessore. Coconut coir rope is also sold in Rupdia, Bashundia and Jessore town. There are about 200 sellers or more in the above market. The market survey revealed that each shop buys rope worth Tk.17,636 (US$1 = Tk 69 ). In the project area, interviews were held in 11 shops that buy coconut rope and it was found that the average annual requirement follows the table shown below.

#### 2.2 Competition

Coconut coir rope is manufactured by the villagers who live close to Manirampur. They sell the rope to shops at the wholesale rate in Noapara Bazar. Some sell it at the retail rate in “haats” on the days that haats gather. Villagers of Dakatia and Zakia and Siannabai are involved in this manufacturing business.

Ropes are produced by traditional methods in different households of the above villagers. Roughly 50 households are involved in this business and they produce around 5 kg of rope in a week. Each kg sells at Tk.65-70. In a week, they sell rope worth Tk.350 and in a month Tk.1400

Competition will not be severe as the demand is much higher than the projected production level. The project’s share is only 4 per cent of total demand.

### 4. Technical aspects

#### 4.1 Location

The business could be set up in the village named Padmavilla which is nearby Jessore-Khulna highway.

#### 4.2 Manufacturing process/equipment

The manufacturing process involved in the production of coconut coir rope is very simple. The women can set up the production unit in their home. They can process the coconut coir into rope with the aid of a tool that resembles a spinning wheel. It is operated manually and little effort is needed to acquire the necessary skill to work with it.

| | Annual demand |
|---|---|
| Average annual purchase of coconut rope per year | Tk. 17,636 |
| Number of shops selling rope in the project area (Rupdia, Basundia and Noapara) | 50 |
| Estimated annual demand in the project area in Taka | Tk. 8.81 lacs |
| Estimated projects production value per year | Tk. 0.37 lacs |
| Proposed Project’s Market Share | 4% |

**Instruments required**

The following instruments are required:

a) Hammer

b) Punja

c) Wood frame

d) Scissor

e) Brush

f) Spinning frame

The estimated cost of instruments is about Tk.2000.

### 4.3 Raw materials

The chief raw material is coconut coir which is abundantly available in Noapara Bazar as well as all over Jessore. The target women will have no difficulty in procuring supplies of coconut coir.

### 4.4 Production capacity

It is estimated that two women will work on this project and their daily output for four hours of work will be 48 kg of rope. In the subsequent year women can increase production by 20 per cent per annum.

## 5. Management aspect

### 5.1 Management

Two women can come together and start this business. They can use their home as the production premises.

### 5.2 Profit sharing

Two women may calculate the profit at the end of each month and decide about withdrawal of profit. Withdrawal must be on an equal basis. Women should retain some profit for reinvestment in the business.

## 6. Financial aspects

**(See table on next page).**

## 7. Business risks

The following risks are anticipated in the business:

- ☐ shortage of raw materials during rainy season;
- ☐ difficulty in drying coconut coir during rainy season;
- ☐ poor recovery of credit sale.

The women should take precautions so as to avoid the risks listed above. For example, they have to build up a stock for the slack months.

## 8. Area for business operation

The project should look for the following markets:

- ☐ Rupdia Bazaar
- ☐ Basundia Bazaar
- ☐ Jessore Sadar

## 9. Training needs

The women should receive training in making coconut coir rope.

## 10. Post training support to women trainees

The women will need the following post-training support:

*a)* arrangement of start-up capital;

*b)* marketing services, such as development of linkages with mainstream businesses both at local level and regional level;

*c)* post-training technical assistance would be required in productivity enhancement, and quality control;

*d)* refresher courses after one year of initial technical training;

*e)* entrepreneurship development training;

*f)* business counseling through development of business clinic.

## 11. Final observations and conclusions

The feasibility study report and related training proposal fully justify appropriateness of training provision to the selected women's group. It is suggested that the TREE community training organizer proceed with necessary training arrangements through TTC in Khulna under overall guidance of the TREE implementing unit in Khulna.

## Financial aspects for coconut coir rope production project

| Items | Amount/Taka |
|---|---|
| **6.1 Estimated costs** | |
| **A. Fixed investment** | |
| Tools | 1,000 |
| **Total fixed investment** | **1,000** |
| **B. Pre-operating costs** (costs for setting up a business) | |
| Trade licence | 500 |
| Market confirmation with buyers, etc. | 500 |
| **Total pre-operating cost** | **1,000** |
| **Total investment costs** | **2,000** |
| **C. Working capital** (operating cost per month) | |
| Raw materials | 1,500 |
| Labour (cost not included as the women would work in the project) | |
| Overhead costs (rent, utilities, maintenance and repair of equipment), transport, market promotion, miscellaneous | 1,400 |
| Depreciation of 5% or more equipment, furniture, machinery | 100 |
| **Total working capital (operating costs)** | **3,000** |
| **D. Total cost of business (A+B+C)** | **5,000** |
| **6.2 Financial plan for the business** | |
| Total fixed investment (including pre-operating costs) | 2,000 |
| Total operating costs/working capital | 3,000 |
| **Total business cost** | **5,000** |
| Equity | |
| Need for outside loan | 5,000 |
| Proposed loan to be borrowed from: BRIDGE | |
| Loan amount | 5,000 |
| Type of guarantee/collateral: personal guarantee | |
| Annual interest @ 15% | 750 |
| Repayment schedule [e.g. monthly loan repayment for 24 months] | 208 |
| **6.3 Profitability analysis** | |
| Estimated monthly sale | 3,120 |
| Number of months | 12 |
| Estimated annual sales in Taka | 37,440 |
| Less: | |
| **Annual operating expenses** | |
| Raw material cost | 14,400 |
| Overhead including depreciation | |
| Marketing expenses | 1,200 |
| Interest on loan | 750 |
| **Total operating expenses** | **16,350** |
| Net annual profit in Taka | 21,090 |
| Number of women engaged in this business | 2 |
| Profit per woman per year | 10,545 |
| Profit per woman per month | 879 |

## ANNEX 3.6(b). Sample: Short feasibility report on shrimp and fish feed in Jessore, Bangladesh (ILO/UNDP TREE-related project in Bangladesh)

### 1. The proposed business

The proposed project is to produce shrimp and fish feed.

### 2. Product description

The feed will be in granular form and the packaging will be in different sizes.

### 3. Market demand analysis

#### 3.1 Estimated demand

There are approximately 300 shrimp farmers in and around the project area. These farms buy fish feed from the market. The most popular brand is Saudi fish feed (national brand) and a local fish feed named Jessore fish feed.

There are a number of fish farms in the project area, particularly in the villages of Narendrapur, Shakharigati and Gaidgasi. The total acreage of ponds in these areas and a haor located in Gaidgasi, is approximately 90 acres. Each farm spends Taka 25,000 on feed per acre of pond.

Total demand and the project's share are described below.

| | Annual demand |
|---|---|
| Average annual purchase in each farm having 1 acre size (US$1 = Tk 69) | Tk. 20,000 |
| Requirement in 90 farms and Haor | Tk. 22.50 lacs |
| Estimated annual production of the proposed project | Tk. 324,000 |
| Market share of the proposed project | 15.5% |

Four wholesalers selling fish feed in the project area were interviewed. The average sale of fish feed is Taka 6.70 lacs per annum, showing that demand for fish feed is high.

#### 3.2 Competition

Competition is very stiff in the open market. The women may find difficulty in penetrating the market considering big players like Jessore Fish Feed and Bhairab Fish Feed. However, the women have to look for a niche market, particularly the BRIDGE borrowers, those running fish farms and the other small farmers in their neighbourhoods.

#### 3.3 Price

| | Annual demand |
|---|---|
| Competitors price | Taka 12 per kg (wholesale price) |
| Proposed price for the project | 15.5% Taka 11.75 per kg (wholesale price) |

#### 3.4 Initial production capacity

The project will produce 15,846 kg in the first year of operation.

#### 3.5 Marketing strategy

The project should adopt the following strategies:

*a)* BRIDGE the partner NGO should promote the product among its beneficiary farmers;

*b)* producers should approach their neighbouring farmers who may be interested in knowing that they are helping enterprising women in their locality.

### 4. Technical aspects

#### 4.1 Location

The project may be located in Narendrapur, Shakharigati and Gaidgasi, where a number of fish farms are in operation.

#### 4.2 Manufacturing process/equipment

The project would need the following instruments:

| Equipment | Qty | Value in Taka |
|---|---|---|
| Fish feed power operating machine | 1 | 10'000 |
| Fish meal hand machine | 1 | 10,000 |

Estimated cost of equipment is Taka 20,000.

### 3.3 Raw materials

The project would require the following raw materials to produce 50 kg per day:

- ☐ Khail
- ☐ Rice dust
- ☐ Flour
- ☐ Ata
- ☐ Fish meal
- ☐ Zinc dust
- ☐ Molasses
- ☐ Vitamin

Cost of above raw materials to produce 50 kg in a day is Taka 750.

## 5. Management aspect

### 5.1 Management

The project would need the services of three women.

### 5.2 Profit sharing

All three women will share the cost and profit.

## 6. Financial aspects

**(See table below).**

| Items | Amount/Taka |
|---|---|
| **6.1 Estimated costs** | |
| **A. Fixed investment** | |
| Machinery & equipment | 20,000 |
| Tools | 500 |
| Furniture & fixtures | 2,500 |
| **Total fixed investment** | **23,000** |
| **B. Pre-operating costs** (costs for setting up a business) | |
| Trade licence | 500 |
| Transportation of machinery, etc. | 100 |
| Rental advance | 2,000 |
| Market confirmation with buyers, etc. | 2,000 |
| **Total pre-operating cost** | **4,600** |
| **Total investment costs** | **27,600** |
| **C. Working capital** (operating cost per month) | |
| Raw materials (for 15 days requirement) | 9,346 |
| Wages not included as sponsoring women would work in the project | |
| Overhead costs (rent, utilities, maintenance and repair of equipment, transport, market promotion), miscellaneous | 1,355 |
| Depreciation of 5% or more equipment, furniture, machinery | 375 |
| **Total working capital (operating costs)** | **11,076** |
| **D. Total cost of business (A+B+C)** | **38,676** |
| **6.2 Financial plan for the business** | |
| Total fixed investment (including pre-operating costs) | 27,600 |
| Total operating costs/working capital | 11,076 |
| **Total business cost** | **38,676** |
| Equity | |
| Need for outside loan | 38,676 |
| Proposed loan to be borrowed from: BRIDGE | |
| Loan amount | 38,676 |
| Type of guarantee/collateral: personal guarantee | 38,676 |
| Annual interest @ 15% | 5,801 |
| Repayment schedule [e.g. monthly loan repayment for 12 months] | 3,181 |

**6.3 Profitability analysis**

| | |
|---|---|
| Estimated annual sales in qty | 27,000 kg |
| Sale price per unit (Taka) | 12 |
| Estimated annual sales in Taka | 324,000 |
| Less: | |
| **Annual operating expenses** | |
| Raw material cost | 243,000 |
| Rent | 3,600 |
| Utility bills | 2,400 |
| Overhead including depreciation | 375 |
| Marketing expenses | 3,600 |
| Interest on loan | 5,801 |
| Misc. expenses | 1,000 |
| **Total operating expenses** | **259,776** |
| Net annual profit in Taka | 65,224 |
| Number of women engaged in this business | 3 |
| Profit per woman per year | 21,741 |
| Profit per woman per month | 1812 |

## 7. Business risks

The project will not be financially rewarding. The project at a small scale of operation will not be able to pay off the loan.

## 8. Area for business operation

The women from the villages Narendrapur, Gaidgasa and Shakarigati may start this business and sell the products to the farmers in the neighbourhoods.

## 9. Training needs

The women should receive the following training:

*a)* manufacturing fish feed;

*b)* preservation of feed;

*c)* quality control and cost reduction methods.

## 10. Post-training support to women

The following post training support is necessary:

*a)* arrangement of start-up capital;

*b)* marketing services like development of linkages with mainstream businesses both at Jessore and Khulna;

*c)* post-training technical assistance like trouble-shooting while the entrepreneurs implement their projects, assistance required in productivity enhancement, quality control;

*d)* refresher courses after one year of initial technical training;

*e)* entrepreneurship development training;

*f)* business counseling through development of business clinic;

*g)* buyers sellers meeting;

*h)* support in procurement of tools and equipment and raw materials.

## 11. Final observation:

The project is not feasible if it takes a loan. However, the women can do the business with their own equity and the support of the TREE programme.

# Annex 3.7 Suggested terms of reference for consumer demand surveys, market opportunity surveys and feasibility studies

## 1. Introduction

A key element of the ILO TREE approach is the systematic identification of economic/market opportunities and training needs prior to any provision of training. This is to ensure that skills training and development match the market demand and lead to clearly identifiable business opportunities.

Findings from several TREE programmes showed that access to market information and new and larger markets both locally and nationally are a key constraint for the rural poor. Another constraint is their lack of access to education and relevant vocational and technical skills training, and a limited capacity to respond effectively to market demand. Therefore the TREE methodology places a strong emphasis on identifying market opportunities and related training needs. For this purpose several instruments have been designed that should be adapted to the local situation:

- ☐ Community Profile [CP]
- ☐ Consumer Demand Survey [CDS]
- ☐ Market Opportunity Survey [MOS]

Results from these surveys will be compared to data obtained from other sources, for instance, studies on growth-oriented sectors or value chain analysis. The next step will be to prepare feasibility studies to check that the identified economic activities are viable options and to undertake the corresponding training needs assessment.

## 2. Objectives of the study

- — To undertake a CDS and a MOS in ….. (location) that will yield adequate market information on potentially profitable businesses and self-employment opportunities (particularly non-farm, non-conventional trades/occupations) for the target group.
- — To undertake feasibility studies for the economic activities that have been shortlisted.[1]

### Specific objectives and scope of work

- — Use/adapt the ILO TREE survey questionnaires and translate them into the local language.
- — Assess the market demand and supply situation and identify **specific** economic opportunities, in particular, self-employment options for men and women in the target group.
- — Explore and identify **new areas** with market potential and untapped market niches, particularly in the **non-farm, non-conventional trades/occupations** that will widen the prospects of the target group with respect to wage and self-employment. Provide an inventory of these opportunities.
- — Identify unsatisfied consumer demand, and prepare an inventory of available local resources and raw materials to be used for possible new and improved products to meet market demand.
- — Assess market competition in relation to the above and the existing businesses that are already in operation in the vicinity of the locality.
- — Identify potential small or large enterprises, business associations, NGOs, government bodies and other organizations interested in developing market linkages and subcontracting arrangements with rural producers. Identify specific backward and forward linkages. Provide information on the types of products/services they would be interested in.
- — Assess the constraints in women’s access to markets and in marketing their products, and make practical recommendations to overcome these.
- — Identify existing infrastructure, facilities and technical support available from government, NGOs and the private sector that may influence capacity to produce goods and services and to market these.
- — Based on the above findings and on other information complete feasibility studies related to the identified economic opportunities. *[Use and adapt the form for the TREE Feasibility Study, in Annex 3.5.]*

1. This will be included only if the person or organization that will undertake the surveys has a strong expertise in conducting feasibility studies.

## 3. Methodology

- The surveys should seek out both quantitative and qualitative data and avoid any biased or preconceived opinions on the types of employment areas suitable for women or men. Participatory techniques should be applied to involve the respondents during discussions.
- A suitable sample size is a key success factor. The sample should have an adequate number and representation from a cross section of relevant individuals and institutions. This includes for example, the project target group, customers, local businesses, wholesalers, brokers, retailers, business associations, government agencies, NGOs and other institutions.
- Indicate the survey methodology to be used for example, focused group discussions, interviews, primary research, etc.
- The sample questionnaire should be discussed with the TREE implementing team and the TREE committee and tested before being applied on a full scale.
- It is important to select local enumerators with experience in market surveys and ensure a gender balance in the survey team.
- If needed training and capacity building in participatory survey skills and techniques should be organized for selected staff who will participate in the survey work.

## 4. Outputs

The survey report will incorporate:

- ☐ executive summary ;
- ☐ major findings of the surveys and analysis of the data;
- ☐ recommendations on viable economic opportunities to be promoted and strategies to address market constraints;
- ☐ interview sheets/data collection materials provided as a separate attachment;
- ☐ prior to the final report the draft report will be submitted to the TREE national management team and requested changes or clarifications will subsequently be incorporated.

## 5. Profile of researcher

- Excellent expertise and experience in conducting market surveys, including techniques in participatory research, data collection and analysis.
- A strong background and experience in market issues with emphasis on non-conventional market niches and skills development, including a proven track record in this type of work.
- Experience in undertaking feasibility studies.

# Annex 3.8 Sample questionnaire for conducting a Training Needs Assessment (TNA)

## TNA Survey Questionnaire

Name of the programme site ..............................

Name of the village ..............................

District ..............................

Date of survey .............................. Name of the enumerator/interviewer ..............................

1. Name of the products/services

..............................

2. Are the participants familiar with these product/services?

..............................

3. Can they produce these by themselves?

..............................

4. If they can produce these, what is the level of skills they possess?

..............................

5. Would these skills be sufficient for producing products/services that match consumer demand?

..............................

6. If not, then what type of skills are required, or skills that need to be upgraded, developed or enhanced?

..............................

7. Are potential participants interested in being trained for these products and services?

..............................

8. What type of machinery/equipment/tools would be required to produce the product/services?

..............................

9. Can the potential participants (including women) operate these machines/equipment/tools to produce the product/services?

..............................

10. If not what type of training would be required to develop their ability to operate and produce the product/services?

..............................

11. If the women produce these products, will they be able to sell them in the market?

..............................

12. If not, what are the constraints?

..............................

**13. How will these constraints be overcome?**

...................................................................................................................

**14. What are the gaps in potential participants' business skills?**

...................................................................................................................

## Recommendations

**(i) Types of training and suggested training period**

*a)* ...................................................................................................................

*b)* ...................................................................................................................

*c)* ...................................................................................................................

*d)* ...................................................................................................................

**(ii) Preferable location of the training**

*a)* ...................................................................................................................

*b)* ...................................................................................................................

*c)* ...................................................................................................................

*d)* ...................................................................................................................

**(iii) Time of training that is most suitable (in general, and for women in particular)**

*a)* ...................................................................................................................

*b)* ...................................................................................................................

*c)* ...................................................................................................................

*d)* ...................................................................................................................

**Assessed by:** ...................................................................................................................

**Verified by:** ...................................................................................................................

# Annex 3.9 Training Needs Assessment Form for people with disabilities (as developed by the TREE project in Pakistan)

## Personal information

**Name** ..................................... **S/O D/O W/O** ..................................... **Age** ..................................... (years)

**Gender** ..................................... **N.I.D. number** ..................................... **Caste** .....................................

**Marital status** ..................................... **Qualification** .....................................

**Reasons for discontinuation of education** .....................................

**Further education plans** .....................................

**Language proficiency** ..................................... (Urdu: speak read write)

**Mailing address** .....................................

## Profile of disability

**(Nature of disability, permanent or curable, history of disability, how s/he tends to manage it, endeavor to overcome it, who are practically supporting him/her)**

.....................................

.....................................

.....................................

.....................................

**Support required from project (prosthetic devices, linkage etc.)**

.....................................

**Area of interest and past experiences**

.....................................

**Area of interest and past experiences**

.....................................

.....................................

**Prior efforts for employment/self employment**

1) .....................................

2) .....................................

3) .....................................

**Outcomes**

.....................................

**Problems encountered**

.....................................

.....................................

**Future plan (please discuss)**

..........

..........

..........

**Why?**

..........

**Resources required**

..........

**Names of supportive persons and relation with trainee (one from the household one from outside)**

..........

..........

**Nature of support (from the above people)**

..........

## Household information

*Please mark head of the household (use blank format if family size is more)*

| S. No | Names | Age | Education | Nature of employment (tick the column) | | | Source of income | Monthly income |
|---|---|---|---|---|---|---|---|---|
| | | | | Permanent | Unem-ployed | Under employed | | |
| 1 | .......... | .......... | .......... | ☐ | ☐ | ☐ | .......... | .......... |
| 2 | .......... | .......... | .......... | ☐ | ☐ | ☐ | .......... | .......... |
| 3 | .......... | .......... | .......... | ☐ | ☐ | ☐ | .......... | .......... |
| 4 | .......... | .......... | .......... | ☐ | ☐ | ☐ | .......... | .......... |
| 5 | .......... | .......... | .......... | ☐ | ☐ | ☐ | .......... | .......... |
| 6 | .......... | .......... | .......... | ☐ | ☐ | ☐ | .......... | .......... |
| 7 | .......... | .......... | .......... | ☐ | ☐ | ☐ | .......... | .......... |
| 8 | .......... | .......... | .......... | ☐ | ☐ | ☐ | .......... | .......... |
| 9 | .......... | .......... | .......... | ☐ | ☐ | ☐ | .......... | .......... |
| 10 | .......... | .......... | .......... | ☐ | ☐ | ☐ | .......... | .......... |
| | | | | | | | **Total** | .................. |

**Residence**

Area of house .......... Own/ rented .......... Time period of residence ..........

In case of rented house for how long they would reside in the area .......... Number of rooms ..........

Permanency of trainee in the household ..........

**Infrastructure**

Roof (girders/ RCC slabs/ wooden/ temporary) ..........

Walls (mud/ cemented) ..........

Drinking water (Motor/ well/ tap/ from outside the house) ..........

Drainage facilities (underground pipes, open drains, no system) ..........

**Assets**

Agriculture land (cows, buffalo, goats, poultry, TV, fridge, cycle, motorcycle, car, tractor)

..........

**Poverty ranking** (SO's assessment)

(destitute, very poor, poor, better off, well to do) ..........

## SO's assessment and recommendations

**About the trainee neediness**

..........

..........

..........

**About the trainee's seriousness**

..........

..........

..........

**Market situation/opportunity**

Confirmation of place/persons with whom he intends to start his employment:

..........

..........

..........

**Observation, recommendations & suggestions**

..........

..........

..........

..........

..........

**Signature of supportive persons 1** ..........

**Signature of supportive persons 2** ..........

**Date** .......... **Signature of SO** ..........

## PO HRD & extension reassessment and final recommendations

**Reassessment of the above information (at the household level)**

**Final recommendation of basis of his own observations**

**Market situation/opportunity**

Confirmation of place/persons with whom he intends to start his employment:

**Observation, recommendations & suggestions**

**Signature of supportive persons 1**

**Signature of supportive persons 2**

**Date**

**Signature of PO HRD & extension**

**Note**

1. *Please attach photocopy of NID of the trainee and two supportive persons*
2. *Attach map/sketch of location of the house from any main point (FU, mosque, market/ bazaar, BHU, etc.)*

# Annex 3.10 Training Proposal Form as applied in the TREE-related project in India (Alternative Livelihoods Programme-ALP)

*The Training proposal should be completed by the implementing partner/NGO, submitted to the ALP project team through the training officers and approved by the district project review committee.*

**1. Name and address of proponent**

..............................................................................................................

SHG Name (for SHG Trainings): ..............................................................................

Address: ..............................................................................................................

Telephone /cellphone no. ......................................................................................

**2. Title of proposed training programme and major objective**

..............................................................................................................

Purpose of Training (Please tick)

☐ For the creation of a NEW enterprise ☐ For expansion of existing enterprise ☐ For skill, vocational training

Supporting Documents (Please tick)

☐ New enterprise project edea (NEPI)

Brief description of business and planned products, markets or areas & number of workers needed to be trained

..............................................................................................................

Brief description of potential wage employment opportunities

..............................................................................................................

**3. Specific training objectives**

(i) ..............................................................................................................

(ii) ..............................................................................................................

(iii) ..............................................................................................................

(iv) ..............................................................................................................

(v) ..............................................................................................................

**4. Training course content (technical skills training, entrepreneurial training, etc.)**

..............................................................................................................

**5. No. of trainees**

Men .............................. Women .............................. Youth .............................. Total Trainees ..............................

People with disabilities ..............................

**6. Estimated training duration**

.............................. days .............................. hours

**7. Training venue/training provider**

Technical skills ..............................................................................................

Soft skills ..............................................................................................

Other skills ..............................................................................................

**8. Number of potential training applicants (people who expressed interest in participating)**

Male ........................ Female ........................ People with disabilities ........................ Total ........................

**9. Cost estimates**

*Note: The computation of costs must be based on ALP project policies and actual price quotations of inputs, number of trainees, and duration of training.*

**9.1 Professional and management fees**

| No. | Expense Items | Estimated Costs |
|---|---|---|
| 1. | Honoraria/professional fee of trainer/s | ........................ |
| 2. | Honoraria/professional fee of coordinator | ........................ |
| 3. | Traveling expenses of trainers and coordinators | ........................ |
| | **Sub-total** | ........................ |

**9.2 Training venue and facilities**

| No. | Expense Items | Estimated Costs |
|---|---|---|
| **1.** | Rental of training venue & facilities | ........................ |
| **2.** | Power/water/communication | ........................ |
| | **Sub-total** | ........................ |

**9.3 Direct training expenses**

| No. | Expense Items | Estimated Costs |
|---|---|---|
| 1. | Training tools & small equipment *(attach list)* | ........................ |
| 2. | Training supplies & materials *(attach list)* | ........................ |
| 3. | Office supplies & materials | ........................ |
| 4. | Freight and handling costs in delivering the above materials | ........................ |
| 5. | Travel and food allowance of trainees | ........................ |
| | **Sub-total** | ........................ |
| | + 10% of direct training expenditure. Unforeseen/Miscellaneous | ........................ |
| | + ........................ Administrative/overhead costs | ........................ |
| | **Total training cost** | ........................ |

**10. Proponent/trainees' contributions**

*(Note: It will be an added advantage if some expense items in the training activities were shouldered by the community/beneficiaries/SHGs, even if only in kind)*

| No. | Expense Items | Estimated Costs |
|---|---|---|
| ........ | ........................ | ........................ |
| ........ | ........................ | ........................ |
| ........ | ........................ | ........................ |
| ........ | ........................ | ........................ |
| ........ | ........................ | ........................ |

### 11. Planned post-training support services

..............................................................................................

..............................................................................................

### 12. Names of collaborating agencies

*This refers not only to the training, but also to the whole programme.*
*Attach draft Memorandum of Agreement (if any) showing the individual roles of collaborating agencies.*

*a)* ..............................................................................................

*b)* ..............................................................................................

*c)* ..............................................................................................

**Prepared by** ..............................................................................................
**Name and signature of Community coordinator, date**

**Reviewed by** ..............................................................................................
**Head of project partner, date**

**Endorsements**

Community ..............................................................................................
**Name**

**Recommending approval**

Project Review Committee ..............................................................................................
**Name, signature, position**

**Attachments**

- ☐ Brief feasibility study for new enterprise idea
- ☐ Skills Training Module
- ☐ List of tools and equipment with their price quotations
- ☐ Detailed budget estimate for the training supplies/materials

# IV



# Training design, organization and delivery

## Introduction

This volume covers the process of designing, planning, organizing, and delivering skills and entrepreneurial training programmes that have been identified and proposed under the economic opportunities and training needs assessments (see Volume III). The design of the training programme is based on the earlier identified training needs. The Annexes cover specific tools and sample training–related instruments, which can serve as guides in implementing this process of TREE.

Designing training and implementing it requires a great amount of time for the staff and resources must be available to cover all the expense items such as resource persons, training tools and equipment, and training supplies and materials. A good training venue must be identified and must be accessible to all, including trainees with disabilities.

From the TREE programme implementation in some countries, training guides were developed on specific technical courses, e.g. electrical services, wooden furniture making, etc. These guides contain information necessary to plan, organize and conduct training. This manual has also developed a section which contains specific information about training people with disabilities and it also references diversity issues.

## I. Training course preparation

The training course preparation involves a number of key activities.

### 1. Preparing the training course plan

The training course plan is prepared by the TREE team, specifically by the training specialist in consultation with the local training provider. This training plan deals mainly with the organization of the training course, the methodology selected, the purchase and final destination of the training tools and equipment and training materials. The course content is elaborated in detail by the local TREE team and the training instructors and the training site and collaborating agencies are identified. A training budget is then estimated.

The detailed information required in the training plan namely is:

- ☐ title of the course, proposed dates, training objectives;
- ☐ training methodology, required teaching materials, tools and equipment;
- ☐ selection and training of instructors;
- ☐ selection of training site;

- ☐ collaborating agencies;
- ☐ suggested training evaluation;
- ☐ detailed cost estimate.

➔ **See Annex 4.1: Sample training course plan (auto mechanic).**

## 2. Identifying, selecting and preparing trainers

### Preliminary steps

Identifying and selecting trainers/instructors is the key to conducting any training programme. Instructors or potential instructors must understand the flexibility of the requirements when designing and implementing courses for the targeted groups. This can begin with an examination of existing courses and instructors from previously inventoried or mapped training providers. There may already be existing courses which may be suitable for adaptation and often instructors from local training institutes may be the most suitable people to run the planned courses.

More frequently, however, courses will need to be designed from the beginning. Instructors must have these skills and be able to prepare or adapt a training curriculum and training materials for the specific courses to be conducted. At the same time, they should be able to follow a non-formal teaching approach and provide continued assistance to beneficiaries during the post training period.

Instructors with technical expertise in areas identified generally come from local training institutes. Where the training institution does not have expertise in the identified trade area (or where there is no training centre nearby), local craftsmen with the necessary technical skills could be recruited and/or trained as instructors. These people can be particularly helpful as additional instructors may be necessary to provide examples from their actual experiences.

The identified instructors are to be briefed on the TREE project and invited to participate in the community workshop as observers. Following this workshop and final selection of clients, a training of trainers (ToT) workshop is held for all potential instructors. Only instructors who are able to complete the ToT workshop successfully should be invited to participate. It is important, however that the instructors understand their roles and responsibilities in programme activities before agreeing to participate.

### Role and responsibilities of trainers

The effectiveness of TREE-related training programmes depends to a large extent on the abilities and competence of the trainers. They must not only have teaching skills and technical knowledge, but also skills in influencing attitudes and improving the general knowledge of the people they will train. In addition, they need to be open to diverse groups of trainees such as women, people with HIV/AIDS, disabled persons and others who may be socially excluded in a local population

As the expert in the subject matter, the instructor advises on materials to be used in training and may, in some instances, purchase equipment and supplies. The main consideration in obtaining equipment is that it should resemble, as far as possible, those to be used by trainees after training.

An early inspection of the training site by the trainer should be made so that adjustments can be made, if needed, and ensure that all necessary tools and equipment, work benches, tables etc. to be used in training are in place. They should also make sure that any instructional aids needed, such as chalkboards, flip charts are ready before training. The training venue and equipment may need modification according to the trainees' needs especially if there are groups of disabled persons.

### Qualifications of trainers

There are important qualifications which a trainer must possess.

**Competence in the subject being taught.** There is no substitute for detailed knowledge and skills gained from experience in the subject being taught. The instructors should be thoroughly competent in the skills they are teaching. This is particularly true where they are to set the standards of performance the trainees will have to aim for. Since the trainers are responsible for the evaluation of a trainee's progress and course completion, they must have a thorough knowledge of the standards of their trade so as to apply a fair judgement in evaluating the work and performance of trainees during the course.

**Mastery of the techniques of instruction.** A competent trainer will prepare each lesson to ensure that the best use is made of the trainee's time; the planning of the lesson relates everything that happens in the classroom to the real business and the course is flexible enough to include special interests or special experience of individuals in the class.

**Resourcefulness and creativity.** The methods that work well for one individual or for one lesson may

> **Box 1. Inclusion of people with disabilities in TREE - Burkina Faso**
>
> In the TREE intervention in Burkina Faso, the ILO established a 10% minimum participation of people with disabilities. It is estimated that 10% of the world population is disabled, the reason why this target was proposed. Still, the local development partners selected 16% (20 out of 125) of people with disabilities; 19 are paraplegic and not able to use their legs and 1 has leprosy with almost total loss of her fingers.
>
> The community embraced the TREE opportunity to focus on its excluded members, therefore, supporting more than the requested number of disabled people to take part. In general, interventions for those with disabilities tend to be directed at groups of people with only disability whereas integrated approaches such as TREE's in Burkina Faso are less common. The integrated project and training delivery approach was successful, as building on disability awareness sessions, the group was very cohesive and the disabled beneficiaries did not even need special accommodation.
>
> Most of the disabled beneficiaries have mobility impairments, from polio or at birth. At a given stage of the discussion, women with disabilities were asked about the possibility of taking training for activities that would require less mobility, such as accounting, to which they were prompt to discard the possibility of being treated any differently from the others.[1]
>
> [1] *Accroître les compétences techniques et entrepreneuriales des femmes rurales en Afrique de l'Ouest*, January 2008; Interview with Project CTA, Mr. Christian Joussein.

not be satisfactory in another situation. A good instructor will be alert to early signs of lack of understanding or interest among trainees, and will adapt the course if necessary to help the trainees learn. The instructor should also enjoy teaching since there is a great deal of hard work involved in teaching well. If an instructor does not enjoy teaching, they are unlikely to give of their best.

**Knowing the clientele.** Before starting a training course, instructors should know the main characteristics of the people they will be teaching. Very often, it is not until the end of training that the instructor gets to know the people who have been trained, and this is far too late. The simplest way to do this is to read the trainees' application forms particularly noting the specific characteristics which may affect how the training course should be run. These include: age of trainee; literacy level; previous experience related to the business of the training course; languages/dialects; religion(s) (if there are a number of religions in the area); disability status (if particular attention needs to be given in making adjustments in the classroom); **(See Box 1)** and, expectations from the course and motivations for doing it.

**Regular evaluation.** A good instructor needs to constantly check if the trainees are actually learning the skills. This can be done through questions, quizzes and skills performance tests. The main purpose of testing TREE training programmes is not to pass or fail a trainee, but to assess if they are learning and able to adapt the approach, if necessary.

## 3. Training of trainers

The ToT workshop is conducted by the TREE local training officer or another person who is experienced in the TREE programme and with non-formal training methods.

### Potential trainers' selection

Trainers in a typical ToT workshop may include:

**Instructors** from the programme's implementation areas: these may be tutors from nearby vocational and technical institutions, field extension officers (livestock, veterinary, agriculture, etc.) or NGO officers with expertise in business management or with technical skills who are willing to assist with programme implementation.

**Community development workers** from the districts where programme implementation is to take place: these district level officers are invited so as to enlist their support and collaboration especially in training and assisting women's groups.

**Cooperative officers** who can train clients in small business management and simple bookkeeping: this is especially necessary if none of the instructors has entrepreneurial training, although where possible, the technical instructor should teach business skills as well as technical training.

**Bank officials** who will help with loan applications and disbursement and collection of credit for businesses can be a useful resource.

**Local trades people/craftsmen** from neighbouring areas who are not in competition for the same markets.

## The training of trainers' workshop

### Trainer information

The first ToT workshop lasts for two to three days. When planning it, an interview with the potential instructors will help to determine individual instructor needs. The following information should be determined:

— What are the instructors' levels of expertise?

— Have they had any past experience with short-term non-formal approaches to vocational training?

— Have they ever owned a business or worked in a small enterprise?

— Why are they interested in participating in the TREE programme?

### Content

The number of participants in the workshop should be between ten and fifteen. The first part of the ToT workshop focuses on training methods and the preparation of training materials used during the TREE courses. The second part emphasizes essential business skills that an instructor must master in order to provide client advisory services during the post-training support phase of the programme training and the topics needed to assist a client entering into their first small business.

It is important that all instructors participate in both parts of the workshop. Depending on their previous knowledge and experience, they may or may not be able to teach the business management part of the course to participants during their training. While local artisans/traders are often capable of teaching the technical aspects of their trade, often the business management part of the training course needs to be supplemented by other trainers with experience in this area, such as bank staff or cooperative officers.

A standard ToT course comprises the following components:

☐ introduction, purpose of the course, orientation on TREE methodology, the role of instructors;

☐ instructional objectives;

☐ preparation of lesson plans;

☐ non-formal teaching methods;

☐ preparation of teaching materials;

☐ checking trainees' progress;

☐ dealing with gender, disability and diversity issues;

☐ training budget;

☐ basic principles of business management;

☐ on the job training;

☐ group management;

☐ reporting.

➔ **See Annex 4.2: Terms of reference for training instructors and basic instruction techniques.**

## 4. Selection of training clientele

The trainees/clients are selected on the basis of criteria required either for the successful start-up of a small enterprise or their availability and time to actively find wage employment. This criteria includes information on motivation level; ability and experience; knowledge of existing employment opportunities in their community or nearby communities; understands and interprets the idea of a business enterprise; resources that the entrepreneur is willing to invest into the business; and, the availability to actively search for wage employment.

The points assigned to each element in the criteria should be adjusted relative to the type of target group selected. For example, if the main target group is out-of-school young women, they are unlikely to have many resources to put into the business, or experience in the proposed business. In this case, the number of points for experience and resources should be low and motivation and understanding should be given more points.

Application forms should be prepared and made available to anyone who wishes to apply

for training in the community through the local TREE team.

Whether individuals or groups apply for inclusion in the TREE programme, the process for client selection follows the same procedures. However, the selection criteria are different and take into account the following:

☐ time the group has been in existence;

☐ leadership and democratic nature of the group;

☐ range of activities of the group i.e. economic activity, meetings held etc.;

☐ existence of group rules, regular savings programme etc.;

☐ number of members (not more than 15) and interest in participating in the TREE programme. Smaller groups are easier to manage and prove to be more profitable for individuals.

There are other complementary factors which should also be determined, such as:

— Motivation and determination: What will be the groups' contribution (materials/cash, labour) towards the proposed business?

— Ability and experience: What experience does the group have in management of credit?

— Business idea: Does the group have a valid business idea and know the market, supply and demand for the product, etc.?

— Resources: What resources are available within the group (human, material, equipment, capital)? From where will the group get those resources which are not available?

— Information and networks: What job opportunities can be accessed by the group? What networks and services have the group availed themselves of?

## 5. Preparing curricula, lesson plans and training materials

The curricula, lesson plans and training materials needed for the course should be outlined during the ToT course. These should now all be finalized by the instructor with the help of the TREE training adviser/specialist in preparation for conducting the training courses.

Usually, a *modular* approach to training is the most suitable. Learning packages are developed on the basis of interrelated elements that cover a single topic. The modular approach is flexible and allows tailoring to particular trainees so that they can slot in or out of courses within certain limits to acquire or upgrade the skills they require.

In some cases, existing materials from previously conducted training courses may be used or could be adapted in the TREE courses. It is unlikely that complete training modules will be available. In general however, such materials are often based on urban industrial courses or settings and include the use of materials and methods not available in the community where the TREE course is to be conducted and, therefore, new materials will need to be developed. Once specific materials for use in rural community training courses have been developed, they may well be usable in other communities at a later stage of the TREE Project.

There are a number of important considerations while preparing the curriculum of the TREE programmes:

— The training curriculum should be flexible, changeable and adaptable to people with specific needs.

— It should be *trainee-centred*, and take into account trainees background, age, education, experience, skill levels and immediate employment possibilities.

— A trainee needs assessment is essential to analyse the skills level and management ability of the individual as the basis for designing the curriculum. These issues are identified in the MOS/TNA survey including constraints of the target group, and skill gaps are noted.

— Curriculum content should be tailored to providing requisite skills in the specific trade.

— Use non-formal methodologies for skills development such as discussion, demonstration, role play, case studies, practical exercises, group and individual presentation, practical field visit, and experience sharing.

— Emphasize practical hands-on training rather than theory. The ratio is practical 80 per cent and theoretical 20 per cent.

Theoretical training covers the conceptual knowledge on the course while practical training includes preparing/producing the product; visiting the market; preparing a simple business plan; and, working on the day-to-day operations.

➔ **See Annex 4.3: Trainer's guide on how to prepare a skills training syllabus.**

➔ **See Annex 4.4: Sample form for a skills training syllabus/curriculum.**

## II. Training delivery

### 1. Client training

Client training is an instructional process in which the client masters the technical and essential business skills needed to operate a business or to learn the skills needed for wage employment. Using a curriculum prepared with data from the feasibility study, TNO surveys and task analysis, client training covers the essential elements of the client's prospective business. At the completion of the training, the client should have prepared a full business plan, arranged the site and financed the initial inputs needed. Through the training, the client now possesses the technical skills necessary to operate the business. For those looking for wage employment, the client should now link with the local companies or networks for employment.

The length of the course for client training varies according to the technical content of the course, the type of business and the type of training required, as outlined in the training course plan.

#### Types of training

*Basic management training* is included as part of all training courses including the full development of the business plan which was initiated during the community workshop.

Training can be delivered in rural training institutions affiliated with offices and ministries concerned. This can be at the programme/business site, NGO location or other locally available facilities including, where appropriate, through the use of mobile facilities.

Client training should be non-formal and learner-centered with training tailored to the individual client needs for operating the identified enterprise activity. The emphasis should be on participatory training methods involving the learner in shared practical experiences such as carrying out specific production/service activities, preparing business plans, etc. so that actual skills and business competencies are developed both at the training site and on the job.

On-the-job follow-up and post-training support is an integral part of client training and is usually given during the first few months of start-up, continuing at least for a period of six months. **(Please refer also to Volume VI.)**

As the client develops technical and essential business skills, the training proficiency record (developed by the client's instructor during the ToT workshop detailing the skills the client must master) is checked and validated. Institutional training is not complete until the instructor and client's signature appear on record. The signatures indicate that the client has mastered the basic technical and business level skills necessary to enter into the business for which they were trained.

During institutional training the client must actually demonstrate the services or produce the items identified in the feasibility study. Knowing that the client will be self employed in a matter of weeks the instructor needs to transfer as much responsibility as possible for decision making.

Client products made during the final stages of the institutional training could be marketed by the client to reinforce learned marketing skills and the money earned used to help cover the cost of materials.

In addition to learning how to produce the products, during the institutional training the client should know the legal requirements in setting-up the business i.e. obtaining any licenses needed to operate the business, leasing of business premises, registering with local government and identifying vendors for equipment and supplies needed to begin their business. If needed, a bank account should also be opened during this period and capital arranged (loan or own funding).

There may be instances when the client will just avail themselves of the technical skills training and go through the course with the objective of becoming employed after training. In such cases, the instructor would have to assess the client's capacities for both the theoretical and practical part of the training. During the training the client must demonstrate the skills they have actually acquired which could be shown through the assessments or test for basic level of training. As for self-employment, the signatures of the instructor and client should appear on record to signify that they have mastered the basic skills for which they were trained for and are ready to be employed.

### 2. Group training

Group training should be basically the same as individual training. It may not be necessary for all members of the group to be trained in the technical skills however, provided key members are trained to a sufficient standard. This may be sufficient for the group. However, all members should be trained in the management aspects of the business.

Skills training may or may not necessarily need to be given to all group members and will depend on the nature of the activity to be undertaken. For example, a product retailing group may not require technical training since they are basically reselling products and not actually producing them. Similarly, where a division of labour is implied in a group-based business venture, different individuals will require different types and amounts of training.

## 3. Gender considerations

Although certain constraints, such as lack of capital, insufficient business and/or skills training, limited access to markets etc. is common to both male and female entrepreneurs, women face additional socio-economic and cultural problems. These issues should be discussed as part of the course and solutions to problems proposed wherever possible. That was why a gender volume (Volume VII) under TREE was specifically designed to take into account women's concerns in the community.

The TREE methodology takes this situation into account by addressing women through traditional group mechanisms.

Women's groups for income-generation activities can provide the organizational base and structure in the communities to which financial, technical resources and training can be linked. These groups are a means through which the members can express their interests and needs, make decisions and actively participate in managing their own projects/enterprises. A group identity, built through a common purpose and a similar socio-economic status of the members, can provide strength and solidarity. Moreover, experience indicates that group-based approaches are often more cost effective in terms of obtaining the necessary credit, equipment and technology for small business development.

The basic TREE training methodology as discussed previously is also applicable to the training of women's group members. The main difference is in the location of the training site. Rural women, because of their numerous responsibilities, are not in a position to travel to distant sites, and spend many hours in training sessions. Therefore, the training activities need to be conducted close to their homes and the duration of training adjusted to fit in with their other responsibilities.

Training sessions need to be short and may need to be spread out over a longer time with periodic breaks in instruction. Agreements should be made with the participants as to when is the most appropriate time for them to attend the training, i.e. mornings or afternoons. Training on consecutive days may not be practical but should be completed in as short a time as possible. Also, experience shows that women prefer to attend training sessions in the afternoons (when all their household jobs are completed) and that training days should not coincide with market days or the beginning of the school term.

## 4. People with disabilities

All communities and target groups will have members who have disabilities and these individuals should be included in the TREE training programme based on their abilities, just like everyone else. As noted, women as a group will require some specific considerations so that they can participate. This is also true for disabled persons.

People with mobility impairments, such as inability to walk and wheelchair users, will have specific needs regarding transportation and accessibility and those in the rural areas will find it especially difficult to travel to training venues. Those with sensory disabilities (inability to hear, see) or those with speech impairments will have different needs. People with intellectual or psychological disabilities may require specific training techniques or supportive environments. The specific needs of different disability groups are outlined in Volume VIII.

Trainers need to be sensitive to disability issues and know where to get support from local community groups and experts if they lack expertise so that they can include the disabled person in the TREE training. They also need to be aware of the discrimination, prejudice and negative attitudes that disabled persons often face and take precautions not to reinforce these negative attitudes, while at the same time providing for a supportive and appealing training experience. Such experiences can lead to disabled persons underestimating their abilities or lacking confidence.

Having disabled people in the training sessions can add to the overall value of the training by providing an encouraging and accepting environment for all. The accommodations sometimes made for disabled persons, such as providing an alternative learning technique (e.g. demonstrating for a deaf person instead of just explaining or guiding the blind person in a process) can benefit all the trainees and enhance their learning.

Volume VIII this manual provides some basic understanding of disability issues and advice and resources to assist trainers in fully including disabled people in training.

## 5. Conducting the training programme

### Final training site check up

The instructor, who has been hired to deliver the training, should visit the training site a few days before the start of training to check if the arrangements are suitable and adequate, and to make adjustments when necessary. The instructor should ensure that the training area has sufficient space. There should be enough work tables, benches and chairs according to the number of trainees and should accommodate trainees who have specific requirements, such as wheelchair users and teaching aids such as chalkboards and flip-charts are present. In areas where peace and security are concerns, security arrangements must be adequate.

### Training plan

The instructor should have prepared a lesson plan for each day prior to the start of the course, to ensure that all necessary topics are discussed and no single topic is missed. As far as possible, the instructor should try to keep the training flexible to allow for individual differences in levels among trainees.

### Opening the Course

The TREE coordinator usually opens the TREE training course by explaining its objectives and the importance of the skills to be acquired, either for the starting and running of the small businesses identified or technical skills for employment.

The TREE training officer then explains in general terms how the course will be conducted and the rules of conduct to be observed by the trainees, especially within the training premises.

The instructor is then introduced to the trainees, especially in cases where the instructor is not from the locality.

From this point, the instructor takes over and becomes responsible for conducting the skills training course.

➔ **See Annex 4.5: Registration form for skills training beneficiary.**

### Monitoring the training course

During the first day visit to the training site, the TREE training officer can check the list of registered trainees and complete Part I of the trainee cards.

➔ **Please refer to Volume VI: Monitoring, evaluation and documentation.**

During the conduct/delivery of the training, the TREE training officer should make visits while training is underway to find out what problems require attention and action.

### Evaluation of trainees' progress

The instructor will monitor the progress of trainees throughout the training period and keep them informed of their progress at all stages of the course through the client proficiency records and wall chart summary.

Performance tests at the end of each session and constant checks through written or oral tests help to keep the instructor informed of the progress of the trainees. It should be noted that flexibility may be required in the evaluation process to allow for disability or low literacy levels.

Before completion of the course, all the following should have been done:

- ☐ proficiency record signed by instructor and LPC chairman indicating the client/group is technically competent;
- ☐ client has produced a business plan based on the project feasibility study including costs and sales prices for individual items to be produced;
- ☐ inventory, price list and vendors for all equipment and supplies needed has been completed;
- ☐ all necessary licences obtained and registration completed;
- ☐ work location prepared and ready for client to start business operations;
- ☐ bank account opened (if needed);
- ☐ start-up capital arranged (state whether own funding, loan including source, other).

➔ **See Annex 4.6: Training progress report.**

➔ **See Annex 4.7: End of training report.**

➔ **See Annex 4.8: Graduation report.**

### Course evaluation and feedback (formative)

In the course of conducting the training, the instructor should note any alterations that are needed to the course to improve it in the future. The TREE training officer should include this information in the training course report and lessons learned.

On the last day of the training, the programme should be evaluated by both the instructor and the trainees.

The TREE training officer should then analyse the information gathered and make an overall assessment of the effectiveness and efficiency of the conduct of the course. The data gathered is summarized in the training course card.

# Annex 4.1 Sample Training Course Plan *Auto mechanic (petrol)* 312 hrs (60 days)

## Objective

This course will impart on the trainees working knowledge of how gasoline vehicles are assembled so as to enable them to carry out minor and major repairs on the engines. At the end of the training, the trainees would be able to:

- ☐ Use cutting tools efficiently and effectively (hacksaw, files, drills etc)
- ☐ Use measuring / hand tools effectively and accurately.
- ☐ Disassemble and assemble the assemblies/sub assemblies of a gasoline vehicle.
- ☐ Explain the operations of the systems in the engine.
- ☐ Enumerate the basic scientific principles applied in the trade.
- ☐ Discuss the circuit's diagram of ignition system and its principles.
- ☐ Explain what the power transmission system is about
- ☐ Work on the suspension and steering system.
- ☐ Work on the brake system.
- ☐ Tune the gasoline vehicle efficiently.

Emphasis will be given on character building of trainees during their training by including ideas on patriotism, discipline and work ethics in the different sessions that would enable them to deal with their clients in an appropriate manner.

## Training schedule

Following are the details of the course schedule:

| | | |
|---|---|---|
| Total training hours | = | 312 hours |
| Days in a week | = | 6 days |
| Total training days | = | 52 days |

This course on Auto Mechanic (Petrol) focuses on the teaching of theoretical and practical skills, wherein eighty percent (80%) of the time will be spent on practical skills development while twenty percent (20%) for theoretical inputs.

## Requirements for admission

### Education

To be admitted to the Auto Mechanic (Petrol) Course the aspiring trainee must have completed Middle School, possess a good understanding of arithmetic, and ability to read and write fairly well.

### Languages

Fully understands (reading, writing and listening) the National Language (Urdu) and Local languages in addition to some basic level of understanding the English language.

### Proficiency level

**Knowledge**
To become an Auto Mechanic (Petrol) the trainee is expected to have a good understanding of the following concepts after completion of the course:

- ☐ Basic mathematics to help them take measurements
- ☐ Measuring and hand tools (vernier caliper, Micrometer, dial indicator, torque wrench, open end spanner, ring spanner, spanner, screw driver, compression gauge, vacuum gauge etc.)
- ☐ Correct use of tools / equipment in the shop
- ☐ Basic technical drawing of vehicle assemblies & sub assemblies
- ☐ Operation of internal combustion engine
- ☐ Types and construction of an engine
- ☐ Specifications of various parts of engine
- ☐ Various systems of an engine, i.e. Fuel injection, lubrication, cooling and exhaust system
- ☐ Turbo and super chargers
- ☐ Functions of power train
- ☐ Functions of the suspension system
- ☐ Functions of Steering system
- ☐ Functions of brake system
- ☐ Wheels and tires

**Skills**

It is expected that after completion of the Auto Mechanic (Petrol) Course, the participants will have the following skills:

- ☐ Using measuring instruments/ hand tools accurately / efficiently.
- ☐ Using cutting tools efficiently (hacksaw, files and drills etc.)
- ☐ Disassembling and assembling the engine into sub-assemblies.
- ☐ Disassembling and assembling the cylinder head and take its measurements.
- ☐ Disassembling and assembling the camshaft, rocker arm and valve mechanism.
- ☐ Disassembling and assembling the connecting rod, piston, piston rings and taking their measurements including cylinder bore.
- ☐ Disassembling and assembling the oil pressure pump and carrying out inspection of the system.
- ☐ Disassembling and assembling the cooling system, i.e. radiator, water pump thermostat etc.
- ☐ Disassembling and assembling the fuel system.
- ☐ Checking the circuit's diagram of the ignition system.
- ☐ Removing and re-fixing the clutch plates and making adjustments.
- ☐ Inspect and maintain the power train (gear box, propeller shaft and differential).
- ☐ Removing and re-fixing the brake system parts, i.e. master cylinder, wheel cylinder brake shoes and brake drum disc.
- ☐ Removing and refitting the parts of the suspension system.
- ☐ Removing and refitting the parts of steering system (linkages and assemblies).
- ☐ Tuning of a petrol engine with special emphasis on the following:
  - Diagnosing the troubles, and applying remedies.
  - Inspecting and adjusting the carburetor.
  - Maintaining safety areas periodically

## Job opportunities

After completing the course, the trainee will be competent in doing the work of an Auto Mechanic (Petrol). It would open opportunities for the trainee to gain a new employment or maintain present employment auto mechanic (Petrol). The course will enable them to engage in a fulfilling work of an auto mechanic (Petrol).

The trained auto mechanic (Petrol) will be able to work as a skilled worker in the following positions / technical areas.

- ☐ Self-employment (workshops, service stations etc.)
- ☐ Authorized sales representatives / service dealers.
- ☐ Auto parts manufacturing industries, vendors etc.
- ☐ Private workshops.
- ☐ Car manufacturers having large transport fleet.
- ☐ Petrol pumps/service stations.
- ☐ Compressor maintenance shops

## Training methodology

Different training techniques will be used during the training taking into consideration various adult learning principles. Below are some of the major training techniques that will be utilized:

- ☐ Theoretical Sessions – interactive lectures
- ☐ Brainstorming
- ☐ Small Group Activity
- ☐ Presentation
- ☐ Quiz
- ☐ Sharing Guided Experience
- ☐ Practical work
- ☐ Assignments

## Course description and duration

### Theoretical
Total credit hours= 62

**1. Basic knowledge (10 Hrs)**
- ☐ Basic units/derived units (force, work done, torque, power, density)
- ☐ Introduction to hand tools and their use
- ☐ Measuring instruments and their use
- ☐ Safety precautions/maintenance of workshop & equipments

**2. Bench work (12 Hrs)**
- ☐ Filing & Fitting
- ☐ Grinding
- ☐ Drilling
- ☐ Sawing

**3. Engine (15 Hrs)**
- ☐ Define internal combustion engine.
- ☐ Application of internal combustion engine
- ☐ Working principle of 4 & 2 stroke engine
- ☐ Engine construction
- ☐ Cooling system
- ☐ Lubricating system
- ☐ Ignition system
- ☐ Carburetor systems
- ☐ EFI systems
- ☐ CNG systems
- ☐ Exhaust system.
- ☐ Engine tuning/troubleshooting and engine testing.

**4. Power train (12 Hrs)**
- ☐ Clutch
- ☐ Gearbox
- ☐ Propeller shaft
- ☐ Differential
- ☐ Final drive, wheel and tires

**5. Suspension, steering & brakes (13 Hrs)**
- ☐ Shock absorber / coil spring / leaf spring.
- ☐ Suspension elements
- ☐ Simple steering system
- ☐ Power assisted steering system.
- ☐ Mechanical brake
- ☐ Pascal law
- ☐ Hydraulic brake
- ☐ Master cylinder
- ☐ Power assisted brake.

### Practical
Total credit hours = 250

**1. Basic knowledge (20Hrs)**
- ☐ Introduction to hand tools and their use (Open-end spanners, ring end spanners, sockets, pullers, plier, hacksaw etc)
- ☐ Introduction to measuring instruments and their use (Vernier caliper, Micrometer, Dial gauge, Feeler gauge, Multi-meter, etc)

**2. Bench work (25 Hrs)**
- ☐ Filling work
- ☐ Grinding work
- ☐ Sawing work
- ☐ Drilling work

**3. Engine (30 Hrs)**
- ☐ Cylinder blocks inspection, measurement of cylinders out of roundness & taper ness.
- ☐ Cylinder head inspection, measurement of cylinders head warp-page
- ☐ Replacing a cylinder head gasket
- ☐ Tightening and loosening cylinder head bolts to proper torque by using service manual.
- ☐ Removing, replacing the engine valves.
- ☐ Prefacing valves and valve seats
- ☐ Valve tappet adjustments
- ☐ Piston and piston rings inspection & installation of compression & oil rings
- ☐ Fitting of piston pins
- ☐ Installing main bearing and connecting rod bearing inserts.
- ☐ Replacing a timing belt
- ☐ Setting the ignition timing
- ☐ Reverse flushing of cooling system.
- ☐ Checking serviceability of radiator, thermostat valve and pressure cap
- ☐ Changing engine oil
- ☐ Change oil pan gasket.
- ☐ Engine lubrication points
- ☐ Exhaust system servicing like replacement of silencer.
- ☐ Engine disassembling and reassembling practice

**4. Fuel system (25 Hrs)**
- ☐ Servicing and overhauling and adjustments of a simple fixed venture, two barrel carburetor
- ☐ Servicing & overhauling of mechanical and electrical fuel (gasoline) pump.

- ☐ Familiarization of different components of electronic fuel injection system, like sensors, electronic control units (ECU), injectors, electronic type distributor, etc.
- ☐ Practice of manual decoding of stored diagnostic codes.
- ☐ Engine tuning and troubleshooting of carburetor equipped engine. The troubles include such as (engine missing, engine overheating, excessive oil and fuel consumption, engine dieseling, poor acceleration, hard starting).

**5. Power train (25 Hrs)**

- ☐ Removing and replacing and adjustments of clutch
- ☐ Dismantling inspection and servicing of 4-speed manual gearbox.
- ☐ Removing and refitting of universal joints.
- ☐ Servicing and adjustment of differential

**6. Suspension, steering & brakes. (25 Hrs)**

- ☐ Machpherson strut type suspension, removing and refitting.
- ☐ Shock absorber disassembling, assembling and inspection
- ☐ Removing, servicing and refitting of rack and pinion type steering.
- ☐ Servicing ball joints and linkages
- ☐ Wheel balancing
- ☐ Wheel alignment
- ☐ Adjustment of brake paddle paly
- ☐ Maintenance & repair of master and wheel cylinder
- ☐ Brake bleeding.
- ☐ Servicing of power assisted brakes.
- ☐ Adjustment of brake shoes

**7. Engine testing & measurement. (25 Hrs)**

- ☐ Engine compression and vacuum testing
- ☐ Engine leakage testing
- ☐ Exhaust emission testing using CO tester.
- ☐ Measuring engine RPM, dwell angle, ignition timing, and using engine analyzer.

**8. Servicing & workshop environment (25 Hrs)**

- ☐ Car servicing and greasing
- ☐ Acquaintance with workshop records (service manuals, job cards)

**9. On the job training (25Hrs)**

One week on job training at any recognized / standardized Industry / Organization / Workshop at the end of the session, on specific job.

## Tools, machinery, equipment, etc.

| Sr. No. | Nomenclature of equipment/tools | Quantity |
|---|---|---|
| 1. | Open end spanner set (6-32 mm) | 05 |
| 2. | Ring end spanner set (6-32 mm) | 05 |
| 3. | Allen key set socket set (1.5-10mm) | 05 |
| 4. | Socket set (8-32 mm) | 05 |
| 5. | Torque Wrench (Wretches type) (10-500N) | 02 |
| 6. | Adjustable wrench (1') | 05 |
| 7. | Oil filter wrench | 05 |
| 8. | Flat screw driver (blade length) | 05 each |
| 9. | Philips screw driver blade length (4',6',8',12') | 05 each |
| 10. | Lock Plier (8') | 05 |
| 11. | Nose Plier (8') | 05 |
| 12. | Vice grip plier (8") | 05 |
| 13. | Combination slip plier (8') | 05 |
| 14. | Brake spring plier (8') | 05 |
| 15. | File with handle (flat size) (150 to 300 mm) | 20 |
| 16. | File with handle (bastered) (150 to 300 mm) | 20 |
| 17. | File with handle (froudn) (150 to 300 mm) | 20 |
| 18. | File with handle (square)(150 to 300 mm) | 20 |
| 19. | Scraper | 05 |
| 20. | Ball peen hammers (1Kg.) | 03 |
| 21. | Rubber Hammer | 03 |
| 22. | Hand Hacksaw frame (300mm) | 20 |
| 23. | Steel ruler (30cm) | 05 |
| 24. | Steel tape (50 inch) | 05 |
| 25. | Piston ring compressor (3 mm) | 05 |
| 26. | Valve compressor | 05 |
| 27. | C-clamp | 05 |
| 28. | Bearing puller | 05 |
| 29. | Tire puller | 03 |
| 30. | V-block | 10 |
| 31. | Hydraulic floor jack (2ton) | 02 |
| 32. | Adjustable jack stands. | 04 |
| 33. | Service creeper | 02 |
| 34. | Bench vice (4') | 20 |
| 35. | Work Bench, steel (6'x21/2'x23/4) | 05 |
| 36. | S.S.T. Board | 05 |
| 37. | Tool Box (empty) | 05 |
| 38. | Jumper cables | 02 set |
| 39. | Parts tray (12'x10') | 05 |
| 40. | Vernier caliper (150mm) | 20 |
| 41. | Vernier height gauge (24') | 02 |
| 42. | Out side micrometer (0-1,1-3,0-100mm) | 05 each |
| 43. | Inside micrometer | 05 |
| 44. | Dial indicator (with magnetic base stand) (0.001 inch) | 05 |
| 45. | Feeler gauge (0.05-1.00mm) | 05 |
| 46. | Screw pitch gauge | 05 |
| 47. | Tire pressure gauge (dial type) (200 psi) | 05 |
| 48. | Digital Multi-meter | 05 |
| 49. | Ignition timing light | 10 |
| 50. | Bench grinder (8') | 03 |

| Sr. No. | Nomenclature of equipment/tools | Quantity |
|---|---|---|
| 51. | Drill press machine (fixed) | 02 |
| 52. | Portable power drill machine wheel balancer | 02 |
| 53. | Optical 4 wheel alignment air compressor | 01 |
| 54. | Model of 4 stroke petrol engine | 01 |
| 55. | Petrol engine Toyota 1300 cc | 01 |
| 56. | Honda 1600 cc EFI system | 01 |
| 57. | Suzuki 800cc | 01 |
| 58. | Honda 125cc (Motorcycle) | 01 |
| 59. | Petrol engine vehicle Toyota Corolla | 01 |

## Business management skills training

An essential part of the training package is four day business management skill training. The objective is to orient the participants on business management and enable them to engage in entrepreneurship. The main contents of this component are as follows:

- Business management skills training – Basic concepts of entrepreneurship
- How to start a small business – Preparing a business plan
- Managing a business
- Business/enterprise successes and failures
- Lessons learned from the first year of business implementation
- Stages of small business
- What's important at initial stage?
- Will your business make money?
- Marketing and product development
- Financial and technical appraisal of each project
- Accounting and financial management

## Selection criteria

The short listed candidates are then further screened by the Social Mobilizers using the following indicators: literacy, language proficiency, household income, dependency ratio, family size, profession of other household members, permanency, infrastructure arrangements of household, poverty level, prior efforts, future plan and why, resources required, and a guarantor who will recommend the trainee and vouch for his/her economic status and seriousness of intention, identify prevailing marketing trends and opportunities, confirm availability of employment, etc.

## Hostel

Hostel facility is available to the trainees, both male and female. Some rooms can accommodate two persons while some can accommodate as many as three. The following amenities are likewise available:

- Breakfast
- Lunch
- Dinner
- Iron
- Newspaper
- Common room
- Mosque
- Bathrooms
- Water (warm water in winter

Following are the rules and regulations for all hostel residents:

1. No smoking in the rooms. Smoke only at designated places for Trainees who are 18 years old and above.
2. Criminal offences such as:
   - Consumption of illegal drugs;
   - Substance abuse;
   - Underage smoking;
   - Theft/stealing;
   - Vandalism/destruction of public property;
   - Littering;
   - Gambling;
   - Unlawful assembly or gathering for the purpose of committing an illegal act;
   - fighting;

   Any other forms of criminal act or behavior not stated here will be reported to the police. Offenders will be handed over to the concerned authorities.
3. No visitor allowed after 08:00 pm. Visitors must register at security counter upon arrival and departure. Visitor must at all times remain in common areas and not be allowed into any bedrooms.
4. Residents shall not create or permit their guests or visitors to create any disturbance or nuisance in the hostel that will interfere with the well being of others.
5. All resident shall be considerate towards other residents in the compound at all times
6. No cooking in the room
7. Lights and fans to be switched off when no one is in the room
8. Duplication of keys is prohibited and unauthorized entry to a room is a serious offence.

## Reading materials

According to the need and requirements of the course, the Institute shall provide training and reading materials to the trainees during the training, such as

- Subject related books
- Photocopies of class notes
- Handouts

## Stationery

Stationery will be provided to all trainees as well during the training, which includes copies, pencils, pen, files, drawing sheets, practical copies, etc. depending on the needs and requirements of the training course.

## Certification

The following Institutes are certifying our training courses:

- Technical and Vocational Training Authority-TEVTA
- National Staff Training Institute, Islamabad
- National Institute of Science and Technical Education
- Skill Development Council, Islamabad

# Annex 4.2 Terms of reference for training instructors and basic instruction techniques (Sample from the TREE project in the Philippines)

## Part I. Basic teaching requirements

### Section 1. Competencies and personal attributes

In view of the unique design and goals of community-based training, several competencies and personal attributes are required for trainers to be effective. They include the following:

**1.1** Competence in their trade area: The trainers should be thoroughly competent in the trade that they are asked to teach. They must also be conversant with knowledge and information pertaining to the creation of income-generating activities in their line of expertise. The level of motivation of the training participants is also dependent on how favourably they perceive the competence of their trainers. The trainers are looked up to as role models and are, therefore, expected to earn the respect of the trainees and the community. There is no substitute for detailed knowledge and skills gathered from actual experience in the subject being taught.

**1.2** A strong personal desire to teach: Possibly no single factor in the complex group of qualities and abilities leading to good instruction is as important as the love of teaching. The trainer is a missionary of sorts. They must have an inherent desire to help people. They must have the patience to create a learning climate, which would persistently show, tell, and guide the adult trainees until they have acquired the necessary competencies and to be able to make full use of them.

**1.3** Resourcefulness and creativity: The methods that work well for one individual or for one lesson may not be effective in another situation. A good trainer is alert to the early signs that indicate confusion, misunderstanding, or lack of interest on the part of the trainees. They must, right there and then, instantly adapts courses of action to correct the difficulty. They must be quick to modify their instruction in a way which the trainees understand and learn. One of the most important things that a trainer needs to master is the learning pattern of his adult trainees.

Most notable is the point that with adult learners, variation of methodologies to be employed is critical. Younger trainees may exhibit a wide range of abilities, talents, and interests in a learning situation; adults, however, may bring in actual life experiences and more. Moreover, in view of real-life experiences, adults have varying goals and expectations. All these factors need practical application of relevant techniques of instruction.

**1.4** Knowledge of, and ability to apply, the basic techniques of instruction: Community-based enterprise project trainers are expected to possess skills in basic instructional techniques. This covers skills in presenting a lesson, facilitating learning situations, and assessing the effectiveness of training.

Normally, a skill on the four-step method, a mastery of the demonstration technique, effective use of training aids such as boards and charts, the art of asking questions, organizing and facilitating group or individual workshops, and project assignment approaches, are some of the basic tools in training. Specifically, however, a competent trainer will prepare his training plan and strategies to ensure that:

**1.4.1** there is maximum participation and interest in the learning process;
**1.4.2** the best use is made of the participants' time;
**1.4.3** the planning of the lesson relates to objectives of their planned post-training economic activities;
**1.4.4** the planning is flexible enough to capitalize on special interest or unique experience of the trainers;
**1.4.5** there is a respect for individual needs and rights of the adult learners.

**1.5** Knowledge and skills in training evaluation: A good trainer should constantly monitor if the trainees are actually acquiring new knowledge and skills. This can be done continuously and periodically through oral and/or written questions, skills, or performance tests. It should be emphasized that the primary purpose of the tests is not to rate a participant, nor to let them pass or fail, but rather to assess the amount and quality of learning and thereby reinforce the instructions, if necessary.

**1.6** Ability to work well with project officers and staff, with the community leaders and stakeholders, and with the trainees themselves: The training participants are people with varied backgrounds and idiosyncrasies. The trainer should develop a quality of searching for causes and solutions, assisting participants to discover productive things for themselves as much as possible. Similarly, trainers must also work in harmony with the other members of the project staff, leaders of the community, their fellow trainers and with supervisors

**1.7** An understanding of and commitment to community enterprise and rural development: A trainer can also be considered a development worker and a social entrepreneur. Community development is catalyzed through a partnership between the trainer, the trainees, the people of the community and other government, private, and voluntary organizations. Together they help each other in improving the standards of life and through the priming of economic activities.

## Section 2. Understanding of basic teaching requirements[1]

**2.1** Good teaching is as much about passion as it is about reason. It is about not only motivating students to learn, but teaching them how to learn, and doing so in a manner that is relevant, meaningful and memorable. It is about caring for your craft, having a passion for it, and conveying that passion to everyone, especially your students.

**2.2** Good teaching is about substance and treating students as consumers of knowledge. It is about doing your best to keep on top of your subject, reading sources, inside and outside of your areas of expertise, and being at the leading edge as often as possible. However, knowledge is not confined to scholarly journals. Good teaching is also about bridging the gap between theory and practice. It is about leaving the ivory tower and immersing yourself in the field, talking to, consulting with, and assisting practitioners, and liaising with their communities.

**2.3** Good teaching is about listening, questioning, being responsive, and remembering that each student and class is different. It is about eliciting responses and developing the oral communication skills of the quiet students. It is about pushing students to excel; at the same time, it is about being human, respecting others, and being professional at all times.

**2.4** Good teaching is about not always having a fixed agenda and being rigid, but being flexible, fluid, experimenting, and having the confidence to react and adjust to changing circumstances. It is about getting only 10 per cent of what you wanted to do in a class done and still feeling good. It is about deviating from the course syllabus or lecture schedule easily when there is more and better learning elsewhere. Good teaching is about the creative balance between being an authoritarian dictator on the one hand and a pushover on the other.

**2.5** Good teaching is also about style. Should good teaching be entertaining? You bet! Does this mean that it lacks in substance? Not a chance! Effective teaching is not about being locked with both hands glued to a podium or having your eyes fixated on a slide projector while you drone on. Good teachers work the room and every student in it. They realize that they are the conductors and the class is the orchestra. All students play different instruments and with varying proficiencies.

**2.6** This is very important – good teaching is about humour. It is about being self-deprecating and not taking yourself too seriously. It is often about making innocuous jokes, mostly at your own expense, so that the ice breaks and students learn in a more relaxed atmosphere where you, like them, are human with your own share of faults and shortcomings.

**2.7** Good teaching is about caring, nurturing, and developing minds and talents. It is about devoting time, often invisible, to every student. It is also about the thankless hours spent grading, designing or redesigning courses, and preparing materials to still further enhance instruction.

**2.8** Good teaching is supported by strong and visionary leadership, and very tangible institutional support – resources, personnel, and funds. Good teaching is continually reinforced by an overarching vision that transcends the entire organization – from full professors to part-time instructors – and is reflected in what is said, but more importantly by what is done.

**2.9** Good teaching is about mentoring between senior and junior faculty, teamwork, and being recognized and promoted by one's peers. Effective teaching should also be rewarded, and poor teaching needs to be remedied through training and development programmes.

**2.10** At the end of the day, good teaching is about having fun, experiencing pleasure and intrinsic rewards ... like locking eyes with a student in the back row and seeing the synapses and neurons connecting, thoughts being formed, the person becoming better, and a smile cracking across a face as learning all of a sudden happens. Good teachers practice their craft not for the money or because they have to, but because they truly enjoy it and because they want to. Good teachers could not imagine doing anything else.

## Section 3. Understanding the adult learner[2]

Most of the trainees in TREE training programmes are considered adults in view of their status in life, environment, and real life experiences. In this regard, the trainer must have sufficient knowledge on how to deal with them as adult learners.

**3.1** Adults are people with years of experience and a wealth of information. Focus on the strengths learners bring to the classroom, not just gaps in their

1. Richard Leblanc, *Good Teaching: The Top Ten Requirements.*

2. American Vocational Training Association, California Nurses Association Train the Trainer program.

knowledge. Provide opportunities for dialogue within the group. Tap their experience as a major source of enrichment to the class. Remember that you, the teacher, do not need to have all the answers, as long as you know where to go or who to call to get the answers. Students can be resources to you and to each other.

**3.2** Adults have established values, beliefs and opinions. Demonstrate respect for different beliefs, religions, value systems and lifestyles. Let your learners know that they are entitled to their values, beliefs and opinions, but that everyone in the room may not share them. Allow debate and challenge of ideas.

**3.3** Adults are people whose style and pace of learning has probably changed. Use a variety of teaching strategies such as small group problem solving and discussion. Use auditory, visual, tactile and participatory teaching methods. Reaction time and speed of learning may be slow, but the ability to learn is not impaired by age. Most adults prefer teaching methods other than lectures.

**3.4** Adults relate new knowledge and information to previously learned information and experiences. Assess the specific learning needs of your audience before your class or at the beginning of the class. Present single concepts and focus on application of concepts to relevant practical situations. Summarize frequently to increase retention and recall. Material outside of the context of participants' experiences and knowledge becomes meaningless.

**3.5** Adults are people with bodies influenced by gravity. Plan frequent breaks, even if they are two-minute "stretch" breaks. During a lecture, a short break every 45-60 minutes is sufficient. In more interactive teaching situations, breaks can be spaced 60-90 minutes apart.

**3.6** Adults have pride; support the students as individuals. Self-esteem and ego are at risk in a classroom environment that is not perceived as safe or supportive. People will not ask questions or participate in learning if they are afraid of being put down or ridiculed. Allow them to admit confusion, ignorance, fears, biases and different opinions. Acknowledge or thank students for their responses and questions. Treat all questions and comments with respect. Avoid saying "I just covered that" when someone repeats a question. Remember, the only foolish question is the unasked question.

**3.7** Adults have a deep need to be self-directing. Engage the students in a process of mutual inquiry. Avoid merely transmitting knowledge or expecting total agreement. Do not spoonfeed the participants.

**3.8** Individual differences among people increase with age. Take into account differences in style, time, types and pace of learning. Use auditory, visual, tactile and participatory teaching methods.

**3.9** Adults tend to have a problem-centered orientation to learning. Emphasize how learning can be applied in a practical setting. Use case studies, problem-solving groups, and participatory activities to enhance learning. Adults generally want to immediately apply new information or skills to current problems or situations.

**3.10** Sometimes adults are children too – adults are not always adults. There are times that they also want to act like children. Look out for these moments and go along with them as they wish.

## Section 4. Mastering the four-step teaching method

Training programmes following the TREE methodology are necessarily informal and addressed to adult learners. Despite this, trainers are advised to master the general principles and approaches of the four-step method of teaching.

**4.1** **Introduction.** The first step in the method is designed to prepare the trainees for the activity. At this stage of the teaching process the trainers must get the attention of the trainees and have them focused on them and on the subject matter of the session. If the trainees' minds are somewhere else it will be very hard for the trainer to get the lesson across and for the trainees to learn it. Trainers need a considerable amount of time to motivate trainees.

During this stage, the trainers review past lessons and relate them to the present. It is also important that the trainers specify the objective of the lesson and concretize the expected learning behaviour of trainees and the method by which they will be assessed.

**4.2** **Presentation.** As soon as the trainees are focused and clear on the objectives of the lesson and the method of assessment, trainers proceed to present the lesson of the day. There are three major methods of presentation:

- ☐ through lectures;
- ☐ through demonstration;
- ☐ through discussion sessions.

At this point trainers must be able to use peripheral teaching techniques and aids to augment their presentations. This requires mastering of the following:

- ☐ questioning techniques:
- ☐ blackboard techniques;
- ☐ brainstorming techniques;
- ☐ utilization of various visual or audio aids.

**4.3 Clarification.** The presentation of the lesson must be followed up by verifying whether the trainees have learned the subject matter. This can be done through questions, quizzes, exercises or projects, or through process-assessment tests.

**4.4 Closing.** Every lesson should end with a summary or conclusion. The trainers must be able to summarize the important facts of the lesson, the reactions of the trainees, which may represent their learning levels, and the relation of the lesson to past and future activities. Every lesson must be conceived as part of the defined training goals and objectives and the closing stage of every session should be utilized for this process.

## Section 5. Mastering the basic framework of training technique application

**5.1** Apart from the mastering the basic techniques of instruction, trainers must also master the framework of how to apply the techniques to training situations. The various instruction techniques have their own uses in relation to the kind of lesson being taught in a particular training session:

- ☐ **Lecture method** is used to teach, impart and discuss with trainees, lessons related to theories, principles, uses of tools and equipment, safety, etc. and also skills-related knowledge to the subject matter and its objectives.
- ☐ **Demonstration method** is used to develop manipulative skills of the trainees in the processing, production, fabrication of a product, or the performance of a certain service.
- ☐ **Discussion method** is used to develop the mental skills of the trainees in examining and solving issues and problems, especially in relation to enterprise and entrepreneurship development and in the preparation of their transition enterprise plans (TEP).
- ☐ The remainder of cross-cutting instruction techniques (e.g. questioning techniques, blackboard techniques, brainstorming, and the use of various teaching aids) are used as needs arise during the application of any of the three primary techniques.
- ☐ Likewise, trainers must be able to use trainee-centered techniques in their proper application in order to enhance the training delivery.

**5.2** Trainers must be able to inculcate and develop their teaching skills through constant practice. If necessary, they should practice in front of a mirror and self-analyse continuously to improve their techniques and craft.

# Part II. Basic instruction techniques

## Introduction

This manual is prepared as reading and reference material for trainers and as training material for a ToT course on the CB-TREE Methodology.

The technical skills of trainers in a particular trade area, product or technology cannot be transferred effectively to their trainees if they do not have instruction technique skills. The same is also true in enterprise development and in any other fields of teaching.

Below is a training and instruction techniques framework. It describes a differentiation of trainer-oriented techniques as opposed to trainee-centred approaches. Furthermore, it puts into place the cross-cutting methods that can be used to achieve better training results. The trainers are expected to have mastered the training techniques within the framework.

## Technique No. 1. Lecture method

### Definition

A lecture is a one way channel of communication between trainers and trainees. It allows trainers to transfer a lot of new information quickly, but permits a great degree of participation, especially if the lecture is coupled with a two-way questioning process.

### Usefulness

The purpose of a lecture is to impart basic theories on the subject matter, on the identification of tools and equipment, and on safety points of the job. Lectures require a great deal of preparation. It needs time and various teaching aids as support. The lecture can be structured in relation to the blocks or tasks required in the training syllabus.

### Process

1. Introduction – the trainer explains the aim of the lecture.
2. Presentation – the information is presented or given by the trainer.
3. Clarification – the trainer elicits questions, especially if some points remain unclear.
4. Closure – the trainer summarizes the main points of the lecture.

### Training and instruction techniques framework

| TraiNER-oriented techniques | Cross-cutting techniques | TraiNEE-centered techniques |
|---|---|---|
| Lecture – to teach, impart and discuss with the trainees lessons on skills-related theories and knowledge of their training subjects and objects | Questioning techniques<br><br>Blackboard techniques<br><br>Brainstorming techniques<br><br>Use of various teaching aids | Exercise or Project making – allowing the trainees to practice their skills by requiring to make projects related to their lessons |
| Demonstration – to teach the skills formation components of the training programme | | Field visits – to increase trainees' knowledge on the product or service through observation on actual practices |
| Discussion – to allow the trainees to develop the skills of examining and solving issues and problems especially related to entrepreneurship development and on the preparation of the Transition Enterprise Plan (TEP) | | Case study and Role playing methods – to augment the learning process of the trainees especially on entrepreneurship development by exposing them to the experiences of real entrepreneurs, or asking them to play their planned roles in their TEP projects. |

## Preparing for a lecture

1. Prepare lecture and visual support and do not read off your notes while giving the lecture.
2. If there are handouts, do not distribute them before the lecture as trainees will read and not listen! Encourage them to take notes. Distribute the handouts after the lecture.
3. Lectures can be combined with other approaches, such as discussions, exercises, workshops or brainstorming.
4. Be sure that the trainees are properly seated and that you are visible to all of them without any obstructions.

## Tips in giving a lecture

Even a well prepared lecture can seem disorganized if the trainer's technique of delivery is deficient or the trainer ignores the reaction of the trainees. Here are some guidelines:

1. Make the lecture participatory by asking questions and inviting trainees to respond. *Master the questioning technique.*
2. Make use of the blackboard as much as possible to emphasize important points. *Master the blackboard technique.*
3. Write notes in such a way that they can be referred to, but not so structured that they must be read from extensively.
4. Face the class as much as possible. In particular, try to avoid talking to the blackboard.
5. Make sure to look at all the trainees and not just at those near the front or middle of the room.
6. Use the voice and body effectively, varying the tone and pitch of speech and moving around. This can give important clues to the trainees on which points are particularly important. Maintain eye contact with the trainees, both to monitor their understanding and to convey your own feelings.
7. Do not be afraid to repeat or rephrase something, especially if it is an important aspect of the course. Some trainees' attention may waiver, and sometimes an idea does not register until the third or fourth time it is stated.
8. Speak slowly and allow pauses so that the trainees can catch up with note taking or ask questions. Avoid using terms that the trainees have not yet seen; introduce or define new words as such.
9. Be alert to the nonverbal reactions of the trainees, such as rustling, frowns, and puzzled expressions or whispering. These indicate that they might not be absorbing the information.
10. Mistakes are inevitable. Just make sure to explain errors to the students, make corrections, and then proceed.
11. Remember that interjections such as "um" or "ah" or "okay" or "like" or "you know" can become annoying and distracting. Brief silent pauses are usually better.
12. Similarly, be careful not to overuse words such as "clear" or "easy" or "obvious" or "trivial," especially in lower-level courses, even if they seem extremely well justified.
13. Think about the extent to which these will help the trainees master the material; they can be useful to the best trainees in the class, but for the weaker trainees they are generally useless at best and demoralizing or aggravating at worst.
14. At the end of class, try to point out where the class is now and what comes next. This can provide a useful link to the next class period(s).
15. Relax, be friendly, and try to give an air of self-confidence.

### Helpful teaching aids

There is a need to introduce a variety of (appropriate) visual aids into a class other than using the black-board. The most widely used visual aids besides the blackboard are:

*a)* flip charts;

*b)* manila papers;

*c)* overhead transparencies;

*d)* videotapes.

Only a few trainers can follow all these suggestions all the time. One way to improve lecturing style is to ask someone to view you in a regular or synthesized class session and provide feedback. Another method is to make a tape of such a real or simulated class session and view it later.

## Technique No. 2. Demonstration method

### Definition

Demonstration is the process of showing the trainees how a particular task should be done. It is a teaching method that makes use of man's natural instinct to imitate. It is a method in which showing rather than telling plays the most important part.

### Usefulness

Demonstration technique is the most effective method in presenting lesson relating to skills development in TREE training programmes. It can also be used to teach mental skills such as in measuring, using tapes or rulers, reading a weight scale, and in emphasizing key points on quality of work and products.

Demonstrations are usually presented only to small groups. Individual differences, rates of learning absorption, and physical difficulties in showing and evaluating the technique limit its use to such small groups.

### Process

1. Introduction – Establish and clarify the exact objectives of the demonstration. Explain exactly what the demonstration is all about and how it relates to what the trainees know, have done, and need to know, before doing the first step of the demonstration.
2. Presentation – Involves the following three major activities:
   *a)* **Showing**. Showing to the participants the how to or methods and standards of workmanship for performing a manipulative or mental skill.
   *b)* **Explaining**. Explaining to the participants what the task is all about and why is it being done.
   *c)* **Practice**. Letting participants learn to perform the operation by applying or doing the task themselves.
3. Clarification – Encourage trainees to ask questions. The trainer should also ask questions as necessary.
4. Closure – Repeat the demonstration later for slow learners who cannot keep up with the rest of the group.

### Preparing for a demonstration

The following points are important during preparation, presentation and application of the demonstration technique:

1. Have all tools, equipment, materials, and training aids ready before the demonstration begins.
2. Restrict the length and content of the demonstration into one short and digestible learning activity. Refer to the blocks or tasks in the training syllabus.
3. Establish and clarify the exact objectives of the lesson.
4. Be sure that trainees are physically comfortable.
5. Arrange equipment and trainees so that everyone can see and hear clearly every step of the demonstration.

### Conducting a demonstration

1. Explain exactly the objective of the demonstration, what it is all about and how it relates to what the trainees know, have done, and need to know, before doing the first step of the demonstration.
2. Arrange the tasks in sequential order so that trainees can view it from the same point as the trainer who performs the operation.
3. Perform the demonstration in the exact manner in which you want the trainees to perform it. Do it slowly and clearly for the trainees to catch every key point and important detail.
4. Pause at intervals during the demonstration and carefully ask questions to determine whether the trainees are following and getting it.
5. Talk in language suited to the background of the trainees. Explain new and unfamiliar words. Compare and cite things that the trainees may already know.

6. Encourage trainees to ask questions anytime during the demonstration.
7. Stress safety rules and precautions (key points) at each step where they apply.
8. Have trainees restate the key steps and key points as soon as the demonstration is completed.
9. Let the trainees perform the operations themselves. Check their performance in accordance with the work standards. Correct, wrong habits immediately.
10. Repeat the demonstration later for slow learners who cannot keep up with the rest of the group.

## Technique No. 3. Discussion method

### Definition

Discussion is a multi-channel communication under the trainer's guidance. Knowledge, ideas, and opinions are freely exchanged among the participants. The purpose of a discussion is to solicit and involve the participants in content transmittal.

### Usefulness

In TREE training programmes the discussion method is best used in the enterprise and entrepreneurship component, especially when the trainees are preparing the transition enterprise plans or TEP. Subject matters such as business strategies, marketing, generating capital, business forecasting and business organizing, needs the active participation of group members.

### Process

1. Introduction – The issue or topic, objectives and instructions for the discussions are explained by the trainer to the group. In most instances the issues are presented as motive questions.
2. Discussion – The discussion method can be approached in two ways:
   - ☐ as a whole class where everybody is involved – in this case the trainer acts as the facilitator;
   - ☐ in small groups where the class is divided and assigned several topics – in this case the trainer assigns some trainees to act as the facilitator.
3. Clarification – At the end of the discussion, the trainer, or group facilitators present the results of their discussions. Clarifying questions are then asked and answered.
4. Closing – The ideas produced during the discussions are summarized by the group.

### Conducting the discussion technique

1. Allow trainees to freely discuss the subject matter. Give every trainee an opportunity to speak and participate.
2. To identify the issues for discussion, the trainer can recount an earlier experience or insight of the group. Hence, the discussion may be conducted after a case study of a sample enterprise project, or after a lecture.
3. Keep the objective of the discussion in mind. Stop the flow of discussion if it digresses from the objective.
4. Trainers must clarify comments, rephrasing in the training context.
5. To summarize, trainers may need to write main points on the blackboard.

## Technique No. 4. Exercise or project method

### Definition

Exercise is the process of testing or practising the new skills or knowledge learned, especially after a demonstration or lecture. The trainees are asked to undertake particular tasks, or make sample projects that test or demonstrate their understanding of the subject matter. Exercises are usually done in groups in order to apply peer pressure and reinforce the learning process.

### Usefulness

Workshop exercises are used to help the trainer ascertain how much of the lecture or demonstration has been absorbed by the trainees. In TREE training programmes this is done by making projects relevant to a product, or performing some tasks related to services that are the subject of the training programme.

### Process

1. Introduction – The topic, objectives and the process of the exercise are presented by the trainer.
2. Exercise – The trainees are asked to perform the tasks, or prepare the project required in the training programme.
3. Presentation – The output of the trainees is presented with accompanying explanations of lessons learned.
4. Clarification – A synthesizing session (second lecture) is given by the trainer to clarify unclear issues or affirm the performance of the trainees.

### Tips in conducting the exercise technique

1. If possible assign the trainees in groups. A group exercise helps to reinforce their knowledge through peer activity since the level of absorption of knowledge varies from person to person.
2. If an individual exercise is necessary, the trainer must be sure that the assigned task or project is directly related to the trainee's interest or future plans after the training.
3. Make the trainees the owners of their outputs.
4. Be sure that the assigned tasks or projects are not a waste of time and resources.
5. Always summarize results of exercises and relate them to the overall training objectives.

## Technique No. 5. Questioning techniques

### Learning as a two-way process

Classroom training is basically an interactive activity. Learning is a product of a two-way process; inputs from the trainer and absorption by the trainees. Most of the impact is realized through the process of questions posed by the trainer to the trainees, or by the trainees to the trainer. In both ways, the trainer must possess the proper techniques so that the classroom can be a theatre of dynamism and effectiveness.

### Trainers asking questions

1. **Ask open-ended, not just close-ended questions –** A close-ended question structures the response for the trainees and can be answered by one word, often "yes" or "no", or by a very brief phrase. However, an open-ended question leaves the form of the answer to the trainees and, therefore, elicits much more thinking or information.
2. **Ask probing questions –** Questions such as "do you agree?", "do you believe?" are examples of probing questions from the trainer. The intent of probing questions is to draw the trainees' attention to things that may be only implied but where personal reasons and experience are necessary in reinforcing the learning process.
3. **Promote a discussion among the students –** The previous tips usually involve communication between two people, typically the trainer and the trainee, with the rest of the class listening. It may be that the trainer will want to involve the majority of students in trying to answer some questions, for example, where there is considerable difference of opinion. Then the trainer may steer the questions directly to specific trainees, especially those who are not participating.
4. **Ask for questions –** If you want the trainees to ask questions, give them opportunities to do so. Pause after making an important point or explaining a topic, or say "Any questions?" or "Are you with me?" or "Do you want me to say more?" However, such statements must be more than rhetorical or used as a technique for you to get your thoughts together before going to the next point. Give the trainees time to formulate their questions before you move on. Also, look at the trainees to make sure you do not miss someone with their hands raised.

### Trainees asking questions

1. **Answer questions –** If you want your trainees to ask questions, then you should reinforce them when they do by answering their questions. Therefore, it is suggested that you rarely postpone answering a question or ignore trainees' questions, which is what trainers do if they do *not* call upon trainees who have their hands raised.
2. **Answer trainees' questions adequately** – It is not enough to respond to the trainees' questions, but they must be answered to their satisfaction. The answers should be concise and to the point, and the trainer should ask the trainees if the question has been answered. This fosters both accurate communication of content and says "Your question is important and I will take the time necessary to answer it if I can." If, after two or three attempts, you still have not answered satisfactorily, and other trainees cannot help answer it, then it is appropriate to suggest getting together after class.
3. **Listen to the question, or to any trainees' comments** -The way you listen to a question or comment also communicates your attitude towards the trainees. Look at them when they are talking; show that you are following by nodding, etc.; check whether you really understand what they are asking. Do not put down the trainees by avoiding their questions or insulting them.
4. **Admit when you do not know an answer –** If you do *not* know the answer to a question, say so. Although one of the roles of a trainer is that of "expert" and "information source", admitting that you do not know the answer to a question will probably not damage the trainees' confidence in you. In fact, giving them clues about how certain you are of your answers is likely to increase their confidence in you, for example: "The experts agree that....", "as I recall they found....", "I'll have

to look that up....", etc. Conversely, if you try to fake it, there is a good chance the trainees will find you out and your credibility will be seriously damaged. Assume responsibility for finding the answer to questions you do not know and report back to the entire class.

### Process techniques

1. **Wait, pauses and silence are not inappropriate class behaviour –** The discomfort many, if not most, trainers feel when a pause leads to an extended silence probably stems from a cultural norm for social conversation where the silence is taken to mean that there is some inadequacy in the communication. This discomfort often is especially acute for new trainers who lack self-confidence. If such a trainer were to tape record their class, they might find that these pauses actually last only a few seconds, very often less than five, and not the "eternity" it seemed during the wait. In the classroom, constant talking is neither required nor desirable.
2. **Wait, give the trainees time to think –** The basic reason for pausing after asking a question is to give the trainees time to think about possible answers. If the question is worthwhile (and more than rhetorical), even at the memory level, it deserves a wait. Questions at higher levels require a considerable time for trainees to think before they can adequately answer.

## Technique No. 6. Blackboard techniques

### Use of the blackboard

Experience has indicated that the quality of a trainer's performance is often reflected very quickly by the use of the blackboard. Why is the blackboard so important? Many trainees learn better when they can see as well as hear the material. The blackboard can help organize the presentation and allow the most important points to be highlighted. Effective blackboard work allows trainees to see how a lesson is concretized and/or how a problem is solved.

### Process and tips in using the blackboard

1. Begin by cleaning the blackboard completely. Do it vertically from right to left. Material left from the previous class can be distracting. Also, if some stray chalk marks are left unerased, they can often change or confuse the meaning of things you write on the blackboard; therefore it is important to be thorough when erasing.
2. Begin writing at the top of one blackboard panel, move down, and proceed to the next panel. Skipping around the blackboard, placing expressions haphazardly here and there, is discouraged. Explain what you are doing when writing. Organize your work in the same way that you would like your trainees to organize their notes. Scattered comments on the board not only make your presentation hard to follow, but they almost guarantee that trainees' notes will be confusing and filled with errors.
3. Right-handed trainers will probably be unable to use the extreme left-hand panel effectively. In any case, try not to stand in front of the material you are writing.
4. If there are more than two rows of trainees, avoid writing to the very bottom of the blackboard because trainees at the back will not be able to see. Keep the desk at the front clear of large objects that might block the trainees' view.
5. Do not use an eraser to simplify complicated expressions because this can easily interfere with trainees' opportunities to take notes. Similarly, if a mistake is made in the middle of a problem and it requires major changes, it is better simply to cross out the wrong part and to redo the problem elsewhere on the board. A different colour of chalk might be helpful. Remember that it will take trainees time to make corrections in their notes.
6. Draw diagrams or pictures if appropriate, and define in writing any abstract figures.
7. Explain what you are doing and why you are doing it. Trainees' notes usually consist almost entirely of what you write on the board; they rarely write down what is said but not written down.
8. Highlight important results that you want the trainees to memorize by drawing boxes around them.
9. All writing must be clear and legible, with a height of at least two inches (5 cms) recommended. However, do not write so large that you run out of space after a couple of lines. Avoid putting too many irrelevant marks on the board. Trainees often view everything you write on the board as important, and extraneous material merely confuses them.
10. Do not rely on the blackboard for all your teaching; use other visual aids, especially if the topics are of a repetitive nature.

## Technique No. 7. Case study method

### Definition

A case study is a description of a situation that the trainees need to examine and understand. A "case" is an actual event, person, activity, operation, or other real happenings or simulated examples encapsulated into a story of interest. Trainees are asked to analyse the facts of the case and diagnose the issues and problems set out in the case study. Usually, there are no common conclusions reached or agreed during case studies. Each trainee is allowed to draw their own conclusions and learning from the case.

### Usefulness

In TREE training programmes the case study method is more appropriate in the enterprise development component. The trainer may present to the trainees a story of an appropriate enterprise and have it discussed in the class as a case. The class may also invite a real entrepreneur to tell their story regarding the operation of their enterprise. This is called a "live case" study and will help the class in the preparation of their TEP.

### Process

The case study method goes through the following process:

1. Introduction of the case or story – The trainer presents the case as a story. If a live case study is used, the entrepreneur must be agreed upon by the trainees in order to raise more interest. The objective of the case study is presented and the outcome expected is discussed by the trainer.
2. Identification of facts and issues – The trainer asks the trainees about the facts of the story and issues raised in the story. This is a restatement of facts and issues leading to the analysis.
3. Discussion and analysis – The problems are identified and the trainees are asked to discuss the pros and cons. They are also asked to provide their own opinions or solutions.
4. Closing – Usually the discussions are left without summary for the trainees to ponder and apply to future events. However, for cases that need immediate clarification, the trainer may facilitate a group session to summarize and synthesize the issues and solutions.

### Tips for conducting the case study method

1. Prepare and distribute the handouts of the case before the session.
2. Provide individual help to trainees or groups of trainees who are having difficulty in identifying and analysing the issues and problems.
3. Close the session with a lecture related to the issues and to the trainees' enterprise planned projects.

## Technique No. 8. Brainstorming

### Definition

Brainstorming is a method used to generate ideas. Psychologists say that the human brain is composed of two parts: the left brain and the right brain. The left brain is used for reasoning, and the right brain is used for innovation and creativity. This skill can only be mastered by developing an open mind and by constant practice.

### Usefulness

In TREE training programmes, brainstorming is suitable in the enterprise and entrepreneurship development component. The trainees have the opportunity to think and provide solutions to the problems of production, marketing, capital generation, and business strategies as required in their TEP.

In brainstorming, the trainees learn by building on their experience. They learn to choose from alternative solutions. Brainstorming produces a high degree of participation. It makes the session livelier and stimulates creative thinking. Brainstorming is one of the basic and most fundamental skills that a trainer should learn and master.

### Process

1. Introduction – Present a problem or question.
2. Presentation – Ask the group to call out as many ideas and solutions as possible. A basic rule at this stage is that no one should censor or criticize ideas, however crazy they might seem. Creativity is stimulated by encouraging a free flow of ideas. The trainer acts as recorder, writing the answers on the board, without judging, censoring or criticizing.
3. Analysis – After the generation of ideas, the trainer and trainees analyse the ideas generated

and place them into categories. Redundant and non-relevant ideas are weeded out until useful and reasonable ones remain.
4. Closing – Decisions or consensus are then drawn from the results. If there is a need to be more specific, a second brainstorming can be done.

### The Law of brainstorming

**Generate ideas, do not shoot down! List, do not debate!** The objective of brainstorming is to make the trainees alert and participate. It is important to activate the brain and make it work first before making use of its facility to rationalize. The trainees love to contribute their views when they know that their ideas are being accepted. If ideas are discarded, the trainees tend to argue, or keep their ideas to themselves. By then their brains stop functioning and not longer generate quality ideas. Therefore, the session cannot produce better results.

## Technique No. 9. Role playing method

### Definition

Role play is the dramatization of what may happen in real life. Trainees are asked to act out roles in a given situation. The objective is to allow them to practice dealing face to face with a real life situation. The dramatization is then discussed in an open forum to bring out how situations could have been resolved differently. In role play, participants practice lifelike situations in a protected training environment and receive advice or constructive criticism from colleagues and the trainer. This helps the trainees to learn finer points through practice and obtain guidelines on how to react appropriately in real life situations.

### Usefulness

In TREE training programmes role playing is an appropriate method in enterprise and entrepreneurship development, especially in business organizing. In the preparation of the TEP, the trainees are asked to prepare their business organizational structure. In this instance the trainees should be asked to examine their interest and capabilities in relation to the duties and roles identified in their planned business organization. Role play helps to give the trainees confidence in facing real situations. The role players have to solve the problem immediately and make a decision. However, the trainer should be on guard for some participants who may become carried away in their acting their roles, thus making the exercise a farce, and something not to be taken seriously.

### Process

1. Preparation – Planning is very important. The trainer must make a description of the situation and each of the roles trainees are expected to play. The business organization in the TEP is a good guide.
2. Introduction – The trainer explains the objectives of the role play and selects volunteers. The non-players are assigned as observers. Volunteers have to prepare themselves for their roles.
3. Presentation – The volunteers play the game for a set time.
4. Closing – The trainees write the results of their role play and link them to the objectives of the lesson. Then the trainees describe their views on what they did well and what could be done differently in the future.

### Tips on role play technique

1. Role plays can easily be run if you plan beforehand.
2. A time limit must be set and a trainee assigned to keep track of the time.
3. Always be positive when criticizing the player.
4. It will be more helpful if the role playing is closer to the requirements of the TEP.

## Technique No. 10. Field visits

### Definition

Field visits are activities outside of the classroom designed to expose the trainees to real work situations. They are usually made in the middle of training. The trainees, together with the trainer, observe actual jobs, products or services being made and done in factories, shops, farms, etc. to gain actual experiences that are otherwise learned only vicariously through the lectures and demonstrations in the classroom.

### Usefulness

Field visits are an important facet of adult learning. TREE training programmes consider this as one of the most productive training techniques – exposure to the actual work environment. This is the principal basis for apprenticeship and other on-the-job extension training methods applied by successful training systems and institutions. In fact, exposures in field visits provide the trainees with the opportunity to imagine themselves in the world of work.

## Process

Field visits should be better organized so that they become effective. In most cases the following activities are required:

1. The trainees identify issues and problems that they want to be exposed to.
2. The trainees identify and agree on the area, company, or shop to be visited.
3. The trainer communicates with the target area, company, or shop to be visited and makes the necessary requests, schedules, and arrangements.
4. The trainer pays a visit to the target site to explain in detail the objectives of the field visit, the things that the trainees would like to see, and the people they would like to talk to.
5. During the visit, the trainer introduces the trainees to the hosts and explains the purpose of the visit.
6. An official of the host is assigned to guide, explain and answer questions from the trainees.
7. The trainees take notes of their observations and experience.
8. After the field visit a summary session is done where the notes and experiences are discussed.

# Annex 4.3 Trainer's guide on how to prepare a skills training syllabus

The skills training component of the CB-TREE methodology is designed as a training syllabus. The trainers are given the format to prepare and follow in the delivery of training.

The skills training syllabus comprises comprehensive training material useful to all the stakeholders: the trainees, the trainers, the training officials or supervisors, and the general public. It provides a glimpse of the whole programme in terms of the training blocks, their specific skills and knowledge requirements, the instructional methods and aids required, the safety checkpoints, and the schedules that have been identified and planned all in one format.

It is prepared by the trainers and is recommended to be made ready as a public document and be posted in the training venue for everyone to see, to be informed or reminded.

## 1. Training programme information

The syllabus is basically designed to cover the training requirements of a production or service oriented training programme – a strategy specifically developed for the CB-TREE project in view of the needs of its marginalized and poor target groups. Hence, the syllabus is geared towards how to teach the production of a certain marketable product, or the delivery of a service. In view of this, the information is biased towards the establishment of an enterprise.

For training programmes designed for wage employment, or for other purposes, some of the enterprise information may just be ignored.

### 1.1 Name of project

This information refers to the exact name of the transition enterprise project, which is also the subject of the TEP being prepared by the Trainee/s. In most instances, this is also the same as the name of the enterprise project in the NEPI.

*Example: Bakery*

### 1.2 Title of training course

This information refers to the exact name of the training programme that the trainees are undertaking in preparation for the implementation of their TEP. The title of the training course may be the same or different from the name of the project.

*Example: Bread making.* (Note: the verb "making" connotes a procedure).

### 1.3 Training institution/intermediary

This information refers to the organization, agency or training institution that has been hired to conduct or deliver the training programme. If there is no institution, a professional trainer may be used instead.

*Example: SWOAD*

The address and location of the training venue is also important for monitoring purposes.

*Example: 12 Dhammaratana Malwatta, Mawatha, Ampara*

### 1.4 Training objectives

The training objectives should describe the end-result aspired to by all parties; the trainees, trainer, the institution, and all other stakeholders relative to the realization of the enterprise project. The objectives must also adhere to the SMART criteria: **S**imple, **M**anageable, **A**ppropriate, **R**ealistic, and **T**ime-bound.

*Example: At the end of the ten days training the trainees must be able to produce five kinds of buns that are marketable and profitable using available training tools and equipment.*

### 1.5 Number and description of trainees

The number and description of trainees is necessary for records, monitoring and evaluation purposes. Three or six months after the completion of training, the CB-TREE project shall conduct a tracer study on the graduates to determine the effect and impact of the training on the individual trainees.

### 1.6 Training duration

This refers to the exact number of days, weeks or months that is needed to complete the training. The correct information on the duration is very important for many reasons:

- ☐ for monitoring of training activities;
- ☐ for scheduling of major training activities;
- ☐ for referrals on tracer studies;
- ☐ for reference of trainees and other stakeholders.

*Example: Fifteen days or 120 hours*

### 1.7 Training schedules

The schedule of training refers to the actual conduct of training activities; the number of days per week and/or hours per day – including which days of the week and hours of the day. The selection of these schedules should be discussed with the trainees since it means the days and times that they will be away from their homes and families. The schedules must be at the convenience of the trainees and the trainer.

*Example: Every Saturday and Sunday, 8 a.m. – 12 noon and 2 – 5 p.m.*

## 2. Training design

### 2.1 Title of training course

The title of the training course should be the same as in the skills training information section on page 1.

### 2.2 Name of product or service subject for training

This refers to the exact name or type of service that the trainees will be trained for. In most cases, especially when there is only one kind of product or service, the title of the training course and the name of the product or service are the same.

However, in cases where there are several products or services this particular information may not be the same as the title of the training course.

*Example: Title of training course – Bread making.*
*Name of product – Buns*

### 2.3 Blocks or tasks

Blocks (or tasks) are groups of steps that a trainee must perform in producing a product. They are part of a system or procedure that leads to the production of certain goods or the performance or delivery of a certain service.

*Example: In the making of a bun several blocks or tasks are involved:*

- ☐ *preparing the baking materials;*
- ☐ *mixing the materials;*
- ☐ *preparing the oven, etc.*

### 2.4 Steps per block or task

Steps refer to the various activities comprising a block or task. Several steps are necessary in order to finish a certain block of work, in the same manner that several blocks of work are necessary in order to finish a product or service.

*Example: Block 1 – preparing the baking materials:*
*Steps:*

- ☐ *selecting the material;*
- ☐ *measuring the materials in accordance with the required mixture;*
- ☐ *putting the materials in the mixing bowl, etc.*

### 2.5 Skills requirement

The skills requirement refers to the operative or manipulative competence that the trainee *must be able to perform* in each of the steps of the various training blocks in order to finish the product.

*Example: Block, with its steps – preparing the baking materials. Skills requirements:*

- ☐ *how to select the baking materials;*
- ☐ *how to use the measuring instruments;*
- ☐ *how to measure, how to use the mixing tools;*
- ☐ *how to mix, etc.*

### 2.6 Related knowledge

This information refers to the body of information that the trainees *must learn* in order to correctly rationalize their performance of the steps in each of the blocks of the training programme. Ideally, for every step there should be a corresponding related knowledge listed in the syllabus.

*Example: Block with its steps and skills requirements – preparing the baking materials. Related knowledge:*

- ☐ *different kinds of baking materials;*
- ☐ *Capacities of the measuring instruments;*
- ☐ *Correct use of the mixing tools, etc.*

## 2.7 Teaching aids/materials

The information provided in the technical portion of the syllabus shall provide the trainers with a guide in listing the teaching aids and materials needed to teach a particular block of the course.

*Example: Block – preparing the baking materials*
*Teaching Aids/materials:*

- ☐ *flour;*
- ☐ *sugar;*
- ☐ *measuring cups and bowls;*
- ☐ *mixing tools.*

## 2.8 Teaching methods

The trainer must be equipped with several teaching methods and approaches. A particular training block may require a different teaching method.

*Examples:*

- ☐ *lecture discussions;*
- ☐ *demonstration method;*
- ☐ *blackboard methods;*
- ☐ *project assignments;*
- ☐ *group works;*
- ☐ *industry visits;*
- ☐ *product samplings;*
- ☐ *invite resource persons, etc.*

## 2.9 Key points

Key points refer to important rules, regulations, practices and other reminders related to the performance of the various steps in the production or performance of services. They are emphasized by the trainers during the training programme as part of the habit and attitude building component to support the knowledge and skills components of training. Key points generally involve the basic characteristics of CB-TREE training programmes which are referred to as SPEQS:

- — **Speed.** That the completion of any task or work should adhere to reasonable time-frames;
- — **Procedures.** That all works for the production or delivery of goods or services shall follow the correct systems and procedures;
- — **Economy.** That production or service procedures should use the minimum amount of materials;
- — **Quality.** That all products, goods, or services should be produced with the customer satisfaction in mind;
- — **Safety.** That the work should be done with absolute care for the safety of persons and properties.

## 2.10 Training schedule

This portion of the training schedule in the syllabus refers to the days and hours designated for the conduct of the particular blocks in the training programme.

*Example: Block – preparing the baking materials*
*Training Schedule:*
*Monday: 2– 4 p.m.*
*Duration: 2 hours.*

# Annex 4.4 Sample form for a skills training syllabus

## 1. Training programme information

*(Note: One skills training syllabus maybe required for every product or service)*

**Name of project** *(should refer to the enterprise project)* ..............................

**Title of the training programme** *(should refer to the making of a product or delivery of a service)*

..............................

**Training venue** .............................. **Location** ..............................

**Training objective** ..............................

..............................

**Number of trainees** .............. **Description** .............................. **Training duration** .............. hours/days. Start .............. End ..............

**Training Schedules** *(days of week and/or hours of the day)* ..............................

## 2. Training design

*(This form should be prepared in as many pages as required)*

**Title of training course** *(refer to previous page)* ..............................

**Name of product or service that is the subject for training** ..............................

| Blocks or tasks | Steps per block or task | Skills requirement | Related knowledge | Teaching aids/materials | Teaching methods | KEY POINTS | Training schedule |
|---|---|---|---|---|---|---|---|
| Block 1: | 1.1 | | | | | | |
| | 1.2 | | | | | | |
| | 1.3 | | | | | | |
| | 1.4 | | | | | | |
| | 1.5 | | | | | | |

| Blocks or tasks | Steps per block or task | Skills requirement | Related knowledge | Teaching aids/materials | Teaching methods | KEY POINTS | Training schedule |
|---|---|---|---|---|---|---|---|
| Block 2: | 2.1 | | | | | | |
| | 2.2 | | | | | | |
| | 2.3 | | | | | | |
| | 2.4 | | | | | | |
| | 2.5 | | | | | | |
| Block 3: | 3.1 | | | | | | |
| | 3.2 | | | | | | |
| | 3.3 | | | | | | |
| | 3.4 | | | | | | |
| | 3.5 | | | | | | |
| Block 4: | 4.1 | | | | | | |
| | 4.2 | | | | | | |
| | 4.3 | | | | | | |
| | 4.4 | | | | | | |
| | 4.5 | | | | | | |
| Block 5: | 5.1 | | | | | | |
| | 5.2 | | | | | | |
| | 5.3 | | | | | | |
| | 5.4 | | | | | | |
| | 5.5 | | | | | | |
| Block 6: | 6.1 | | | | | | |
| | 6.2 | | | | | | |
| | 6.3 | | | | | | |
| | 6.4 | | | | | | |
| | 6.5 | | | | | | |
| Block 7: | 7.1 | | | | | | |
| | 7.2 | | | | | | |
| | 7.3 | | | | | | |
| | 7.4 | | | | | | |
| | 7.5 | | | | | | |

**Prepared by** *(name & signature of trainer)* ..............................

**Reviewed by** *(training supervisor)* ..............................

# Annex 4.5 Registration Form for a skills training beneficiary (Sample from the TREE project, Pakistan)

## ILO – TREE PROJECT
## National Rural Support Program Registration Form

**Note:** *Please make map of the house at the back of the form. Attach photocopy of ID (if available)*

Date ..........

Name .......... S/D/W/o ..........

Age .......... Education ..........

Revenue village .......... Union council ..........

Tehsil .......... District ..........

Postal address ..........

Tel # .......... Contact person ..........

Present occupation ..........

Difficulties faced in present occupation

..........

..........

Future plan

..........

..........

Support required from TREE Project ILO/NRSP

..........

..........

# Annex 4.6 Training Progress Report *(to be submitted in the middle of training)*

**Training course** ..............................................................

**Location/Venue of training** ..............................................................

**Start of training** .............................. **Estimated end of training** ..............................

**To No. of days/hours** ..............................

**No. of days/hours consumed** .............................. **No. of day/hours remaining** ..............................

| No. | Tasks/Blocks required for the course (based on training syllabus/training design) | Status (please check) | | Trainer's Remarks |
|---|---|---|---|---|
| | | Completed | In progress | |
| 1. | .............................. | ☐ | ☐ | Technical : |
| 2. | .............................. | ☐ | ☐ | .............................. |
| 3. | .............................. | ☐ | ☐ | .............................. |
| 4. | .............................. | ☐ | ☐ | .............................. |
| 5. | .............................. | ☐ | ☐ | Administrative: |
| 6. | .............................. | ☐ | ☐ | .............................. |
| 7. | .............................. | ☐ | ☐ | .............................. |
| 8. | .............................. | ☐ | ☐ | .............................. |
| 9. | .............................. | ☐ | ☐ | Action taken: |
| 10. | .............................. | ☐ | ☐ | .............................. |
| 11. | .............................. | ☐ | ☐ | .............................. |
| 12. | .............................. | ☐ | ☐ | .............................. |
| 13. | .............................. | ☐ | ☐ | Recommendations: |
| 14. | .............................. | ☐ | ☐ | .............................. |
| 15. | .............................. | ☐ | ☐ | .............................. |
| 16. | .............................. | ☐ | ☐ | .............................. |

**Prepared/submitted by**

Name of trainer, signature & date ..............................................................

Name of training supervisor, signature & date ..............................................................

**Approved** *(Head of training agency, signature& date)* ..............................................................

## Annex 4.7 End of Training Report *(to be prepared together with graduation report)*

**Training course** ........................................

**Location/Venue of training** ........................................

**Total No. of training days/hours** ........................................

**Result of training**

**Actual No. of trainees** ....................

**No. of trainees passed** ....................

**No. of trainees failed** ....................

**No. of enterprise plans prepared** ....................

**1. Positive aspects of the training**

........................................

........................................

........................................

**2. Problems encountered**

........................................

........................................

........................................

**3. Action taken**

........................................

........................................

........................................

**4. Recommendations**

........................................

........................................

........................................

**Prepared/submitted by** *(name of trainer, signature & date)*

........................................

**Noted by** *(name of training institution or training supervisor, signature & date)*

........................................

**Approved** *(Head of training agency, signature& date)* ....................

## Annex 4.8 Graduation report *(to be submitted within two days after the end of training)*

**Training course** ........................ **Location/Venue of training** ........................

**Duration of training** Hours/days ........................ Start ........................ End ........................

**Total no. of trainees** ........ Male ........ Female ........ DAP/PWD ........ No. of trainees < 32 years old ........ > 32 years old ........

| No. | Names of trainees | Skills training | | Entrepreneurship training | | Title/s of TEP |
|---|---|---|---|---|---|---|
| | | Passed (rating) | Failed (rating) | Trainees who prepared TEP | Trainees who did NOT prepare TEP | |
| 1. | | | | | | |
| 2. | | | | | | |
| 3. | | | | | | |
| 4. | | | | | | |
| 5. | | | | | | |
| 6. | | | | | | |
| 7. | | | | | | |
| 8. | | | | | | |
| 9. | | | | | | |

**Prepared/submitted by** ........................ ........................

Name of trainer, signature & date — Name of community coordinator, signature & date

**Endorsed by** *(Head of training intermediary, signature& date)* ........................

# V



# Post-training support for micro-enterprise development and wage employment

## Introduction

Training is only one component of a successful employment promotion programme. Indeed, training might have limited value unless other supporting mechanisms are brought into play. For example, it might be a waste of time training more people to use sewing machines and produce more garments if the products cannot be sold because of lack of demand, inappropriate or out-of-fashion design, inadequate marketing or transport difficulties. It is also useless to provide training if individuals, who have been trained, cannot afford to buy the sewing machines because of lack of funds and credit limitations or to rent them for lack of such services.

Therefore, additional support is needed **after** the training has been completed. Post-training support is critical for ensuring that training leads to employment (wage employment or self-employment and micro-enterprise development) and that skills acquired by trainees can be applied. To provide support services in an effective way implies that services must be what people need, of an appropriate quality, at a price they can afford and easily accessible.

Post-training support, as well as all the other elements of TREE, needs to address the gender-specific constraints in employment promotion. Where poor rural women are concerned this is even more important as they normally have very limited access to facilities and support services.

*Post–training support may include the following*:

- ☐ linkages with employers, assistance to job placement;
- ☐ support to small business start-up;
- ☐ support for accessing credit;
- ☐ business development services, including linkages with markets, quality testing, business advisory consultancy, business incubators, transportation, bulk purchasing, technology transfer, including ICT, design services, fashion forecasting, tax and other regulatory compliance support services, etc.;
- ☐ support to the formalization of informal micro-enterprises;
- ☐ follow up visits to TREE graduates to monitor their progress and advise them on their employment and business endeavours, including issues of occupational safety and health;
- ☐ support to the creation of sustainable community structures (business associations, self-help groups, savings and credit groups, etc.);
- ☐ linking with and mainstreaming into local economic development programmes and the formal sector in general.

*Service providers may include:*

- government agencies, community-based institutions, NGOs, private enterprises, employers' and workers' organizations, self-help associations, including informal sector associations etc., and the TREE programme itself.

# I. Planning post-training support

The preparation of post-training support begins during the planning phase of the TREE programme, with the identification of potential partner organizations in and around the locality. Feasibility studies also provide useful elements to plan post-training support. These studies should have assessed the kind of support that will be required once the training is completed. However, flexibility should be maintained to make any adjustments required, based on actual needs during the implementation period. The planning of post-training support involves the participation of the graduates themselves, the local TREE committee and the relevant partner organizations.

## 1.1 Develop a network of post-training services

Ideally, to provide a full range of post-training support, three important elements should be in place:

- the existence of a full range of competent organizations;
- the ability to provide services in an effective and coordinated way;
- the ability of clients to easily access and afford those services.

However, these conditions are rarely met in rural areas. Post-training support is part and parcel of the mobilization of local partners and the promotion of a culture of cooperation and networking. Therefore, the first step in planning post-training support is to establish effective linkages with a range of potential partners.

In case some weaknesses of local partners have been assessed in particular areas, gaps may be filled with capacity building or new institutional arrangements. For example, the ILO expertise in areas, such as Start Your Business or Improve Your Business, could be useful.

The TREE programme requires careful coordination from the identification of employment and income-earning opportunities and subsequent training provision, to the provision of post-training support. For this purpose the TREE team needs to collaborate with relevant government and non-government initiatives and programmes.

The scope, size and mechanisms of post-training support should be negotiated and agreed upon between the TREE programme and partners during economic opportunities and needs assessment.

## 1.2 Regularly reassess post-training needs

After training has been completed, it is necessary to rapidly reassess the post-training needs of the graduates.[1] A team comprising the local TREE team, local resource people, e.g., trainers of the relevant skills and business training courses and partner organizations hold discussions with the participants to reassess post-training needs and plan post-training support. In particular, they need to:

- identify support needed to place participants for wage employment;
- identify support needed to start and sustain a business;
- evaluate needs for specific assistance such as accommodation or assistive devices for disabled people or literacy training for those with limited skills;
- plan follow-up visits.

➔ **See Annex 5.1: Example of plan for post-training support in Bangladesh.**

# II. Facilitating access to wage employment

Some of the participants have attended the training with the intention of obtaining wage-employment. As mentioned before, formal wage employment opportunities are scarce in rural areas. However, there may be available jobs in nearby towns. In this case the local TREE teams need to ensure that job placement is facilitated for them. Several steps are followed.

1. Actually such reassessments may need to be done regularly, on the basis of indications gathered during follow-up visits.

**Explore present job market and prepare a list of prospective employers/industries**

It is normally the task of employment agencies to provide information on job vacancies. If employment agencies do not have enough resources and staff to carry out their mandate effectively, there may be scope for the TREE programme to help build the capacity of these institutions, in particular, the skills of their personnel, as was done, for example, in Madagascar **(See Box 1)**. If employment agencies do not exist in the area, the local TREE teams may directly contact potential employers and their organizations to explore employment opportunities that could suit rural populations. Such job searches should be initiated well ahead of starting the training, at the stage of the Community Profile Surveys and Training Needs Assessments **(refer to Volume III)**. Employers who respond positively are included in a list for ready reference.

**Plan together with the participants before starting the training course**

Prior to starting the training course, participants are oriented to their prospective wage employment and the job requirements explained. During the training they visit possible enterprises to familiarize themselves with the workplace environment. This helps to build their confidence and exposes them to the world of work.

**Trainees are tested for their skills proficiency**

During and on completion of the training, a skills proficiency test is administered (refer to Volume IV) to ensure that graduates have acquired the basic level of skills to meet employers' requirements.

**Box 1. TREE in Madagascar**

In Madagascar, the TREE project is contributing to setting up a regional system for vocational and career information and guidance, in cooperation with the social partners, the Regional Service for Employment and Vocational Training, chambers of commerce and other stakeholders. In this regard the project has trained 14 advisers working in these institutions (eight women and six men) in vocational and career information and guidance. They will form the basis of the regional network of vocational counsellors. This activity will contribute to closing the gaps between supply and demand in the labour market, in line with the Madagascar Action Plan.

**Box 2. Job placement practices in community-based training projects / TREE**

The STAGE project in Timor Leste set up an on-the-job training programme to upgrade the skills of unemployed job seekers and promote their integration into workplaces. A system of registration of job seekers and placement has been developed with local stakeholders. Furthermore, a "Training-Enterprise Integrated" project has been launched to build more effective bridges between skills training and the labour market. For instance, some jobseekers have been placed in an NGO helping disabled people to find employment.

In Pakistan, the premises of one of the partners of the TREE project was also the place where firms had to register. As a result the TREE graduates had a better access to jobs.

**Job placement**

It is essential to contact employment services, interested employers and potential industries to inform them about the ongoing training courses. The TREE team organizes meetings with these employers and invites them to visit and observe the skills development process. This may also contribute to reducing any prejudice to employing women. In any case, the private sector plays a key role in post-training activities. **(See Box 2).**

It is also suggested to work with employers' organizations and to design training according to employers needs or to solicit employers to take trainees for on-the-job training. Some employers may be willing to target specific groups such as women, youth, people with disabilities or those with HIV/AIDS **(See Box 3).**

**Training on the requirements of job market and the workplace environment for graduates, including preparation of bio-data**

After the skills training, graduates listed as seeking wage employment are oriented to the workplace environment. The local TREE team guides and assists them to prepare their application with bio-data. In the case of young graduates, their parents are contacted to avoid any family barriers. In some countries, it may also be necessary to obtain the authorization of husband or father to let women attend training and get a job. **(See Box 4).**

### Box 3. Employers' network for people with disabilities

The Employers' Federation of Ceylon in Sri Lanka started the Employers' Network on Disability in 2000 to address the paucity of employer opportunities for disabled people in particular, and the barriers they faced accessing the labour market. The Network has engaged in many activities over the years to encourage hiring, including sponsoring employer awareness workshops, job fairs that bring disabled people and employers together, engaging in national awareness campaigns, providing awards and promoting examples of good practices and sponsoring training and assisting in training. The Network has grown over the years and includes multinational, as well as national companies, partners with NGOs and the government to achieve its goals and has established a formal constitution and strategic plan to continue its work.

### Box 4. Preparing individuals for work

In Bangladesh, guidelines on the work environment have been incorporated in a training manual dedicated to gender awareness to help prepare women for jobs in social environments where they normally would not hold wage employment. These guidelines include: the work environment and how to get a job; ILO Conventions on Equal Opportunity; national labour laws, Factory Act, women's rights, personal and professional health and safety, personal and family responsibility, self-confidence and decision making.

An ILO project in Kenya produced a job seeking curricula for disabled people which can also be used by women, youth and anyone else seeking a job. The Getting Hired job-seekers booklet and accompanying curriculum guide have been adapted for Asia and have been used in Asia and Africa. See resource list in Volume VIII for more information.

**Set up interviews with the employers and finalize the recruitment procedures**

After the preparatory work, the TREE team assists the participants to file their application and seek an interview with interested employer(s) following the recruitment procedure of the respective industry/company.

**Regular follow-up of the employed participants and tracer studies**

The TREE team keeps close contact with employed participants. After six months of job placement, a tracer study should be conducted to assess whether the wage employment will be sustained in the future. **(See Box 5).**

### Box 5. Job placement in the computer trade, Bangladesh

Ten women were trained on "computer operations", based on the findings of the market survey. The number of trainees was small due to the limited employment scope stated by the prospective employers.

During the training, the training centre and the Community-based training/ TREE project arranged visits for some of the interested employers to observe the trainees during the computer training and assess their skill levels. Graduates were also given a briefing on the work place environment. After completion of the training, the project team contacted the listed employers and submitted the bio-data of the graduates. Close contact was maintained until a positive response was received from employers. On obtaining the agreement of the employers, the graduates received assistance in taking a written test and for interviews with the employers. The project was active at every stage of the recruitment process up until the employment of the graduates was finalized. The project kept in close touch with some of the employers and visited the employed graduates to monitor their performance.

# III. Facilitating micro-enterprise development[2]

Formal wage employment opportunities may be scarce in rural areas. Often the only income-earning opportunities available are self-employment and the creation of micro-enterprises. The TREE methodology therefore also aims to develop entrepreneurial skills and the capacity of the target group in starting, operating and managing a business that is profitable and sustainable. Facilitating this process is a significant responsibility of the TREE team. Wherever possible, this will be done through partner organizations and other appropriate service providers. As mentioned above, it is advisable to prepare a directory of available financial and non-financial support services.

## 3.1 Support to small business start-up

The TREE team ensures that business skills acquired by graduates are applied in starting and operating their actual businesses. The TREE team helps participants to develop a simple business plan based on market demand, develop and produce quality products and services to satisfy customers.

## 3.2 Support to accessing credit

Start-up and working capital are key requirements to operating a micro-enterprise. However, capital is a resource to which most of the poor, particularly young people, women, those with disabilities and other diverse groups, have limited or no access to, at all. Since, by definition, the target groups of the programme are poor people, they might not have sufficient funds of their own to start up a small business. They will, therefore, need an outside source of capital in the form of a loan.

Finding out and/or designing the most efficient and appropriate credit solution that could suit the needs of the target group is part of the TREE post-training process. The proposed steps are the following:

*a)* Assessment of demand for financial services among TREE clients.

*b)* Assessment of supply of financial services: Market mapping.

*c)* Establishment of linkages with financial service providers.

*d)* Linking TREE clients to partner institutions.

### a) Assessment of demand for financial services among TREE clients[3]

Here are guide questions to assess the need for start-up and working capital as well as other financial services:

— Which financial services do the TREE clients need (credit/loans, saving services, insurance, etc.)?

— What do they need these services for (enterprise start up, expanding of business, risk mitigation/ vulnerability reduction, etc.)? The question intends to shed light on the characteristics of the loans and other financial services that are demanded by the target group, e.g. loan size.

— Do the TREE clients have former experience with financial institutions?

— What is their perception of credit?

— Do all the TREE clients need credit and other financial services?

**NOTE**: As far as possible, the need for credit/loans should be minimized, either through a reduction of the amount of initial capital needed (e.g. smaller scale of production, less/cheaper tools) or, if feasible, higher contributions from the graduates themselves – it is always better to start with a small loan, pay back promptly and apply for a larger repeat loan.

### b) Assessment of supply of financial services: Market mapping[4]

Delivery of credit through existing institutions and the use of their financial management expertise to assist clients are seen as the best way to ensure a sustainable access to financial services for TREE clients.

2. In the TREE programme, enterprise development (whether the enterprise consists of a one-person enterprise, a micro-enterprise or a group-based enterprise) refers to the development of profitable enterprises that generate adequate incomes and are sustainable. Entrepreneurship involves strong use of business skills and competencies.

3. See ILO: "Microfinance Brief # 6; Mapping the demand and supply of microfinance".

4. See ILO: op. cit.

The first step in identifying potential partner institutions for the delivery of financial services is to conduct a market mapping. The following questions, guidelines and criteria will help to identify institutions:

— Which institutions and organizations do offer financial services in the area of the TREE programme?
— Which financial services do these institutions offer?
— Which clients do they target/serve? Are they willing to expand their target to other groups who may be in need of their services, such as women and those with disabilities?

➔ **See Annex 5.2: Potential sources of credit for micro-enterprises.**

— Assessment of the suitability of these institutions as partners in the TREE programme. Criteria for the appraisal:
  - presence of branches and networks close to the community where the programme is being operated;
  - presence of staff at the field level who can monitor the loans and provide a range of services;
  - experience in savings and credit programmes for the rural poor;
  - range of services offered (credit, savings, etc.);
  - financial validity and sustainability focus;
  - flexibility in its credit policies and procedures for short- and medium-term loans for individual and collective small enterprises in both farm and non-farm activities;
  - willingness to waive stringent collateral requirements and use the concept of group guarantee, community support and pressure;
  - reasonable interest rates (Note: NGOs often have a flat rate of interest which is higher than the bank rates because of their higher administrative costs with smaller loans and intensive loan monitoring);
  - experience in small saving schemes;
  - interest and willingness to participate in the promotion of self-employment schemes.

➔ **See Annex 5.3: Assessing the capacity of a microfinance institution.**

### c) Establishment of linkages to financial service providers

After having identified suitable partner institutions, the TREE programme might have to enter into negotiations about terms and conditions of a partnership. The following questions will help to identify the type of arrangement and partnership:

— Why is the financial institution not yet serving the TREE target group?
  - Is it a question of the high perceived risk?
  - Is it a question of high transaction costs?
  - Is it due to a lack of information on the characteristics and demands of the target group?
— Do the products and services offered by the financial institution meet the demands of the TREE target group?
— What could be done to overcome this obstacle?
  - Financial and/or technical support to adapt their products and services to the demands of TREE clients.
  - Awareness training and support in dealing with diverse groups such as those with disabilities.
  - Financial support/subsidies to cover a part of the costs of providing services to TREE clients e.g. overhead costs, costs for training of an additional loan officer, cost of financial education of TREE clients, etc. These subsidies are intended to be eventually phased out. Could such subsidies be made available under a social fund?
  - Risk sharing mechanism, e.g. guarantee fund.

➔ **See Annex 5.4: Credit guarantee funds**.

It is important to note that credit funds should come from the institutions' own funds – this ensures sustainability of access to services beyond the presence of the ILO project.

It may be appropriate for the TREE programme to sign a Memorandum of Understanding (MOU) with the partner financial institution. The MOU defines the terms and conditions of the partnership. It also forms the basis on which loans are extended to the participants. It makes necessary provisions for the participants to get access to loans on terms and conditions that are reasonable.

If there is no financial service provider present that could serve the TREE clients, the establishment of a TREE credit fund might be considered. However, due to negative experience regarding sustainability and impact of stand alone credit funds, this option should be examined with extreme caution.

### d) Linking TREE clients to financial institutions

Financial institutions have a range of criteria that need to be fulfilled by the borrowers before they approve a loan. Also, they have various disbursement arrangements (cash or directly to supplier of equipment). These are spelled out in the MOU. The TREE team needs to ensure that the graduates clearly understand the terms and conditions of the loan and how to manage it. To avoid misunderstanding on the part of potential borrowers, it is sometimes useful for the TREE team reappraise potential clients applying for a loan before issuing a final recommendation to the financial institution.

*Criteria for reappraising clients:*

— The TREE team, in cooperation with the trainer, assesses the client's performance during the training. This covers:
  - skills – items made, quality and time taken to produce them;
  - business training – business plans, etc. completed;
  - general conduct – character, attendance, etc.;
  - completed loan application form.

— Check of business site – the TREE team also checks the site and state of proposed business premises.

If the above criteria are fulfilled the TREE team may recommend the client to the financial institution. **(See Box 6).**

#### Box 6. Linking with financial institutions

In Bangladesh, the CBT/TREE project developed linkages with the chamber of commerce of Chittagong, the Employers' Federation, the Bangladesh Women's Chamber of Business and Industry and other leading business people and industrialists. One of the organizations, PFSF, offered its cooperation for loans under its various programmes.

## 3.3 Access to suitable premises for production purposes

Often micro-entrepreneurs operate from their own home, especially to minimize operation costs. In the case of women micro-entrepreneurs, operating their business from home is often seen as a way to combine their business with child rearing and household chores even if this combination represents a heavy burden. Many disabled people work at home where they can control their environment and where transport and other barriers are not an issue.

Depending on the business, it may be appropriate to operate from premises that are located near to an easily accessible market place or near to sources of raw materials. While identifying the premises, assess whether there is adequate space to install equipment/machines for production purposes, including adequate storage facilities. If necessary, the local TREE team helps the participants to find adequate premises and negotiate an acceptable agreement with the owner.

## 3.4 Access to equipment and tools

During training and in planning post-training support, the TREE team prepares a list of required production equipment and tools. The specification of equipment is made taking into account participant's operational and maintenance capability, safety measures and the availability of spare parts. At the time of procurement, it should be stipulated that the supplier has to provide after sales services and ensure availability of spare parts over a reasonable period of time.

In some cases, the TREE programme procures the equipment and hands it over to a group of participants on the basis of a monthly rental charge in line with the value of the equipment. This is to enable them to start business operations on completion of training and help reduce dependency on large loans from "outside" in the initial phases of business start-up. If such an agreement is entered into, the TREE programme should have a MOU signed before handing over the equipment and tools to the group. Members need to clearly understand the MOU clauses before signing.

If there are diverse groups such as people with disabilities, consideration should be given on the need to adapt the equipment and the shop floor layout.

## 3.5 Marketing support

Being new in the market, the TREE graduates need initial support and backstopping in competing with established businesses. Marketing is an essential element of post-training support and the TREE teams should be well versed and aware of its potential as well as its pitfalls. Special attention is required to facilitate participants' access to markets and to overcome socio-cultural barriers that may prevent women to sell their products in the market.

### 3.5.1 Developing market awareness

The understanding and capacity of the participants for accessing markets is developed first during training on business management, especially through visits to local markets and discussions with potential buyers. This capacity is strengthened after business start up through business counselling and networking with the local business community.

### 3.5.2 Developing marketing strategies

Good marketing skills and practices play a vital role in sustaining a business. The local TREE teams help the entrepreneurs to formulate a marketing plan/strategy. The elements of a marketing strategy may consist of:

- ☐ developing market linkages (with regular source of suppliers for inputs, with bigger traders and companies, etc.);
- ☐ advertisement and sales promotion;
- ☐ product development and diversification;
- ☐ selecting marketing channels.

### 3.5.3 Developing market linkages

Local TREE teams establish rapport with the local business associations that can assist in identifying and contacting potential buyers. Once rapport is built, the local TREE team helps prepare a list of potential buyers, organize exhibitions and fairs to display the products, invites potential customers to enable the newly established micro-entrepreneurs to gain visibility from the business community and society as a whole.[5]

5. See also: ILO/WEDGE: "Improve Your Exhibition Skills".

**Box 7. Establishing linkages with private sector in Madagascar**

The TREE project established linkages with a private sector firm involved in the export of green beans. This enabled local women and men producers to enter into a sub-contracting arrangement with this firm, after having been duly trained on the cultivation techniques required by the firm (composting, stringent quality standards, etc.). This provided the local producers with an opportunity to be linked to international markets and obtain better prices for their upmarket products than at the village market. Thanks to gender sensitization, it was possible for women to participate in the training sessions along with men and there were several cases of mutual help, for instance to set up compost shelters.

TREE can also promote sub-contracting arrangements between producers and large enterprises as was the case in Madagascar. (See Box 7).

### 3.5.4 Advertisement and sales promotion

The promotion of products and services may require advertising and systematic promotional campaigns, or participating in fairs and exhibitions, as was the case in the TREE project in Sri Lanka which organized a "Product Exhibition Event" to help micro-entrepreneurs advertise their products and gain visibility. **(See Box 8).**

### 3.5.5 Product development and diversification

Marketing a product or providing a service is not as simple as using equipment and tools. To be competitive in the market the main considerations are:

- ☐ customer preferences – in designs, colours, materials;
- ☐ price;
- ☐ product quality, finish, packaging;
- ☐ maintaining quantity and quality in production matched to demand;
- ☐ diversification of the product to maintain or expand the business (issues of product diversification are generally found to arise during the middle stages of enterprise development).

### Box 8. Product exhibition event in Sri Lanka

As part of post-training activities in the TREE methodology, the project in Sri Lanka helped organize a total of three product exhibitions for its beneficiary group enterprises. The activity served as a helpful mechanism to further develop entrepreneurial motivation and training of the target groups and to help initiate their organization into a federation to enhance their collective power in linking and/or managing their own market system, technology requirements and micro finance.

The first exhibition was organized for the first 18 group enterprises created; the second had 56 group enterprises; while the third was organized with the Ministry of Rural Industries and Self-employment Promotion in Ampara involving 73 group enterprises. In all exhibitions, the local partners, particularly local-level government, chamber of commerce, and local banks were actively involved. The exhibitions galvanized the organization of the Federation Community-based Enterprises composed of 92 group enterprises created by the CB-TREE project. The Federation is now operating one common market facility and a co-fund or microfinance project for their members.

The exhibits promoted awareness on the ILO and the Government's efforts for the economic rehabilitation of the tsunami victims, showcased the skills and products of the beneficiaries, and invited the Government and private sector to provide support to the projects of the beneficiaries. These were all achieved through the Chamber's participation as ex-officio member of the Federation, and the Government's recognition of community-based training in its national policy. The products varied from food processing to furniture, to garments, metal fabrications, post-harvest services, home industry products, etc. There were a total of 32 different enterprise products and services created/revived by 92 group enterprises in the various villages.

The group enterprises organized one market store in Kalmunai, a community in Ampara where they displayed their products and had them sold via one group assisted by an NGO partner. In some cases, they organized a value chain or internal market system where one enterprise supplies the materials for another. They used only local technologies, especially for food processing.

The local TREE teams help the entrepreneurs to collect information on customer satisfaction and be updated on changing trends in the market as regards their products. Based on this information, products are improved or diversified. This may require identifying and bringing in specific expertise on appropriate technology to try and bring the cost down, or product design to upgrade production.

Manufacturing and marketing of new products on the basis of a fresh market survey might become necessary for making a business sustainable. The TREE team therefore guides the entrepreneurs in product diversification.

In summary, the TREE team may help in:

- pricing of a product or a service;
- identifying new and cost-effective sources of raw materials, parts and services;
- product innovation and improvement;
- quality testing;
- identifying new products (i.e. shirt makers can also make bed sheets);
- identifying new markets, including outside the community;
- skills enhancement for specific product or market.

### 3.5.6 Selecting marketing channels

Information and knowledge about marketing and access to its various channels is key. There are various options for selling a product: direct sales from own workshop; shop or home; house to house sale; use of wholesaler or retailer; use of marketing agents. The choice will very much depend on the product and the financial conditions that are attached to the different possibilities that may be available to the micro-entrepreneurs.

Regarding the use of marketing agents, this might be helpful for group enterprises or for several micro-enterprises to pool resources to utilize the services of a marketing agent to travel to different markets in the surrounding areas, obtain orders, deliver products, and negotiate with buyers. This may be useful as a bridging strategy to help overcome some of the initial

### Box 9. Marketing agent in Bangladesh

In the CBT/TREE project in Bangladesh, a «Satata» women's group in the manufacturing of paper boxes has gained visibility in the community thanks to their entrepreneurial flair. However, in order to overcome a cultural restriction – women cannot have any direct access to markets – this group hired a marketing agent as a bridging strategy to ensure access to markets.

obstacles participants face in negotiating fair prices in the market, and in enabling them to capture a good share of the market. Once the business is stable and micro-entrepreneurs have a good understanding of marketing operations, they may decide to involve themselves in the marketing function. **(See Box 9).**

## 3.6 Formalizing: Awareness of legal and regulatory requirements

Graduates need to be aware of the legal and regulatory requirements in setting up a business e.g. trade licences and other regulations, in particular those relating to fundamental principles and rights at work. The trainers are responsible for providing this information during the business training and in planning post-training support. Graduates should become knowledgeable about these issues.

### 3.6.1 Obtaining a trade licence from the local municipality

It is important that the businesses are recognized and given legitimacy. Graduates are made aware about the necessity of the trade licence and the local TREE team helps them to obtain the trade licence well ahead of starting a business. If needed, prior consultation should be made with the participants, TREE team and local authorities to expedite the issuance of the licence. Fees are required to obtain a trade licence.

### 3.6.2 Obtaining a certificate from the standards and testing institution

There may be strict government stipulations for production and marketing of some products like food and beverages, etc., which require mandatory certification from the standard and testing institution or other similar institutions. Prior consultations are made with the institution to help identify requirements for launching a product. Obtaining such a certificate may be a lengthy procedure and participants should be assisted in applying for it well in advance of starting a business.

## 3.7 Follow-up visits to TREE graduates

A major cause of business failure in micro- and small-enterprises is the lack of relevant business counselling, more so among first-time entrepreneurs, and especially during the first three years of business operation. Monitoring the participant's enterprise on a regular basis, especially during the first few months after start-up, is therefore an absolute necessity. New competitors, fall of product demand, inadequacy in business operation and management may pose threats. However, new opportunities for products may also arise which need to be explored.

Upon completion of the training, therefore, the local TREE team and/or the relevant trainer will start regular follow-up visits to the programme beneficiaries. These visits will usually be made to micro-enterprises, whether run by individuals or groups. The objectives of follow-up visits are to identify and correct problems, in particular:

- monitor application of technical skills to the operation of micro-enterprises, identify problems, provide counselling, and reinforce skills taught;
- develop entrepreneurial competencies, provide business advice and ensure that the client keeps the following business records accurately:
  - simple cash book with records of transactions;
  - inventory list of products manufactured;
- provide advice on occupational safety and health, appropriate technology, etc.;
- if the micro-enterprise employs workers, ensure that they get a fair wage and work in conditions of dignity.

It is also useful to have this counselling done by successful entrepreneurs who can *troubleshoot* and provide practical business insights. The TREE team needs to identify such people and make appropriate arrangements with them.

Follow-up visits and on-the-job counselling should continue for at least six months after business operations have begun, ideally with decreasing visits as clients gain confidence in running their businesses.

Data and information gathered during the follow-up visits are recorded in the post-training support and monitoring forms. Using one set of follow-up visit forms per month, the instructor reviews the status of the client's business in the areas of start-up, production, marketing, finance and compliance with rules and regulations. The forms are filled out in the presence of the client and a practical plan of action is prepared for improvement. Forms should be completed in duplicate so the client can keep a copy for their files and as an aid to discussion during the next follow-up visit. The second copy of the visit form should be sent to the local TREE coordinator.

➔ **See Annex 5.5: Post-training monitoring and visit forms for micro-enterprises (start-up, production, marketing, finance).**

The findings of the visits should be documented in a report and regularly discussed by the TREE team with the local TREE committee. The reports will enable the programme to monitor the progress of TREE graduates and, where necessary, suggest changes or adjustments both in the contents of training programmes and in the way training and follow-up extension services are being provided. For instance, it may be necessary to organize refresher training to upgrade skills e.g. to improve quality of products or services, or reinforce bookkeeping skills, or better manage production schedules to meet customer needs.

## 3.8 Support to the formation of groups

Micro-enterprises and the self-employed often lack the resources to start independently. Local associations based on sectors, or otherwise, can organize collective bulk purchasing and marketing, shared use of expensive equipment, access to technology centres and ICT centres, help members meet quality and other regulatory standards, organize savings and credit guarantee schemes and social protection schemes, provide members with services and represent them to local authorities.

Depending on the context, graduates may express their wish to join existing associations or form groups for production, collective marketing arrangements, or accessing credit.

A first advantage of a group is that it can jointly invest in purchasing equipment and tools – less equipment and tools per member are needed. Funds can also be pooled to purchase raw materials or for other kinds of investments. A division of labour allows specialization, which can result in lower production costs and higher quality. By pooling labour and resources, larger orders can be accepted.

Most importantly a group may be an effective means to stimulate self-reliance of its members, to increase their bargaining capacity in dealing with providers of equipment as well as with middlemen and large buyers. In a male dominated market environment such groups may help empower their women members.[6]

As local associations develop they may become major protagonists of change and improvement and key partners for local development agencies, training providers and other technical support institutions. They will eventually become central to the development of a sustainable local economy.

An additional, and sometimes decisive, reason to form groups is that when grouped together, the graduates have better access to post-training support programmes. Various government agencies and NGOs prefer to extend support services to groups rather than to individuals, as it lowers the costs of such programmes.

In particular, group formation is an effective strategy to facilitate the poor's access to credit from various MFIs. Credit schemes often work through group loans, which spread the individual risks involved, reduce individual collateral requirements and rely on peer pressure for repayment. In such cases participants need to be members of a group well ahead of starting a business so as to qualify for credit from an MFI. Furthermore, in many cases it is mandatory for group members to generate savings for some time after formation of the group and enrol as subscribers in the MFI.

Joint production, however, has its own problems. The main one concerns distribution of the profits: how to value the different contributions of those involved? Personal conflicts can result in the collapse of the joint venture.

If the group has not already been working together for some time, it may be better to begin with a looser grouping such as collective purchase of raw materials (which can mean price discounts and lower transport costs) and joint marketing of the goods produced.

As part of post-training support the TREE team facilitates group organization for production and marketing and helps the graduates who want to become active members of a savings and credit association. The TREE team may also provide support for the group to register with the local authorities.

➔ **See Annex 5.6: Modalities of group operations.**

➔ **See Annex 5.7: TOR for savings and credit groups.**

6. However, in some mixed groups, women tend to be marginalized and be attributed the least interesting tasks, those that are rated the lowest and are paid the least.

# Annex 5.1 Example of plan for post-training support in Bangladesh (June–December 2005)

| Status of training activities | Post-training support | Person/organization responsible |
|---|---|---|
| **Training on manufacture of paper boxes & shopping bags**<br><br>Training to be held from 12 April 2005 to 29 May 2005 on **manufacture of paper boxes & shopping bags**, basic business management, and gender awareness.<br>Training duration – Total 39 days.<br><br>Number of participants: 15 | **Group organization for production & marketing** | |
| | ○ Three weeks will be required for the formation of Shatata Business Group and its registration, and for members to qualify for receiving credit from a microfinance institution (MFI). | Project Team /Partner NGO |
| | **A 2-month business incubation period has been planned that includes:** | |
| | ○ Trainees will given a two months business incubation period to sharpen skills and get more practice in box & shopping bag production | Project Team /Partner NGO |
| | ○ A place will be rented for the production and business, some equipment will be provided for trial production under the supervision of a trainer | Project Team /Partner NGO / Shatata |
| | ○ Shatata business group will organize how they will operate their business. Members will complete the requirements for obtaining credit from MFI. They will also obtain a trade license from the local Municipality. | Project Team /Partner NGO / Shatata |
| | ○ The group should be ready to enter into business activity proper by the end of the 2nd month. | Project Team /Partner NGO / Shatata |
| | **Market linkages** | |
| | ○ Partner organisation will help participants to develop linkages with the existing markets for sales of boxes. In particular, | Project Team /Partner NGO / Shatata |
| | ○ A product and market promotion workshop to be organized with potential local buyers from neighbouring towns. | Project Team /Partner NGO / Shatata |
| | **Access to credit** | |
| | ○ Support to complete credit selection procedure | |
| | ○ Credit to be extended by partner MFI | |
| | ○ The group will receive credit | |
| | ○ Monitoring and credit management. | |
| | **Monitoring and follow-up** | |
| | ○ Regular Monitoring of business activities using a prepared format. | |

# Annex 5.2 Potential sources of credit for micro-enterprises

## a) Commercial banks

Regular commercial banks, where they exist in rural areas, normally require a security (collateral in form of physical assets) for the loans they provide. Most banks favour large loans over small ones, use lengthy administrative procedures and have misgivings about the rural poor, especially women and youth who are considered to be high risk clients. Since TREE graduates generally do not have collateral, commercial banks are not the most appropriate option except where they have started special programmes or *windows* to serve informal activities.

## b) Government institutions

Many countries have government-sponsored credit schemes, often with good conditions for rural entrepreneurs. Where these exist they can be a suitable source of funds. Often they are limited to only one sector, such as agriculture.

Also, government funds might be highjacked for particular political interests and thus limited to specific target groups. Before considering government credit schemes for TREE graduates, government funds should be checked carefully. Caution is required regarding their credit policy, selection criteria (neutral?) and sustainability.

## c) Microfinance institutions (MFI)

These are organizations that aim at providing financial services to the poor and those who are traditionally excluded. Due to the socially-oriented goals and poverty focus of most microfinance institutions, they are in principle favourable partners for the TREE programme. There are various types of microfinance institutions that differ in their legal form and other characteristics, e.g. NGOs, credit unions, credit cooperatives (member-based institutions), banks, non-bank financial institutions, etc.

### NGOs

NGOs sometimes run a small credit programme for livelihood, either as a stand alone service or as part of a package which may include community organizing and the delivery of support services (e.g. agricultural extension). While some NGOs have their own sources of capital (sometimes from foreign donors), others serve as a channel for government institutions, specialized agencies, etc. They mostly provide short-term, small loans, which are sometimes too low for any investment beyond petty trade. They often charge a flat rate of interest which is higher than the bank rates because of their higher administrative costs, with smaller loans and intensive loan monitoring.

Generally they use a solidarity group/peer pressure and mutual guarantee system that exercises social sanctions for non-repayment. Loans are, therefore, given only if the potential clients form a group of three to five persons. Ideally, solidarity groups for mutual guarantee should not be artificial, opportunistic groupings, but comprise people who have previous ties as neighbours, kin, or fellow workers (see savings and credit associations). Experience shows that accessing credit through NGOs is not as easy as it looks. Commonly there are specific requirements with regard to target beneficiaries (certified poor, living in particular communities, operating in groups). Where this type of funding exists however, it can be amongst the most appropriate.

### Savings and credit associations (e.g. credit unions, financial cooperatives, ROSCAs, ASCAs, village banks)

In the case of savings and credit associations their capital is normally made up of the savings of their members. These associations require compulsory savings from individual members prior to extending a loan.

## d) Informal credit sources

Informal sources of credit are usually the most important for small producers. These can be loans from friends and relatives, from money lenders, or credit from the supplier of equipment and materials.

The main problem here is that money lenders and the like charge high, often exorbitant interest rates which cannot reasonably be repaid and result in the collapse of the business. If this source of funding is used, the cost of borrowing should be carefully checked to see if it is worthwhile.

## TREE credit rules

Credit should be used for profitable and sustainable economic activities. Interest will then not be a major problem inasmuch as it is not exorbitant. Small-scale production does not automatically mean that producers need cheap credit. Though artificially low interest rates may temporarily enable the survival of non-profitable economic activities, micro-enterprises may experience serious difficulties later, when they have to borrow at interest rates that microfinance institutions or commercial banks charge. Only in terms of loan security and repayment schedules do special arrangements need to be made when providing credit to informal producers.

To reduce the dependency on credit funds from outside, which invariably bring conditions and insecurity regarding timing of release of funds, beneficiaries should also be encouraged, as much as possible, to contribute to their own start-up capital.

To summarize:

— Start early in assessing the credit options.

— Be prepared to postpone the training if it is likely that essential credit will not be readily available.

— Minimize the credit/loan amount needed (for instance through smaller scale of production, less/cheaper tools, selecting appropriate technologies and, if feasible, some contribution from the graduates themselves).

— Start with a small loan, and apply for a larger repeat loan.

— Group loans should not automatically be taken to mean collective responsibility.

— The business venture should in principle be able to afford regular commercial interest rates.

## Annex 5.3 Assessing the capacity of a microfinance institution[7]

### Minimum requirements

— *Vision and mission:* Does the organization have a clear vision and mission? Is this in line with the vision of the TREE programme? Does it combine social and financial goals? Is it willing to work with TREE's target group?

— *Strategy:* What is the organization's strategy for its microfinance programme?

— *Sustainability focus:* Does the organization have a long-term view? Does it plan for sustainability? Is it looking ahead, beyond one particular funding opportunity?

— *Management:* How is the agency's capacity to manage a microfinance programme? Does management support the agency's vision, mission and strategy?

— *Expertise:* Does the agency have microfinance expertise? Has it maintained low levels of delinquency (e.g., less than 10 per cent portfolio at risk after 30 days)? Is its experience in savings and credit programmes for the rural poor?

— *Image and reputation:* Is the reputation of the agency compatible with microfinance, or does it generate expectations that it will provide services for free, or at a subsidised rate?

— Presence of branches and network close to the community where the programme is being operated.

— Presence of staff at the field level who can monitor the loans and provide the required services.

— Is the range of services offered (credit, savings, etc.) in line with what is required by TREE clients?

— Flexibility in its credit policies and procedures for short- and medium-term loans for individual and collective small enterprises in both farm and non-farm activities.

— Willingness to waive stringent collateral requirements and use the concept of group guarantee, community support and pressure and to serve non-traditional and socially excluded groups.

— Reasonable interest rates (Note: NGOs often have a flat rate of interest which is higher than the bank rates because of their higher administrative costs with smaller loans and intensive loan monitoring).

— Experience in small saving schemes.

— Interest and willingness to participate in the promotion of self-employment schemes.

### Preferred requirements

Ideally, the partner MFI should also meet the following preferred requirements (these can also be built through capacity building support):

— *Depth of financial services:* Does the agency provide a variety of financial services (including savings and credit)? Are these services appropriate for TREE's target group?

— *Staffing:* What are the skills of the staff, and how much emphasis is placed on skills development? What is the productivity and turnover of staff? Are staff members well-motivated?

— *Performance:* What has the agency achieved through its past operations (in terms of outreach, impact, sustainability and efficiency)? If past performance has been low, how does the agency justify this? How does it track its performance?

— *Internal controls:* How does the agency protect itself against fraud?

— *Multi-donor support:* How many donors support the agency, and for what purposes? Support from more than one donor is preferred, yet support from too many donors is counter-productive. Donor requirements should also be compatible.

7. Adapted from ILO-IPEC (2004) "Technical Guidelines: Microfinance against Child Labour" ILO, Geneva http://www.ilo.org/iloroot/docstore/ipec/prod/eng/microfinance_guideline_2004_en.pdf.
See also: ILO-SFP (2007) "Microfinance for Decent Work: Guide and Resource Book", and the following Websites:
http://www.mixmarket.org/: MIX Market microfinance information platform;
http://www.cgap.org/: Consultative Group to Assist the Poorest;
www.ilo.org/socialfinance.

## Annex 5.4 Credit guarantee funds

In some circumstances, a credit guarantee fund can facilitate access to credit. Many micro- and small-entrepreneurs with good business plans cannot access bank loans because they do not have suitable collateral. A guarantee fund is especially created to guarantee the loans for which entrepreneurs apply for at the bank. Well-designed guarantee funds apply a risk-sharing mechanism: both the bank and the guarantee fund share part of the credit risk in case the entrepreneur cannot repay their loan.

Credit guarantees are not free. The entrepreneur has to pay a fee for the guarantee coverage that is offered. There are a number of reasons to be cautious with credit guarantee funds:

— **Moral hazard**. An entrepreneur, who knows that their loan is guaranteed, may feel less pressure to repay the loan.

— **High operational costs**. Usually both the bank and the guarantee fund have to evaluate credit applications and monitor the performance of the client.

— **Sustainability concerns**. It is not easy to create a guarantee fund that can cover its losses with the income from guarantee fees.

Whenever TREE decides to create a credit guarantee fund, care should be taken that the design is adapted to the local context and that previous experiences and good practices are taken into account.

Source: SFP-IPEC (2004) "Technical Guidelines: Microfinance against Child Labour" ILO, Geneva.

# Annex 5.5 Post-Training Monitoring and Visit Forms for micro-enterprises (start-up, production, marketing, finance)

## Client Visit Form

### 1. Start-up activities

| | |
|---|---|
| Client ............ | Adviser ............ |
| Business ............ | District ............ |
| Travel time ............ | Date ............ |
| Duration of visit ............ | No. of workers ............ |

| Start-up activities | Assessment | ACTION Yes | No | N/A |
|---|---|---|---|---|
| 1. Have premises been obtained, paid and agreement signed? | ............ | ☐ | ☐ | ☐ |
| 2. Have licences been acquired? | ............ | ☐ | ☐ | ☐ |
| 3. Is security sufficient? | ............ | ☐ | ☐ | ☐ |
| 4. Developing a marketing plan? | ............ | ☐ | ☐ | ☐ |
| 5. Is all the necessary equipment available? | ............ | ☐ | ☐ | ☐ |
| 6. Are there sufficient supplies? | ............ | ☐ | ☐ | ☐ |
| 7. Adequate storage for equipment and supplies? | ............ | ☐ | ☐ | ☐ |
| 8. Is there an established work schedule? | ............ | ☐ | ☐ | ☐ |
| 9. Are products displayed well? | ............ | ☐ | ☐ | ☐ |
| 10. Known visiting schedule of business/trade adviser? | ............ | ☐ | ☐ | ☐ |
| 11. Is there a clear business sign? | ............ | ☐ | ☐ | ☐ |
| 12. Is work environment appropriate? | ............ | ☐ | ☐ | ☐ |

Client signature ............ Adviser signature ............

# Client Visit Form

## 2. Production

**Client** ..................

**Adviser** ..................

**Business** ..................

**District** ..................

**Travel time** ..................

**Date** ..................

**Duration of visit** ..................

**No. of workers** ..................

| Production activities | Assessment | ACTION Yes | No | N/A |
|---|---|---|---|---|
| **Raw materials** | | | | |
| 1. Are materials available? | .................. | ☐ | ☐ | ☐ |
| 2. Are quantities sufficient? | .................. | ☐ | ☐ | ☐ |
| 3. Are the prices fair? | .................. | ☐ | ☐ | ☐ |
| 4. Is the quality acceptable? | .................. | ☐ | ☐ | ☐ |
| 5. Are materials properly utilized? | .................. | ☐ | ☐ | ☐ |
| 6. Are materials properly stored? | .................. | ☐ | ☐ | ☐ |
| **Tools & equipment** | | | | |
| 7. Are they adequate? | .................. | ☐ | ☐ | ☐ |
| 8. Are they well maintained? | .................. | ☐ | ☐ | ☐ |
| **Production process** | | | | |
| 9. Do operators have adequate skills? | .................. | ☐ | ☐ | ☐ |
| 10. Is the production process well organized? | .................. | ☐ | ☐ | ☐ |
| 11. Are work schedules in place? | .................. | ☐ | ☐ | ☐ |
| 12. Is product quality acceptable? | .................. | ☐ | ☐ | ☐ |
| 13. Is production quantity acceptable? | .................. | ☐ | ☐ | ☐ |
| 14. Are working conditions safe and healthy? | .................. | ☐ | ☐ | ☐ |
| 15. If there are wage workers, do they have written contracts? | .................. | ☐ | ☐ | ☐ |
| 16. Are the wages set according to laws and regulations? | .................. | ☐ | ☐ | ☐ |
| 16. Are the principles of equal pay for work of equal value applied? | .................. | ☐ | ☐ | ☐ |
| 17. Other: .................. | .................. | ☐ | ☐ | ☐ |

Comments ..................

..................

**Client signature** ..................

**Adviser signature** ..................

# Client Visit Form

## 3. Marketing

| | |
|---|---|
| **Client** ........ | **Adviser** ........ |
| **Business** ........ | **District** ........ |
| **Travel time** ........ | **Date** ........ |
| **Duration of visit** ........ | **No. of workers** ........ |

| Marketing activities | Assessment | ACTION Yes | No | N/A |
|---|---|---|---|---|
| 1. Knowledge of customers needs? | ........ | ☐ | ☐ | ☐ |
| 2. Customers seem satisfied? | ........ | ☐ | ☐ | ☐ |
| 3. New customers prospected? | ........ | ☐ | ☐ | ☐ |
| **Product** | | | | |
| 4. Is the quality acceptable? | ........ | ☐ | ☐ | ☐ |
| 5. Is the quantity sufficient? | ........ | ☐ | ☐ | ☐ |
| 6. Is the product effective? | ........ | ☐ | ☐ | ☐ |
| 7. Are people buying more or less? | ........ | ☐ | ☐ | ☐ |
| **Business** | | | | |
| 8. Is the location suitable? | ........ | ☐ | ☐ | ☐ |
| 9. Are people aware of the location? | ........ | ☐ | ☐ | ☐ |
| **Pricing** | | | | |
| 10. Are prices acceptable? | ........ | ☐ | ☐ | ☐ |
| 11. Are prices competitive? | ........ | ☐ | ☐ | ☐ |
| 12. Is the profit margin sufficient? | ........ | ☐ | ☐ | ☐ |
| **Promotion/Advertising** | | | | |
| 13. Do customers have knowledge of product(s)? | ........ | ☐ | ☐ | ☐ |
| 14. Is a sign board in place? | ........ | ☐ | ☐ | ☐ |
| 15. Are products well presented? | ........ | ☐ | ☐ | ☐ |
| 16. Are workers paid on time? | ........ | ☐ | ☐ | ☐ |
| 17. Are debtors paying on time? | ........ | ☐ | ☐ | ☐ |
| 18. Are there outstanding debts? | ........ | ☐ | ☐ | ☐ |
| 19. Other: ........ | ........ | ☐ | ☐ | ☐ |

**Client signature** ........ **Adviser signature** ........

## Client Visit Form

### 4. Finance

| | |
|---|---|
| **Client** ........ | **Adviser** ........ |
| **Business** ........ | **District** ........ |
| **Travel time** ........ | **Date** ........ |
| **Duration of visit** ........ | **No. of workers** ........ |

| **Financial activities** | **Assessment** | **ACTION** Yes | No | N/A |
|---|---|---|---|---|
| 1. Record keeping? | ........ | ☐ | ☐ | ☐ |
| 2. Is the loan being repaid? | ........ | ☐ | ☐ | ☐ |
| 3. Is there a cash book? | ........ | ☐ | ☐ | ☐ |
| 4. Is the cash book up to date? | ........ | ☐ | ☐ | ☐ |
| 5. Are all business transactions recorded? | ........ | ☐ | ☐ | ☐ |
| 6. Other: ........ | ........ | ☐ | ☐ | ☐ |
| **Budgeting** | | | | |
| 7. Is there a budget? | ........ | ☐ | ☐ | ☐ |
| 8. Is the budget followed? | ........ | ☐ | ☐ | ☐ |
| 9. Are products costed? | ........ | ☐ | ☐ | ☐ |
| 10. Are products well priced? | ........ | ☐ | ☐ | ☐ |
| 11. Is there sufficient working capital? | ........ | ☐ | ☐ | ☐ |
| 12. Other: ........ | ........ | ☐ | ☐ | ☐ |
| **Credit/Debit** | | | | |
| 13. Are creditors promptly paid? | ........ | ☐ | ☐ | ☐ |
| 14. Is loan repayment up to date? | ........ | ☐ | ☐ | ☐ |
| 15. Has rent been paid? | ........ | ☐ | ☐ | ☐ |
| 16. Are products easily available? | ........ | ☐ | ☐ | ☐ |
| 17. Are sample products available for display? | ........ | ☐ | ☐ | ☐ |
| 18. Other: ........ | ........ | ☐ | ☐ | ☐ |

**Client signature** ........ **Adviser signature** ........

## Example of completed Client Visit Form

**Client** ........................ **Business name** ........................

**Business location** ........................ **Date** ........................

**Note:** To be filled in by advisers during visits weeks 1–4

| Poultry | Assessment/Remarks |
|---|---|
| **Start-up** | |
| 1. Necessary equipment available for clearing chicken run, repairing buildings, etc. | ........................ |
| 2. Necessary feeds and water available | ........................ |
| 3. Adequate storage available for feeds, medical supplies, etc. | ........................ |
| 4. Established work schedule | ........................ |
| 5. Attractive business sign identify eggs or chickens for sale | ........................ |
| 6. 1st loan instalments paid | ........................ |
| **Production** | |
| 1. Eggs production satisfactory | ........................ |
| 2. Sufficient labour to tend chickens | ........................ |
| 3. Are working conditions safe and healthy? | ........................ |
| 4. If there are wage workers, do they have written contracts? | ........................ |
| 5. Are the wages set according to laws and regulations? | ........................ |
| 6. Material properly used and accounted for | ........................ |
| 7. Tools and equipment well maintained | ........................ |
| 8. Eggs of high quality | ........................ |
| **Marketing** | |
| 1. Market for products identified | ........................ |
| 2. Price competitive | ........................ |
| 3. Profit margin sufficient | ........................ |
| 4. Customers seem satisfied | ........................ |
| **Finance** | |
| 1. Loan being repaid as scheduled | ........................ |
| 2. Cashbook well maintained | ........................ |
| 3. Budget prepared | ........................ |
| 4. All products costed | ........................ |
| 5. Sufficient working capital | ........................ |
| 6. Creditors promptly paid | ........................ |
| 7. Debtors paying promptly | ........................ |

Other comments ........................

........................

**Client signature** ........................ **Signature** ........................

## Annex 5.6 Modalities of group operations

For a group to function properly it is recommended that the members:

- ☐ are from areas of geographical proximity;
- ☐ share common goals and objectives;
- ☐ are willing to work together;
- ☐ trust each other.

The size of the group depends on many factors, including the number of people interested in participating, their proximity to each other, the size of investment and business operations and the availability of work space, etc. A five-member group is often found to be effective for small business operation, production and marketing of products/services and networking with other stakeholders. Groups with more than 15 members are, at times, difficult for the group leaders to manage.

If required by local authorities, the group may have to fill up the necessary registration papers and get official registration.

The group divides responsibilities for smooth operation of the business and for day-to-day production, marketing and management. Each member has an assigned responsibility, but remains accountable to the whole group.

If conflicts arise, the TREE team should endeavour to help resolve them immediately so as to avoid group disintegration. The experience with groups demonstrates that for the most part participants have opted to work in cooperation with each other.

## Annex 5.7 ToR for savings and credit groups

### Used by NRSP under ILO TREE project in Pakistan

Community participation is very important for rural development. NRSP is a non-governmental, non-profit and support organization for rural development. It is based on a participatory approach. It works for poverty reduction and improving the quality of life of the poor on a sustainable basis.

It works on capacity building of the poor and encourages them to form community organizations that enable them to solve their own problems through available resources.

In order to do this NRSP has started a project with the help of the ILO and with the objectives of:

1. building the capacities of the most disadvantaged groups (women, youth and those with disabilities) for economic and social empowerment through skill trainings and employment opportunities;
2. providing improved access to services including micro- finance;
3. creating linkages and providing advisory services for sustainable development.

### Terms of partnership

Date: ____________________

We members are taking responsibility that we are the regular members of the saving and credit group (name of S&CG)

_______________________________________________

All the terms of partnership are read and listened carefully and agreed upon with the given terms by the members. The terms of partnership are given below:

1. Savings and credit group will hold meetings once in a month on a given date and time. Attendance is the responsibility of all members.
2. Members will save collectively towards capital formation.
3. Members are responsible for planning their activities and follow up.
4. The members who are trained in technical training by the organization will utilize their skills on requirement to provide advisory and microfinance services.
5. Members will help each other for economic stability.
6. Group will plan how to market their products and services to market and endeavour to build networks or business associations or link with existing business associations.
7. President and manager will be selected on consensus basis.
8. The credit taken by any member will be paid on due date with service charge. Otherwise the guarantors/group will be responsible for repayment of the credit.
9. Organization has an authority to provide credit or otherwise to an individual or group.
10. Group will make linkages with government, NGOs, developmental schemes and service providers.
11. Group will facilitate others that are left/not benefited from a project due to any reasons.
12. The equipments/machinery given by an organization or through another organization for economic activities and not utilized will be given back to the said organization: either the equipment/machinery or the amount of the given equipment.
13. Before starting any developmental action plan assure that either inside a group or a member has no litigation with other organization or government courts.
14. Loss due to any developmental scheme or plan implemented through NRSP or other organization. NRSP will not be responsible for the loss.
15. The decisions will be taken on a majority basis and will be responsible for taking them into consideration.
16. If a member who is dominant over the group takes a bad decision then the group will be responsible.
17. NRSP reserves the right to do/bring amendments in terms of partnership and members will accept the terms.
18. Two nominees are selected in general body meeting through majority voting and will be responsible for keeping/saving other business dealings. Group will responsible for accountability of selected nominees.

Nominee No. 1: ____________________

Signature: ____________________

Nominee No. 2: ____________________

Signature: ____________________

# VI



# Monitoring, evaluation and documentation

## Introduction

Monitoring, documentation and evaluation are part of any programme implementation which starts even during the design and planning stages. Measuring change and achievements from the start of the TREE processes until its final and continued successful application, as in self-employment and wage employment, are important. It is also necessary to check actions at every stage of TREE to ensure that implementation is well on track and problems avoided. Documenting key practices and lessons learned are essential for wider dissemination and possible future expansion of implementation.

## I. Programme performance monitoring plan

### 1.1 Monitoring

Monitoring is an important tool for TREE programme management, as it provides the information needed for overall guidance in programme activities. Only when information with regard to progress and problems is available and analysed, can improvements in the planning and implementation of the activities be made.

There are a number of tasks which should be monitored by the TREE team.

**During the planning phase:**

- ☐ selection of the appropriate training site;
- ☐ preparation, organization and conducting of surveys;
- ☐ identification of skills training programmes to be provided;
- ☐ selection of trainees;
- ☐ selection of trainers;
- ☐ preparation of the training course.

**During the delivery stage:**

- ☐ provision of training tools, equipment, supplies and materials;

### What is monitoring?

Monitoring is the regular and systematic collection, analysis of data on what is happening (or not happening) in the programme for purposes of decision making, management and control and to check that actions are being taken according to plan.

- ☐ preparation of the training site;
- ☐ training of the trainers;
- ☐ conducting the training course.

**During the post-training period:**

- ☐ provision of post-training support services and assistance (e.g. placement services, credit, marketing support, etc.);
- ☐ average monthly income increase and empowerment impact.

The main objective of monitoring is to facilitate any necessary changes in the planning and implementation of programme activities either before activities begin or during the implementation phase itself. To allow quick action to be taken, the information gathered should first of all be directed to those persons/units directly involved who have the authority to make changes (e.g. TREE coordinator).

**TREE Programme Performance Monitoring Plan (PMP)** is a crosscutting activity under the TREE methodology and is one type of monitoring format. The PMP was primarily designed to quantify project performance related to the achievement of target outputs during specific periods of the TREE programme implementation. Monitoring also includes documentation and maintenance of information and database. Activities and outputs of the following are monitored and documented:

- ☐ training delivery;
- ☐ tracer studies, including average monthly income increase after training;
- ☐ community groups operation;
- ☐ performance of trainees in the training programmes;
- ☐ performance of the trainees in starting and/or improving their self-employment or business activities.

The TREE PMP uses various standard forms and tools that have been designed and are being used by TREE projects.

➔ **See Annex 6.1: Performance data table (sample).**

➔ **See Annex 6.2: TREE Programme performance monitoring plan (sample).**

## 1.2 Monitoring at the national level

TREE programme monitoring is carried out by the TREE team. Depending on the reporting requirements, progress reports by the TREE national programme coordinator and participating institutions can be made either quarterly or semi-annually. The data collected is used to provide necessary information and feedback to the lead implementing agency and the national advisory/partnership committee. Again, depending on the country situation, national advisory committees may or may not be necessary.

## 1.3 Local level monitoring

Local level monitoring may be at the community level and is mainly carried out by the TREE community officer, course instructors and the local committee members. In some country situations, it may be more important to set up local rather than national committees. Monitoring by local committees may include the following activities:

- ☐ regular visits by TREE training officer and/or instructor;
- ☐ ensuring that a credit facility is used for the purpose intended and that repayments are made on schedule by individuals/groups;
- ☐ ensuring that technical inputs through sectoral agencies and non-governmental organizations are provided when needed;
- ☐ identifying problems faced by entrepreneurs and assisting them to find practical solutions.

## 1.4 Monitoring training courses

During the training courses, specific forms are used for monitoring performance and are used during the preparation of the training course report as mentioned above:

- ☐ trainee application form;
- ☐ attendance records;
- ☐ performance tests;
- ☐ client proficiency records;
- ☐ course evaluation by instructors;
- ☐ course evaluation by trainees.

As a simple way of keeping track of training courses and trainees, a computerized system is proposed with the forms summarizing the essential data. This form covers all the basic information on individual trainees of TREE training courses and may include the following:

- ☐ personal information of the trainees (client application form);
- ☐ training courses followed by the trainees;
- ☐ follow up extension visits paid to the training graduates;
- ☐ list of trainees (graduates and drop-outs);
- ☐ assessment of training venue, instructor and learning aids;
- ☐ administration on provision and retrieval of training tools, equipment and supplies.

These forms provide the absolute minimum of data needed for basic monitoring of programme activities in training planning and delivery. Their timely completion and updates are the responsibility of the TREE project teams, and the CTECS.

## 1.5 Monitoring training delivery

There are three stages in monitoring TREE training programmes. Each stage utilizes its own standard form.

### Stage 1. Before training

**Training application form.** TREE utilizes an application form that contains basic socio-economic data and information of each trainee-applicant. The data and information determines whether the training applicants belong to the poverty group, hence in need of priority assistance. Another purpose is to determine a database of family incomes before the training intervention as a reference point for future evaluation of the impact of training.

**Enrollment record form.** The list of trainees that are finally admitted to participate in a particular training programme is monitored in the enrollment record form. The data required are taken from the individual entries in the training application form that the trainees are required to complete.

### Stage 2. During training

**Training progress report form.** The progress of training activities is monitored through the training progress report form. The report records the status of training delivery by task or block. The tasks are taken from the skills training design prepared by the trainer for the training programme. The report reflects tasks which were completed so far, or still in progress at the time of reporting.

### Stage 3. Upon completion of training

**Graduation report form.** Customarily, training programmes are marked with closing or graduation ceremonies. For some target groups, graduation day, even for only a one week or one month training programme, is looked upon with eagerness. To them it is a culmination of hard work towards a better life; the acquisition of additional skills and knowledge that can help them realize some of their dreams.

**End of training report form.** If the graduation report is the basis for graduation and receipt of skills training certificates, the end of training report is also the basis for the termination of the trainer's official engagement in the training programme. For contractual trainers, the report is the basis for the issuance of clearance for the trainer on their technical and administrative responsibilities on the training programme and also the basis for the release of the final payment for their services.

➔ **See Annex 6.3: TREE training programmes monitoring.**

## 1.6 Monitoring trainees after training

**Tracer study:** As part of the programme design and methodology TREE training programmes are strictly monitored a few months after results are being put into the project's database and can be used as an information resource by partners, the government and impact evaluators.

➔ **See Annex 6.4: How to conduct tracer studies.**

➔ **See Annex 6.5: Tracer study report form (sample).**

## II. Evaluation

### What is evaluation?

Evaluation means analysing the records to find out whether the programme is achieving its objectives and subsequently suggesting improvements.

After the training has been conducted, questions which need to be answered include:

— Was the quality of the training up to the desired standard?

— Were the courses delivered as planned and what were the number of drop-outs and number of graduates?

— Did the graduates readily start up businesses/find employment in the area in which they were trained?

— How were their incomes improved? Were they able to sustain the improvement?

— Will the costs in this type of rural training allow the programme to be repeated in other regions? Should the course be replicated?

This evaluation needs to be done by the national TREE team.

*A summary of all monitoring and evaluation forms and reports which should be produced in the programme is given below.*

## III. Documentation

### What is documentation?

Documentation is the recording of information on the TREE programme in the form of reports which are needed to follow progress and make improvements. It is also possible to prepare studies and actual project cases to illustrate some good practices or tools in use under the project. Recording the experiences of the programme increases its effectiveness by allowing the information to be used in other communities and programmes. Much of the documentation required will be produced in the course of planning and implementing the methodology. However, the project or programme may also wish to document specific experiences or report on individual issues not covered in the list provided below.

### 3.1 TREE reports produced during the programme cycle

There are a number of TREE reports which may be required during project implementation. However, the kind and volume of the reports may vary according to the project and donor requirements. These may include the following:

- ☐ selection of the programme site;
- ☐ results of economic opportunities and needs surveys;
- ☐ feasibility study;
- ☐ training of trainers (ToT) course;
- ☐ training course report;
- ☐ post-training follow-up report.

#### (i) Selection of the programme site

The report on the selection of a programme site should show how it compares with the criteria used in selection with complementary inputs from the exploratory visit. These details include the following:

- ☐ main characteristics of the proposed programme site (location, population, main economic activities, most important services available);
- ☐ available raw materials which might be used as a basis for the creation of additional local employment;
- ☐ technical skills which are available/needed, and the interest among the target group in receiving skills training;
- ☐ support expected from local officials;
- ☐ government agencies and NGOs locally active and the type of collaboration that might be possible.

#### (ii) Results of economic opportunities and needs surveys

After completion of the surveys and the discussion in the local council/committee, a survey report should be prepared covering the main points of the discussions (e.g. summary of the minutes). The report should justify the economic activities selected for the preparation of a feasibility study.

The report should be prepared shortly after the completion of the surveys. Preferably it should be sent to the national TREE team before (or at least together with) the feasibility study for a review of the decision with regard to the economic activity identified for training. The report has the following components:

- ☐ **Methodology:**
  - **n**umber, background, and training of interviewers;
  - size of sample and sampling method used in surveys.
- ☐ **Community profile:**
  - community demand survey;
  - business opportunities;
  - summary of results of TNO surveys.
- ☐ **Highlights of the discussions:**
  - preferences/priorities of the beneficiaries;
  - activity(ies) selected for feasibility study(ies);
  - support of LGU/NGO.
- ☐ **Follow-up action:**
  - required follow-up action, people involved and time schedule.

## (iii) Feasibility study

When a decision has been reached in consultation with the local council on the most suitable area for employment, a feasibility study is prepared to analyse the profitability and sustainability of the economic activities chosen. The feasibility study would cover the following areas:

- ☐ market analysis;
- ☐ technical assessment;
- ☐ management aspects;
- ☐ financial analysis.

## (iv) Training of trainers (ToT) course

The ToT course is conducted after identification of enterprises through the feasibility studies and selection of instructors. At the end of the course, a report is prepared by the CBT training officer.

The contents of a ToT report are the following:

- ☐ selection of trainers;
- ☐ course contents;
- ☐ assessment of trainers;
- ☐ summary of course plans for client training courses covering: course title, dates objectives, methods, materials and equipment, cost estimate and evaluation procedures.

The budget attached to the ToT report needs to be approved by the NCT before the training course can take place.

## (v) Training course report

In delivering the skills training courses, a number of monitoring forms need to be completed for day-to-day monitoring of the training programme.

A training course report is prepared on the basis of the monitoring forms used during the preparation and delivery of the training. The responsible TREE staff member prepares a training course report on completion of the training course.

The training course report should compare the progress of the course with the initial training course plan. It is meant to provide an overall assessment of the particular training course highlighting the main features of the course, the results obtained and problems encountered in relation with the course. Of particular importance are the questions which are related to replicating the training course in other areas.

The training course report should cover:

- ☐ assessment of the training methods, content and training aids;
- ☐ evaluation of the suitability of the instructor and their preparation/training;
- ☐ suitability of the tools/equipment and the supplies/materials used;
- ☐ discussion on the trainees selected;
- ☐ discussion on venue, time schedule and other logistics;
- ☐ the cost of the skills training:
  - fees for the instructor;
  - training supplies/materials;
  - training tools/equipment;
  - transport;
  - total cost and cost per trainee;
- ☐ opinion of trainees of the training course and their expectations for employment/business;
- ☐ general summary of successes and problems.

## (vi) Post training follow-up report

The final report on a TREE programme, i.e. the preparation, delivery and follow-up of a particular training course on one programme site, is a **final assessment** of the results of the training course.

This report, should be prepared after the completion of the training course and first follow-up visits (three months after completion of the training course).

The post-training follow-up report will cover the following areas:

— preliminary assessment of the impact of the training course, information on employment and increased incomes of the graduates, problems encountered, final conclusions with regard to selection of beneficiaries;

— experiences in the area of post-training support services – did they materialize as planned/expected? Conditions posed? Practices of the agencies and organizations involved?

## 3.2 Status and progress reports

Such reports need to give an up to date situation for all the programme sites, regarding:

- ☐ training planned;
- ☐ results of training;
- ☐ (preliminary) impact of training;
- ☐ networking with other agencies in relation to training;
- ☐ cost of training.

➔ **See Annex 6.7: Assessment instrument for self-employment and small business/enterprise projects.**

➔ **See Annex 6.8: How to assess corporate community groups.**

## Annex 6.1 Performance Data Table (sample)

### Training for rural economic empowerment project (TREE)

| Indicator | | BASELINE | TARGET | 9/04 | 3/05 | 9/05 | 3/06 | TOTAL |
|---|---|---|---|---|---|---|---|---|
| **Development objective: Increased economic opportunities and security in target areas** | | | | | | | | |
| **Immediate objective 1. Increased employment for target groups** | | | | | | | | |
| #/% participants in TREE programs who utilize skills acquired for income generation | Women | 0 | % | # %: | # % | # % | # % | # % |
| | Youth | 0 | % | | | | | |
| | Disabled | 0 | % | | | | | |
| | Total | 0 | % | | | | | |
| **Narrative analysis of data:** | | | | | | | | |
| **Immediate objective 2. Increased access to information and financial resources for beneficiaries in target areas** | | | | | | | | |
| #/% of business associations created that mobilize information or other resources for target beneficiaries | | 0 | % of # | # % | # % | # % | # % | # % |
| #/% savings and credit groups created that access financial resources for target beneficiaries | | 0 | % of # | # % | # % | # % | # % | # % |
| **Narrative analysis of data:** | | | | | | | | |
| **Output 1. Business association and savings and credit groups office-bearers trained in organization management and procedures** | | | | | | | | |
| # business association office-bearers trained | | 0 | # | | | | | |
| # savings and credit office-bearers trained | | 0 | # | | | | | |

| Indicator | BASELINE | TARGET | 9/04 | 3/05 | 9/05 | 3/06 | TOTAL |
|---|---|---|---|---|---|---|---|
| **Output 2. Awareness of business association and savings and credit group members and leaders raised regarding markets, suppliers, service providers, similar organizations within and outside their region** | | | | | | | |
| # visits by business association and savings and credit group members and leaders to raise awareness of markets, suppliers, service providers, similar organizations | 0 | # | | | | | |
| **Narrative analysis of data:** | | | | | | | |
| **Sub immediate objective 1. Increased vocational, enterpreneurial, managerial and literacy/numeracy skills among target groups** | | | | | | | |
| #/% of trainees who demonstrate competence in the skills in which they have been trained | 0 | % of # | # % | # % | # % | # % | # % |
| **Narrative analysis of data:** | | | | | | | |
| **Output 3. Persons from target groups trained in vocational, entrepreneurial, managerial and literacy/numeracy skills** | | | | | | | |
| # of persons from target groups trained<br><br>Target: 2400 | 0 | # | | | | | |
| **Narrative analysis of data:** | | | | | | | |

| Indicator | | BASELINE | TARGET | 9/04 | 3/05 | 9/05 | 3/06 | TOTAL |
|---|---|---|---|---|---|---|---|---|
| **Sub immediate objective 2. Increased institutional capacity wthin partner organizations to design and implement skills training programs for target populations** | | | | | | | | |
| # of needs-related training programs designed and offered by partner training organizations | Institute 1 | 0 | # | | | | | |
| | Institute 2 | 0 | # | | | | | |
| | Institute 3 | 0 | # | | | | | |
| | Institute 4 | 0 | # | | | | | |
| | Institute 5 | 0 | # | | | | | |
| **Narrative analysis of data:** | | | | | | | | |
| **Output 4. Partner organization officers and staff trained in project methodology** | | | | | | | | |
| Partner organizations officers and staff trained in project methodology | | 0 | # | | | | | |
| **Output 5. Awareness of project methodology raised among partner organizations and other potential stakeholders** | | | | | | | | |
| # partners/stakeholders with raised awareness | | 0 | # | | | | | |
| **Narrative analysis of data:** | | | | | | | | |

## Annex 6.2 TREE Programme Performance Monitoring Plan (sample)

| Performance indicator | | Data acquisition | | | | Analysis, use & reporting | |
|---|---|---|---|---|---|---|---|
| **Performance indicator** | **Indicator definition and unit of measurement** | **Data source** | **Method/Approach of data collection** | **Schedule/ frequency** | **Responsible person(s)** | **Schedule by mgmt** | **Responsible person(s)** |
| **Development objective. Increased economic opportunities, security and peace in target areas** | | | | | | | |
| **Immediate objective 1. Increased employment for target groups** | | | | | | | |
| #/% of participants in Tree training programs who utilize skills acquired for income generation<br><br>Disaggregated by target group<br><br>Target: 70% of # | Participants are drawn from target groups (women, youth and persons with disabilities). Tree programs include all training programs implemented by the project (vocational, entrepreneurial, management and/ or literacy/ numeracy). Income generating activities include all forms of employment (wage, self employment, part time or piece work).<br><br>Youth includes individuals 15 to 35 years of age.<br><br>Unit: participants | Project team in districts | Project monitoring form-reported once per individual participant | Quarterly | NPC | Semi-annual technical progress review (Feb and August) | NPC |
| **Immediate objective 2. Increased access to information and financial resources for target groups** | | | | | | | |
| #/% of business associations created that mobilize information or other resources for target groups<br><br>Target: % of # | Business associations created by the project are apex organizations made up of the leadership of the savings and credit groups and other community members from several villages whose function is to collect and disseminate information on products, markets, management and technology and to facilitate linkages with service providers and other associations.<br><br>Unit: association | Project team in districts | Project Monitoring Form | Every six months | NPC | Semi-annual technical progress review | NPC |

| Performance indicator | | Data acquisition | | | | Analysis, use & reporting | |
|---|---|---|---|---|---|---|---|
| **Performance indicator** | **Indicator definition and unit of measurement** | **Data source** | **Method/Approach of data collection** | **Schedule/ frequency** | **Responsible person(s)** | **Schedule by mgmt** | **Responsible person(s)** |
| #/% of savings and credit groups created that access financial resources for target groups<br><br>Target: % of # | Savings and credit groups are comprised of at least three persons from one village who have been trained under the project and who collectively guarantee loans from NRSP. These groups are registered by NRSP.<br><br>Unit: groups | Project and NRSP team in districts | Project monitoring form and NRSP loan records | Every six months beginning | NPC | Semi-annual technical progress review | NPC |
| **Output 1. Business associations and savings and credit groups office-bearers and members trained in organization management and procedures** | | | | | | | |
| Office-bearers and members trained<br><br>Target:<br># from Business Associations<br><br># from Savings and credit groups | Training comprises a series of workshops focusing on management of business associations and/or savings and credit groups | Project team in districts | Project monitoring form | Every six months beginning | NPC | Semi-annual technical progress review | NPC |
| **Output 2. Awareness of members and leadership of business associations and savings and credit groups raised regarding markets, suppliers, service providers and similar organizations within and outside their region** | | | | | | | |
| Members and leadership awareness raising visits<br><br>Target: # | Members and leadership make trip(s) to obtain information on markets, suppliers, service providers, other similar organizations within and outside their region | Project team in districts | Project monitoring form | Every six months beginning | NPC | Semi-annual technical progress review | NPC |

| Performance indicator | | Data acquisition | | | | Analysis, use & reporting | |
|---|---|---|---|---|---|---|---|
| **Performance indicator** | **Indicator definition and unit of measurement** | **Data source** | **Method/Approach of data collection** | **Schedule/ frequency** | **Responsible person(s)** | **Schedule by mgmt** | **Responsible person(s)** |
| **Sub-immediate objective 1. Increased vocational, entrepreneurial, managerial, literacy/numeracy skills among target groups** | | | | | | | |
| #/% of trainees who demonstrate competence in skills areas in which they have been trained<br><br>Target: % of # | Competence in skills will be assessed by the Instructor for each participant based on observation, simulation or examination after course completion.<br><br>Unit: trainees | Project team in districts | Skills assessment form | Every six months beginning | NPC | Semi-annual technical progress review | NPC |
| **Output 3. Persons from target groups trained in vocational, entrepreneurial, managerial and literacy/numeracy skills** | | | | | | | |
| Persons from target groups trained<br><br>Target: # | Trained persons are those completing at least one skills and entrepreneurship, management or literacy/numeracy training course<br><br>Unit: Trainees | Project team in districts | Project monitoring form | Every six months beginning | NPC | Semi-annual technical progress review | NPC |
| **Sub-immediate objective 2. Increased institutional capacity within partner organizations to design and implement skills training programs for target groups** | | | | | | | |
| # of needs-related training programs offered by partner training organizations<br><br>Disaggregated by institute<br><br>Target: to be determined | Needs-related training programs are those designed based on the input from the field teams in consultation with local communities. As opposed to standard vocational training courses, needs-related programs are practical skills programs matched to identified economic opportunities.<br><br>Types of courses will be reported using short descriptions of the needs related program.<br><br>Unit: programs | Project team in districts and PMU | Project monitoring form | Every six months beginning | NPC | Semi-annual technical progress review | NPC |

| Performance indicator | | Data acquisition | | | | Analysis, use & reporting | |
|---|---|---|---|---|---|---|---|
| **Performance indicator** | **Indicator definition and unit of measurement** | **Data source** | **Method/Approach of data collection** | **Schedule/ frequency** | **Responsible person(s)** | **Schedule by mgmt** | **Responsible person(s)** |
| **Output 4. Staff of partner organizations and other community organizations trained in project methodology and extension services** | | | | | | | |
| Officers/technical staff trained<br><br>Target: # | Staff of organizations will complete training in areas such as community mobilization, needs assessment, training delivery and follow up, extension services and enterprise development<br><br>Officers and technical staff are from local government departments, NGOs, community based organizations and NRSP<br><br>Unit: officers and technical staff | Project team in districts | Project monitoring reports | Every six months beginning | NPC | Semi-annual technical progress review | NPC |
| **Output 5. Awareness of project methodology raised for partners organizations and other stakeholders** | | | | | | | |
| # partners and other stakeholders with raised awareness<br><br>Target: # | Partner and other stakeholder awareness raised through project staff presentations at public forums and workshops organized by national, regional , provincial and community organizations<br><br>Unit: persons | Project staff | Project reports | Every six months beginning | NPC | Semi-annual technical progress review | NPC |

# Annex 6.3 TREE training programmes monitoring

There are three stages in monitoring training programmes under the TREE methodology *(see attached forms)*.

**Stage 1. Before the conduct of training**

- ☐ Recruitment of Trainees
- ☐ Accomplishing the training application form
- ☐ Accomplishing the enrollment report form

**Stage 2. During training**

- ☐ Monitoring the progress of training
- ☐ Accomplishing the training progress report

**Stage 3. Upon completion of training**

- ☐ Graduation
- ☐ Accomplishing the graduation report
- ☐ Accomplishing the end of training report

## Stage 1. Before the conduct of training

The TREE project monitors the training programme before it starts through the following steps and standard forms.

### Recruitment of trainees

**Qualification of trainees.** The TREE project requires the implementing partners, through the Community Training and Employment Coordinators (CTECs), to recruit and select the trainees for a particular programme. The policy and criteria for selection include the following:

— that they come from the community where the assessment was conducted;

— that they belong to the poverty sector targeted by the TREE project;

— that there shall be no discrimination as to gender, political or religious beliefs;

— that those with disabilities will have top priority in selection.

**Training application.** The data and information that determines the qualification of the trainees for the training programme is contained in the training application form. The form is filled up by the applicants with assistance from CTECS.

**Enrollment records.** The TREE project is informed about the qualifiers for the training programme through the enrollment report form. The form is accomplished by the trainer and attested to by the head of the implementing agency or their authorized representatives.

### Accomplishing the training application form (see Annex 6.3(a) below)

The training application form is required by the TREE project for several reasons:

— to collate baseline studies on the personal and economic backgrounds of the target groups applying for training;

— to have a basis for assessment for the selection of the actual trainee/beneficiaries for a particular training programme;

— to have an official document that will attest that the trainees are indeed interested in the training programme.

The Training application form contains certain data and information requirements that the applicants are asked to provide. If the trainees do not fully understand, the CTEC or any representative of the implementing agency is required to provide assistance.

**Training course applied for.** This refers to the particular training course that the trainee is interested in. The assumption here is that trainees have participated in the community assessment meeting and are fully aware of the planned project and training programme.

**Name and address of community.** This refers to the community where the assessment meeting took place.

**Personal information.** This refers to common and basic information relating to the personal and family background and educational attainment of the training applicants.

**Employment status.** The training applicants are required to tick in the proper boxes their present job status; whether they are not working (not employed), working on their own (self-employed), or working for an employer (wage employed).

**Name of job or occupation.** If the applicants are working for an employer, or working on their own, they are asked to name or describe their jobs or occupation.

**Other source of livelihood.** The applicants are required to provide information on other sources of incomes apart from the job or occupation mentioned above.

**Estimated family income per month**. This refers to the present estimate of gross income of the family of the applicant coming from all sources, not only from wage or self-employment, if there are any. The income is categorized into four:

☐ Below P1,000

☐ From P1,001 to 3,000

☐ From P3,0001 to 5,000

☐ From P5,000 above

**Pledge of obligation**. The final act of the trainee applicant is the acceptance of the terms of training and the pledge to diligently attend, participate, and submit to all requirements of the training programme. In line with this, the trainee applicant is asked to sign on top of their printed name.

### Accomplishing the enrollment report form

The enrollment report contains data filled up by the trainer based on the trainees' application forms. If the trainee's application form is not filled up properly the trainer should ask the trainees to complete the information asked for. The enrollment report has the following data requirements.

**Training course.** The trainer must fill up this information with the proper name of the training course. The name is taken from the training proposal. If there is a defect in the technical aspect of the proposed name in the training proposal, the trainer must correct it and inform the proponents and the implementing agency. This is necessary in the preparation of the training design for the course.

**Location/venue of training.** The trainer must place in the space the exact name of the training venue and its location. This information is necessary for monitoring purposes of the TREE project and its partners.

**Start of training.** This space must be filled up with the exact date of the start of the training programme. This is a must for documentation and administrative/financial support system.

**Estimated end of training.** The trainer must fill this space with the estimated date of the training programme, taking into consideration the length of the course and other environmental, administrative, and technical factors that may affect the implementation.

**Total number of days/hours.** The trainer must provide this information based on the training proposal. The duration of training has direct implication on trainer's remuneration, especially if they are paid by the number of hours served.

**Name of trainees.** The complete and correct names of the Trainees must be entered in this column. For easy monitoring the trainees should be grouped by gender and listed in alphabetical order.

**Personal data.** The rest of the columns in the form are personal data that must be summarized from the trainees' application forms (e.g. gender, age, disabilities, civil status, educational attainment).

**Economic data.** Three columns call for special attention. The trainer must check the individual data sheet of the trainees and correct them if necessary:

— Number of family members: This information is necessary in the post-training assessment of the indirect impact of the training programme on the members of the family of the trainees.

— Employment status: This information will provide a baseline data on the impact of the training on the trainee especially in employment mobility, in promotions, or job diversification.

— Estimated family income per month: This information will provide baseline data on incomes of the trainees before and after the training intervention.

## Stage 2. During training

### Monitoring the progress of training

The TREE project monitors the implementation of training to determine its proper and timely delivery. The progress of training activities is monitored through the **training progress report form.** It records the status of training delivery by task or block in accordance with the skills training design prepared by the trainer. |It asks what tasks have been completed so far, or are still in progress at the time of reporting.

Since it is a progress report, the trainer is supposed to observe any deviation from the planned activities, problems in the logistical support, resource requirements, or any other technical and administrative issues related to the training delivery. At the same time, the TREE project wants to monitor what actions have already been taken or what recommendations the trainer or the trainees have in order to correct the situation.

The report is prepared and submitted by the trainer in the middle of the training programme. It is likewise verified by the head of the implementing agency or their authorized representative.

### Accomplishing the training progress report

The trainer is assigned to prepare and fill up the form in accordance with following information requirements.

**Training course.** This refers to the same title of the course appearing in the enrollment report.

**Location/venue of training.** This also refers to the same information in the enrollment report.

**Start, end, and total number of days/hours.** Again, this refers to the same information in the enrollment report.

**No. of days consumed.** This information refers to the days that have already been spent on the training programme, at the time of reporting.

**No. of days/hours remaining.** This information refers to the remaining days or hours for the training, starting from the time of reporting.

**Tasks required for the course.** This column is used to list the tasks, or blocks, required for the completion of the training programme based on the skills training syllabus or training design.

**Status (completed or in progress).** This column provides the TREE project with the information on the real progress of the training implementation.

**Trainers' remarks:** This column shall be filled up by the trainer to inform the TREE project of specific issues and problems that have been acted upon by the trainer, or that need attention from the project:

- Technical – This refers to the technical aspects of training delivery such as on the training design, teaching aids, training tools and equipment, training supplies, etc.
- Administrative – This has to do with the schedules and duration of training and their practicality. It may also refer to logistics support such as in finance, transportation, etc.

## Stage 3. Upon completion of training

### Graduation

Customarily, training programmes are marked with closing or graduation ceremonies. For the project's target groups, graduation day is looked upon with anxiety. To them it is the culmination of hard work towards a better life – the acquisition of additional skills and knowledge that can help them realize some of their dreams. The day is also a time for them to receive training certificates that attest to their completion of the training course. For the TREE project, however, graduation is a time to monitor the results and outputs of the training and the lessons learned in its implementation. The first concern is recorded in the **graduation report** and the second concern is recorded in the **end of training report**. Both reports are required to be prepared and submitted by the trainer at least two days after the graduation day.

### Accomplishing the graduation report

The graduation report contains terminal information of the training course especially in terms of trainee performance and completion of training requirements for certification.

The form requires the following data and information:

**Training course.** This information refers to the same course title in the enrollment and training progress reports.

**Location/venue of training.** Similarly, this information is also the same as that appearing in the enrollment and training progress reports

**Duration of training, start, end of training.** This information is also copied from the enrollment training progress reports.

**Total number of trainees.** This refers to the number of trainees enrolled and reported in the enrollment report. However, the number is now summarized in terms of male, female, DAP/PWD, and age brackets. The information is taken from the original enrollment report.

**Names of trainees.** This information is copied from the enrollment report.

**Skills training.** The columns refer to information about the trainees who either passed, or failed, in the training assessments done by the trainer. The rating, if there is any, is entered in the respective columns; otherwise, checking is already sufficient as long as the trainer keeps the records of assessment.

**Entrepreneurship training.** The columns also provide the information on those trainees who were able to prepare their Transition Enterprise Project plans (TEP) and those who did not. The preparation of the TEP is a requirement for those who choose to pursue individual or group enterprise, hence, is not a standard requirement for training certification.

**Titles of TEP.** The trainer is required to place under this column the title or titles of the TEP projects that the trainees were able to prepare and submit in accordance with TEP guidelines. This will provide the TREE project with the information, especially when it conducts the tracer studies.

**The graduation report.** This is prepared by the trainer and attested to by the head of the implementing agency or their authorized representative.

## Accomplishing the end of training report

If the graduation report is the basis for graduation and issuance of training certificates to successful trainees, the end of training report is also the basis for the termination of the trainer's official engagement in the training programme. It is the basis for the issuance of clearance for the trainer's technical and administrative responsibilities that entitles them to their final payment for services.

The End of Training Report asks for the following information:

**Training Course.** This information is lifted from the previous training reports.

**Location/venue of training.** This information is likewise copied from the previous reports.

**Total no. of training days/hours.** This information is similarly copied from the previous reports.

**Result of the training.** This information is copied from the graduation report accompanying the end of training report.

**Positive aspects of the training.** This box requires the trainer to provide the TREE project with their professional assessment on the overall design and usefulness of the training programme to the TREE project and methodology.

**Problems encountered.** This box requires the trainer to provide information on the issues and problems encountered during the training implementation, be it technical or administrative in character. It summarizes the issues and problems mentioned in the training progress report.

**Action taken.** This box requires the trainer to inform the TREE project of the measures undertaken that may prove useful to the project in future implementation.

**Recommendations.** This box requests the trainer to recommend or suggest to the TREE project, measures that the project should undertake to improve the training programme and its delivery in the future.

# Annex 6.3(a) Training Application Form

**I. Training course applied for** ..........

**II. Name & address of community** ..........

**III. Personal information**

Name ..........
(Family name) (First name) (M.I.)

**Address:** ..........

**Civil status** ☐ Single ☐ Married ☐ Widow/er ☐ Separated

**Sex** ☐ Male ☐ Female ☐ Person with Disability (PWD)

**Age** .......... years **No. of members in the family** ..........

**Highest educational attainment:**

☐ Elementary / No. of years .......... ☐ High school / No. of years .......... ☐ College / No. of years ..........

☐ Voc/Technical / No. of yrs/mos/days .......... Name of Voc/Tech course: ..........

**Employment status:** ☐ Not employed ☐ Self-employed ☐ Wage employed

**Name of job/occupation (if wage or self-employed):** ..........

**Other sources of income/livelihood:** ..........

**Estimated family income per Month (In Pesos):**
☐ Below 1,000 ☐ 1,001–3,000 ☐ 3,001–5,000 ☐ 5,001–above

**Pledge of Obligation**
If admitted to the training programme, I, the undersigned affirm that I will diligently attend and participate in the training activities, strive to pass the course, prepare and submit all training requirements and pursue post-training endeavors that shall make me a useful and productive member of my community.

**Printed name and signature of training applicant** ..........

# Annex 6.3(b) Training Progress Report *(to be submitted in the middle of training)*

**Training course** ........................................

**Location/Venue of training** ........................................

**Start of training** .................... **Estimated end of training** ....................

**To No. of days/hours** ....................

**No. of days/hours consumed** .................... **No. of day/hours remaining** ....................

| No. | Tasks/Blocks required for the course (based on training syllabus/training design) | Status (please check) | | Trainer's Remarks |
|---|---|---|---|---|
| | | Completed | In progress | |
| 1. | ........ | ☐ | ☐ | Technical : |
| 2. | ........ | ☐ | ☐ | ........ |
| 3. | ........ | ☐ | ☐ | ........ |
| 4. | ........ | ☐ | ☐ | ........ |
| 5. | ........ | ☐ | ☐ | Administrative: |
| 6. | ........ | ☐ | ☐ | ........ |
| 7. | ........ | ☐ | ☐ | ........ |
| 8. | ........ | ☐ | ☐ | ........ |
| 9. | ........ | ☐ | ☐ | Action taken: |
| 10. | ........ | ☐ | ☐ | ........ |
| 11. | ........ | ☐ | ☐ | ........ |
| 12. | ........ | ☐ | ☐ | ........ |
| 13. | ........ | ☐ | ☐ | Recommendations: |
| 14. | ........ | ☐ | ☐ | ........ |
| 15. | ........ | ☐ | ☐ | ........ |
| 16. | ........ | ☐ | ☐ | ........ |

**Prepared/submitted by**

Name of trainer, signature & date ........................................

Name of training supervisor, signature & date ........................................

**Approved** *(Head of training agency, signature& date)* ........................................

# Annex 6.3(c) End of Training Report *(to be prepared together with graduation report)*

**Training course** ..........

**Location/Venue of training** ..........

**Total No. of training days/hours** ..........

**Result of training**

**Actual No. of trainees** .......... **No. of trainees passed** ..........

**No. of trainees failed** .......... **No. of TEPs prepared** ..........

**1. Positive aspects of the training**

..........

..........

..........

**2. Problems encountered**

..........

..........

..........

**3. Action taken**

..........

..........

..........

**4. Recommendations**

..........

..........

..........

**Prepared/submitted by** *(name of trainer, signature & date)*

..........

**Noted by** *(name of CTEC or training supervisor, signature & date)*

..........

**Approved** *(Head of training agency, signature& date)* ..........

# Annex 6.4 How to conduct tracer studies

## 1. The nature and objective of the study

The TREE methodology requires that a tracer study be made on the trainees in order to determine how they have utilized their newly-acquired skills in relation to their plans and objectives as expressed in the project proposal.

For better results the study is conducted three to four months after the completion of training. It is also recommended that it be done by training batch so that it will be easier to analyse the data and prepare a summary.

## 2. Preparing for the tracer study

**The tracer form.** The principal tool for the study is the tracer for training beneficiaries instrument. It is a simple, one-page questionnaire that is administered individually to the trainees/beneficiaries.

**Selecting the training programmes scheduled for tracer.** The TREE project staff maintain a monitoring of training programmes with their specific start and end dates From which the project staff selects the training programmes that have been completed three to four months previously and are now scheduled for tracer study.

**Identifying the trainees to be traced.** From the list of training programmes ripe for tracer, the project staff takes the names of the trainees.

**Filling up the initial data.** The TREE project staff prepares the tracer form by filling up each of the personal information boxes by data derived from the training application forms and the enrolment report.

**Hiring/assigning interviewers.** The tracer study can be done in two ways:

— If the training programme was implemented by a partner-implementing agency, the interview is conducted by the TREE project staff.

— If the training programme was implemented directly by the TREE project, the interview is conducted through an independent local interviewer or partner. In this case, the TREE project staff should properly brief the interviewer on the nature, purpose, and procedures of doing the study.

## 3. Conducting the interview

**Reviewing the background of the training programme:** The first thing that an interviewer must do is to review the documents regarding the training programme. This includes the training proposal, the training application forms and the training reports, especially the TEP plan submitted to the TREE Project. This will give the interviewer an idea, or sufficient leads in talking to the trainees/beneficiaries in their communities.

**Contact persons.** The interviewers will have an easier time doing the tracer study if they engage the assistance of a contact person in the community where the trainees reside, or where the enterprise project is located. The contact persons could be the following:

- ☐ the community training and employment coordinator (CTEC) who coordinated the training programme;
- ☐ the trainer, if they can be located;
- ☐ a representative of the partner-implementing agency.

**Locating the trainee/beneficiary.** The major respondents to the study are the trainees/beneficiaries. The information on the tracer material on their address may give the interviewer the lead on where to find them. In case the trainees are engaged in enterprise projects, their TEP will provide the interviewer with the information on where to find them.

**Group interview.** If it is possible to assemble the trainees in one location, this will be the best way to conduct the interview. This strategy will provide more of a chance to gather data that will be relevant to the study.

**Key informants.** In cases where a trainee is not available, a key informant, who could be the parents, brothers, or sisters, or any close relative with personal knowledge of the trainee, can be interviewed.

**Administering the questionnaire.** The interviewer should follow the sequence of questioning as numbered in the tracer form:

— Introduction – The interviewer must explain to the respondents the purpose of the study, which is in line with the methodology and the objectives of the TREE Project.

— Is the training beneficiary engaged in any economic activity? This question refers to the time of the interview. It must be answered by a simple Yes or No.

— If NO, what is/are the reason/s? This is a follow-up question if the answer of the trainee to the first question is NO. In this instance the interviewer must require the respondent to give reason/s why they are not engaged in any economic activity. The question should focus on both personal and environmental reasons.

— If YES, what is the present economic activity? This question will generate answers which the interviewer will have to organize into three:
  1. Wage employee – This item will be ticked if the trainee is working for an employer. The answer will also be qualified into whether the work is full time (the trainee is working as a regular employee of the employer and is not involved in any other job); part-time (the trainee is not a regular employee but works only on call or in any other temporary arrangement with the employer); piece-work (the trainee is working and is being paid based on products or services that they are able to accomplish); others (any other working arrangement which does not fall under the three categories). But the interviewer must provide a description of this job.
  2. Self-employed – This item will be ticked if the trainee is engaged in an income-generating activity all by themselves without an employer (which includes also some members of their family). The answer will also be qualified as to how many members of the family are involved in the enterprise.
  3. In a Group Enterprise – This item will be ticked if the trainee is working with a group, or if they are members of a group engaged in an enterprise and where all of them share in the profit, or loss, of the enterprise. The answer will also be qualified as to how many members there are in the group.

— Is the present economic activity related to the training programme attended? This question tries to relate the trainee's present employment, job, or enterprise with the training programme that they have attended under the TREE project. This question can be answered by YES or NO.

— Estimated average monthly income of the family NOW after the training. This query can be answered by estimates with reference to regular or part time incomes of the trainees including their families.

— What are the problems encountered by the trainees in their present economic activity? – This question needs the interviewer to focus the answer on job or enterprise-related issues and problems. The interviewer must see to it that the trainee will give answers relating to the improvement of the TREE project and its methodology of intervention.

— What other benefits have been derived from the training? The interviewer must be able to get more information about other benefits that have been experienced by the trainee other than incomes for the family such as their social relations in the community.

**Concluding the interview.** After the interview, the interviewer must ask the respondents to affix their signature in the box provided for on the tracer form. Afterwards, the interviewer should also affix their signature. This act will affirm the authenticity of the interview. The interviewer must thank the respondents without necessarily promising or committing anything to the trainees.

## 4. Preparing the tracer summary

The summarization is part of the duties and responsibilities of the interviewer. The form to be used is the **summary of tracer study form** (see Annex 6.5).

**Need for analysis.** The tracer study questionnaires should be summarized for the purpose of analysis. The analysis will provide the TREE project with a guide in making decisions on policies, directions, and adjustments in project implementation including the methodology.

**Summarize by training batch.** The summary of the questionnaires will be more usable if done by training batch. This approach will be administratively and technically easier for the TREE project if there is a need to provide follow-up actions.

**Table entries.** The data and information to be entered in the form are all taken from the administered individual questionnaires. The form, however, requires the computation of totals and/or averages which can be entered in the bottom row.

**Summary of data.** The form has a summary portion below the table where totals and/or averages can be entered. From the data, any kind of quantitative and qualitative analysis can be made to be placed in a narrative report.

**Making narrative reports.** Depending on the requirements of the project, the donors and the partners, the TREE project can now prepare its analysis of the data and prepare the narrative reports. It is important to emphasize, however, that the tracer study is only a snapshot of the result of the trainees training. It does not provide a guarantee that the economic activities will be sustainable. The long-term impact will still depend on the overall economic environment upon which the trainees/beneficiaries will have to interact after their initial enterprise projects.

# Annex 6.5 Tracer Study Report Form (sample)

## I. Personal information *(copy from training application form and enrollment report)*

**Name** ........................................................................................................
(Family name) (First name) (M.I.)

**Address** ........................................................................................................

**Training attended** ........................................ **End of training** ........................................

**Venue** ........................................ **Civil status** ........................................

**Sex** ............................ **Age** ........ ☐ **DAP/PWD** **No of members in the family** ..................

**Highest educational attainment** ........................................................................

**Estimated average monthly income of the family BEFORE the training (P)** ..............................

**Employment/Source of income of trainee before the training** ..............................

## II. Post-training information *(this is the subject of the tracer study)*

**1. Is the training beneficiary engaged in any economic activity now?** ☐ Yes ☐ No

**2. If NO, what is/are the reason/s?** ........................................................................

**3. If YES, what is the present economic activity?**

☐ Wage employee *(working under an employer)*

Kind/nature/description of job: ........................................................................

☐ Full time ☐ Part-time ☐ Piece work ☐ Others ........................................

☐ Self-employed *(engaged in livelihood/enterprise individually or with the family)*

Name/Nature of livelihood/enterprise ........................................................................

How many members of the family are involved in the activity? ........................................

☐ In a group enterprise *(working with, or operating an enterprise with a group)*

Are the group members classmates of the Trainee? ☐ Yes ☐ No How many members in the group? ..........

**4. Is the present economic activity related to the training program attended?** ☐ Yes ☐ No

**5. Estimated average monthly income of the family NOW after the training (P):** ..............................

**6. What problems have been encountered by the Trainee in his/her present economic activity?**

........................................................................................................

**7. What other benefits did the training brought to the Trainee?**

**Name & signature of trainee or key informant** ........................................................................

**Name, signature of interviewer – Date of interview** ........................................................................

# Annex 6.6 Sample Tracer Study Report Form (Philippines)
## Summary of tracer studies, 3–5 months after completion of training

| No. | Training Title | Address | Total No. of trainees | Sex | | DAP/ PWD | Youth | Average family monthly income before the training | Highest educational attainment | | | | | | No. of members in the family | Engaged in Economic Activity | | | | | | | | | | | | Additional family monthly income after training | Economic activity related to training | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | | | | Wage employed | | | | Self employed | | | | Group Enterprise | | | | | | |
| | | | | M | F | | | | E | EDO | HS | HSDO | C | CDO | | M | F | Y | D | M | F | Y | D | M | F | Y | D | | Yes | No |
| 1 | Bakeshop Operation | Pagagawan, Maguindanao | **12** | 3 | 9 | 0 | 6 | 2'291.66 | 1 | 4 | 0 | 1 | 0 | 6 | **29** | 0 | 0 | *0* | *0* | 0 | 0 | *0* | *0* | 3 | 9 | *2* | *0* | 1'000.00 | ✔ | |
| 2 | Bakeshop Operation | Dulangan, Nituan, Parang, Mag. | **16** | 9 | 7 | 0 | 3 | 1'300.00 | 4 | 1 | 8 | 2 | 1 | 0 | **80** | 0 | 1 | *1* | *0* | 1 | 1 | *0* | *0* | 0 | 0 | *0* | *0* | 5'500.00 | ✔ | |
| 3 | Food Processing | Pagalungan, Maguindanao | **19** | 0 | 19 | 0 | 11 | 3'852.63 | 5 | 2 | 2 | 2 | 4 | 4 | **61** | 0 | 1 | *1* | *0* | 0 | 2 | *0* | *0* | 0 | 0 | *0* | *0* | 1'500.00 | ✔ | |
| 4 | Furniture & Cabinet Making | Layog, Pagalungan, Mag. | **14** | 14 | 0 | 0 | 11 | 2'375.00 | 0 | 0 | 4 | 6 | 2 | 2 | **33** | 1 | 0 | *1* | | 13 | 0 | *0* | *0* | 0 | 0 | *0* | *0* | | ✔ | |
| 5 | Draperies/Garments | Brgy. Gang, Sultan Kudarat | **7** | 0 | 7 | 0 | 0 | 2'400.00 | 3 | 1 | 1 | 1 | 1 | 0 | **44** | 0 | 0 | *0* | *0* | 0 | 7 | *0* | *0* | 0 | 0 | *0* | *0* | 2'914.00 | ✔ | |
| 6 | Mat Weaving | Damabalas, Datu Piang, Mag. | **20** | 0 | 20 | 0 | 3 | 3'104.15 | 4 | 13 | 4 | 0 | 0 | 0 | **74** | | | | | | 20 | *3* | | | | | | 3'660.00 | ✔ | |
| 7 | Pottery | Dasawao, Datu Piang, Mag. | **17** | 3 | 14 | 0 | 10 | 2'647.06 | 14 | 0 | 1 | 2 | 0 | 0 | **72** | | | | | 3 | 1 | *3* | | 2 | 11 | *7* | | 3'682.35 | ✔ | |
| 8 | Furniture Making | Datu Pinguiaman, D.O.S., | **15** | 15 | 0 | 0 | 6 | 2'266.67 | 1 | 3 | 1 | 7 | 0 | 2 | **46** | 7 | 0 | *1* | *0* | 8 | 0 | *3* | *0* | 0 | 0 | *0* | *0* | 386.67 | ✔ | |
| 9 | Bakeshop Operation | Datu Paglas, Maguindanao | **13** | 3 | 10 | 0 | 8 | 3'242.60 | 0 | 1 | 0 | 1 | 0 | 4 | **40** | 3 | 3 | *5* | *0* | 0 | 0 | *0* | *0* | 0 | 6 | *3* | *0* | 1'025.61 | ✔ | |
| 10 | Dressmaking | Matanog, Maguindanao | **20** | 1 | 19 | 0 | 11 | 1'876.58 | 0 | 3 | 0 | 5 | 0 | 4 | **94** | 0 | 0 | *0* | *0* | 0 | 0 | *0* | *0* | 1 | 19 | *11* | *0* | 400.00 | ✔ | |
| 11 | Sala Set Making | Nalil, Bongao, Tawi-Tawi | **5** | 3 | 2 | 0 | 2 | 2'700.00 | 0 | 0 | 1 | 1 | 1 | 2 | **28** | 1 | 0 | *0* | *0* | 2 | 2 | *0* | *0* | 0 | 0 | *0* | *0* | 6'900.00 | | ✔ |
| 12 | Pumpboat Making | Sibakloon, Tandubas | **10** | 10 | 0 | 0 | 6 | 390.00 | 3 | 0 | 4 | 1 | 1 | 1 | **71** | 0 | 0 | *0* | *0* | 10 | 0 | *0* | *0* | 0 | 0 | *0* | *0* | 670.00 | ✔ | |
| 13 | Bakeshop Operation | Lamion, Bongao, Tawi-Tawi | **10** | 10 | 0 | 0 | 9 | 1'640.00 | 0 | 0 | 0 | 5 | 2 | 3 | **53** | 0 | 0 | *0* | *0* | 0 | 0 | *0* | *0* | 10 | 0 | *0* | *0* | 510.00 | ✔ | |
| 14 | Tempel Construction | Kasanyangan, Bongao | **6** | 6 | 0 | 0 | 2 | 3'166.00 | 2 | 0 | 4 | 0 | 0 | 0 | **17** | 0 | 0 | *0* | *0* | 0 | 0 | *0* | *0* | 6 | 0 | *2* | *0* | 2'666.67 | ✔ | |
| 15 | Furniture & Cabinet Making | Balabagan, Lanao Sur | **13** | 13 | 0 | 0 | 6 | 2'692.31 | 0 | 1 | 8 | 2 | 1 | 1 | **83** | 12 | 0 | *6* | *0* | 1 | 0 | *0* | *0* | 0 | 0 | *0* | *0* | 538.46 | ✔ | |
| 16 | Bakeshop Operation | Camilol, Malabang, L.S. | **6** | 6 | 0 | 0 | 4 | 1'350.00 | 1 | 0 | 3 | 0 | 0 | 2 | **24** | 0 | 0 | *0* | *0* | 0 | 0 | *0* | *0* | 4 | 2 | *4* | *0* | 1'250.00 | ✔ | |
| 17 | Dressmaking | Daguan, Kapatagan, L.S. | **13** | 1 | 12 | 0 | 6 | 2'808.00 | 3 | 0 | 4 | 0 | 6 | 0 | **69** | 1 | 9 | *0* | *0* | 0 | 3 | *0* | *0* | 0 | 0 | *0* | *0* | 496.00 | | |
| 18 | Bakeshop Operation | Bangon, Marawi City | **6** | 0 | 6 | 0 | 0 | 1'666.67 | 15 | 0 | 0 | 0 | 5 | 0 | **43** | 0 | 0 | *0* | *0* | 0 | 0 | *0* | *0* | 0 | 6 | *0* | *0* | 417.00 | ✔ | |
| 19 | Enterprise Management | Cotabato City | **34** | 16 | 18 | 0 | 5 | 1'500.00 | 4 | 0 | 8 | 12 | 5 | 5 | **61** | 8 | 10 | *0* | | 0 | 0 | *3* | *4* | 3 | 13 | *2* | | 1'000.00 | ✔ | |
| 20 | Dressmaking | Brgy. Digal, Buluan | **16** | 0 | 16 | 0 | 10 | 1'300.00 | 0 | 0 | 8 | 4 | 4 | 0 | **53** | 0 | 0 | *0* | | 0 | 0 | | | 0 | 16 | *10* | | 2'000.00 | ✔ | |
| 21 | Fish Processing | Bago Aplaya, Davao City | **15** | 2 | 13 | 0 | 6 | 3'000.00 | 0 | 0 | 6 | 3 | 2 | 4 | **30** | 0 | 0 | *0* | | 0 | 0 | | | 2 | 13 | *6* | | 2'500.00 | ✔ | |
| 22 | Fish Processing | Dumoy, Davao City | **15** | 2 | 13 | 0 | 4 | 3'000.00 | 0 | 0 | 2 | 8 | 4 | 1 | **27** | 0 | 0 | *0* | | 0 | 0 | | | 2 | 13 | *4* | | 2'100.00 | ✔ | |
| 23 | Slippers Making | Brgy. 76-A, Bucana, Dvo. City | **30** | 5 | 25 | 0 | 18 | 2'000.00 | 0 | 0 | 15 | 3 | 8 | 4 | **39** | 0 | 0 | *0* | | 0 | 0 | | | 5 | 25 | *18* | | 2'700.00 | ✔ | |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 24 | Bolo Making | Brgy. Digal Buluan | **20** | 2 | 18 | 0 | 15 | 3'000.00 | 2 | 5 | 8 | 3 | 0 | 2 | **43** | 0 | 0 | *0* | *0* | 0 | 0 | | | 2 | 18 | *15* | | 1'400.00 | ✔ | |
| 25 | Bakeshop | Daguan, Kapatagan, L.S. | **20** | 2 | 18 | 0 | 12 | 1'500.00 | 0 | 0 | 6 | 6 | 2 | 6 | **33** | 0 | 0 | *0* | | 0 | 0 | | | 2 | 18 | *12* | | 1'000.00 | ✔ | |
| 26 | Bag Making | Sultan Kudarat | **10** | 0 | 10 | 0 | 2 | 1'000.00 | | | | | | | | 0 | 0 | *0* | | 0 | 0 | | | 0 | 10 | *2* | | 1'600.00 | ✔ | |
| | **TOTALS** | | **382** | 126 | 256 | 0 | 176 | **2'233.44** | 48 | 34 | 98 | 75 | 49 | 53 | **1247** | 33 | 24 | ***15*** | ***0*** | 38 | 36 | ***12*** | ***4*** | 42 | 179 | ***98*** | ***0*** | **1'839.11** | | |

**Base Line Data**

*Sex*

M (Male) -126

F (Female) -256

*Sector*

Age 32 below (youth) -176

Age 33 above (adult) -206

DAP/PWD = 10

*(DAP – Differently Abled Persons / PWD – Persons with Disabilities)*

**Beneficaries**

No. or direct beneficiaries - 382

No of indirect beneficiaries - 1,247

**Analysis**

*Rate of Employment (WE/SE/GE)*

| | |
|---|---|
| 113 of 126 Men ( WE/SE/GE ) | - 89% |
| 239 of 256 Women ( WE/SE/GE) | - 93% |
| 9 of 10 PwD | 90 |
| 129 of 176 Youth ( WE/Se/GE) | 73% |
| Economic activities directly related to the training | - 96% |

**Educational attainment**

E (Elementary) - 48

EDO (Elementary Drop-out) - 34

HS (High School) - 98

HSDO (High School Drop-out) - 75

C (College) - 49

CDO (College Drop-out) - 53

**Rate of increase in average monthly family income due to intervention**

| | |
|---|---|
| Average additional monthly income after training | - P 1,816.67 |
| Average monthly income before training | - P 2,277.33 |
| Average increase in monthly income | 80% |

**Some major reasons why beneficiary is not engage in economic activity during the time of study**

1. Lack of capital to start or continue the enterprise
2. No market of products due to calamities
3. Waiting for products to be sold to generate capital for the next production
4. Not yet formally organized to manage the enterprise (group enterprises)
5. Peace and order problem in their respective areas

# Annex 6.7 Assessment Instrument for self-employment and small business/enterprise projects

## I. Enterprise information

1. **Name of enterprise** ..................

   Date of start of operation ..................

2. **Location of enterprise** ..................

3. **Type of enterprise**

   ☐ Individual (operated by the trainee alone ☐ Group (operated by a group in which the trainee is a member)

4. **Number and names of trainee-beneficiaries involved in the group** *(attach list)*

5. **Amount of start-up capital** ..................

6. **Present asset (P)** .................. *(attach details)*

7. **Where is/are the sources of start-up capital for the enterprise?**

   7.1 TREE Project (Tools, Equipment, training/production supplies) (P): ..................

   7.2 Other donors

   – Name/s of donor/s: .................. P ..................

   – Conditions: ..................

   – Problems encountered: ..................

   7.3 Loan/Credit (P): ..................

   – Name of creditor: ..................

   – Basic conditions:

   ☐ Collateral. What? ..................

   ☐ Mortgage of tools or equipment ☐ Specific period of payment ☐ Interest rate per year/annum

   – Other conditions: ..................

   – Problems encountered: ..................

   7.4 Products *(If enterprise is engaged in production)*

| **Names of products being produced** | **Volume of production/period** |
|---|---|
| .................. | .................. |
| .................. | .................. |
| .................. | .................. |
| .................. | .................. |

   7.5 Services *(If enterprise is engaged in services)*

| **Names of services being sold/delivered** | **Volume of clients/period** |
|---|---|
| .................. | .................. |
| .................. | .................. |
| .................. | .................. |
| .................. | .................. |

## II. Business operation

**A. Production/Service materials**

1. What are the raw materials of the products?

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2. From where are they obtained or bought? Give the exact source of the materials?

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3. What were/are the problems in getting raw materials?

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4. How did the owner/s solve the problems?

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**B. Production technology**

1. What is the kind of technology used? ☐ Purely by hands ☐ Mechanized

   If mechanized, what are the tools or machines used? *(Provide list)*

   From where the tools or machines were bought/made? ☐ Local ☐ Imported ☐ Fabricated

**C. Marketing**

1. Who are the buyers/customers of the Products/services? ..............................

   ☐ Local ☐ Foreigners ☐ Mixed

2. To what income bracket do they belong? ☐ From the poor ☐ From the middle class

   ☐ From the upper class ☐ Others, please specify ..............................

3. Is the product being exported? To what country/s? ..............................

4. How does the business promote the product? ☐ by radio ☐ by newspaper ☐ by TV

   ☐ by their own sales persons ☐ by word of mouth ☐ by other means

   or is there no promotion at all? ..............................

5. How are products being packaged? ☐ by cartons ☐ by paper ☐ by paper ☐ bags

   or, is there no packaging at all? ..............................

6. What is/are the Trade Marks used in the products? *(if there are any)*

   .................................................................................................

7. Where are the products being sold or displayed for sale? *(please give the exact places)*

   .................................................................................................

   .................................................................................................

   *(Ask whether the sales outlets are owned by the proprietor/s or by other retailers.*
   *Please give short description, or diagram on how the products are being distributed to these market outlets.)*

8. Are there known competitors of the products? Where are they? What is the advantage of the enterprise's products over the others? Or what are the advantages of the competitors over the enterprise's products? *(Give short description.)*

9. How does the owner/s determine the prices of their products?

**D. "Enterprise system/forward and backward linkages"**

1. Is the enterprise DELIBERATELY aware or applying the concept of "enterprise system", or forward and backward linkages of entrepreneurial activities among its members or within the community?
   ☐ No ☐ Yes. If yes, describe based on the following:

   From where does the enterprise buys its supplies and other production/service materials?

   To whom does the enterprise sells their products?

   From whom does the enterprise get its capital requirements?

2. What are the benefits experienced?

3. What are the problems or difficulties met?

4. What are the recommendations or suggestions?

**E. Financial management**

1. How does the owner/s determine the prices of their products?
   *(Ask and please provide a formula showing the cost of production and profit margins.)*

2. Who handles the financial aspect of the business? *(Find means to interview him/her)*

3. Is there any accounting record of the business? *(Describe and bring a sample if possible).*

4. Is it using banks to deposit money? ☐ Yes ☐ No

   If yes, what is the name of the Bank? ..........

5. How does the owner/s make their financial plans, budget, or income or expense forecasts?

   ..........

   ..........

6. Did the owner/s made any additional investments aside from the original capital? ..........

   How much is the additional investment? ..........

   Where did they get the money? ..........

   Where did they put their additional investments? ..........

**F. Issues and problems. What are the problems and issues met by the enterprise operators?**

1. In terms of skills ..........
2. In terms of capital ..........
3. In terms of savings ..........
4. In terms of marketing ..........
5. In terms of production ..........
6. In terms of financial management ..........
7. In terms of the overall business management ..........
8. Others (Government support, etc.) ..........

   *(Please list down and describe in detail if possible in another page.)*

**G. Motivation**

1. What is the most important motivation that drives the respondents to continue operating the enterprise?

   ..........

2. In what specific aspects of the enterprise do they find satisfaction? ..........
3. Would they want their children to be in the same enterprise project, or to continue the enterprise?

   If no, why? ..........

   If yes, why? ..........

4. Given another chance, would they still want to be in the same enterprise project?

   If no, why? ..........

   If yes, why? ..........

**H. Future plans**

What are the future plans of the enterprise operators?
*(Note: Refer to Issues and Problems as a guide for the interview.)*

..........

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## III. Findings and recommendations of the interviewer

*(Recommendations shall focus on possible post-training assistance under the TREE Methodology in relation to the outcome of the interview)*

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**Name & signature of respondent** ..........................................................

**Name & signature of interviewer** ..........................................................

**Date of interview** ..........................................................

# Annex 6.8 How to assess corporate community groups (sample tool from the TREE Project in the Philippines)

## 1. Interviewers/assessors

— Who conducts the assessment? The assessment of corporate community groups is done through field interviews. It is conducted by an independent local consultant.

— Orientation seminar for interviewers. The interviewers or assessors have to undergo an orientation seminar on the TREE methodology which is being conducted by the project staff. This is necessary in order that the interviews will be focused on the goals and objectives of the TREE project. The understanding of the concept of the TREE project and its methodology is crucial in the flow of assessment and in the preparation of reports.

## 2. Selecting the CCG (corporate community groups)

— Selecting fully operational CCG systems. The corporate community group to be assessed are those that have undergone complete capability building from the TREE project. This means that they have been properly organized and they have undergone workshops on the operation of their community fund or co-fund. It is most important that the CCG already has their seed capital and completed at least one year of co-fund (community fund) operation.

— Identifying the contact persons. The interviewers will have an easier time if they are able to talk to a contact person for the particular enterprise project. The contact people are usually on the file of the TREE project together with their addresses and, in most instances, their telephone numbers.
- The Community Training and Employment Coordinators or CTEC
- The focal person of the implementing agency.

— Approaching the target groups. The first people to be located are the officers of the CCG, particularly the chair of the executive committee and the fund manager. Once they have been located the rest of the target-interviewees can easily be located.

## 3. Conducting the interview

— Interview tools. For the purpose of this study the TREE project is utilizing the instrument called **How to assess Corporate Community Groups.** The tool is composed of two interview instruments:
- interview instrument for co-fund officers – the instrument is designed to look at the operation of the co-fund scheme;
- interview instrument for CCG members – this instrument is designed to look at the operation of selected enterprise projects of members.

— Interview strategy. The interview requires administering the questions to different groups:
- for the co-fund operation the officers of the CCG, particularly the chair of the executive committee, the co-fund manager and the treasurer are the major respondents;
- for the operation of enterprise projects the major respondents are the members who have acquired funding assistance from the co-fund;
- hence, the interviewer must be able to schedule the interviews in such a way as to administer the right questionnaires to the right people at the right time and it will be easier if the interview follows the progression of the questions as arranged in the instrument.

— Opening the interview. The interviewers start by introducing themselves. This is followed by a short account of the background of the TREE project and methodology and by stating the purpose of the study. This type of opening provides a relaxed atmosphere for the interviewees to enable them to give honest and accurate information.

## I. Interviewing CCG officers

### 1. General information

This part of the interview can be conducted by the chair of the executive committee or the co-fund manager.

**1.2** Location/address refers to the area of operation of the CCG. The actual and specific location and address must be properly indicated to include the house number (if any), street, municipality/city and province.

**1.3** Number of active members refers to the actual members actively involved and participating in the operation and affairs of the CCG.

**1.4** Date of registration refers to the date of the registration of the CCG to any appropriate government agency.

**1.5** Name of registering government agency refers to the registering agency where the group is registered (e.g. SEC, DOLE, CDA). Indicate the official address of the said agency.

**1.6** Start-up co-fund capital refers to the actual amount of money available to members for development finance and micro-lending assistance.

**1.7** Starting amount refers to the amount of capital initially available for members for development and micro-lending assistance.

**1.8** Source/s refers to donor/s of the start-up co-fund capital. Indicate the official name and address.

**1.9** Type of assistance refers to the kind and conditions of assistance. It is categorized into: grant, endowment, group savings or loan/credit:

— **grant** is assistance given to CCG without any obligation to return it to donors;
— **endowment** is assistance provided to CCG to be returned to the donor after utilizing the money for a period of time;
— **group savings** are funds utilized by the co-fund coming from the group's money or savings;
— **loan/credit** is assistance provided is to be returned to the donor with interest.

**1.10** Conditions of assistance refer to any prior agreement set forth by the donor which has to be fulfilled by the CCG before the assistance is given.

**1.11** Depository bank and address of bank refers to bank or any other institution where the funds of the CCG are deposited for safe keeping. Indicate the address.

**1.12** Present assets of the CCG/co-fund refer to all properties (real and personal) owned by the CCG.

## 2. Co-fund operation

This part of the interview can be conducted by the co-fund manager and the treasurer or bookkeeper.

**2.1** Amount of bank deposit refers to the total amount of money actually deposited in the bank by the CCG and in the name of the CCG.

**2.2** Cash on hand refers to the total amount of money in the possession of the treasurer or any other duly authorized officer of the CCG.

**2.3** Total amount currently tied-up in DEFA refers to the total amount released to the members for development finance assistance for venture projects.

**2.4** Total amount currently tied-up in MILA refers to the total amount released to members as micro-lending assistance.

**2.5** Total assets refer to all the funds and properties of the CCG.

**2.6** Development finance and micro-lending assistance refers to the status of co-fund operation of the CCG. Indicate the names of all members who have availed themselves of the assistance, the kind of enterprise projects they have engaged in and the amount of the venture capital assistance. It is further categorized into individual, group, CCG-owned and others:

— individual, if the project is operated by one person or with assistance of members of the family;
— group, if the project is operated by two or more members of the CCG;
— CCG-owned enterprise/projects, if the project is operated by the CCG itself as a common service facility for income-generation and benefit of members;
— other community projects directly assisted by the CCG/co-fund, if the project is operated by the CCG for the benefit of the members and not income-generating in nature.

## 3. Issues and problems encountered

These questions are directed to the co-fund manager together with the members of assessment and collection, as well as field audit committees.

**3.1** Coverage refers to any matter or concern relating to the operation of the co-fund which involves the following: systems and procedure, members, officers, community and others. Systems and procedure is further categorized into borrowing, collection, record keeping and fund management.

— borrowing refers to transactions related to application, assessment, approval and release of assistance;

— collection refers to transaction related to audit, payment of venture assistance and profit sharing;

— record keeping refers to the keeping of records relating to release of assistance, payment, repayment and co-donation;

— fund management refers to transactions related to prioritization, release of assistance, financial operations and other allied concerns.

**3.2** Actions taken and recommendations. Actions taken refer to any remedial measures undertaken to solve the problems identified, while recommendations are suggestions and measures that were not undertaken.

## II. Interviewing CCG members

This interview is conducted with members of the CCG who have received financial assistance from their co-fund. These members can be selected from the records of the fund manager. To be reliable at least 20 per cent of the borrowers should be interviewed.

**1.** Name and address of the CCG. Each interview sheet for the members must be properly labeled with reference to the CCG of which they are members.

**2.** Personal information. While this information can be taken from CCG records, it would be more effective if the interviewer asks for this information from the respondents. This approach provides time for informal introductions without the interview appearing like an audit.

**3.** Funding assistance acquired from the CCG co-fund. This information is available from the records of the fund manager. Hence, it can be lifted from such files by the interviewer before the member's interview. However, the interviewer can also ask the members to check on its figures and veracity.

**4.** Development Finance Assistance (DEFA) acquired from the co-fund. This refers to funding assistance related to the operation of an enterprise or income-generating project of the member.

**5.** Name/ kind/description of the enterprise. This refers to the name of enterprise for which the funding assistance was used by the member. The enterprise should be categorized into individual (e.g. run by the member and his family) and group (e.g. run by several members). The study also asks for information on the duration of the enterprise projects funded by the co-fund.

**6.** Amount of financial assistance. This refers to the exact amount released by the co-fund. It does not ask for the total amount of capital for the enterprise since it might be a combination of personal money and borrowings. The study also asks whether the money borrowed from the co-fund has already been paid or not, at the time of the interview.

**7.** Micro-lending Assistance (MILA) received. This refers to the funding assistance applied for and approved for home and family needs and for emergencies. This information must also be disaggregated as required in the boxes. The study also asks whether the money borrowed has already been paid or not, at the time of the interview.

**8.** Benefits derived from the CCG/co-fund. This part of the study focuses on the personal and family benefits that the member has derived from the operation of their CCG/co-fund. Hence, the questions are deliberately structured to look at some basic needs of the individual and their family and to what extent the CCG/co-fund is able to help them:

— shelter refers to improvements in the house and its environs;

— home amenities refers to home furnishings and basic home appliances;

— food refers to the number and variety of meals improvements;

— personal amenities refers to basic personal needs such as clothing, personal grooming, simple luxuries, etc.;

— education refers to the children's schooling;

— health care refers to the ability to buy medicines and health care services in times of emergencies;

— leisure refers to the capacity of the member to engage in sports and similar social activities;

— incomes and occupations refer to income increases and possible changes on occupational mobility that happened to the member and their family as a result of their membership in the CCG.

**9.** Problems and recommendations. The interviewers should solicit information on the problems and issues met or encountered by the members in relation to their membership in the CCG/co-fund especially in operation. This information is necessary so that the TREE project will be able to design future action programmes or packages of assistance necessary for the enhancement and sustainability of the CCG, its co-fund and the enterprise projects of the members. It is also necessary for the identification of strategies in mainstreaming the CCG into the development programmes of the area and to the formal sector.

## III. Closing the interviews

The interviewer closes the dialogue with a short summary check of the answers to further confirm them and make sure nothing has been omitted. This is followed by the standard courtesy and thanks for the cooperation of the respondent to the study.

**1.** Name and signature of respondent. The respondent is asked to sign the interview sheet for authentication purposes.

**2.** Name and signature of interviewer. The interview sheet must likewise be signed by the interviewer in the presence of the respondent.

**3.** Date of interview. This refers to the date when the interview or evaluation was conducted.

## IV. Preparing the report

The interviewer prepares a narrative report of the interviews. The report should base its analysis and recommendations on the findings in relation to the overall goals of the TREE project and methodology, the concept and objectives of the CCG/co-fund scheme as described in its performance indicators in the implementing guidelines.

# Part 2

# VII



# Gender awareness and advocacy

## Introduction[1]

The overall objective of the ILO is the promotion of opportunities for women and men to obtain decent and productive work, in conditions of freedom, equity, security and human dignity. The ILO's Decent Work agenda holds gender equality central to its four strategic objectives of promoting basic human rights at work, expanding opportunities for quality jobs, ensuring social protection and the freedom to organize, and promoting dialogue among the social partners.

> Gender equality, or equality between women and men, refers to the equal rights, responsibilities and opportunities of women and men, girls and boys to develop their personal abilities and make choices without the limitations set by stereotypes, rigid gender roles and prejudices; to participate fully in the development of their societies and their self-development. It also means equality in treatment and valuation. Gender equality is not just a "women's issue"; it concerns men as well. Equality does not mean that women and men will become the same, but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female Equality between women and men is both a human rights issues and a precondition for sustainable people-centred development. Gender equality includes the right to be different.[2]

The ILO Recommendation No. 195 on Human Resources Development: Education, training and lifelong learning, 2004, recognizes that education and training are a right for all. In particular, it emphasizes the issue of equality of opportunities between women and men – and girls and boys – in education, training and lifelong learning, as well as access to education and training for the socially excluded.

Furthermore, the International Labour Conference in 1999 adopted conclusions stating that the gender equality aspect and questions of equal opportunity must be emphasized and integrated in all technical co-operation programmes of the ILO.[3] In 2008, the ILO's Governing Body also adopted a strategy on promoting women's entrepreneurship development, especially

1. Main sources: Murray, U.: "Gender and Skills Development: Practical experiences and ways forward". ILO Skills and Employability Department, 2008 (forthcoming); ILO: "Community-Based Training for Employment and Empowerment: A gender-responsive implementation. A CBT Manual for Bangladesh, Module 3", ILO, 2005; Capt, J. (2005) Report on the Experts Meeting on "Skills Development for Economic Empowerment using the Community-Based Training Methodology". Chiba, Japan, 22-24 February, 2005; and Tangara, M.: "Experience genre du projet CEPP in Madagascar", Module 3 of the TREE Manual for Madagascar. ILO, 2008 (unpublished).

2. Also refer to the Glossary of Gender Terms in Annex 1.

3. International Labour Conference 87th Session (June 1999).

including women with disabilities, seeking to unleash the economic potential of women's enterprises, thus contributing to the overall goal of gender equality.[4]

In many countries skills development for employment excludes the particular needs of diverse groups in society especially those who have experienced social exclusion and limited formal education. Women, unfortunately are often over represented in the excluded group. They often have an unequal and lower status in the labour market, low participation in basic and vocational education, and few options for developing new skills and entering into profitable trades. Furthermore training institutions and other service providers tend to be male dominated and out of reach of rural women.

While TREE is well suited to reach low-income groups in rural communities and promote employment opportunities, deliberate measures and strategies need to be integrated into each and every process of the programme to ensure that women and men in the target group are fully involved and gain access to training and productive employment.

The process of integrating equality concerns across the board in all activities is called *Gender Mainstreaming*.[5] Gender mainstreaming is in fact an overall strategy for achieving greater gender equality. It is essential to view women and men not as homogeneous groups but different categories.

## Objective of the volume

The objective of this volume is to help the TREE practitioners ask the relevant questions so as to shed light on gender issues and design appropriate strategies to address them.

This volume explains the rationale and experience of various TREE projects in implementing a *gender-responsive TREE methodology*, and presents some tools that may enable the TREE practitioners to mainstream gender into the programme.[6] A glossary of gender terms has been developed for this volume and can be found in Annex 7.1. A good example is shown by the Project on *Skills training and employment promotion for poor women through strengthening the technical training centres* in Bangladesh which published a manual in 2005 integrating a gender module **(See Box 1).**

## I. Key gender issues and constraints in education, training, micro-enterprise development and wage employment

Formal wage employment is scarce, and women often lack the necessary skills and qualifications required for the job market. Self-employment and micro-enterprise development is often the only opportunity for them to earn a wage. Poor women also have restricted access to economic opportunities because of heavy household responsibilities. Self-employment often makes it easier for women to combine their productive work and their household responsibilities. However, micro-enterprise and self-employment have more risks than wage employment, although continuous employment is rarely guaranteed.

It is important that TREE implementing partners have a good understanding of women and men's employment situation and the issues related to it in order to respond to these effectively and in a practical way. Persisting inequalities in education and training have far reaching implications for employment promotion. In addition the specific social position of women in the society and household is a crucial factor affecting their access to economic opportunities. Serious constraints and barriers hinder women's participation in business activities. The pilot-testing of TREE programmes in various countries clearly indicates that poor rural women are as motivated as men in achieving a sustainable livelihood, but lack the opportunities and support for this. A number of gender specific constraints have been identified during the course of community profile surveys and the various field visits of TREE teams as well as during the implementation of post-training support. These are summarized below.[7]

### Educational constraints

— Relatively low levels of education, low literacy and basic education. In many developing countries women's literacy rates are lower than men's.

— Lack of technical and vocational skills.

4. International Labour Office (ILO): 2008. *ILO Strategy on promoting women's entrepreneurship development*. GB.301/ESP/4. Geneva, March 2008.

5. ILO (2000) ABC of Women's Workers' Rights and Gender Equality, International Labour Office, Geneva.

6. It should be noted that although gender-related strategies should be included in every process of a TREE programme – and accordingly such strategies should be outlined in every volume of the TREE Manual - it has been considered useful to also have a specific volume of the TREE Manual on gender awareness and advocacy to provide a more systematic picture on how gender issues have been dealt with in different country situations.

7. Refer to Annex 2 for a more detailed list of possible gender issues.

### Box 1. The development of a gender module under the CBT project in Bangladesh

The project promoted a gender responsive environment in parallel with providing technical and business training. It was considered of great importance in the social context of Bangladesh that gender constraints be addressed if women are to be promoted as self reliant and active entrepreneurs or wage workers, including in non-conventional trades. This "gender responsive approach" implies policy decisions at many levels: at the community/household level, at the institutional level of the executing agency, training institutions [MoLE BMET/TTCs], partner NGOs and other private sector institutions.

Therefore, the approach used was to first analyse the gender constraints in training and employment, then field-test and integrate various strategies in the CBT programmes. For example, the concept of gender and development has been universally incorporated in every curricula/training module. A core group of gender trainers has been formed with the capacity to train rural women on gender issues and issues of rights of workers. Efforts have been made to open new options to women in more technical and non-conventional occupations. The project has held training activities in proximity to the target group, at convenient times for the trainees and providing small training allowances. All of these field-tested strategies need to be translated into local and national policies and programmes. In support of a gender-responsive approach a trainers Manual on Gender Awareness and Development has been developed and field-tested successfully.

**Initiatives applied during the project for a gender-responsive CBT implementation**

Emphasis was placed on women's employability, access to technical skills in a range of new non-conventional trades/occupations, training in business development and confidence building skills. A holistic approach on gender training was delivered for (women) participants along with workshops addressed at institutions, their families and communities. Activities comprised group organization for production and marketing to improve women's bargaining and negotiating capacity, post-training support, and linkages to markets, credit, amongst other support services.

Development of a "Core Group" of trainers for the BMET/TTCs and partner NGOs on gender dimension: special orientation courses for NGO social mobilizers and continued advocacy at the local level; ToT on gender awareness and workplace environment for local CBT teams (for TTC instructors, regional offices, programme supervisors and social mobilizers of the NGOs). TTCs women instructors were encouraged to become more involved in CBT's implementation, and interact with the target group as well as preventing gender bias in curricula and training materials. Gender training was integrated into the curriculum together with technical and business skills; user friendly training provision: flexible and practical training curricula, and gender-sensitive modalities (timing, venue, modalities, facilities, child care arrangements).

It was recognized that more attention needs to be given in addressing issues of childcare arrangements at the training venue and making this a part of the policy of all programmes addressing employment issues. Issues of property rights or asset ownership, whether through inheritance or procurement, affect women's access to loans and independent business decisions, posing barriers to access livelihoods.

**Behavioural constraints/socialization**

— Many women and girls lack the confidence to go out of their home, acquire new skills or become entrepreneurs.

— Women entrepreneurs have to continuously fight internal and external doubts in order to succeed.

**Access to productive resources**

— Limited access to credit, markets, technical and other training, business support services.

— Patriarchal assumptions about the ownership of assets (land, equipment, tools) and property.

**Legal issues**

— Taking a loan requires permission of the spouse, which may not be readily forthcoming. However, husbands do not need the permission of their wives for taking loans.

— Women have scant means of entering into an independent business contract or, more generally, of undertaking independent legal action.

**Social and family constraints**

— Society is unwilling to see women leave their traditional role as homemakers.

— Negative attitudes towards women in business; in-laws and husbands oppose the idea of women working outside the home; criticism from family members, neighbours and community.

— Restricted mobility outside the household because of social and religious factors.
— Work burden at home not shared by spouses and other male household members.

**Infrastructure constraints**

— Lack of child care facilities at training sites.
— Distance of training venue from home.
— Absence of law and order acts as restraining factor when women contemplate the prospect of going out of the home to work.

**Constraints in business**

— Lack of requisite skills to start and run a business.
— Women have little market information and lack knowledge about the marketing of the products.
— Women do not get the right price for their products often because they are women.
— Limited interaction with middlemen and buyers, and difficulties in going personally to market places to sell products or purchase raw materials.
— Customers do not like to purchase products from new entrepreneurs especially women vendors.
— Lack of financial support for women's businesses.
— Male entrepreneurs not willing to cooperate with women.

**Institutional barriers**

— Low gender sensitivity in training institutions and lack of relevance to the training/employment needs of poor women.
— Rigid entry requirements.

**Constraints in wage employment**

— Women do not comprehend the nature of wage employment due to lack of education and exposure to the world of work.
— Lack of skills to get wage employment.
— Employers are more interested to recruit male than female workers, especially in the non-traditional jobs.
— Lack of safety and security in the workplace.
— Absence of childcare facilities in the workplace.

Men may also experience some of the above constraints (for instance, lack of access to credit). However, in most cases these constraints and barriers are significantly more acute for women.

For example, women with disabilities often face even greater constraints than non-disabled women or their male counterparts, facing barriers arising from their sex as well as their disability.

➔ **See Annex 7.2: Example of gender issues and constraints in education, training, micro-enterprise development and wage employment.**

### Address gender issues in parallel with all the processes of TREE implementation

Experience in the pilot-testing of TREE programmes clearly pointed out that strategies to address the above constraints and integrate gender perspectives in TREE *need to be pursued in all the processes of TREE implementation.*

The sections that follow present possible strategies that can be applied to integrate gender concerns in different countries' TREE programmes.

## II. Strategies to apply in a gender-responsive TREE programme

### 2.1 Gender mainstreaming in programme design, institutional organization and planning *(Refer to details in Volume II)*

### Programme design

#### A gender perspective adds value

Whether equity, anti-poverty or efficiency arguments are put forward, it is becoming increasingly evident that a gender perspective adds value. This is because a gender perspective takes into account beneficiaries as individuals (both women and men) who have roles, needs and interests, in the design and implementation of the TREE programme. Clearly, the roles, needs and interests of beneficiaries must be examined in relation to market and employment opportunities.

## Starting point – a gender analysis

Incorporating a gender perspective should start at the design stage of the TREE programme.[8] It is primarily an analytical task that requires an assessment of the way in which gender (among other factors) contributes to shaping opportunities for skills development and vocational training as well as opportunities for employment. A useful starting point is to conduct a "gender analysis", for instance, while conducting baseline surveys.

The purpose of gender analysis is to ensure that the roles, needs, and participation of women and men in skills development are fully incorporated in TREE. It requires separating data and information by sex at different stages of the project cycle, and understanding how labour is divided according to sex or social status. How labour is valued is also factored in.

To organize and implement a TREE programme with a gender perspective, ideally requires that those involved draw upon informal and participatory methods to understand the different roles of men and women beneficiaries. Participatory methods require:

— informing participants well in advance of meetings as sometimes there is a need to directly inform women that a meeting will take place;

— choosing meeting places and timing that are suitable for all, taking into account that women are often those who have the most mobility constraints;

— if needed, constituting separate groups according to sex, age, socio-economic category, etc., to limit influences;

— encouraging the most timid participants to speak and limit those who tend to speak too much;

— that facilitators should avoid suggesting the answers to questions, to express their opinion or to judge the responses from participants.

8. In case no gender analysis has been conducted at the stage of programme design it should be included in the Community Profile Surveys.

## Ten key questions to ask in the gender analysis[9]

| The 10 questions | Object |
|---|---|
| 1. Who does what? For whom? | Activities |
| 2. How? | Means |
| 3. Who owns what? Who controls what? | Resources |
| 4. Who decides what? | Power |
| 5. Who is responsible for what? | Responsibilities |
| 6. Who earns what? | Income |
| 7. Who spends what? | Expenditure |
| 8. Who is entitled to what? | Rights/norms |
| 9. Who enjoys what? | Effects/impacts |
| 10. Who wins? Who loses? | |

## A multi-level approach[10]

Ideally TREE addresses three levels of intervention, the macro, meso and micro levels:

— TREE is based on the identification of employment and income-generating opportunities at the micro level. Matching skills training to economic demand is considered important, but not enough. It is fully recognized that women need a lot of extra support, for example, they may need complementary literacy skills or confidence building to enable them to access wage or self-employment.

— The design and delivery of appropriate training programmes takes place at the meso level through training centres or other training providers. For this to occur, the strong commitment of partners is essential, with capacity building for partners in development issues. The provision of post-training support, including micro-credit, technical assistance and market information is also vital to sustain income-generating activities.

— At the macro level, a wider enabling environment is required for a community-based development initiative. If working through national training institutions, there should be space for innovation and initiative to respond to the needs of the target population, both male and female. This is in contrast to offering a rigid programme of training, which is unable to respond to real needs. For instance, the TREE project in Pakistan had a

9. See Annex 4 for more details.

10. Elaboration on the rationale for a macro-meso-micro focus is outlined in Murray, U (2002) A guide to Gender Sensitive microfinance. The FAO, Socio-economic and Gender Analysis Programme (SEAGA) (http://www.fao.org/sd/seaga/downloads/En/Microfinanceen.pdf) and the FAO SEAGA Macro Level Handbook (http://www.fao.org/sd/seaga/downloads/En/Macroen.pdf)

strong emphasis on the endorsement of the skills development methodology at the national and provincial policy level. The approach taken by the project was put forward as an alternative model of vocational training to create employment.

Gender-equality issues need to be taken into account at all three levels. A gender analysis of skills needs and employment opportunities will help to do this. The advantage of viewing TREE through a macro-meso-micro lens and recognizing linkages and interdependence between each level, is that it becomes easier to diagnose at what level bottlenecks occur. Part of the process of change would involve raising the problems, even if such problems cannot be solved within the lifespan of a technical cooperation project.[11]

## Approaches to gender in technical cooperation

The approach to gender equality issues can be distinguished by gender specific projects and projects that mainstream gender. Additionally, projects that have a gender component can be identified.

(i) **Gender specific projects**: These projects are targeted separately at women or men. They are commonly referred to as gender-specific (or indeed women-specific or men-specific). These projects attempt to combat the current direct and indirect consequences of past discrimination.[12] Gender-specific projects are also planned when it is socially impossible to mix women and men in the same training activity.

(ii) **Projects that mainstream gender**:[13] In projects that mainstream gender, each of the project activities are implemented in a manner that also contributes to gender equality. In comparison, where gender is not mainstreamed, women may be treated as a separate category, rather than a significant percentage of the workforce. Sometimes there is an assumption that the same approach to skills development works for both women and men. With gender mainstreaming, there is a conscious effort to examine the implications of the project activities on both women and men.

(iii) **Projects with a gender component**: Sometimes a specific component relates to gender equality issues. At best, the combined result of this component along with the other project components leads to the achievement of the overall development objective in a gender sensitive manner. At worst, gender-related issues are kept separate and compartmentalized from the other components.

In reality, projects may contain a combination of the approaches outlined above. Ideally, a gender analysis should be conducted at the planning stage of a technical cooperation initiative and such analysis will help in deciding which approach to gender-related issues the project should adopt.

## Clarity about what is required

At times, the way gender-equality problems are expressed can be baffling and leads to token actions rather than really addressing gender issues in skills development and the promotion of employment. In many instances, phrases such as "skills training should be gender sensitive" are used, when what is really needed in a particular case is more effort to encourage women to participate in education, training, productive employment, or even in male-dominated occupations. In other cases, training institutions may believe they are addressing gender issues by having equal numbers of males and females in attendance, yet they still need to address the gender bias in their course content. There is a need for clarity with regard to the expected outcomes, impacts and results of gender in skills development and employment creation. Indicators of achievement must be carefully debated and prepared. There is a specific section below on suggested indicators.

## Financial resources for gender

Gender mainstreaming can incur an extra cost. For instance, if child care is going to be organized to encourage women with children to attend training; if the training schedule is attempting to be flexible; if an exercise has to be undertaken to remove gender stereotyping from curricula; or if sensitizing sessions are required for the partner organizations, all require resources both financial and human. **Yet, a hidden cost is incurred by not mainstreaming gender issues.** With an inappropriate use of human resources, the result will be adverse effects on the economy and society at large.

A gender budget line in technical cooperation projects has sometimes been quite effective. It can be argued that a gender budget should only be used as a transitory measure. This is because there is a danger that, rather than integrating gender into all activities, those related to gender equality are only considered and allowed under the gender budget line.

11. Although it must be acknowledged that not all technical cooperation projects are capable, technically and financially, of addressing all three levels at the same time.

12. ILO (2000) Gender! A Partnership of Equals pg 5.

13. ILO (2000) ABC of women workers' rights and gender equality, International Labour Office, Geneva.

**Institutional analysis**

It is difficult to get partner institutions with the right combination of training and business knowledge backgrounds while also being gender sensitive. However, unless partners are sensitized to gender equality issues, they may continue to believe that integrating gender relates mainly to the numbers of women and men who attend training. Furthermore, development partners must be reputable.

It may be useful to liaise with national or local programmes for the promotion of gender equality to obtain information on their activities such as gender sensitization programmes, identify good practices related to the promotion of gender equality and build useful partnerships with the TREE programme.

**Institutional organization**

Sometimes, TREE projects have a gender expert as part of the team. Often having a designated person with responsibility for gender equality issues can act as a catalyst to ensure that others take responsibility for their own duties. A training specialist who is gender sensitive may also be an asset. In the case of the TREE project in Madagascar, a gender specialist was posted for a month to work with the national project coordinator and the local TREE committees. In some projects, like those in Bangladesh and Timor Leste **(See Box 2 )** gender teams have been set up.

**Capacity-building: Gender advocacy and awareness raising for host agency, TREE partners and national and local TREE teams**

Ideally, all stakeholders should be responsible for mainstreaming gender concerns into the TREE programme. Yet, not everyone requires the same level of gender mainstreaming skills. Some staff will require analysis skills to identify gender issues while others may require advocacy skills for promoting equal access to education, training and employment.

**Box 2. Gender team in projects**

A gender team within the Ministry of Labour and Community Reinsertion has been created in the Skills Training for Gainful Employment Programme (STAGE) in Timor-Leste. The team is working towards enhancing trainers' ability to deliver gender-sensitive skills and enterprise training that leads to paid and self-employment. The Gender Team comprises the National Gender and Equality Officer, two staff from within the Ministry and a part time gender specialist working with STAGE.

Programme managers need to be supportive, while also having an ability to influence others to mainstream gender.

The approach a TREE programme adopts depends on individual programme staff as much as programme design. Those directly involved (be they ILO staff, members of TREE committees, government staff, NGOs, employers' and workers' organizations, and programme beneficiaries) are key to addressing social, cultural and political factors that affect gender inequalities.

A key strategy is raising gender awareness and promoting an enabling environment supportive to women's pursuit of economic opportunities. It is, therefore, necessary to build the capacity of the TREE host agency, TREE committees and local teams and the target group, in addressing gender issues. Special attention is given to providing gender-sensitization training to *all* those involved in the TREE programme. But creating gender awareness is not a one-time activity, it is planned as an ongoing feature of TREE adaptation to local circumstances.

Orientation courses on the TREE methodology should include awareness raising on gender related issues. For instance, in the ILO project entitled *Skills Training and Employment Promotion for Poor Women through Strengthening the Technical Training Centres* in Bangladesh, gender advocacy and awareness raising was carried out through:[14]

1. orientation sessions for local support teams (local committees, social mobilizers and other relevant staff);
2. ToT on gender awareness and workplace environment for local support teams and trainers, and setting up of a "core group of gender trainers";
3. gender sensitization and awareness training for women and men participants;
4. gender advocacy and awareness raising workshops for the male relatives of the target women and the villagers.

**Being culturally sensitive** "Women's Work to Women's Business" was reported to be well received by the mainly male participants at a workshop. The module encourages the in the STAGE project in Timor Leste the gender module entitled "From development of women's self-sufficiency and self-esteem through economic participation". While male participants often receive gender components with some alarm, the module on gender in this case was regarded as acceptable, because it

14. See details in Annex 5.

was developed around a core of culturally acceptable women's work. The module is said to ultimately promote women's empowerment, however the manner in which it is presented was considered tolerable to all concerned.[15]

## 2.2 Gender mainstreaming in identification of economic opportunities and training needs assessment

*(Refer to details in Volume III)*

Skills development must pave the way to additional income. It must provide an opportunity for both males and females to enhance their abilities to respond to market dynamics. Skills training should be adapted to close the gap between supply and demand for employment, while at the same time expanding the horizons of beneficiaries regarding other economic possibilities. Training interventions should be based on a careful gender responsive needs analysis and with the active participation of the trainees. For this to take place the following initial steps need to be implemented.

1. Identifying economic or employment opportunities for the target groups and the community.
2. Undertaking feasibility studies for those economic opportunities identified, or assessing employers' demands.
3. Undertaking training needs assessments for those business or employment opportunities that are feasible.

### Responding to market demand

Market demand is assessed through the analysis of a number of surveys as well as through discussions with key informants and women and men in the communities. Such surveys include:

- ☐ consumer demand survey;
- ☐ market opportunity survey;
- ☐ feasibility studies.

In addition, the analysis of data included in the community profiles and secondary data such as sectoral studies also provide useful information. Several guides have been developed by the ILO for TREE and other programmes to conduct feasibility studies for entrepreneurship and develop strategies to match skills with market demand.

First and foremost, the needs of both women and men should be identified as they relate to **market** or **employment** opportunities. The STAGE Project shows another good example **(see Box 3).**

For a gender sensitive approach, a participatory method of gathering data is always an advantage. A special effort has to be made to ensure that all assessments make a conscious and deliberate effort to get women to participate in the assessment. Specific questions must be asked about skills requirements of women in comparison to men. Those who carry out such assessments should seek women's opinions.

In most cases, a special effort is required to reach women. For example:

> In some regions of Madagascar a bell rings to call everybody to a meeting. However, in actual fact only men go to the meetings. So, in addition to this traditional way of calling a meeting the TREE project had to put posters, work through local associations, the members of the local TREE committees and even directly meet women to explain the objective of the meeting and convince them that it was also in their interest to participate.

In some cases, permission from men is required to talk to female relatives. For example:

> The ILO TREE project in the Autonomous Region in Muslim Mindanao, the Philippines, initially found that when conducting a needs assessment in the project areas, project staff tended to meet

### Box 3. Rapid market survey

In the Skills Training for Gainful Employment Programme (STAGE) in Timor Leste, a market assessment methodology entitled "community-based rapid market surveys" was designed to identify business opportunities prior to skills training. Those in charge of conducting market surveys first attended gender training, which focused on the identification of business opportunities with a gender perspective. It was reported that women sought to commercially develop the traditional skills of cooking, sewing and crafts production, whereas men's business ideas tend to focus on mechanical and technological skills. The next step after such an assessment was to discuss further with the women how their business ideas could actually become profitable or whether they needed to diversify.

15. STAGE Skills Training for Gainful Employment Programme. Progress Report May – October 2005 Page 42.

only with men. They found that men's permission was needed to meet with women to assess their training needs. Their approach towards assessing women's needs was then gradually improved.

## Training needs assessment

When considering a particular target group for skills training, it is important that planners do not categorize women or men as homogenous groups, but consider different categories of them. Simplistic categories of women might include single, married, widows, pregnant, women who are breastfeeding children, older women, younger girls or even those with disabilities. However, even within these groups there is a wide diversity in terms of educational levels, socio-economic background, age, employment potential, type of economic activity they wish to engage in, motivations, the growth prospects of their business – in the case of micro-entrepreneurs – and so on. This has major implications for the design of training programmes. A participatory gender assessment helps to target activities accordingly and to continually highlight that "beneficiaries" cannot be lumped together as one group.

### Linkages with enterprises

In Madagascar, linkages have been established with textile enterprises in free trade zones as they are interested in recruiting young women and men trained by the TREE project. They worked closely with the project and training providers to explain the kinds of skills they needed. Previous to the training exposure, visits were organized so that potential trainees could get an idea of working conditions in such enterprises.

### Key elements to take into account

It is the intention of the TREE programme that training and the implementation of income-generating activities will contribute to reduce poverty and promote gender equality. However it is important:

- that each group has a say in the implementation of TREE activities;
- to anticipate the different impact of the TREE programme on women and men;
- to anticipate how changes will be perceived in the community (sometimes women's empowerment could be negatively perceived by men or even by some women);
- to ensure that information relating to training and other activities of the TREE programme is explicitly transmitted to both women and men.

**Facilitate women and men's access to technical skills in a range of new non-conventional trades/occupations**

The TREE process helps identify new options for rural men and women and addresses the issue of occupational segregation. It emphasizes opportunities for rural women in non-conventional trades that are market-oriented, and in which women are interested in earning a livelihood.

**Opening options in non-conventional occupations for women in Bangladesh**
For example, women are trained in electrical wiring and repair of domestic appliances, radio and TV repair, computer skills, metal fabrication, assembling and repairs of rickshaw vans, repair of sewing machines and various other trades. Women trainees are found to be most interested and enthusiastic in learning these skills and subsequently earning an income in these trades. A majority of women graduates are applying their skills. It is for them an important breakthrough in perception of their own abilities and increased self-esteem.

However, the integration of women into non-traditional areas of work still remains a challenge. On the one hand, women need the skills to earn a decent income, rather than concentrate on products and services that are currently filling a saturated market. On the other hand, vocational training institutions tend to have a traditional approach to those who should participate in the different vocational training courses. The Decent Work approach as promoted by the ILO highlights that the very concept of female and male employment areas must be revised.

The departure from gender stereotypes takes time as it entails changing the social perception on what activities are acceptable for women. Female participation in non-traditional trades often requires that cultural barriers be overcome. Social readiness for women to work in particular trades is necessary otherwise the skills training can be a waste of time and money. Advocacy and awareness raising at the community and institutional levels are required so that others in the community will accept women in non-traditional areas. This is why in many TREE programmes gender equality sensitization sessions are undertaken for all those involved in the programme – women themselves, their families and communities, as well as partner organisations. In particular, the TREE programmes actively seek support from husbands and families as it is essential for a focus on gender equality on the ground. Sensitization takes time and support from the communities and local leaders is essential.

> In the Bangladesh project, great care was taken to build support from the communities and local leaders for new economic roles for women. Such support was required both before and after training activities. In the Philippines, the TREE project worked closely with employers to agree to hire women trained in welding.
> However, in Cambodia it was found that women motor repairers were not trusted by the customers, and their businesses could not survive. The vocational training project had encouraged women to undertake non-traditional training courses, such as radio repair, as well as traditional skills such as sewing, weaving and joss-stick making.[16] One female who took a course in electrical repairs and graduated with the highest marks in a class full of male trainees, found that when she opened her stall for radio repair, no clients came to utilize her services because they did not believe that a woman was capable of repairing radios. Eventually she was forced to close her stall due to lack of business.[17]

Such sensitization may also be needed for men to undertake training in occupations that are considered as women's jobs, as shown in the case of Madagascar.

> Further to consultations with multinational enterprises in the free trade zone of the nearby city, the CEPP project organized training in industrial sewing for young women and men who were interested in working in these enterprises. A first batch of 29 youths (26 girls and 3 boys) started the training. However, two of the boys abandoned the training because they were not considered seriously by the other boys. Only one boy succeeded because he was determined to obtain a job in a factory in town and help out his family.

16. The Vocational Training for the Alleviation of Poverty (VTAP).

17. Skills Training Thematic Report (draft) February 2004. ILO-IPEC Dusit Duangsa.

## 2.3 Gender mainstreaming in training design, planning and delivery

(*Refer to* details *in Volume V)*

### Capacity building of a "core group of gender trainers"

In Bangladesh a Training of Trainers (ToT) programme was organized to build the capacity of a "core group of gender trainers" in required skills, techniques and competence, to plan, organize and conduct training in "gender awareness and the workplace environment". A specific training manual has been prepared for this training.[18] ToT lasted 11 days. The "core group" comprised 30 selected trainers from the partner institutions. These trainers in turn trained other trainers and participants and used the manual in facilitating the gender awareness and workplace environment training. This ToT enabled members of the core group to acquire skills and techniques in planning, organizing and facilitating gender awareness and workplace environment training.

### ToT in gender awareness and workplace environment

Trainers in vocational and other skills also need to be sensitized to gender issues and ways to address them in training. This is why ToT sessions need to be organized for trainers to:

- be familiar with a gender responsive TREE Methodology;
- be knowledgeable and skilled in non-formal training methodologies;
- write reports on training programmes;
- acquire skills and know-how in monitoring the level of gender awareness among the target participants during and after the skills training.

> **Technical Training Centres (TTCs) in Bangladesh sensitized on gender issues**
> Prior to the start of the project the TTC instructors followed a conventional vocational training approach and used formal training/teaching methods. They were not aware of gender issues and had limited know-how in non-formal, gender-responsive training approaches. The ToT gave them exposure and sensitized them to gender issues.

18. Refer to Annex 6 for the outline of the Manual on "Gender Awareness and Workplace Environment".

Often trainers live and work in cities and are not too familiar with the needs, behaviour and level of education of the rural poor. Furthermore they may not be used to teaching women trainees. This is why in Madagascar, representatives of the future trainees were invited to participate in the ToT sessions so as to get the trainers to better understand the trainees' situation.

## Training contents

In the TREE programmes, skills training goes beyond occupational skills training for a specific trade, even if this fills a current niche in the labour market. Leadership, advocacy and organizational competences are necessary to enable the poor to manage and overcome unequal economic and social relations related to work status, gender, age, ethnicity or caste.

Both inside and outside business, women and men need enabling skills, such as confidence building, communication and negotiation skills, training in occupational safety and health, and in gender awareness. In countries where men are more inclined than women to go into business, women need more intensive entrepreneurship development and business management training.

**Confidence building**

"In my village", says Razia, one of the women participants of the project in Ghatail, Bangladesh, "many believed that no one will come and buy the boxes from women, those that we are producing. People didn't believe that women were capable of managing a business like this. "

She now plans to build a cooperative with the six other women from her village who took the course, and supply boxes to the local sari shop owners. "At first I never thought I could go to the market and convince the shop owners to buy these boxes, but now I have the confidence to do these things."

Excerpt from Field Visit to Ghatail – May 2003.

### Literacy and Numeracy Training

Often informal entrepreneurs suffer from a low level of general education, in particular illiteracy. For instance, they cannot read the packaging and instructions for the equipment they purchase or the spare parts they use in their repair work. Also, girls tend to leave school at an early age (they are often taken from school before boys) and they may require literacy and numeracy training.

An important component of the TREE project in the North-West Frontier Province and Punjab Province in Pakistan is a programme on literacy and numeracy skills. This component is mainly focused on illiterate women, given the relative imbalance of literacy in the region.

Training to enable empowerment implies building social and negotiating skills along with skills to enhance productivity. Nevertheless, it is important to get the balance right between skills development for employment and other skills and competences. Perhaps sometimes too much is expected from a technical cooperation project that is taking place within a limited time period.

However, training activities can present major challenges for women because of their gender roles and household responsibilities and as they often have less free time than men, even when unemployed. If women feel that they are likely to fail or the stereotype they are being asked to break is too much, they will not take the risk. However if the potential financial reward is high, they may take the risk. Selecting trainees in the past, particularly for vocational training institutions, often tended to be supply driven, because trainers knew which group would present the lowest risk in terms of completing the training and obtaining a job. However, the challenge is to adapt training to the needs of women and men, as well as markets.

**Increase the number of women instructors in training institutions (public and private) collaborating with the TREE programme and involve them as trainers and co-trainers**

The application of this strategy requires special efforts and often poses a problem because there are not many women instructors available as trainers, particularly in non-conventional and technical trades. Often their family responsibilities do not allow them to provide training at field level, too far from their homes for the required time e.g. two to three months.

Experience shows that women instructors are more willing to be involved in training activities which are for a shorter period of time. The TREE teams therefore need to network with a range of training providers to identify relevant women trainers.

At the same time, there is a continued need to sensitize training institutions on the importance of promoting women in technical education and recruiting them as instructors. This is a long-term effort.

**Avoid gender bias in curricula and training materials and emphasize women as well as men's employability**

The training curricula are in short cycles of one to three months depending on the trade, with practical training, on-the-job training and refresher training as required, provided at intervals.

The TREE curricula are designed to ensure that the appropriate knowledge, skills, and attitudes are incorporated to enable trainees to become proficient in a particular trade. The emphasis is on imparting quality practical training, and promoting the idea that women can take part equally in learning and apply non- conventional skills.

Training materials, including handouts – in particular, drawings and photos – need to be carefully screened so as to avoid stereotypes as to who can carry out what task. There needs to be a balance of positive and negative examples relating to women and men. It is crucial to draw the attention of trainees to women's experience and their contribution to the training.

**Gender friendly provisions: flexible training, suitable timing, proximity of training venue, and childcare arrangements at training sites**

For the training to be successful it is important to address the practical constraints that women and men may face in participating in training. As far as possible, training programmes are conducted in the villages of the target group. Allowances for transportation, and small refreshments should be factored into the training budget so that women trainees do not have to ask for money from their parents or their spouses to attend the training.

Trainees are consulted on the best suitable time for training activities. For women, this usually means that training sessions are held on a half day basis (i.e. between 10 a.m. – 2.00 p.m.).

As part of the strategy of the TREE project in Pakistan, to offset women's lack of mobility outside their homes, female resource personnel were taken to the villages to train women beneficiaries in their homes. Since more than 40 per cent of the beneficiaries are female, this was an important strategy. In the same vein, the project paid attention to the board and lodging of male trainees near the urban training centres as most of them are from rural areas.

In Madagascar the TREE project organized a practical internship for women trainees with an embroidery enterprise. The objective of the training was to improve their skills, expose them to a real production environment, without them having to carry out their household chores, and familiarize them with the requirements and constraints of professional embroidery. The products manufactured during the training were put on sale so that the trainees could receive a payment for their work. Also, the women were hoping to receive orders that they could carry out at home.

Contrary to the initial training that took place at the village level, this additional training took place in a town. A sensitization session was conducted before the training to convince both the women on the necessity to improve their skills, and their male relatives to agree that the women could spend a few weeks away from home with, however, the possibility of returning on weekends. The enterprise provided the board and lodging.

However constraints related to this arrangement had not been fully anticipated and discussed during the sensitization session: i) child care had not been organized so half of the trainees had to abandon the training to look after their children; ii) the town was 3-4 hours walk from the villages (public transport was scarce and expensive); iii) women were not used to the enterprise's work schedule; iv) the embroidered pieces produced during the training were not sold immediately so the women did not receive any money and some of the husbands did not let them go back to town after the weekend; v) the enterprise could not provide them with the raw materials to work at home because they had not completed the training and they could not run the risk of ruining the cloth. Finally some of the women considered that they had acquired enough skills and decided to work on their own.

## Child Care Facilities

In most training centres there are no built-in childcare facilities. However, many of the women trainees have small children. The budgets of training centres are very limited and it is not easy for them to provide these facilities.

In some cases, it has been possible to negotiate with training centres to secure a space for the children allowing some of the participants to avail themselves of this facility and arrange for someone from their own family to take care of the children during the skills training.

It is essential that childcare arrangements be organized and decided by the women, and then facilitated by the TREE programme at the training venue as needed; this allows women to pursue their training in a concerted manner.

## 2.4 Gender mainstreaming in post-training support *(Refer to details in Volume V)*

### Facilitate with post-training support and follow up

To address the gender constraints facing poor women in accessing facilities and support services for self-employment and micro-enterprise development, TREE emphasizes: group organization for production and marketing; linkages to markets; access to credit; continued advocacy and other support services.

In the absence of employment services, negotiations with enterprises and NGOs playing a decisive role in the production and/or marketing in the sectors where training has taken place are crucial. Partnerships with these organizations, aimed at creating jobs or developing markets have been established in all the TREE projects.

Post-training support can also be in the form of services to improve working conditions, as in the example of Madagascar below:

> In Madagascar the TREE project provided training to women and men involved in granite quarrying with a view to improving their productivity and health and safety conditions. Since many women were taking their young children to the quarry for lack of an alternative solution, the CEPP project organized for a crèche to be built nearby using labour-intensive infrastructure construction work methods. The crèche provides shelter for the children and enables women workers to concentrate on their work. The local commune agreed to recruit two women to look after the children.

### Organization and empowerment

Group organization for production and marketing can be a powerful strategy for empowerment. Group organization may take place around a common objective. In several cases women have expressed the need to form groups for their production and marketing activities and to mutually support each other. Such collective structure gives them identity, strength and legitimacy. It increases their negotiating and bargaining power in the market and with buyers. It is also easier for TREE or service centres to provide support to a group in terms of credit, trade licences, additional training, follow up, etc. than to individuals. Most importantly, it strengthens the capacity of the target group towards greater self-reliance and empowerment.

> In Madagascar an association of women embroiderers has been created. Thanks to the project linkages with a UNDP-funded programme, this association received advice on the organization of an association and support in the elaboration of its statutes and registration. The local TREE committee is also supporting the association in bringing ideas of products that could have good potential in the nearby markets.

## 2.5 Gender mainstreaming in monitoring, documentation and evaluation *(Refer to details in Volume VI)*

### Monitoring

The monitoring of a TREE programme requires that data collected should be disaggregated by sex from the start and that sex disaggregated information is included in all progress reports. The fact that all data collected must be sex disaggregated often sensitizes TREE teams, training institutions, officials and others involved that there is a focus on gender in the programme. An analysis of such data should take place as early as possible, so that the programme activities can actually be directed around trends identified from the data. A gender analysis of data should continue throughout the lifespan of the programme. Annex 7.7 outlines some issues around gender-related information.

> STAGE in Timor Leste initiated the process of registering job and training seekers at the district employment centres using a computerized registration database. At the initial count, less than a quarter of jobseekers registered were female. The progress report stated that this poor result in terms of female participation was because the operation of the employment services was still at an early stage, and the project was still at an incipient phase of implementing gender mainstreaming training for all staff. But, the project staff anticipated that more women would register as this initiative got fully underway.[19] The project then continuously analysed the reasons behind gender disparity in, for example, male and female jobseekers placed through the project.

19. STAGE: Skills Training for Gainful Employment Programme. Monthly Report August 2005.

### Analyse data to follow up

Sex disaggregated data is data broken down into male and female variables. Sex disaggregated data is a first step in the analysis of the reasons behind any differences between male and female. For example, it would list the number of men and the number of women who attended particular courses. Then a gender analysis would examine the reasons behind the numbers of one sex who have attended a course in comparison to the other.

The capacity of those involved in analysing sex disaggregated data from surveys and other field visits is critical to making appropriate gender-related recommendations. Although the raw data are there, they may not be analysed and followed through in the form of recommendations.

Annex 7.8 contains some information on what to look for in terms of gender equality and skills development in reports.

## Networking with other organizations

Various ministries, government departments, international, national and local NGOs, chambers of commerce, employers' and workers' organizations are involved in skills development, micro- and small-enterprise development, income-generating activities, and the promotion of gender equality. The TREE programme should liaise with these organizations, share experiences and collaborate with them.

It is important that in monitoring the TREE programme the partner organizations ensure that gender concerns are fully integrated into the programme. The checklist at the end of the present volume is a useful guideline, and is also included in Volume V to be used while monitoring performance on gender mainstreaming.

## Indicators of impact

Gender indicators are used to plan, monitor and evaluate gender equality aspects of TREE programmes. They require data to be disaggregated by sex, age and other variables, and require a gender analysis of such data. On the whole gender indicators encourage the integration of gender equality issues from the planning of a TREE programme right through to implementation, monitoring and evaluation.

Indicators are a source of information on how needs are addressed. Gender indicators will measure changes in the skills development and other gaps between females and males. They can also demonstrate the impact of changes as a result of the TREE programme, such as in opportunities for employment between women and men.

*In general, indicators can be considered in terms of:*

— whether outcomes from the TREE programme are appropriate and respond to the skills needs of both women and men, and match market demands (micro level);

— whether the partner organizations implementing the TREE programme (meso level) are capable of identifying and addressing gender issues;

— improvements at the policy level for gender equality, skills development, employment promotion and the operation of micro-enterprises, for example, changes in policies that sustain an enabling environment for gender equality in the area of skills development (macro level).

*Some examples of indicators can be found in Box 4.*

Verification of indicators with respect to trainee satisfaction should include provision for obtaining the views of both women and men. Focus groups (sometimes separating women and men into different groups), is a useful way to obtain opinions and feedback. Gender analysis tools will be required to examine the impact on women and men separately and this should be clearly stated when designing a TREE programme.

## Documenting the experiences

*Documenting the experiences of TREE programmes is useful for several reasons:*

— it provides the opportunity to disseminate success stories and lessons learned and gives visibility to otherwise ignored target groups ;

— it provides useful inputs for partner organizations for their own activities ;

— it provides inputs for the design of new TREE programmes at the national level or in other countries.

*Documenting the lessons learned from Bangladesh:* (See Box 5)

## Promoting role models

Positive role models are emerging as poor rural women graduate for the first time, enter into diverse trades and occupations, some of them non-conventional in

## Box. 4 Examples of indicators for gender and skills training

**Micro level**

- The number of women in relation to men trained through the TREE programme in various trades and occupations compared to before the programme began.
- The relative numbers of women and men accessing sustainable employment or starting their own business following skills training.
- The number of women graduates relative to men engaged in self/wage employment and applying acquired skills.
- The relative number of women and men trainees who have dropped out since the training began, and comparison of the reasons why they dropped out.
- Average percentage increases in income for women (compared to increases in income for men) using the baseline survey as a benchmark.
- Demonstrated positive attitude of target group and community towards self/wage employment and micro enterprises for both women and men in comparison to before the programme began.
- The perception of both women and men on their participation in the skills training activities (this could be ranked on a scale of 1-5).
- Evidence of increased mobility of women in public places compared to before the TREE programme began.
- Number of women and men who have access to credit (or other inputs required), compared to previously.
- Continuation of group meetings (including self-management and self-reliance) by the groups of men or women after the programme is finished.

**Meso level**

- The number of staff in the partner organizations who have been exposed to gender training as a percentage of the total number of staff in each organization.
- The extent to which senior vocational training officials or staff take responsibility for monitoring gender-related activities in skills training (this could be ranked from: completely; to a limited extent or not at all).
- Advertisement for training draws the attention of potential participants that training is open to both women and men.
- Reports on training analyse men and women's participation and the reasons for drop-outs; discuss these with those involved and implement remedial action.
- Care is taken that women's training does not prevent their daughters from attending school.
- Number of curriculum modules developed in a range of diverse trades and occupations and incorporating gender issues.
- Number of personnel from partner organizations and groups with strengthened capacity in non-formal training approaches, micro enterprise development and small business operations, gender issues, and monitoring; and willingness to impart training at the community level.
- Number of women instructors providing training and post-training support to the women at the community level compared to men and compared to before the programme began.
- The number of gender-specific constraints in training and employment that have been addressed against the list of gender-specific constraints listed at the beginning of the programme.
- The performance of staff, (for example, changes in gender awareness and sensitivity of staff and partners) is another relevant area. A gender indicator could be the amount of times gender equality implementation issues are mentioned in the minutes of monthly meetings (or tripartite review meetings) as a percentage of all meetings held over a particular period.
- The extent to which the management of a particular programme takes responsibility for monitoring gender-related activities. For example, the number of reports that refer to gender-related issues in the programme implementation as a percentage of the overall number of reports on the programme.

**Macro level**

- Level at which the training providers, government agencies and NGOs have accepted the experience of the pilot project and its focus on gender equality issues (this could be measured on a scale of "to a great extent", "to a limited extent" and "not at all").
- New legislation changes that link to training and employment opportunities for women and men.

### Box. 5 Lessons leaned from Bangladesh Project

The following are the gender-related lessons that emanated from the implementation of the CBT project in Bangladesh:

- Understanding the local culture, social and gender relations is critical for project staff and partners, along with a solid knowledge of the dynamics of the local economic environment.
- Technical skills are not sufficient. Entrepreneurial skills as well as social and communication skills, including self-organization and bargaining, are also important.
- Training delivery needs to be flexible for rural women, taking place within the proximity of rural households, modular and at times that are convenient for women.
- A small training allowance was necessary to facilitate women's transport and other costs and it helped to maintain a high attendance rate (95 per cent).
- Women's workload had not decreased as a result of skills training. The sharing of family responsibilities by male household members when women work is a matter that requires not only awareness raising on gender roles, but also a lot of time and perseverance.
- There is a need for female entrepreneurs who can act as role models.
- To continue to sharpen women's entrepreneurial and business management skills, greater market exposure is needed as well as more effective networking strategies.
- NGOs may be good social mobilizers. However, their business skills capacity often requires strengthening.
- Access to markets beyond the community of focus is necessary. The support of the private sector to assist rural women gain access to larger markets and finance is vital.
- Addressing gender issues in training is not enough. Access to employment and self-employment often raises wider gender-equality issues that require attention, such as civil and economic rights and issues women face with regard to property rights.

their context. This helps dispel stereotypes and myths in the communities and among partner institutions about the types of skills training and economic activities that are suitable to rural women for earning a living.

Success stories need to be documented, shared among programme stakeholders and with other institutions, Networks and exchange visits among women from different villages should be promoted as more and more women graduates become established in their businesses and provide concrete role models for others.

Other role models include women members of TREE committees and trainers who sometimes play a leadership role in the community.

> In Madagascar 12 people (8 women, 4 men) who had benefited from training in the cultivation of green beans, decided to form an association to pool their production and thus have a significant quantity to attract local buyers, as well as with the intention to negotiate a contract with a multinational enterprise. Because they had been sensitized to gender, they did not hesitate to nominate a woman as president of the association. This woman now acts as a role model and inspires other women to invest effort in training and take similar or other responsibilities. It also shows to the whole community that women are indeed capable to take such responsibilities.

## Using the media to raise gender equality in skills development and employment

Promoting a balanced and non-stereotyped portrait of women in the media is a practical way to address gender equality. TREE programmes generate a wealth of success stories and lessons learned that are interesting to the media. Using the media will have the dual effect of enabling the message to reach a vast audience, whilst also helping the media to identify story elements. Often gender-related stories such as women breaking stereotypes in employment can put a human element into dry subjects like employment statistics. For example:

> Media coverage was an important strategy for the CBT project in Bangladesh to make the activities known to a wider public. A broadcast on BBC Bangla news and a newspaper article in Prothom Alo were produced in 2005.[20]

20. Source: Suivira Chaturvedi (2005) Technical Report No. 8. January – June 2005.

## Evaluation

### Progress towards gender equality takes time

Generally speaking, TREE projects have proved successful for poor women when they start on a small scale, are well targeted, well designed and effectively organized with an empowerment focus. A TREE programme must be based on a careful analysis of the local employment situation and meet the specific requirements of the intended beneficiaries and include measures to:

— expand men and women's ability to make employment choices where this ability was previously denied to them;

— improve the competencies and skills of both women and men (the supply side of labour) and improve the match between supply and demand, linking with enterprises, the public service and market demand.

However, such measures can take time, particularly when striving to include a gender-equality focus. In particular, time for sensitizing at the community level, as well as sensitizing training institutions on the importance of gender and skills development is often required. Unfortunately, technical cooperation projects operate under a strict time period. Experience in the various TREE programmes demonstrated that:

— it takes time to work with disadvantaged beneficiaries, however, if women are given an adequate time for training and other activities they show high levels of motivation and attitudinal changes, but this requires constant support which takes time and other inputs;

— formal training institutions require time and space to learn new methods, in particular, to change their pedagogic approaches and stereotyped ideas on a target group such as poor and illiterate women;

— women's husbands require time to adapt their attitudes, but when they see how women's income-generating activities ease the financial burden of the household, they become more supportive and women's status in the community can gradually increase.

## A brief checklist to show gender integration[21]

- ☐ Active involvement in the market:
  - purchasing raw materials from public places;
  - marketing products from public places.
- ☐ Capacity to operate and manage a business and decide independently about production and marketing.
- ☐ Increased mobility in the market and public places.
- ☐ Ownership of the business by name.
- ☐ Ownership of the income received from the business.
- ☐ Independent decision-making on choice of employment, job search and changing employment because of better scope.

21. See also an example of indicators to control impact in Annex 3. 4.

# Annex 7.1 Glossary of gender terms

## A few words about gender-related language

A few points regarding the use of gender-related language should be noted. "Gender" and "women" are not interchangeable terms. Neither are "gender" and "sex". See below a few definitions of gender-related terms. The terms "gender"; "gender equality"; "paying attention to gender issues", "incorporating gender dimensions", are mentioned repeatedly (and sometimes loosely) in many project documents and reports.

Language is a powerful tool for describing or misrepresenting reality. Thus it is necessary to clearly spell out, in all documentation, what is meant by attention to gender issues and have clear indicators for this. Using nouns such as the "poor", "youth", "beneficiaries", "trainees", "farmers" or "clients" as a generic or neutral form often means women and other potentially marginalized groups such as those with disabilities are hidden by such language. Such an omission can unintentionally result in ignoring these groups. In a similar vein adding women in brackets to a list of beneficiaries may imply to some that women are not included in the other categories of beneficiaries.

Unless an intervention wishes to deliberately have activities for men only, the feminine gender should also be used, or women should also be deliberately written in the text (such as "women and men entrepreneurs" or "male and female farmers"). Although it is important to be concise in documentation, in many cases not naming women or girls may produce ambiguity. For instance in some languages, the word "youth" is not a synonym for young men and women, but implies young men. Indicating both women and men in text correctly names the two parts of the target population who may have different skills requirements. Even though this slightly lengthens the text, it has been shown that such a spelling out of beneficiaries or stakeholders communicates the equality objectives to anyone reading the documentation and reminds them all of the consequences of specifically or also targeting women. In some cases this may imply:

— extra effort has to be made to reach women trainees;

— quotas are required to reach a target of a specific number of women, men, young women with disabilities, young unemployed men;

— more female staff as training providers would be appropriate;

— a special effort has to be made to reach the families or community of a target group, for example, to quell the fears of relatives, making them more inclined to allow or encourage female members of their families to attend skills training;

— special efforts have to be made to reach women with disabilities, ex-combatants, militant males, victims of disaster or the girl/boy child working rather than attending school.

The roles of women and men in the household, work outside the household and life in general, are different. Some of these differences relate to biological factors, for example, only women can give birth and breastfeed children. However other roles relate to what is deemed suitable or acceptable behaviour. **Gender** refers to the social differences and relations between men and women, which are learned, changeable over time, and have wide variations both within and between cultures.[22] In some parts of the world such as South East Asia, it is normal to see women working on the roads, whereas in other parts of the world this type of work is normally done only by men. This is a gender difference. In some cultures unmarried women, regardless of their educational level may not be allowed to participate in training activities because they would be mingling with men who are not relatives, whereas widows in the same region may be allowed to take part. Men may be allowed to participate in training activities regardless of their marital status.

When it is recognized that the roles of men and women, in a given context, are often different, it becomes obvious that their needs vary. Unfortunately, planning in vocational training and education is often viewed as a gender-neutral exercise, under which the impact of policies, initiatives and activities are equal for all citizens. For various reasons (such as limitations set by stereotypes, rigid gender roles or prejudices of employers or training institutions) opportunities for training and employment often depend on whether an individual is born male or female.

22. ILO (2000) Gender! A Partnership of Equals. Pg 8.

## Glossary of gender terms[23]

**Gender** refers to the social differences and relations between men and women, which are learned, changeable over time, and have wide variations both within and between cultures. For example, in some cultures, it is appropriate for women and girls to work on road construction as well as men and boys, whereas in other countries only men and boys perform road-work-related labour.

**Sex** refers to universal biologically determined differences between men and women.

**Gender roles** are learned behaviours in a given society in which people are conditioned to perceive activities, tasks and responsibilities as male or female. Perceptions of what is appropriate for women and men, boys and girls to do, is affected by age, class, race, ethnicity, culture, religion and ideologies, and by the geographical, economical and political environment. For example, in some countries by tradition men do weaving; whereas in other countries weaving and cloth making is purely a women's role.

**Gender bias** is the tendency to perceive things or people, make decisions or take actions on the basis of gender or gender stereotypes.

**A gender analysis** is a tool to diagnose the differences between women and men regarding their specific activities, conditions, needs, access to and control over resources, and access to development benefits and decision making. It studies the linkages of these and other factors in the larger social, economic, political and environmental context.

**Gender equality**, or equality between women and men, refers to the equal rights, responsibilities and opportunities of women and men, girls and boys. It means that both women and men are free to develop their personal abilities and make choices without the limitations set by stereotypes, rigid gender roles and prejudices; and giving women and men, girls and boys the same (equal) opportunities to participate fully in the development of their societies and their self-development. It also means equality of treatment and valuation. Gender equality is not just a "women's issue"; it concerns men as well.

Gender equality means: equal visibility, empowerment, participation of women and men in all aspects of public and private life.

Gender equality does not mean that women and men will become the same, but that their rights, responsibilities and opportunities will not depend on whether they are born male or female. Equality between women and men is both a human rights issues and a precondition for sustainable people-centred development. Gender equality includes the right to be different.

Being **gender sensitive** would mean that the gender-based differences between men and women are acknowledged. Once acknowledged, those providing skills training should take gender-based differences into consideration on how such differences affect the ability of trainees to avail themselves of their training services and how such differences affect their employment and entrepreneurial activities. Through this process issues that help or hinder men and women trainees are identified.

**Gender mainstreaming** means introducing a gender perspective into the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes in any area and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated.

**Gender discrimination**: Prejudicial treatment of an individual based on a gender stereotype or any discrimination, exclusion or preference based on sex, which nullifies or impairs equality of opportunity and treatment in employment or occupation, as well as access to education and training, and to productive resources, etc.

**Gender equity**: It is a condition in which women and men are accorded fairness in treatment according to their respective needs and can participate as equals, have equal access to resources, and equal opportunities to exercise control. This may include treatment that is different but which is considered equivalent in terms of rights, benefits, obligations and opportunities. Where gender gaps are very wide, often equity programmes may need to take action in favour of women (typically more disadvantaged compared to men) to achieve the equal status of women and men (for example, give priority to women during recruitment in order to bring them to a more equal level to men).

23. Adapted by Una Murray from ILO (2000) ABC of women workers' rights and gender equality; and ILO (2000) Gender! A partnership of equals. The Gender Bureau, ILO Geneva.

**Gender issues**: Specific problems related to the inequality or differentials in socio-economic and political situation of women and men.

**Gender sensitive indicators** are used to measure gender-related changes in society over time.[24] Indicators in projects are used to both clarify and measure objectives and impacts, and as such are verifiable measures of changes or results. Gender-sensitive indicators provide a standard against which to demonstrate progress against stated targets with respect to women and men.

**Empowerment** can be described as the process of building capacities to exercise control over one's life.

**Job segregation** concerns the tendency for men and women to be employed in different occupations from each other. Societies all over the world contain gendered notions and values attached to what young men and women will do in education, at work, in the family and in society. For example, early marriage for girls in some cultures disrupts education, reducing opportunities for future independence through work. In factories all over the world, women are considered to have the manual dexterity to produce garments, textiles, and assemble electrical goods and other products. Their lower wages and the belief that they will accept repetitious and monotonous work, as well as the fact that employers know that they may leave employment when they get married is highly advantageous to firms operating in a globalized economy.[25] Such job segregation is often more related to the training they received in tasks socially appropriate for girls while young. They may have leaned sewing at home, and may have been socialized to be docile and not challenge authority from men.

**Stereotypes** are considered to be a group concept, held by one social group about another. Prevalent gender stereotypes work to stream girls and boys into different subjects in school, and subsequently to limit their occupational choices. Even where women have achieved high participation rates in education, as is the case in Sri Lanka, their participation in vocation training may be confined to basic level and traditionally female courses.[26]

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24. Beck T. (1999) Using Gender-Sensitive Indicators. A Reference Manual for Governments and Other Stakeholders, Commonwealth Secretariat, London, 1999.

25. Elson, D. & Pearson, R. (1981) The Subordination of Women and the Internationalisation of Factory Production. In: The Developing World. Edited by Anna Farmar, DESC 1988.

26. Sri Lanka Skills Development Project 1999. http://www.adb.org/gender/practices/education/sri001.asp

## Annex 7.2 Examples of gender issues and constraints in education, training, micro-enterprise development and wage employment

It is important that TREE implementing partners have a good understanding of women and men's employment situation and the issues related to it, in order to respond to these effectively and in a practical way. Persisting inequalities in education and training have far-reaching implications for employment promotion. In addition, the specific social position of women in the society and household is a crucial factor affecting their access to economic opportunities. Serious constraints and barriers hinder women's participation in business activities. Below are some examples of gender issues.

### Regarding education and training

— access to education and training;

— low social value attached to girls' education (boys' education is often prioritized within families);

— opportunity costs for girls' education as compared to boys' are often perceived as higher by the family, mostly due to girls more significant contribution in the household management;

— women tend to be considered as secondary income earners (so not worth investing in their education and training);

— access to resources for training and for income generating activities à limited bargaining power within the household;

— infrastructural barriers – lack of boarding and sanitary facilities, especially in former all male schools or training centres devoted to traditional male training fields (this is particularly relevant for persons with physical disabilities);

— institutional barriers – prerequisites and entry requirements, fixed hours etc.;

— geographical barriers – remote location of training institutions, lack of public transport;

— gender bias in education curricula and training material (reaffirming traditional gender roles and stereotypes and influencing choices towards traditionally segregated fields);

— trainers and educators may hold discriminatory attitudes, reinforcing stereotypes on gender roles;

— lack of female trainers in male-dominated skills areas, which may further discourage women's participation;

— because of the responsibilities women have with respect to household chores and child rearing they have less time to devote to training and economic activities;

— patterns of employment relations, contractual arrangements, do not favour women's training in enterprises;

— income, benefits derived from education and training.

### Regarding paid work

— women are more likely to be discriminated against when looking for employment (marital status, pregnancy or maternity, gender stereotype, long hours etc.);

— horizontal occupational segregation when women and men are concentrated in certain sectors or careers, with women predominantly found in sectors or sub-sectors requiring lesser skills, with lesser prospects for career advancement and lowly paid;

— vertical occupational segregation when within the same sector or sub-sector women predominantly occupy the lowest ranks of the hierarchical ladder (and lower salary ranges) à existence of an invisible "glass ceiling", preventing women reaching top-positions within companies and institutions;

— accessible occupations are often those requiring skills related to household work, activities with low productivity and yielding low incomes;

— typical occupations are domestic workers, unpaid family workers, home-based workers, street vendors, etc. often in the informal economy;

— as women tend to concentrate in a narrower range of occupations than men they are exposed to fiercer competition for jobs and markets;

— women are more consistently found in low-skilled occupations;

— issue of women's lower pay for work of equal value;

— bearing a disproportionate load of family responsibilities, women can devote limited time to paid employment and even when they do work, it is likely for them to contribute fewer hours than men;

— for the same reason, if there are any work-related events, whether formal or informal (e.g., meetings, business dinners, trade union assemblies, but also after work gatherings and other social occasions), outside standard working hours, women are less likely to be able to attend, thus missing out on important socialization and networking opportunities, which may have an impact on their career prospects;

— issue of women's multiple responsibilities which may result in apparent low productivity when considered only from a work place perspective, especially in family-unfriendly enterprises;

— control over activities and income;

— high proportion of women in the service sector, where productivity may be less obvious to measure and where a lot of unproductive jobs may be found;

— high proportion of women in the informal economy, again with measurement problems and with many unproductive jobs;

— work in agriculture and issue of land ownership and, in particular, when more productive export crops are introduced women tend to be marginalized and often lose access to land that was used for subsistence crops.

## Regarding self-employment and the operation of micro-enterprises

Formal wage employment is scarce, and women often lack the necessary skills and educational qualifications required for the job market. Micro-enterprise development and self-employment is the only opportunity for them to earn an income. Poor women are also restricted in accessing economic opportunities because of heavy household responsibilities. Self-employment often makes it easier for women to combine their productive work and their household responsibilities. However, micro-enterprise and self-employment have more risks than wage employment, although continuous employment is rarely guaranteed.

The piloting of CBT in Bangladesh clearly indicates that poor rural women participants are enthusiastic and motivated in seeking a sustainable livelihood, but lack the opportunities and support for this, and face a number of constraints in their access to work and employment and in setting up their businesses. A number of gender-specific constraints were identified during the course of the baseline survey, the market opportunity survey, the training needs assessment and the various field visits of the project staff as well as during the implementation of the post-training support. These are summarized below.

### Educational constraints

— relatively low levels of education, low literacy and basic education;

— lack of technical and vocational skills.

### Behavioural constraints/socialization

— many women and girls lack confidence to become entrepreneurs and this attitude is reinforced by families, spouses and in-laws;

— women entrepreneurs have to continuously fight internal and external doubts in order to succeed.

### Access to productive resources

— limited access to credit, markets, technical and other training, business support services;

— patriarchal assumptions about the ownership of assets (land equipment, tools) and property.

### Legal issues

— taking loans requires permission of spouses, which may not be readily forthcoming;

— women have scant means of entering into an independent business contract or, more generally, of undertaking independent legal action.

### Social and family constraints

— society is unwilling to see women leave their traditional role as homemakers;

— negative attitudes towards women in business, in-laws and husbands oppose the idea of women working outside the home; criticism from family members, neighbours and community;

— restricted mobility outside the household because of social and religious factors;

— work burden at home not shared by spouses and other male household members.

### Infrastructure constraints

— lack of child care facilities at training sites and in the workplace;

— distance of training venue from home;

— absence of safe law and order situation acts as a restraining factor when women contemplate the prospect of going out of home to work.

### Constraints in business

— lack of requisite skills to start and run a business;

— women have little market information and lack knowledge about the marketing of the products;

— women do not get the right price for their products often because they are women;

— limited interaction with middlemen and buyers, and difficulties in going personally to market places to sell products or purchase raw materials;

— Customers do not like to purchase products from new entrepreneurs, especially women sellers;

— lack of financial support for women's businesses;

— male entrepreneurs not willing to cooperate with women.

### Institutional barriers

— low gender sensitivity in training institutions and lack of relevance to the training/employment needs of poor women;

— rigid entry requirements.

### Constraints in wage employment

— inability to comprehend the nature of work due to lack of education;

— lack of skills to get wage employment;

— employers are more interested to recruit male workers than female workers specially in the non-traditional jobs;

— lack of safety and security in the workplace;

— absence of childcare facilities in the workplace.

# Annex 7.3 Equity, anti-poverty and efficiency arguments

*Equity*, *efficiency* and *anti-poverty* arguments form the main rationale for a focus on gender equality.

## (i) Equity arguments

Equity implies the application of general principles of justice and fairness for women and men according to their respective needs. This may include equal treatment or treatment that is different but which is considered equivalent in terms of rights, benefits, obligations and opportunities. This does not mean that women and men will become the same, but that women and men's rights, responsibilities and opportunities will be considered in skills development planning and throughout the process of training and follow up.[27]

## (ii) Anti-poverty arguments

Many developing countries have formulated national poverty reduction strategies. Such strategies are increasingly recognizing gender-equality issues. This is because in many developing countries, the number of women living in poverty has increased disproportionately to the number of men. In addition to economic factors, the rigidity of socially ascribed gender roles and women's limited access to education, training and productive resources are all contributing factors to the so-called *feminization of poverty*. Poverty is increasingly seen as related to structural issues as well as the poor's inability to influence decision-making processes affecting their life.

An anti-poverty approach would therefore advocate for an expansion in skills training for women because skills development increases women's employment opportunities. It is argued that a rise in income for workers, especially women workers will benefit all. The availability of skills training relevant to the labour market for women can contribute to women's economic self-reliance.

## (iii) Efficiency arguments

An efficiency argument maintains that a failure to take account of women's productive roles (as well as men's) in skills development will lead to inefficient use of both human and financial resources. A gender perspective results in more efficient use of human resources. From the point of view of employers, benefits include the gains employers receive in terms of attracting better candidates with the appropriate skills, and the benefits from having a staff with a diversity of experiences.[28]

Technical cooperation projects by the nature of their objectives and strategies often strive to change particular norms and expectations of individuals, institutions and policies. Unless attention is specifically paid to what is changing for both women and men, rights, roles and resources may be altered in a way unintended by a project. Any skills development initiative that does not endeavour to narrow down the skills gap between men and women would result in increasing gender gaps in terms of access to employment and an inefficient pool of human resources.

27. Equality between women and men is seen both as a human rights issue and as a precondition for reaching the Millennium Development Goals (MDGS). Improving knowledge and skills for both men and women is one of the core elements of the ILO Global Employment Agenda.

28. ILO Bureau for Employers' Activities (2005) Employers' Organizations taking the lead on Gender Equality. Case studies from 10 countries. ILO Geneva.

## Annex 7.4 Some key points for gender analysis

Some gender-related points regarding surveys are outlined below:

— When describing an individual's current employment status, it may be important that more than one option or occupation can be considered. A young married woman may be: a house worker, but also unemployed and seeking work; at the same time, this woman may be working as a casual agricultural labourer seasonally; she may even be selling small amounts of surplus from her home garden produce thereby contributing economically to the household. Even if this woman is involved in all of the above activities, her husband, or her relatives, or indeed herself may only define her as doing housework, or sometimes they may even consider that "she does not work", giving the impression that she is not economically active. It is difficult to accurately measure those who are involved in a variety of activities.

— Survey questions should enable the recording of the girl child involved in domestic work with relatives or in their home place. Domestic work (often not considered work as such) will significantly affect girls' time to engage in education and training. Both boys and girls engage in unpaid agricultural work in family farms and this is also often difficult to measure. Work that is unpaid and undertaken in household enterprises or whose product is mainly for household consumption is often not considered work as such. However, it may be one reason why some young boys and girls are unavailable for education and training.

— Whether or not parents or guardians would allow girls to consider training for particular types of occupations could be alluded to or directly asked in the course of surveys.

— Pregnancy, domestic work and looking after younger siblings are reasons for leaving school early amongst many females and should always be listed as a response option for not continuing formal education.

— Survey questionnaires also find it difficult to detect young girls and boys engaged in casual agricultural labour, or youth being paid in kind rather than in cash (such as teenagers working in farm work with relatives in exchange for a roof over their heads) or even more so those engaged in illegal work such as sex workers.

When surveying young people about their vision for entrepreneurship, one issue often overlooked is that youth may not be mature enough or ready to set up their own business. Female youth in particular are sometimes preoccupied with pregnancy and early marriage and it may not be the most suitable time for them to start their own business. Both male and female youth may be more interested in skills that can enable them to find work in cities (rather than stay in rural areas).

**Ten key questions to ask in the gender analysis**

| The 10 questions | Object |
|---|---|
| 1. Who does what? For whom? | Activities |
| 2. How? | Means |
| 3. Who owns what? Who controls what? | Resources |
| 4. Who decides what? | Power |
| 5. Who is responsible for what? | Responsibilities |
| 6. Who earns what? | Income |
| 7. Who spends what? | Expenditure |
| 8. Who is entitled to what? | Rights/norms |
| 9. Who enjoys what? | Effects/impacts |
| 10. Who wins? Who loses? | |

# Annex 7.5 Capacity building programme in the CBT project in Bangladesh: Gender advocacy and awareness raising for host agency, partner organizations and local support teams

In technical cooperation that includes **institutional development**, the institution's capacity to address gender equality issues needs to be examined. **It has to be remembered that the same processes that work against women and sustain male privilege in society also exist within institutions**. Far from being gender neutral, training institutions, government institutions, trade unions and places of employment tend to institutionalize the power imbalances that give rise to gender inequalities. Formal and informal values, attitudes, norms, rules and regulations within institutions hinder the promotion of gender equality. Evidently when there is a failure to take into account the gendered nature of institutions, project activities will not turn out as planned.

Ideally, all stakeholders should be responsible for mainstreaming gender concerns into the TREE programme. Yet, not everyone requires the same level of gender mainstreaming skills. Some staff will require analysis skills to identify gaps between the skills requirements of women and men. Others may require advocacy skills for promoting equal access to vocational education institutions. Programme managers may need to be supportive, while also having an ability to influence others to mainstream gender.

The approach a project adopts depends on individual project staff as much as it depends on project design. Those directly involved (be they ILO staff, members of TREE committees, government staff, NGOs, employers' and workers' organizations, and project beneficiaries) are key to addressing social, cultural and political factors that affect gender inequalities.

A key strategy is raising gender awareness and promoting an enabling environment supportive to women's pursuit of economic opportunities. It is therefore necessary to build the capacity of the TREE host agency, TREE committees and local teams and the target group in addressing gender issues. Special attention is given to providing gender sensitization training to all those involved in the TREE programme. But creating gender awareness is not a one-time activity. It is planned as an ongoing feature of TREE adaptation to local circumstances.

In Bangladesh, gender advocacy and awareness raising was carried out through:

1. Orientation sessions for local support teams (local committees, social mobilizers and other relevant staff).
2. ToT on gender awareness and workplace environment for local support teams and trainers, and setting up of a "core group of gender trainers".
3. Gender sensitization and awareness training for women and men participants.
4. Gender advocacy and awareness raising workshops for the male relatives of the target women and the villagers.

## 1. Orientation sessions for the local support teams (members of local TREE committees, social mobilizers and other relevant staff)

Members of local TREE committees and, as the case may be, social mobilizers, play an important role in motivating the target groups and acting as facilitators in TREE programmes. These are the people directly interacting with the participants and community, and need to be sufficiently skilled. They have a key role in promoting new market-oriented training activities, facilitating the participation of women, and enlisting the support of the families and community. They are also advocates for the TREE programmes and are therefore trained in advocacy work. As such the orientation sessions train the participants on:

— the objectives and activities of the TREE programme;

— gender issues and inclusion of gender concept in TREE methodology;

— the methods of motivating community people and the family members of the target trainees;

### Social Mobilizers – Front line Field Workers

Experience bears out that after this orientation training the social mobilizers become more knowledgeable about the TREE methodology. They are able to motivate the target participants, the families of the target women, and community people and villagers. In practice they become more skilled in dealing with family resistance and are able to interact with community leaders.

— non formal community-based training approaches;

— their role in programme implementation;

— monitoring of programme activities, including the need to regularly undertake gender assessments (for instance evaluate the impact of the programme on gender relations and changes related to the aforementioned constraints).

## 2. ToT on gender awareness and workplace environment for local support teams and trainers

*A Rationale*

An intensified and ongoing effort is needed to deal with gender issues in the working environment, both in the community if women are self-employed, and in the workplace if women are in wage employment, and at the institutional level of the host agency and other partner organizations.

Therefore a "core group of gender trainers" may be required with the skills, capacity and competence, to plan, organize and conduct training in *gender awareness in the working environment* for women participants. To do this, a training of trainers approach is applied.

### Capacity Building of a "core group of gender trainers"

In Bangladesh a ToT programme was organized to build the capacity of a "core group of gender trainers" in required skills, techniques and competence, to plan, organize and conduct training in *gender awareness and the workplace environment* for women and men participants. The ToT also orients the trainers to gender responsive TREE approaches. In Bangladesh, a specific training manual has been prepared for this training.[29] ToT lasted 11 days. The core group comprised 30 selected trainers from the partner institutions. They in turn trained participants and used the manual in facilitating the gender awareness and workplace environment training.

This ToT enabled members of the core group to:

— be familiar with a gender responsive TREE methodology;

— be knowledgeable and skilled in non-formal training methodologies;

— acquire skills and techniques in planning, organizing and facilitating gender awareness and workplace environment training for the target group;

— use the training manual and materials and audio-visual aids prepared for the training;

— write reports on training programmes;

— have skills and know-how in monitoring the level of gender awareness among the target participants after the gender training and during and after the skills training.

### Technical Training Centres (TTCs) in Bangladesh sensitized on gender issues

TTC Instructors followed the conventional vocational training approach and use formal training/teaching methods. They were not aware of gender issues and had limited know-how in non-formal gender-responsive training approaches. This TOT gave them exposure and sensitized them on gender issues.

## 3. Gender sensitization and awareness training for women and men participants

The trainers and members of local support teams who have received ToT conduct training for women and men participants. All women participants receive two to three days of gender training. This training aims at gender sensitization, awareness raising, and building women's confidence and self-esteem as entrepreneurs and wage workers. The gender training needs to be repeated and strengthened regularly.

The TREE experience shows that training in confidence building in parallel with skills and business training can help women discover that small business is not only about survival, but that they can develop their skills to make businesses grow and become profitable.

29. Refer to Annex 4 for the outline of the Manual on "Gender Awareness and Workplace Environment".

## 4. Gender advocacy and awareness raising workshops for the male relatives of the target women and the villagers

It is important to involve the male relatives of female participants for the successful implementation of programme activities. This may be done through organizing advocacy meetings in the communities. The objective of such meetings is to present the TREE programme to the community, discuss what it involves from the community, brief the male relatives of women participants about TREE activities and the importance of women's participation in economic activities and the support required from the community; enlist the support from the community people and elected representatives for the successful completion of the programme.

When planning a major effort on advocacy and awareness raising at the community level, it is important to field test the approach and gain feedback before replicating it in other villages. On the basis of the experience, training materials may be prepared, and a group of facilitators from among the trainers will be trained. Subsequently, the facilitators will carry out the programme in each village on a continuous basis.

# Annex 7.6 Outline of the manual on "Gender Awareness and Workplace Environment" (sample from Bangladesh)

## Curriculum design and content of training

The title of the module is *Gender and Development*. The training is divided into two modules: Module 1 is *Gender Awareness*, and Module 2 is *Workplace Environment*.

**Module 1 comprises:**

- ☐ The CBT concept and methodology
- ☐ Concept of development and development indicators
- ☐ Gender concepts and differences between sex and gender
- ☐ The division of labour of women and men in the society
- ☐ The reasons for the changing gender roles in society
- ☐ The strategies to bring equity in gender roles
- ☐ Gender in the socialization process
- ☐ Gender needs (an introduction to practical and strategic needs)
- ☐ Organizing around different issues and objectives (self-employment, gender issues that cut across different occupational categories, etc.)

**Module 2 comprises:**

- ☐ Equal opportunity policies: International and national
- ☐ Labour laws and Factory Act of Bangladesh
- ☐ Workplace safety and security
- ☐ How to make decisions in the family and at the worksplace
- ☐ How to be assertive
- ☐ How to apply for a job
- ☐ Occupational health and safety
- ☐ HIV/AIDS
- ☐ Organizing: role of labour unions, what can they do for women workers

**Module 1** is organized at the beginning of the skills training and for all the participants.

**Module 2** is organized at the end of the skills training and will be conducted for only those participants who would opt for wage employment {QUERY: some of the topics such as self-confidence, assertiveness, occupational health and safety, decision making, etc. are also relevant for women who will become self-employed. Furthermore, some women may switch from wage employment to self-employment, depending on opportunities.

# Annex 7.7 How to compare gender neutral information and gender-aware information[30]

Below are some suggestions on how to turn information that seems to be neutral into more gender-aware information.

| Information on… | Gender neutral information | For gender aware information you need to: |
|---|---|---|
| …the circumstances of people in the community | Occupations, levels of education and literacy, access to primary health care, assets and incomes, savings and indebtedness, number of households, and household size, isolated groups in the area | ○ Compare disaggregated by sex in terms of occupations, assess to primary health care, who owns assets? who has incomes, savings and indebtedness, levels of education and literacy, the number of households, household size, number of single-headed households, ethnically or culturally distinct and isolated communities in the area. |
| …who does what work in a given community | Paid employment, self-employment, machinery operation and maintenance, labour, transportation, marketing etc.. | ○ Assess the relative roles and division of labour between women and men in work, roles and responsibilities in household food security, household or small scale entrepreneurs, agricultural processing and marketing, paid employment, etc. |
| …access to resources | Credit, equipment, land, water, research, education, training | ○ Examine the relative access to resources by women and men including formal and informal credit, equipment, land, water, research, education and training opportunities etc. |
| …constraints and problems people in the community face | Assessment of constraints including financial, credit, literacy, technology and training | ○ Assess the different constraints faced by women and men including time, mobility, financial, credit and collateral, literacy, asset ownership, technology, lack of training, family responsibilities, cultural or religious constraints. |
| …how an ILO project could be developed or adjusted to increase positive effects and reduce negative ones | Impacts of previous or current project, recent changes (for example economic downturn resulting in loss of income) | ○ Examine the different impacts of previous or current ILO or other donor projects on women and men, impact of recent changes on both women and men such as loss/gain of income;<br>○ Consider how the introduction of new skills or new technology has affected both women and men;<br>○ Consider how previous projects have affected workload of both women and men and family responsibilities have impacted on availability for project activities. |

30. Adapted by Una Murray (op. cit.) from APEC Guidelines for Gender Analysis http://www.iot.gov.tw/apec_tptwg/TPT/tpt-main/Steering-Committees/HRD/tpt-wg-16-final-papers/apec-guidelines-for-gender.htm

# Annex 7.8 Scanning Reports for gender and skills information

| Criteria | yes | no | to some extent | not enough info | not applicable | Comments |
|---|---|---|---|---|---|---|
| Does the document specifically mention gender equality issues, or not? | ☐ | ☐ | ☐ | ☐ | ☐ | |
| Would you consider the mention of gender equality as a tokenistic mention? | ☐ | ☐ | ☐ | ☐ | ☐ | |
| Does the document deal with: | ☐ | ☐ | ☐ | ☐ | ☐ | |
| women only? | ☐ | ☐ | ☐ | ☐ | ☐ | |
| men only? | ☐ | ☐ | ☐ | ☐ | ☐ | |
| with women and men and gender relations? | ☐ | ☐ | ☐ | ☐ | ☐ | |
| Does it show awareness of the difference between focusing on women in isolation to men? | ☐ | ☐ | ☐ | ☐ | ☐ | |
| Does the document show conceptual clarity on what gender mainstreaming/gender equality actually means? | ☐ | ☐ | ☐ | ☐ | ☐ | |
| Does the document use sex-disaggregated data/information? | ☐ | ☐ | ☐ | ☐ | ☐ | |
| Are any trends / recommendations related to sex-disaggregated data highlighted? | ☐ | ☐ | ☐ | ☐ | ☐ | |
| Does the document use gender-sensitive language? | ☐ | ☐ | ☐ | ☐ | ☐ | |
| Does the document provide information and examples of female trainees, or approaches that worked with women (as well as men)? | ☐ | ☐ | ☐ | ☐ | ☐ | |
| Does the document show awareness of the differential impacts of the training initiatives on women and men? | ☐ | ☐ | ☐ | ☐ | ☐ | |
| Does the document represent the views of both women and men? | ☐ | ☐ | ☐ | ☐ | ☐ | |
| Does the document treat gender equality as an 'add-on' in a separate section, or are gender issues mentioned as relevant and appropriate throughout? | ☐ | ☐ | ☐ | ☐ | ☐ | |

31. Source: Murray, U. op. cit.

# VIII



# Including people with disabilities in the TREE programme

## Introduction

In every community there are disabled people and every target group, such as women, youth or veterans, will also include disabled persons. Disability is a fact of life. People are born disabled, may become disabled in early life, or as an adult through work, accident, illness, war, aging or from other causes. Some communities may have higher rates of disability than others due to lack of proper nutrition, extreme poverty, disaster or conflict or other causes. In developing countries, it is estimated that 80 per cent of people with disabilities live in rural areas. In all countries, disabled persons are more likely to be poor and socially excluded than other segments of the population.

Many acquire employment or set up small enterprises or income- generating activities, but millions face serious challenges and barriers to finding decent work. Including disabled persons in TREE programmes will help address some of these obstacles, if the barriers to their participation in TREE are removed.

TREE staff must be familiar with disability if TREE is to include all members of the community, especially the most disadvantaged. For example, if a target group is out of school young women, it is likely to include many with disabilities who should be included. A target group of veterans in a post-conflict situation will also have many disabled individuals. In some cases, organizers may want to consider those with disabilities as a separate target group. This approach needs to be carefully considered since it reinforces exclusion, isolation and the idea that disabled people require separate services. Generally, they do not. It is best to make sure that they get the training they need by including them in any target group. And, from the human rights perspective, they should always have access to an activity if they qualify and they should be given the support they need to participate. This will be expanded on later.

Some TREE organizers and implementing agencies may find working with disabled people a new experience while others may be used to working with them or those with certain types of disabilities. Regardless of the level of experience, it is important for programme planners and trainers to think of disabled persons just like other people who need training and employment assistance to access decent work. At the same time, it is important to realize that some disabled people may need specific accommodation and support to fully participate in the TREE programme. By applying the basic TREE principles of planning, participation and partnership to disability, it can effectively integrate them into TREE and make sure that they are meaningfully included.

To achieve this goal, including disabled people must begin at the planning stage. Planning must consider extra resources and costs related to capacity building of staff and trainers and make reasonable accommodation. Participation of disabled people at each phase of TREE, along with other stakeholder groups, is vital. Finally, partnerships with other organizations and disability advocacy groups will assist in filling knowledge and resource gaps.

Annexed to this volume are tools and lists of resources, including organizations that can assist in identifying local partners to help with becoming a disability inclusive programme. The remainder of this section deals with specific information and principles about disability and guidance on how to apply the principles of inclusion to each phase of TREE.

## I. Background and barriers

Disabled people are a significant group. The World Health Organization (WHO) estimates that 10 per cent of the population has a disability. That means globally, there are 650 million people with disabilities and about 470 million are of working age. The United Nations estimates that 10 per cent of the population is composed of disabled people, but many developed countries with reliable figures, found that 17 to 20 per cent of their populations had some form of disability. Further, the UN estimates that 80 per cent of disabled people in developing countries live below the poverty line and that they comprise about 20 per cent of the world's poor. Poverty and disability are inextricably linked as both a cause and effect of disability forming a vicious cycle of disadvantage. By intervening with training and job opportunities, the cycle of disability and poverty can be broken. This is part of the foundation of the TREE programme: to mitigate poverty and disadvantage through building skills, especially of the most disadvantaged in rural areas and, as already noted, the large majority of disabled people in the least developed countries, live in rural areas.

Broadly speaking, disability inclusion refers to promoting and ensuring the participation of people with disabilities in all aspects of society including education, training and employment AND providing the necessary support and reasonable accommodation so that they can fully participate. Disability inclusion is more than just "inviting disabled persons to the table"; it is assuring that they can get to the table and that the barriers to participation are removed and support provided.

There are various types of barriers and their impact depends on the nature of a person's impairment. Barriers can be:

— *physical* (such as architectural and transport);

— *information and communication* (such as training formats and approaches that are inaccessible to disabled people);

— *policy and legal* (such as lack of laws or policies to foster their inclusion or right to participate);

— *institutional* (such as lack of policy implementation, staff capacity);

— *attitudinal* (such as negative attitudes, stereotypes and outright discrimination).

The barriers to participation that those with disabilities often face is further compounded by unequal gender relations, leaving many girls and women with disabilities less likely to access education, training and employment than disabled boys and men or their non-disabled peers.

It is important for TREE organizers, staff and partners to be aware of these barriers, examine their own attitudes towards disabled people and work to overcome barriers to the participation of them in the programme. Being aware of disability and the barriers disabled persons face is an initial step toward inclusion.

### Who are disabled persons?

The ILO defines a disabled person as *an individual whose prospects of securing, retaining and advancing in suitable employment are substantially reduced as a result of a duly recognized physical or mental impairment.* (ILO Convention on Vocational Rehabilitation and Employment (Disabled Persons), (No. 159), 1983.)

According to the United Nations Convention on the Rights of Persons with Disabilities, disabled people include *those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.* (United Nations Convention on the Rights of Persons with Disabilities, Article 1.)

Each country has its own definition of disability and more likely has many definitions, depending on the context or purpose of the definition.

#### Dimensions of disability

People with disabilities are not a homogeneous group so it is not possible to generalize. They are unique individuals, like every other human being. They do share some common experiences related to being disabled. In assessing and working with them, however, it is important to recognize their diversity. Some of the disability dimensions to consider are listed below.

### 1. Type of impairment

There are many was to categorize the different types of impairment that people have that can lead to disability. The chart in Annex 8.2 identifies one approach and includes examples of assistive devices and interventions needed to facilitate training, and the basic implications for training and accommodation that may be required.

### 2. Severity or seriousness

The severity of the disability is another factor that needs to be taken into account. Clearly, a person with a slight limp resulting from polio or injury may have mild mobility impairment, but this would not be significant for most jobs or learning situations and they might be easily included in TREE. Someone with a spinal cord injury that results in paralysis of their lower limbs will require a physically accessible learning and work place and perhaps some specific accommodation depending on the nature of the work. A person with a mild intellectual impairment may have different training requirements than someone with an intellectual impairment that demands more intensive training approaches.

### 3. Onset

Some people are disabled from birth, others develop disabilities in childhood and others in adulthood. The onset of a disability has some ramifications. Those born disabled, for example, someone missing an arm, will typically have learned to do many things and developed coping mechanisms related to the impairment. However, an adult who loses an arm will require time to adjust and relearn how to do things with only one arm. The onset of disability also results in an emotional reaction to the loss, and life changes.

### 4. Visibility of the impairment

Some people have disabilities that are visible and readily recognized; other types of disabilities are invisible. For example, someone in a wheelchair, or who is blind may be readily identified, whereas the impairment of someone with a seizure disorder is only noticed when the person has a seizure.

Most people with disabilities do not require accommodation or adjustments, but many do and their needs will depend on the type and level of impairment that they have as well as the occupation for which they are being trained. Service providers and trainers will need to make sure that each trainee gets the support they need to benefit from training.

## II. Rights and disability

People with disabilities are citizens like everyone else. Equality is their birthright. Yet, in the past they have not had access to the same rights as everyone else. They have not, as a group, enjoyed equality of treatment or equality of opportunity, in training and employment. It is important for TREE executing agencies to understand the legal framework of the country as it relates to disabled people and this framework is often based on international standards.

### Changing perspectives on disability

In recent years there has been a major shift in approach to dealing with disabled people. At one point, they were pitied and considered objects of charity. But, as countries became more socially responsible, they became the subject of social welfare. Countries began to offer them social and vocational services such as skills training. However, such training and services were often offered in segregated settings and institutions, many of which were inferior or inadequately funded. The international norm, called the rights-based approach, is based on the social model of disability. The social model suggests that the disadvantages faced by disabled people are largely the result of socially-induced barriers, not the person's impairment. Barriers to participation must be removed and reasonable accommodation instituted so that disabled people can fully enjoy their rights and participate in society and contribute to the development of their countries.

### International Standards

All ILO standards apply to women and men with disabilities although some particularly single out their needs and rights. The concept of providing vocational rehabilitation services (career guidance, training and job placement assistance) and promoting inclusion was advanced with the **Vocational Rehabilitation (Disabled) Recommendation 1955, (No. 99)**. It was followed by **Vocational Rehabilitation and Employment (Disabled Persons) Convention 1983, (No. 159)** and its accompanying **Recommendation (No. 169)**, which promote the principles of equal treatment and equal opportunity between disabled workers and workers generally, as well as equal opportunities between disabled women and men. Further, **ILO Recommendation concerning Human Resource Development, No. 195** recognizes the need to promote access to skills training for people with disabilities as well as others with special needs, including youth, low-skilled people and ethnic minorities.

The ILO mandate of including disabled people has been given renewed strength and promotional opportunities with the coming into force of the **UN Convention of the Rights of Persons with Disabilities.** It requires that State parties ensure that people with disabilities can access vocational and other forms of training and that reasonable accommodation is provided. Similarly, it states that disabled persons should be accepted in the labour market and able to work in an environment that is “open, inclusive and accessible.”

### Reasonable accommodation

The concept of reasonable accommodation is critical to the implementation of international standards and to making the TREE programme inclusive of disabled persons. The same concept of accommodation could be applied to any diverse group or individual who has a specific need.

Reasonable accommodation refers to necessary and appropriate modification and adjustments to a training or workplace that do not impose a disproportionate or undue burden. The purpose of reasonable accommodation is to ensure that people with disabilities enjoy or exercise, on an equal basis with others, all human rights and fundamental freedoms – in this case the ability to participate in training and eventually employment.

Good trainers make sure their trainees have the appropriate tools and facilities to learn, and provide different training approaches to help them acquire knowledge and develop skills. These are the same principles that are the foundation of accommodating based on disability.

The ILO project to improve provincial training centres in Cambodia during the 1990s (upon which some phases of the TREE methodology is based) had a disability inclusion component, which illustrates how disabled persons were included and accommodated in training. The component included the following:

- disability awareness training for instructors;
- retrofitting of bathrooms and the addition of ramps for people with physical disabilities;
- specially trained staff referred to as the disability resource team to provide outreach to disabled persons, to arrange for individual accommodation and to support disabled trainees and their instructors during training;
- resources to assist with extra costs related to transport, accommodation or other unusual costs;
- follow-up assistance and grants to help them start their own businesses;
- monitoring, assessment and evaluation.

In the provinces where the project component operated, the participation rate of disabled persons increased from 5 to 15 per cent, and 67 per cent of the graduates either found employment or started income-generating activities.

### National laws and policies

There have been dramatic changes in the policies and practices related to the employment, human rights and skills training of people with disabilities in the last few decades. As a TREE organizer, it is important to explore the laws and policies of the country where you are operating to ensure that the project is meeting legal or policy requirements related to disabled persons.

## III. Skills training and people with disabilities

### (a) Major issues and challenges

TREE programmes need to be open to all and accommodation made for the needs of specific individuals and groups. Such accommodation may include specific scheduling considerations for women, dietary changes for certain religious groups or adapted training techniques for those with low literacy. People with disabilities may share such needs and/or require other types of adjustments.

With regard to disabled persons, or any segment of the population, it is important not to generalize. Each person is an individual. However, the following are some general issues and challenges related to training people with disabilities that cut across all phases of the TREE programme. It is interesting to note that most of these specific issues and challenges apply in some way to other socially excluded groups.

## Attitudes and beliefs

The attitudes of disabled persons, their families, trainers and perspective employers must be considered. Because they have been socially excluded for so many years, they may lack confidence or a belief in their abilities to succeed. It may be necessary to provide more encouragement and positive reinforcement. They may also lack knowledge about the job market or the possibilities of what they can do, requiring some career counselling or exposure to possibilities so they can make more informed choices about their future. Family members may be over-protective and concerned and may need counsel to allow disabled family members to participate in TREE. Effective role models and the involvement of disabled people's organizations and/or parent groups of disabled persons can assist.

Some disabled persons and their families may have quite positive attitudes or can be highly motivated to participate and succeed. Some are highly empowered and trained advocates. Family members can be allies, may fight for the inclusion of their family members and assist with helping their family members learn or start a business.

TREE organizers, staff and trainers need to examine their own attitudes. They may reflect the attitudes, often negative, of their culture or community or subscribe to commonly held myths about disabled persons. TREE organizers may feel that including disabled persons in the programme is an unnecessary burden. These attitudes will need to be addressed through disability awareness training. It is critically important that leaders communicate a positive attitude to all local organizers and partners. Everyone must have positive attitudes about disabled persons, their abilities and their possibilities.

The concept of a "self-fulfilling prophecy" is commonly known. In a training situation, instructors may not believe someone cannot succeed, or alternatively have great faith in a trainee's ability to overcome perceived odds. Such attitudes can contribute to the failure or success of the person.

Another type of common attitude relates to the type of work disabled persons can do thereby stereotyping people into certain kinds of jobs. For example, thinking that blind people can only do jobs such as being a masseuse, or the deaf should be directed to jobs where there is a lot of noise since they will not be bothered by this. Across the globe, people with disabilities can be found in almost every type of job imaginable. The success of a disabled person in work depends largely on education, training, accommodation and opportunity rather than on the nature of the person's impairment. The focus needs to be on the person's ability and how to develop it rather than on their disability.

Proper planning and trying to hire flexible, open and creative staff with positive experience, providing disability awareness training and using examples of successful disabled persons are strategies to address negative attitudes.

Employers are likely to reflect the same myths about disabled persons that are part of the local culture or community and these must be taken into account and addressed as well.

It should be noted that often attitudes can be positive. Employers with experience of disability may be quite positive about hiring or feel a sense of corporate social responsibility. Trainers often find that having disabled persons in class can increase overall morale. Alternative training techniques used to accommodate a disabled person, for example, using more demonstrations for the deaf or slower learners, can benefit the learning of everyone.

## Low educational and literacy levels

Across the globe, people with disabilities are less likely to qualify for vocational training that requires high levels of literacy and numeracy skills because they have lacked equitable access to education. Any socially excluded group is likely to face similar deficiencies and these will need to be addressed in the TREE programme through remedial type training, adapted learning techniques or other measures.

Some of the alternative trainer structures suggested later in this section can be used for those with low literacy skills. It is also important, however, to be realistic about job choice. There are many jobs, particularly in the informal sector, that do not require literacy or numeracy skills. In family or cooperative work settings, tasks requiring such skills could be assigned to other members. In a training setting, practical hands-on approach or training methods not based on literacy can be used. At the same time, once someone is working, literacy skills can be developed along with other work skills.

### Core work skills

People with disabilities and other socially excluded groups are more likely to lack core work skills developed throughout a person's life of regular social interaction and work, skills such as communication, team building, decision-making, time- management and others. They typically cannot be taught in a short-term training course, but are important to both formal and informal workplaces. Attention needs to be paid to assessing the level of core work skill and to addressing their development. Role play, assignments, use of mentors and coaches during and after training, providing work trials and on-the-job training or work experiences will assist in developing such skills along with technical skills.

At the same time, some disabled persons can have very well developed problem solving skills having experienced a lifetime of having to figure out how to do things and overcome challenges and barriers. Such skills can transfer to the training and work situation.

### Information and communication

Since TREE is based on community participation and decision making, outreach, communication and information dissemination to all stakeholders is important from the start and in every phase, including evaluation and monitoring. Getting information to disabled persons, especially those with certain types of disabilities, who require alternative formats of communication, or for the most socially isolated.

Radio may be a good way to reach the general population, including the blind, but would exclude the deaf. Signs and notices on community boards and through other channels may be a good way to give information to those who can read, but will not be accessible to those who are illiterate or blind. And even if the information reaches the disabled person, the message that they are included and encouraged to apply must be clearly articulated. Specific outreach methods and assessment of their impact will go a long way to making sure disabled persons are reached.

### Assistive devices, accessibility and accommodation

Some disabled persons need assistive devices or specific training prior to being able to participate in training. Examples of such devices have been noted in Annex 8.2. Use of a wheelchair for mobility is a common example. A deaf person could benefit from sign language instruction, but an official sign language is not yet established in all countries, nor is sign language training readily available. TREE organizers can work with community partners who are disability knowledgeable to secure needed devices and training and assist with accommodating, especially if the project fails to include such expertise on staff.

Accessibility of the TREE programme refers to whether or not people with certain types of disabilities can participate. For example for wheelchair users to participate, meeting or training sites will need to be accessible. For the blind to participate in a computer course, "speaking" software, which is commonly available, may need to be provided. A literate person with low vision may only require large print materials and sitting at the front of a room to actively participate in community or planning meetings or training.

Transport may or may not be an issue for people depending on local conditions, the location of the training venue and the person's disability and other factors. Community meetings and training should be offered close to where the stakeholders live. Mobile or peer training techniques can be used for those who need training but live in secluded areas. The best way to find out what is needed is to ask the disabled person what they require to actively participate be it in community meetings or training.

## (b) Training structures

A variety of training structures exist with regard to delivering skills development to those with disabilities. Non-traditional approaches can be adapted for those with disabilities when traditional methods are not useful for reasons of literacy, transport, accessibility, the nature of a person's impairment or due to some other factor. The following are some structures for delivering training that have been used with disabled persons and other socially excluded groups.

### Disability inclusive settings

Inclusive vocational training systems have the following characteristics: [1]

— the **integration** of disabled and non-disabled people in **one overall system**;

1. ILO: *Proceedings of the Expert Group Meeting in Inclusion of People with Disabilities in Vocational Training* (Bangkok, ILO, 2006), pp. 17-18.

— the **involvement of disabled people** in all aspects of that system, including design and development of programmes and the hiring of disabled people as trainers and teachers in these programmes;

— a **barrier-free environment** – one that eliminates all barriers, including psychological. Infrastructure is designed and built with accessibility for disabled people in mind and existing facilities are renovated. Accommodations are made, systems made accessible to all people, including people who are blind or deaf, and transport made accessible;

— **teaching methods** are adapted and assistive learning devices made available;

— **career guidance** is offered so that people with disabilities can make appropriate choices. This includes individualized assessments of students' skills and proactive guidance that does not discriminate against people with a disability;

— **a market-driven approach** that ensures the quality of training and maximizes employment outcomes and the active **involvement of employers** to ensure that skills are developed in line with their needs;

— recognition of the importance of cultivating **positive attitudes** – including the attitudes of non-disabled students and staff – to ensure a welcoming and supportive atmosphere for people with disabilities;

— **training staff** and **disability specialist support staff** who can **adapt instructional methods and techniques** to ensure that all students, including those with disabilities, develop the vocational competencies they need;

— **adequate resources** to support the training of all types of students;

— **adequate preparation** of people with disabilities to ensure that they succeed in vocational training.

**TREE** organizers, implementers and partners should take the following steps to become inclusive:

1. **Develop a policy and a strategy for inclusion and its implementation:** It should affirm the importance of all trainees and ensures that any trainee who may require additional support or resources is no less valued. A strategy that sets out how the organization will implement that policy is also needed.

2. **Collect accurate information about the number of people needing assistance and the type of assistance needed:** This is part of the TREE approach. Systems should be in place to communicate this information to relevant personnel, advisory groups and community leaders involved in TREE.

3. **Develop an inclusive curriculum:** An inclusive curriculum is one that does not create additional barriers for people with disabilities and their vocational training instructors to overcome. Curriculum defines the competencies required, but should not include restrictions on how these competencies are attained. People with disabilities do not need, and generally do not benefit from a separate curriculum or training programme, but may require assignments or modified approaches as described in the structures and approaches parts of this volume.

4. **Build effective links between the training institution, family and/or advocate and community:** The support of families, advocates and the broader community, including of NGOs and Disabled Persons Organizations (DPOs) that work with disabled persons, can contribute greatly to the training success.

5. **Develop the skills and knowledge of the institution's staff:** Vocational training instructors may need additional skills in assessment, curriculum development and pedagogy. Employing staff with disabilities can assist this process and provide good role models.

A disability expert or resource office, similar to the disability resource team approach already referenced, can provide expert guidance on meeting the vocational training needs of people with disabilities and can provide additional services in support of the training. Recruiting such a resource officer who can take on multiple roles related to disability issues is a very effective way of both increasing disability knowledge and skills within the TREE project and improving learning outcomes for trainees with disabilities.

## Disability segregated settings

As noted, segregated settings are generally not recommended since they reinforce the social exclusion that many disabled persons have experienced throughout their lives and sends a message to communities that people with disabilities should be segregated. However, in some situations and with certain groups it may be the most realistic approach. These situations might include:

— if it is the choice of a self-help group or cooperative of disabled persons;

— if the group is inclusive of people with intellectual impairments who cannot be accommodated in an inclusive training programme because of the specific learning methods or adaptations they need;

— a specific service is required and it can only be required for a group (for example, sign language interpretation is required and must be secured from a person living in another geographic area).

Segregated activities should be the exception rather than the rule. Separate classes should not be used to deny trainees entry into other training or to restrict their occupational choice. (For example, all blind people must take massage classes and will not be accommodated in computer training.)

Other considerations noted still apply in segregated settings. Disabled persons should have instructors sensitive to and trained in disability issues; they should have their individual needs accommodated so that they can succeed; and due consideration should be given to addressing other issues, such as business development training, job placement assistance, etc.

When training is segregated, additional attempts should be made to ensure inclusion whenever possible, such as incorporating work experience or work trials, on the job training components, field trips and other community-based components so that disabled persons are socially integrated into the mainstream during their training period.

## Peer training

Peer training or informal apprenticeship is a training method that occurs naturally at the village level where skills are often transferred from family member to family member or villager to villager. The ILO field tested an approach to this type of informal apprenticeship in Cambodia and found it quite effective for persons who may experience barriers that make other kinds of training extremely difficult. The method involves locating successful village based entrepreneurs who are willing to train others in their income-generating activity or micro business. It is important to make sure that the entrepreneurs business is profitable and that the market can accommodate another similar business. Often such income-generating activities feed into local or rural markets.

The training is typically short term and is supervised by a trained staff member. The peer trainer provides training in the business and technical aspects of running a business. Training can be supplemented in some cases by other forms of training, such as more formal business development classes.

Peer training was found to be particularly useful for people who were illiterate or had limited literacy skills, for those who were deaf or posed specific training challenges for which a one to one approach was beneficial. Women or men who found it difficult to leave their homes or those with limited mobility or access to transport also found this approach particularly suited to their needs. Sometimes, family members were involved especially if the person was unable to master some aspects of the technical skill or the business operation. Sometimes, groups were trained or formed. A basket weaving group is of particular interest since it could incorporate a young woman with an intellectual disability who was taught by group members to make smaller and simpler baskets that were part of the entire line of products.

## On-the-job training

On the job training or other forms of formal and informal apprenticeships can be highly effective ways of learning since they are practical and do not require

### Example of Hang Hach

Fifty-four year old Mr. Hang Hach has been completely blind since childhood after contracting measles at the age of four years. He now lives with his wife and four children, all boys, in Pursat province, a rural village of Cambodia. Prior to training to become a rope maker, Hang stayed home and did not earn any money. He was completely dependent on his children who worked as labourers in the rice fields. The village chief directed the project staff to Hach and they worked with him to identify an income-generating activity that he could manage. Since Cambodia is agriculturally-based, and since cattle are used in rice farming, ropes are needed to tether animals, especially in the rainy season. Making rope tethers, using the nylon fibers from rice sacks is a good local business. Project staff found a successful tether-maker in another village who agreed to train Hach. The training lasted for one week and the training fee was minimal. The project gave him a small grant to buy his raw materials and he started his business, earning money for the first time in his life. Although he is completely blind, Hach is smart, committed, and became highly skilled in rope-making within just a few months. Most days he makes 10 ropes and sells them to villagers who come to his home or they are transported to the market by one of his sons. In an average month, depending on how many days he works, Hach earns a net profit that is above the poverty line and which is a major contribution to the overall family income. He is happy and satisfied with his achievement and describes himself as being "reborn".

transferring skills learned in a classroom to the work situation. For people with certain types of disabilities, such as those whose psychosocial or intellectual disabilities making changes and transferring to generalizing skills may be more difficult than for other persons, so on-the-job training can be quite adaptive. Employers' organizations can be involved in helping to organize on-the-job training programmes.

### Job coaching

Job coaching is a form of on-the-job training where a trained job coach (in disability and training techniques) provides one on one training to an individual with a disability or a small group of individuals in the work setting. The job coach typically learns the job first and then teaches the trainee the tasks involved. Once the trainee has learned the skills the coach gradually withdraws from the work situation and allows the trainee to assume the job tasks independently. The coach continues to follow up however on an as needed basis or if new skills are required of the job. Job coaching is typically used in formal work settings with people who have intellectual or psychosocial disabilities. In some countries, former employees of a company or retired union members have become job coaches to disabled persons.

## IV. Including disability in each stage of TREE

The TREE programme logically develops in a participatory manner to culminate in the training and employment of disadvantaged persons in target areas. The following describes the disability considerations in each phase.

### Process 1. Institutional organization and planning

Process 1 of TREE involves institutional organization at the national and local levels and building local partnerships and their capacity. Some of the disability considerations at this stage involve the following:

— ensuring the positive attitudes and disability expertise of organizers and/or staff and otherwise building capacity;

— including disabled persons in the design, organization and planning of TREE;

— providing for inclusive and accessible planning meetings and processes;

— selecting appropriate partners;

— planning for disability considerations through the programme, including in budget allocations

### National executing agency

1. It is likely that the national executing agency will have some disability experience. Find the person or part of the agency that has responsibility for disability and make sure they are involved in TREE. If there is no one in the executing agency, request the involvement of the person or office involved with disability from another ministry or agency to participate.
2. Determine the legal and policy framework in the country related to disability, skills training, small enterprise development and employment. In many cases, reports related to disability issues may have been developed by the ILO or other organizations. DPOs, other UN agencies, government ministries or Human Rights Commissions may also be of assistance in sourcing disability information.
3. Conduct an overall organizational audit of the host agency to find internal champions, sources of human or financial support or other contributions related to disability. For example, the agency or a related one may already have a programme to pay tuition for disabled persons to attend training or provide loans to help people with disabilities start up businesses. Some countries have incentives, including financial ones to encourage companies to hire disabled persons.
4. Many governments have coordinating bodies related to disability or committees that might provide needed expertise and resources to assist.

### National partners

1. In assessing national partners it is important to determine their experience in working with and training disabled persons as well as other socially excluded groups and to assess their willingness to include and accommodate disabled persons if they have not done so.
2. Conduct a similar audit as conducted with the national executing agency.

3. If the national partners have worked with disabled persons determine the extent and quality of their experiences and their outcomes.
4. Assess the staff. Do they have any disabled persons on staff? Do any staff members have experience in disability whether or not the agency does directly?
5. Determine their needs for training and capacity building related to disabled persons.
6. Most organizations have a network of other organizations with whom they work and get information and otherwise partner with. Assess their extended network for organizations that involve or provide services to disabled persons.
7. Communicate clearly the expectation that they are expected to serve disabled persons actively as partners and as participants in the programme.
8. Determine gaps with regard to disability knowledge and skills so that these gaps can be addressed in securing local partners, through capacity building and through partnerships with other organizations, especially those who will be on the TREE national advisory committee.

## TREE national advisory committee

1. The committee should be inclusive of representatives of disabled persons. Such representatives will typically come from organizations of disabled persons as opposed to organizations for disabled persons. Disabled persons' organizations (DPOs) should be democratically organized membership groups that may be involved in a variety of advocacy, self-help, leadership and capacity building activities. They are considered the voice of disabled people. Organizations for disabled persons are NGOs whose leadership may or may not include disabled persons and they are usually organized to provide services for disabled people. Both types of organizations can be represented on the committee but it is important to ensure that DPOs and the voice of disabled people is heard, as per the rallying motto of disabled persons worldwide: *Nothing About Us Without Us.*
2. DPOs can represent a specific disability group, such as a group of the blind or the deaf. Some communities may have a cross disability organization or an apex organization that all subgroups or disability specific groups may join. Sometimes, the politics that exist within the disability community can make it difficult to determine which organizations or groups are best to include and the input of the executing agency or national partner expert can help.
3. Depending on the country, the capacity of DPOs to participate in a national advisory group may vary. Many groups have had excellent leadership training related to advocacy and participation on government advisory boards, but others may not have. Some capacity building or induction training of representatives may be necessary to ensure active and effective participation and representation. Provide clear direction about the role of the representative to the DPO(s) so that they can identify the best representative from the group.
4. The extensive duties of the advisory body require that they gain some understanding of disability issues, especially as it relates to their functions. Such disability awareness training should be organized in collaboration with disability advocates.
5. In working with disabled persons some of the following issues will need to be considered:
   *a)* Meeting locations should be accessible if disabled representatives or other participants are wheelchair users or have a mobility impairment; other accessibility measures may be required for deaf or blind persons. Ask the representative what kind of accommodation they need.
   *b)* Meetings places should be in convenient locations that are easy to reach.
   *c)* Advance notice should be provided as transport can be difficult to arrange.
   *d)* Facilitators or chairpersons will need to be sensitive to disability issues by using appropriate techniques to assure the participation of disabled persons.

## Planning considerations

The advisory committee will be involved in critical planning tasks and decisions related to the TREE project. The following planning considerations should be taken into account:

1. Planning needs to be participatory with the chairperson making every attempt to ensure that all committee members have a chance to participate and that they represent the interests of their stakeholder group.
2. Resources will need to be allocated to allow for reasonable accommodation or specific costs related to the inclusion of disabled persons such as

providing for sign language instructors, adaptations to training equipment, providing training material in alternative formats (e.g., for Braille or on audio cassettes, for capacity building of staff on disability issues and other related measures).

3. Planning should consider issues such as low literacy, disability awareness training, alternative learning and work structures, inclusive training programmes, family approaches and others.

## TREE national management team

Since the team will have a leadership role in the project and will interact with the national advisory committee and oversee the local activities, it would be most beneficial if someone on the national management team had disability experience and could serve as a disability expert or resource officer at this level as well as at the local level. While this person may have several duties, championing and addressing the needs of disabled persons might be among them. A sensitivity to disability issues and openness to championing the cause of diversity of all types, including persons with disabilities is critical for the team and its staff. Including disabled persons on the staff, if they have the appropriate qualifications, would signal to all staff that the TREE programme is inclusive of all.

The following is a list of skills recommended for trainers, facilitators and coordinators adapted from the ILO project *Developing Entrepreneurship among Women with Disabilities (DEWD)*. The project facilitated the inclusion of women with disabilities in mainstream women entrepreneurship programmes in Africa. Selected staff should have practical knowledge about:[2]

— how physical and service environments disable people with impairments;

— the range of appropriate reasonable accommodations which can facilitate inclusion;

— appropriate practical arrangements, such as room layout;

— how to adapt and ensure the relevance of materials, handouts, exercises and other programme activities to a wide range of participants, including people with disabilities;

— how to ensure that entrepreneurs with disabilities are heard and are enabled to participate fully, especially during group work and planning sessions;

— how to ensure that extra support offered to disabled persons in the course of integrated activities do not serve to stigmatize or marginalize them further, especially women;

— how to build solidarity, cooperation and team spirit between trainees and entrepreneurs with and without disabilities;

— how to challenge and deal in a supportive manner with the way in which the experience of exclusion and the low self-confidence of trainees with disabilities affects their participation in events and programmes (especially at the beginning of courses);

— how to address disability-related issues that arise during training courses and other events;

— how to challenge and deal with the mutual prejudices and perceptions of entrepreneurs with and without disabilities;

— the specific issues and barriers encountered by women with disabilities and how to counteract them;

— sources of materials, further reading, support and advice.

In addition to developing disability related expertise, check that all staff, partners and trainers show an agreed level of knowledge of and sensitivity to other equality issues, such as religion and cultural background.

## Local team and committee

The same principles and actions should be taken with regard to the local team, partners and committees. In summary, it is important to:

— assess the disability capacity and locate champions, experts and knowledge gaps and preferably to have a disability resource officer at each level;

— fill gaps with expert partners and capacity building activities;

— assure that disabled persons are represented in all planning activities and on committees;

— plan for specific disability inclusive measures, including allocating needed resources.

2. ILO: *Count Us In! How to make sure that women with disabilities can participate effectively in mainstream women's entrepreneurship development activities* (Geneva, ILO, 2008), pp. 21-22.

## Process 2. Identification of economic opportunities and training needs assessment

Process 2 of the TREE process involves conducting a variety of socioeconomic surveys to determine market opportunities and training needs assessment of the target group or groups. Participatory community-based activities are the foundation for discussions and decision making about the type of training that will be provided.

Some of the disability issues as this stage of the process involve the following:

- conducting an assessment or securing one that may have been done already to determine what organizations, government entities or informal groups already operate in the community with regard to disability;
- conducting effective outreach to make sure that disabled persons are fully involved in the process;
- preparing and disseminating inclusive and accessible surveys that disabled persons can complete or respond to directly with the help of others;
- ensuring that disabled persons and their needs and concerns are represented in community profiles and market demand assessments;
- including disability issues in feasibility surveys;
- ensuring that meetings and other stakeholder activities are accessible and accommodating to people with disabilities.

### Locate disability organizations and resources

There are many types of organizations at the community level that may advocate for, represent or serve persons with disabilities. Some are government sponsored, others may be international or local NGOs and others may be self-help or advocacy groups composed of disabled persons. Many local communities may also have community based rehabilitation programmes (CBR). CBR is a multi-sectoral approach to meeting the health, education, vocational skills and livelihood needs of children, youth and adults with disabilities, primarily in developing countries. National partners should be able to assist in locating local disability expertise and organizations which can assist in implementing the TREE programme inclusive of disabled persons at the local level.

### Effective outreach for involvement and community assessment

Rely on local advisers, DPOs and others identified in the assessment of disability organizations and resources to make sure that outreach is appropriate to the disabled persons in the community.

The following are some general points to keep in mind:

- Sometimes disabled persons do not want to self identify because of negative stereotypes or a failure to identify themselves as disabled. It may be necessary to use terms like difficulty with walking, seeing, hearing, or other functional terms to identify disabled persons rather than to use the term disabled.
- Family members and others, especially in some rural areas, may still hide or keep disabled persons in the home.
- Consult local offices of government ministries and agencies responsible for disability, which often have surveys of disabled persons. Keep in mind that these data can often be inaccurate, especially if it is collected based on the persons who apply for services since many disabled persons do not self-identify or seek services due to past discrimination or general discouragement.
- Make sure that all outreach efforts use a variety of methods and media – radio, word of mouth, print and others. Encourage word of mouth dissemination of all materials and make it known that disabled persons are encouraged to apply.
- With input from local disability advocates, consider holding meetings of stakeholders of just disabled or work through DPOs, if they do not usually take part in mainstream community activities.
- Make sure that the community assessment tools are designed in such a way as to determine the types of disabled persons present in the community or target area, since this will have an impact on the services that might be considered (e.g. what is the incidence of mobility impairments, blindness, amputations related to landmine accidents, intellectual disability, etc.?). Using local categories of disability will make it easier to locate and compare data within the country, if the data recognizes types of impairments.
- In the community assessment, consider issues that will be particularly relevant to disabled persons, for example, the accessibility of infrastructure such as local markets or the transportation options.

— Be sure that key informants include people knowledgeable about disability issues and shop owners and entrepreneurs with disabilities.

— In conducting the key informant interviews, it is suggested that disabled persons with various types of disabilities and representing different genders, age groups and other demographic dimensions are included to the extent possible. While most of the questions that apply to other stakeholders will also apply to disabled persons, it is important to ask about specific disability related barriers they may face.

### Sectoral/ market study analysis and feasibility studies

While the questions asked or data points with regard to these activities will deal with economic and market issues, disability considerations should be part of the analyses. For example, if some sectors or markets present specific opportunities for certain groups of disabled persons this should be noted. A food processing opportunity that is highly labour intensive and easy to teach, and which has been undertaken by illiterate people already, may present opportunities for certain groups of disabled persons who have not been to school.

### Community discussions

As noted elsewhere, community meetings should include all those with disabilities and their family members. Care should be taken that barriers to participation are overcome and accessibility measures are in place for communication and involvement. Organizers or facilitators of meetings should make sure that disabled persons understand the purpose of the meeting and what transpires and that the voice and opinions of disabled people and their families are expressed and heard.

### Training needs assessment

Surveys and needs assessment instruments should be available or delivered in alternative formats so that people who are blind, deaf, illiterate or lack the manual dexterity to complete such forms are included. Attention should be paid to disability barriers in accessing training – what these are and how they can be overcome. People conducting meetings and surveys should have some knowledge of disability and be sensitive to disability issues, avoid adhering to accepted local myths and stereotypes and be open and flexible with regard to disability issues.

## Process 3. Training design, organization and delivery

If the phases to this point have been inclusive of disabled persons, the training will naturally include some disabled trainees. Since the key points related to training were largely issues that related to all phases, the following list includes some reminders of what needs to be considered at this stage.

### Preparing the training course plan

The following points should be kept in mind in planning the course plan:

— budget for reasonable accommodations or for adapting equipment, training materials and the training site, if needed;

— allow for a variety of training methods and flexible evaluation methods;

— identify support personnel within the project (a disability resource person) for trainers and trainees or identify support agencies familiar with disabled people who can provide necessary support;

— prepare materials in alternative formats as required by the types of trainees.

### Identifying and preparing trainers

— Identify support agencies related to disability if specialized disability experience is needed.

— Select at least some trainers who have disability experience and who can share their experiences, if possible.

— Incorporate disability into the overall training of trainers that is provided.

— Include disabled persons and role models in the training.

At a minimum, trainers should be prepared with disability awareness training to enable them to effectively include trainees with different types of disability in their classes and be supported by people who understand disability such as community based rehabilitation workers, the TREE disability resource person or some other local expert. These disability workers can help to provide advice about communicating and working with people with disabilities, and help to solve any problems that might arise between the trainer and trainee.[3]

A list of competencies for a disability resource officer and trainers has already been noted.

## Selecting trainees

- Make applications accessible.
- Avoid stereotypes and preconceived ideas in selecting trainees with disabilities.
- Explore with the person how they might handle barriers or challenges – do not just reject a person based on the committee perceptions that the disability will interfere with the person's ability to learn and succeed.
- Discuss need for accommodation directly with the trainee – do not assume that you or the trainer knows what type of accommodation they need.
- Work with the disabled person as a partner in their learning programme and make sure that reasonable accommodation needs are explored and resolved prior to training.
- Involve family as needed and with the permission of the disabled trainee.
- Try to have several disabled persons in a training class so they do not feel isolated. This is especially true for people who are deaf and rely on sign language as a means of communication. Without other deaf trainees, they will not have anyone to communicate with and are more likely to feel isolated.
- Do not accept applicants on a token basis. Make sure the applicant wants to participate and is likely to succeed.
- If it appears that individuals may not succeed due to a lack of confidence, knowledge of what they want to do or other issues that could be addressed at another venue, bring them together with others (even if they are all disabled) with similar needs, for confidence building and career guidance and core work skills, to prepare them for training.
- Consider alternative learning structures for those for whom a regular training programme is not feasible.
- Consider establishing quotas for the number of disabled persons to make sure they are fully represented. However, if targets do exist make sure that trainees selected are likely to succeed and are not just filling a quota.

## Curricula, lesson plans and training materials

The principles of how TREE training should be delivered – trainee centred, flexible, etc. should mean that disabled persons will benefit as well. Of particular concern in lesson planning is to consider the following:

- Format materials in ways the disabled trainee can access the information.
- Use practical approaches.
- Have flexible and alternative activities and methods of teaching to adapt to individual learning styles and communication needs.
- Plan for any assistive learning devices that may be needed (such as a Braille stylus, a simple manual tool used for recording information much like a notebook for those who are blind, large flip charts for writing, or a tape recorder for those who cannot take notes).
- Plan and allow for alternative ways of evaluating progress based on the person's impairment (e.g., give a verbal test to a blind person, a written test to a deaf person).
- Plan ahead for how to deal with a disabled or trainee falling behind the rest of the class, such as having volunteer tutors or mentors, special practice sessions, involvement of family members.

## Training delivery

Basic training methods used for all trainees will apply to most persons with disabilities. It is selection or application of these methods to those with a particular disability that is unique. In other words, people with disabilities learn through lecture and explanation, demonstration, practice and a hands-on approach, problem solving activities and assignments. Methods may need to be adapted or selected based on disability. For example, a deaf person can learn from explanation, but it may need to be written

3. ILO: Skills development through community-based rehabilitation (CBR). A good practice guide (Geneva, ILO, 2008), p. 52.

(assuming they can read), communicated through a sign language instructor or by lip reading. When this is not possible, demonstration and using creative mime techniques may be necessary. Demonstration requiring sight will not work for a totally blind person but guiding the person's hands and explaining the process will. Annex 8.4 describes various standard training techniques and how they can be applied to those with different kinds of disabilities.

Many countries are incorporating special education and inclusive education programmes into their teacher and instructor training curricula and more can be learned from national and international experts on the topic.

### Conducting the training

— Treat disabled persons as regular members of the class.

— Encourage their integration if needed and make sure they are involved in group activities and discussions, if they are not participating.

— Be aware of how disabled and non-disabled persons mix and engage; staff should encourage them to mingle so that they are not isolated or in one group.

— Assess the need for accommodations and supports if they are not keeping up.

## Process 4. Post-training support for micro-enterprise development and wage employment

Post-training support will ensure the success of training for disabled persons as well as for any group. Many disabled persons, depending on their prior level of social inclusion, education and training, may be able to find a job or start a business with the expected level of support. However, since disabled persons often face discrimination in hiring or securing a loan and might face many barriers related to mobility, transport, communication and other dimensions of success, planners and organizers should consider these barriers and needs in facilitating their movement into wage or self-employment.

### Planning

In planning, the same processes may be used but, keep in mind that there may be a need for more support. Building support within the community to assist the disabled person after training can be important and will lessen the requirements of TREE staff as well. Such supports or mentors could include:

— peers such as peer trainers, DPO leaders;

— mentors such as village or community leaders, both formal and informal;

— local entrepreneurs for those starting their own businesses;

— friends and family members;

— staff of NGOs involved in disability or providing community supports;

— a co-worker or supervisor, or union personnel in a formal work situation;

— other disabled persons or role models;

— others as identified by the person with a disability.

### Facilitating access to wage employment

To help disabled persons secure wage employment TREE staff should facilitate the following:

1. Raise awareness about the rights and potential of people with disabilities.
2. Enable and assist people with disabilities to find jobs.
3. Enable and assist people with disabilities to retain employment.
4. Network and partner with employers, trade unions and employment service providers.

#### 1. Raise awareness

Employers are likely to have the same attitudes as other members of the community with regard to disabled people. If the community tends to perceive them as being incapable and objects of charity, employers are likely to feel the same. If the community accepts disabled people as fully fledged citizens, this will be reflected by employers.

Many employers have hired disabled persons and found them to be excellent employees. See Annex 8.5 for the Business case for hiring people with disabilities and other useful resources. Find those employers and work with the employers' association in your local area to get their support to promote wage employment for trainees, to conduct employer awareness seminars and to identify specific job openings for all trainees, including those with disabilities. If employers have been involved in the design of the training programme to begin with, and their specifications have been incorporated into the training, they will be aware of the skills the graduates possess. See the example on Employers' Federation of Ceylon in Volume V Post-training support for micro-enterprise development and wage employment.

### 2. Assist with job placement

Some training partners may have job placement personnel or links to government or other employment services. Employment or job placement personnel must avoid the myths, negative stereotypes and misconceptions about people with disabilities and match them to jobs according to their abilities. Where there are job opportunities and the goal is wage employment, it will be necessary to assist the disabled person to secure employment. This could involve the following:

- providing instruction in job seeking skills with particular emphasis on how to address disability related issues;
- assisting in organizing job seeking documents and locating job leads;
- conducting specific job and work site analysis to match the disabled person to a job;
- assisting with resolving or addressing issues such as transport or other barriers;
- assessing the need for reasonable accommodation on the job;
- securing funds to cover costs if reasonable accommodation is needed.

See Annex 8.1 for several tools related to job seeking and employment services to assist with facilitating the wage employment of people with disabilities.

### 3. Enable and assist the disabled person maintain employment

Once a person is in a job, follow up is important to ensure that the new employee adjusts to the job and that they and the employer are satisfied with the job match. For the disabled person, some of the following may need to be considered:

- determining if a reasonable accommodation or job support may be needed;
- identifying on the job coaches or mentors to assist the new employee with their transition;
- providing support, encouragement and assistance to those who may lack confidence and experience in work situations.

### 4. Networking with other agencies and social partners

In some communities, special programmes or initiatives exist to assist disabled people to move into wage employment. Network and partner with these organizations, not only to help them find jobs, but to provide the other supports, such as job coaches, that those with intellectual, psycho-social or serious disabilities may require to stay adjusted to a new job and retain employment.

Follow up staff should be available to both the former trainee and the employer, if needed, to assist the person to remain in the job and to arrange for advanced training for promotion and career development.

## Facilitating micro-enterprise development

People with disabilities will require the same follow up and business development services as others to start and succeed in business. Like many socially excluded groups, they may lack confidence in their abilities to succeed and special encouragement may be necessary. Staff engaged in follow up may have to address some specific issues related to:

- organizing supports;
- facilitating credit;
- assisting with reasonable accommodations.

### Facilitating self-help groups/cooperatives

In some instances, disabled persons may join a group or partner with others to start a business, participate in a cooperative, or work with family members. This can be a useful alternative if the trainee lacks the specific ability needed to succeed in the business and no particular alternative, such as wage employment, can be identified. Tasks can be shared and the person with a disability, and their partners or other members, can contribute based on their abilities so that all the work tasks required of the business are covered. Consider the case of Hang Hatch whose sons assisted him with getting goods to market. In another example from Cambodia, a young woman with an intellectual disability could not learn complex basket weaving tasks, so the self-help group gave her the simple products to produce that were in their range of goods. She was able to make the small and simpler baskets, participate in the group and still earn money. More skilled and capable weavers were able to devote their time to the more challenging patterns and designs.

### Arranging credit

Credit can be a major problem for disabled persons. Because they are most likely to be among the poorest of the poor, they are less likely to have the necessary collateral to get a loan. Additionally, MFIs may have negative attitudes about the ability of them to reimburse a loan and may be hesitant to lend. The TREE project staff will need to work to dispel these negative attitudes and to help overcome the barriers to obtaining credit.

Many creative approaches have been developed to assist disabled people and the very poor access credit, including guaranteeing loans, establishing savings circles and others. The limited data that is available shows that they are an excellent credit risk and at least one researcher discovered that microfinance institutions found them to be among their best customers.

### Reasonable accommodations

Just because a person has their own business does not mean that a reasonable accommodation may not be required for them to do their work. The following picture shows a clever reasonable accommodation that the hairdresser and the follow up staff designed together, making it possible for him to work more easily. Costs related to reasonable accommodation must be considered in the business plan of the self-employed person, including the possibility of hiring others to assist them with tasks they may not be able to do.

## Process 5. Disability perspectives in monitoring, evaluation and documentation

Including and counting disabled people is critically important. Too often they are assumed to be a part of groups referred to as disadvantaged, vulnerable and marginalized, but unless specifically noticed, they are often ignored, left out and "invisible". For years, they have not been counted and, as a result, the message and reality has been "you don't count". It will take time and effort and the learning of new skills to make them count and address their needs, but now is the time to do so.

The overarching issue of monitoring, evaluation and documentation must look specifically at the issue of how disabled persons are involved in all phases of the TREE project. The process will provide a measure of accountability and documentation of the TREE experience can add to the body of knowledge regarding inclusive and participatory programming.

### Monitoring

Ongoing monitoring of the TREE project should include measures that address the outcome of involving disabled persons as well as the processes that were used. The goal is the participation of all segments of the community in TREE, including people with disabilities. The success of this inclusion should monitor all aspects and phases of TREE. If people with disabilities and the disability perspective are not included in Phase 1, planning and organization development, it is unlikely that the subsequent phases will be inclusive. So, monitoring must begin in the first phase and at the beginning of the project.

Monitoring and then feeding back the information into the system is a continuous process. If monitoring yields data that is not positive, the project strategies may need to be adjusted or changed and reassessed. For example, if communication methods about community meetings fail to result in disabled persons participating, the process or strategies for reaching out to them may require adjustment.

Measures of impact against which data is collected, monitored and evaluated will need to be developed for each phase. Measures with regard to disability have been suggested or implied throughout this volume but each project will need to develop specific measures based on community standards and realities.

### Evaluation

From a disability perspective, TREE should ultimately be evaluated in terms of its success in building skills that result in work for the TREE participants, including disabled persons. Clearly one measure of success will be securing a job or starting a business; another will be the increase in income the TREE participant realizes as a result. For socially excluded groups in particular, it would be useful to measure impact in other ways too, such as improved self-image, confidence, impact on the family and family life, engagement in social and community activities beyond work, and other social as well as economic dimensions.

In evaluating TREE's success with disabled persons, it will be important not only to identify participants as disabled, but to categorize them according to type and severity of disability, services and accommodations provided, as well as to record related demographic and outcome data. In this way the success of various groups of disabled persons can be assessed with regard to the types of interventions provided to assist them.[4]

Since TREE involves community empowerment measures, it should also examine how disability organizations, advocates and individuals with disabilities were empowered in the process and should identify processes and methods of inclusion, fostering participation and providing training and accommodations for people with disabilities in rural areas.

From the perspective of knowledge development, the evaluation of methods, processes and alternative training structures should also be considered. What were the processes and approaches that worked in reaching out to disabled persons and getting them involved in the project planning, design, assessment and evaluation? What participatory methods were most effective? What measures optimized involvement? What were the obstacles or areas of resistance among TREE organizers, partners or staff to working with disabled persons? What were the training gaps? What proved to be effective strategies in overcoming them? What training methods proved most effective with different disability groups? What were the lessons learned in follow up? What motivated employers to hire?

## Documentation

Documentation has many aspects. It is critical for accountability, monitoring, feeding back information into the system for continuous improvement and evaluation. Documentation should include data collection and report writing, but it should go further. From a disability perspective, knowledge is lacking about how to effectively include disabled persons in community activities and training and employment programmes in developing countries, where resources and disability expertise are limited. Therefore, it is suggested documentation include the following:

— Citing disabled persons in the project document.

— Written policies and procedures that describe how to include disabled persons meaningfully in all aspects of the project.

— Establishing targets if needed to encourage inclusion.

— Project reports, meeting minutes, surveys, studies and analytical papers that reflect disability. If for some reason disabled persons or the disability perspective was not included, documenting why.

— If a problem, challenge or obstacle prevented the inclusion of disability, a remedy or suggestion for how to deal with it should be documented for the future.

— Describing how disabled persons were included in the design, planning, meetings, monitoring and other community involvement aspects of the project.

— Noting how disabled persons were involved in training activities and what approaches worked in addressing challenges or barriers.

— Case studies reflecting how disabled persons were included and lessons learned.

— Role models described and their success stories disseminated.

— Training techniques, benefits of inclusion, challenges and obstacles and how they were overcome should similarly be documented to add to the body of knowledge about how to include disabled persons in TREE.

4. For more information, see ILO*: Managing Success: An Instruction Manual for the APPT Database and Management Information System* (Phnom Penh, ILO, 2008).

## Annex 8.1 ILO Disability Tools and Resources

To get a copy, email to disability@ilo.org or download from the Internet through http://www.ilo.org/public/english/employment/skills/disability/publ/index.htm

*Advocacy Kit: International Day of Disabled Persons Report: Decent work for persons with disabilities*, 3 December 2007. ILO, 2008

*Assisting Disabled Persons in Finding Employment: A Practical Guide/ R. Heron and B. Murray.* Asia and Pacific Edition. ILO, 2003. (2nd Edition – 1st Edition of 1997 available in Arabic, Khmer, Mandarin, Vietnamese and Thai)

*Count us in! How to make sure that women with disabilities can participate effectively in mainstream women's entrepreneurship development activities.* ILO, 2008.

*EmployAbility: A resource guide on disability for employers in Asia and the Pacific!* D.A. Perry, ed. ILO, 2007.

*Getting Hired: A Guide for Job-Seekers with Disabilities and a Trainer's Manual for Conducting a Workshop for Job-Seekers with Disabilities.* ILO, 2008.

*Getting Hired: A Trainer's Manual for Conducting a Workshop for Job-Seekers with Disabilities.* ILO, 2008.

*Integrating Women and Girls with Disabilities into Mainstream Vocational Training: A Practical Guide./* Foo Gaik Sim. ILO, 1999.

*Job and work analysis: Guidelines on identifying jobs for persons with disabilities.* ILO, 2005
French: *Analyse de l'emploi et du travail: Guide pratique pour identifier des emplois pour les personnes handicapées*
Spanish: *Análisis del empleo y del trabajo: Directrices para identificar empleos para personas con discapacidades.*

*Managing Success: An Instruction Manual for the APPT Database and Management Information System*. ILO, 2008.

*Moving Forward: Toward Decent Work for People with Disabilities: Examples of Good Practices in Vocational Training and Employment from Asia and the Pacific/* D.A. Perry, ed. ILO, 2003.

*Placement of Job Seekers with Disabilities: Elements of an Effective Service/* B. Murray and R. Heron. ILO, 2003.
*Asia and Pacific Edition*. 2nd Edition (also available in Khmer, Mandarin, Vietnamese and Thai).
A *Caribbean Edition* also exists.

*Proceedings of the Expert Group Meeting on Inclusion of People with Disabilities in Vocational Training*, Thailand, 14-16 February 2006. ILO, 2006.

*Replicating Success. The ILO project Alleviating Poverty through Peer Training, Cambodia* (Video). ILO, 2008.

*Skills development through community based rehabilitation (CBR). A good practice guide.* ILO, 2008.

*The right to decent work of persons with disabilities/ Arthur O'Reilly.* ILO, 2007.

*Training for Success: A Guide for Peer Trainers.* ILO, 2008.

## Annex 8.2 Chart of Impairments, Implications and Accommodation Examples

| Type | Examples of impairment | Examples of assistive devices, interventions and disability specific training | Examples of learning and work implications | Examples of accommodations |
|---|---|---|---|---|
| **Physical Impairments:** Includes a range of limitations that affect some aspect of physical functioning (walking, manual dexterity, strength, etc.) | A mobility impairment resulting from a missing limb, a spinal cord injury, back problem etc.; a manual dexterity impairment related to arthritis, muscle weakness from disease or injury; or overall weakness or respiratory problems related to a variety of illness, etc. Neurological problems could cause seizures or behavioural problems. | Wheelchair; tricycle, prosthetic limbs, medication to control seizures, etc. | Depends on nature of the physical impairment. Many have no learning implications; for others equipment or working/learning environment may need to be adapted. Those with strength and other limitations, respiratory problems, etc. will need specific considerations in selecting types of jobs. | Raised work table; access to an accessible toilet; removal of physical obstacles from pathways; easy to operate doors and drawer handles; foot or hand pedals instead of the reverse for those with amputations. |
| **Sensory/communication impairments:** Include difficulty seeing, hearing or speaking. | A person could have low vision, often undetected in developing countries, or be completely blind, have a hearing impairment or be completely deaf. | Braille, white cane and mobility training for the blind (so they learn to move around independently); sign language instruction for deaf; hearing aids for those with hearing impairments. | See specific learning methods; clearly some adaptations needed for most disabilities of this nature. In case of speech impairment use of writing, computer or just patience on part of listener may be needed. | Braille printing, large print materials, sign language, clear pathways for blind, special seating arrangements near instructors or speakers. |
| **Intellectual:** Refers to one's cognitive ability and capacity to learn as quickly as others and to retain information. Intellectual impairments often result from birth, brain damage, lack of nutrition in early life or a variety of factors. | Down's Syndrome | Pre-vocational and independently living training. | People with intellectual disabilities can learn but they may need to have things repeated or have tasks broken down into small steps. | Longer training periods, use of pictures, one to one on the job training or job coaching. |
| **Learning disabilities:** Refers to people of normal intelligence but who process information or learn in ways that are different than others. For example, they may have difficulty processing and remembering numbers, comprehending the written word or with processing auditory information. | Dyslexia, Attention deficit disorder | Specific training provided in study skills and adaptive techniques (usually only available in more developed countries) | Different teaching methods are sometimes used with such individuals. However, in many developing countries learning disabilities are not detected or are confused with intellectual disabilities. Since all people have preferred learning styles, it is best to use a variety of training approaches. | Using written or aural instruction depending on how someone learns best or processes information. |

| Type | Examples of impairment | Examples of assistive devices, interventions and disability specific training | Examples of learning and work implications | Examples of accommodations |
|---|---|---|---|---|
| **Psychosocial impairment:** Refers to disabilities that could result in unusual or different behaviours, emotions or thinking patterns or that interfere with day to day functioning. | Traumatic stress disorder; depression; bipolar disorder (extreme high and low moods that have an impact on behaviour) | May undergo medical treatment or counselling to adapt to impairment and learn coping mechanisms | Anxiety or stress could affect learning so that some adaptations may be needed on an individual basis | Job coaching; creating more stress free environment and evaluation settings; providing additional encouragement |

Note that people may have several impairments. For example, people with Albinism lack pigment in their skin colouring and have visual problems. As a result, they have restrictions in being outdoors and may need glasses or other assistive devices to read better. People with cerebral palsy or certain types of brain damage may have impairments related to speech, hearing, manual dexterity or mobility.

## Annex 8.3 Language use

*Note: This information is from Equal Employment Opportunities Trust (NZ) and UK Employers' Forum on Disability*
*Web site: eeotrust.org.nz, www.employers-forum.co.uk*
*Download from: www.eeotrust.org.nz/toolkits/disability.cfm?section=practicaltips*

Language represents our attitudes and influences the views and behaviours of those around us. The language used when talking about disability and people with disabilities is very important because poor choices lead to negative or stigmatizing perceptions that only reinforce false stereotypes and will hurt the morale of any workplace.

In the past, language used to describe people with disabilities focused on the medical condition rather than the person. This was dehumanizing and did not portray those with disabilities as capable individuals. Today, the language used should emphasize a social perspective reflecting a person's individuality over their impairment.

Language use can change over time and from person to person, so it is important to be open to input and individual preferences. If you are not sure of what words to use, you may ask the person how they refer to themselves.

### Tips

— Disabled is the proper term as opposed to "handicapped". The key is to always identify people as a person or people, as in a disabled person or people with disabilities. Do not use non-personal phrases, such as "the disabled" as it is dehumanizing and seems to reduce people to their impairment.

— Avoid outdated terms such as "handicapped" and "crippled". Many of these terms are considered derogatory. Although they may have once been common usage, they are no longer acceptable.

— With any disability, avoid negative, disempowering words that invite pity, such as "victim" or "sufferer" and phrases like "in spite of their disability". For many people, their disability is simply a part of their life and not a tragedy.

— Avoid labels that lump people together as a homogeneous group. Labels such as "the disabled" or "the mentally ill" reinforce stereotypes that disabled people are exactly alike by nature of their impairment and are separate from society. They also reinforce stereotypes that people with disabilities are powerless patients.

— For deaf people, avoid the phrase "deaf and dumb". This terminology is outdated and derogatory. In any case, many deaf people are not silent; they can speak and use sounds.

— The phrase "mentally retarded" is considered outdated and offensive by many. Instead, a person should be referred to as having an intellectual disability.

— Wheelchairs give people the freedom to move. So do not speak of them as if they are confined. Instead say, "they use a wheelchair" rather than "they are wheelchair-bound" or "confined to a wheelchair".

— Do not be afraid to use common expressions that might relate to someone's disability, such as "see you later", "did you hear about that?" or "I'll be running along". People with disabilities do not want excessive attention brought to them or to bring discomfort to others.

— When addressing someone with a disability, offer them the same respect as anyone else in the same situation. Do not treat adults as if they were children.

# Annex 8.4 Application of training methods to people with different types of disabilities

*Note: This information is from* Training for Success: A Guide for Peer Trainers, 2008, ILO. *It was developed as part of the Alleviating Poverty through Peer Training (APPT) project funded in Cambodia which used village-based peer trainers to provide one-to-one (and sometimes group training) to persons with disabilities. Trainers were both disabled and non-disabled entrepreneurs who provided training in the business and technical aspects of their work in informal short-term apprenticeship type situations.*

## How to teach: Different teaching methods for peer trainers

It is important to learn about different methods of training and when and how to use them to teach people skills, knowledge and attitudes. You can then select a method of training that best suits the trainee or what you want to teach. This guide describes the following methods:

1. Explaining or lecturing;
2. Showing or demonstrating;
3. Learning by doing: Guiding, discovery and practice;
4. Role playing;
5. Using questions and assignments;
6. Exposure visits.

You have learned things from some of these methods yourself. You may have also used these methods in teaching others. Or, you may have used these methods in helping your children or friends without realizing it.

## 1. Explaining or lecturing

Explaining means telling someone how to do something or giving information. Explaining can be done by talking, using sign language or in writing. When explaining is done in a large group it is often called lecturing.

**Best uses**

— Explaining or lecturing is a good way to explain both verbally and in writing, if your trainee is able to read. If the trainee can write, they can take notes.

— Explaining is good for short training periods and useful for trainees who have no prior knowledge of a topic.

— Lecturing is more commonly used in large groups or formal settings.

— Used alone, explaining is not very effective for teaching practical skills. However, explaining while using other methods can be very effective.

**Disability considerations**

Trainees who have hearing difficulties (completely or partly deaf):

— use writing, if your trainees can read;

— use sign language, if you and the trainee know sign language;

— pictures and drawings, like those used in this guide, help people understand better.

Trainees who have seeing difficulties (completely or partly blind):

— written explanation requires Braille for disabled people who can use Braille;

— large print is useful for people who are visually impaired, but not blind.

Trainees who have learning difficulties:

— use simple words and pictures or other visual representations especially for trainees who are illiterate or of limited intelligence.

**Tips**

— Use simple language.

— Give examples for what you mean.

— Present information and ideas in a logical way.

— Explain in different ways if you can, such as verbally, by writing on a blackboard or by writing and showing at the same time.

— Encourage the trainee to write or draw pictures to represent what is being explained, if they are able to do so.

— Interact with the trainee by encouraging or asking questions or starting a discussion.

## 2. Showing or demonstrating

Showing or demonstrating is physically doing the activity you want your trainee to learn. Sometimes trainees just observe while the trainer works. Showing or demonstrating is a good way for almost all groups of people to learn except those who are blind or visually impaired. Showing is especially important for people who are deaf.

**Best uses**

— Explaining and showing at the same time really works. Trainees learn better when they see what is involved in a task or in operating a business.

— Showing or demonstrating is an especially important training method for teaching complicated tasks or those that have many steps. With many steps you want to break the tasks down into small steps and demonstrate them one at a time. You may even want to let the trainee practice or learn by doing in between parts of the demonstrations.

**Disability considerations**

Trainees who have seeing difficulties (completely or partly blind):

— describe what you are doing as you demonstrate with trainees who have seeing difficulties;

— use touch or physical guiding (see the method "learning by doing" which follows), for example, if you are teaching a blind person to do a manual task you can have him or her feel your hands while you do the task.

**Tips**

— Plan demonstrations and think about what you want the trainee to learn.

— Make sure you have all the materials and tools at hand.

— Demonstrate slowly and, if possible, explain as you do it. You can also ask the trainee questions at the same time to make sure they understand.

— Combine demonstration with other methods such as learning by doing.

— Ask the trainee to repeat the tasks you demonstrate.

— Praise what the trainee does right and correct what is wrong by showing the right way to do it.

— Repeat the demonstration or show the steps several times if needed.

### Example: Showing or demonstrating

**Mrs. Seng Sopheak teaches deaf trainees how to produce soybean milk**

Mrs. Seng Sopheak is a 37 year old mother of two whose left leg was amputated in 1986 after a landmine accident. Sopheak has a successful business making soybean milk, which she originally started with ILO assistance. She has already trained six other disabled people how to replicate her success. Sopheak normally demonstrates and explains at the same time when she trains others. She had to become more creative when she was teaching someone who is deaf. "I first found the communication very difficult because she could not hear me", Sopheak admits. Sopheak started using symbols, some written text and her fingers for showing numbers and pointing to explain the process of making soybean milk without having to talk. The training took a bit longer than normal. Sopheak used a lot of practice sessions to make sure her trainee had learned well. "I am proud of myself that I had the skills to train a deaf person and other people with disabilities and to be able to help them like the ILO once helped me."

## 3. Learning by doing: Guiding, discovering and practicing

Giving the trainee the chance to do a practical task, or learning by doing, is an important way to train. It is also a way to evaluate or test to see if the trainee is learning. Learning by doing is an important way for anyone to learn. It is frequently used to train people who have limited educational backgrounds or learning ability.

There are different approaches to this method:

### (a) Guiding

There are two ways to guide: verbally or physically. In verbal guiding the trainer tells the trainee what to do. The trainer coaches the person through each step of the process. In physical guiding, the trainer may physically take the persons hands (or another part of the body) and take them through the steps. You should always ask the trainee first if you can use physical guiding.

### (b) Discovering

The trainer creates a situation where the trainee has to figure out or discover what to do. For instance,

## Example: Physical guiding

**Mr. Hem Him trains Mr. Hang Hatch how to make rope tethers in Pursat**

Mr. Hem Him, 40 years old, trained Mr. Hang Hatch, who is completely blind, how to make rope tethers for animals. Him had never before trained anyone and wondered if it would be even possible to train someone who could not see. He was positively surprised with Hatch's capacity to learn and his own skills to teach. Him has the following four key recommendations for other peer trainers who are training people with seeing difficulties:

1) Use physical guiding as much as possible. It works well with people who cannot see. I held and guided Hatch's hand to show how to weave the rope.
2) Explain to describe the different processes at the same time when you are holding your trainee's hands and guiding him or her through each step.
3) Be patient and expect that the beginning will be difficult. It took me some time to realize that I needed to do a lot of practice sessions with Hatch especially when training how to identify and process the different raw materials, which may feel the same for someone who cannot see.
4) Use the help of your trainee's family or neighbours who can see. For example, I also trained Hatch's eldest son who can sometimes help his father.

in making a necklace, the trainer could provide a model (the completed necklace) and ask the trainee to "discover" or figure out how to put it together. This approach might meet with frustration or failure depending on how demanding it is. But, after providing proper instruction, the trainer may want to use this approach to test or determine how well the trainee can perform the task.

### (c) Practicing

Once someone understands how to do a task, the trainer could ask the trainee to practice the task over and over to develop skills or improve speed. Practice sessions are an important part of learning, as you can see from the examples of Mr Hem Him and Mrs Seng Sopheak.

**Best uses**

— Learning by doing is an important way for trainees to develop practical skills.

— Learning by doing can be used on its own or with other training approaches.

— Practice sessions will help build speed and improve quality.

— If the tasks are carefully planned, learning by doing can help build trainee confidence.

— Learning by doing is also a way to evaluate how the trainee has learned and of measuring progress.

**Disability considerations**

Trainees who have hearing and/or speaking difficulties:

— Learning by doing is especially suitable for persons with hearing and/or speaking difficulties. It relies on seeing and doing rather than hearing or speaking.

Trainees who have seeing difficulties (completely or partly blind):

— Physical guiding is a good way to teach blind people. Let them feel the product or outcome that is expected before they start. You can guide and explain as they try to learn by doing.

Trainees who have learning difficulties:

— Learning by doing is especially important for those trainees who have limited education or learning difficulties.

— Combine showing and guiding for these trainees. First, break the task down into small steps. Show the step and then guide the trainee through repeating the step, either verbally or by touch. Repeat each step as needed until they are able to do it correctly. Then go to the next step, until the process is complete. Many repetitions may be needed. It is important to remain encouraging. You will also need to gradually put each step together so the trainee learns the sequence of the steps.

**Tips**

— Be creative. There are many ways to use learning by doing. Use it as a way to improve learning, to assess progress and to develop speed and quality.

— Give feedback during practice sessions and ask questions. Positive feedback will encourage motivation and confidence. Correcting mistakes prevents the trainee from learning incorrect methods.

## 4. Role playing

Role playing is like a game or a play. It involves setting up a scene, assigning roles and acting out a scene so the trainee can learn something. Role plays can be used in many situations. For example, if you want to teach a trainee how to interact with a customer, you might set up a role play. The trainer can assume the role of the customer (or get someone else to play this role) and the trainee would act as the shop keeper. The trainee gets to practice how to deal with customers. Another example is to have the trainee negotiate a price for raw materials from a vendor. The trainers must carefully design the activity. They must also make the roles very clear to the trainees or people playing the roles. The people playing the roles must be encouraged to take it seriously so that it seems real.

It is important to discuss the role play afterwards. Ask the trainees what they learned from the experience. Also ask the trainees how they would do it differently next time. You can repeat the role play many times or change it so the trainees can develop their skills related to the role play's purpose.

**Best uses**

— Role plays are a good way for people to learn new skills, especially those that involve interaction with others. If people are afraid of interacting with others or are shy, it is a good way to learn how to be comfortable and confident.

— Role playing is also suited for teaching a complex series of skills, such as selling. Selling may involve meeting someone, finding out their needs, and promoting the products or services available. Finally, the vendor must close the sale or try to get the customer to buy the products or service. This can involve deciding on a price, delivery date and other matters.

— Role plays are very effective and fun to use in group situations.

— Role plays can be used to test trainee understanding. For example, in the selling situation just described the trainer can evaluate the trainee's communication and selling skills. The trainer can also determine the trainee's knowledge of the product or service and what it should cost.

— Role plays can be used to build confidence, break stereotypes and change attitudes.

**Disability considerations**

Trainees who have hearing and/or speaking difficulties:

— You need to consider how well the trainee is able to communicate with others, because role plays often involve speaking and other forms of communication.

Trainees who have poor social skills

— Make the role plays interesting and fun to encourage participation. Role plays may be particularly useful to build social and interactive skills among disabled people who have been socially isolated.

**Tips**

The following steps are involved in developing a role play:

— Decide what you want to teach through the role play. Create a simple role play.

— Define the roles or characters in the play. Consider how many people you need and what each person should do. The trainees may play themselves. In fact, this is most effective so they can have the experience of what to do. Ask other people to play the other roles in the play.

— Make sure that each person in the role play knows their role and the key words to say. You may want to keep the specific situation secret from the trainee. For example, if you want the trainee to learn how to ask for a lower price for some raw materials, you should not tell the trainee that you have instructed the person in the role of the vendor not to agree right away. This way the trainee will learn the value of being persistent and trying to get a lower price.

— By the end of the role play, you should ask what the trainee thought it was about, what was learned and what the trainee would do differently.

— After the discussion, you should conclude by reinforcing the main lesson of the role play.

— You can repeat the role play to develop skills. It can be like a practice session.

## 5. Using questions and assignments

Questions and assignments are often used with other training methods. Using questions and assignments is a good way to encourage active participation and to check what the trainee already knows or if they have understood your teaching. The trainee has to respond independently either by answering a question or completing an assignment given by the trainer. The trainees need to use what they know to find a solution to a problem or practice a task related to running the business.

### (a) Questions

Questions are an easy problem solving activity to test trainee knowledge. For example, you may ask the trainee which scissors or other equipment they would use to cut someone's hair.

Questions can also be more complex involving a story. For example, the trainer can pose a question related to a story to solve a problem. The story can be real or imaginary. For example, a trainer in pig raising might describe a situation where many pigs are dying and the pig raiser is about to lose their business. What should they do? Where can they go to get help? The trainer asks the trainee to solve these problems. Another example might be about a business person making a mistake, such as in preparing Khmer cakes. The trainer might describe a situation where the ingredients used to make the Khmer cakes are wrong. The trainer asks the trainee to identify why the Khmer cake tastes bad. This is a good way of testing if the trainee knows the recipe, if they understood that if the recipe is not followed, the business is not successful. People will not buy bad tasting Khmer cakes and the trainee will lose time and money as a result of the mistake.

### (b) Assignments

The trainees are given a task to do by themselves. An assignment can have many purposes. It can also be a real assignment or one that has no consequence. Using assignments is like learning by doing, but it is more complex.

For example, a bicycle repair trainer might ask a trainee to find a broken bicycle in their village and decide what needs to be done to fix it. Assignments can also be used to help the trainee learn new information that will help the business. For example, for a trainee learning to sew shirts, the trainer might instruct them to interview all the people in the village to find out what colour and style shirts they might want to buy. This is a good way to find out more about the market demands.

**Best uses**

— Questions and assignments are best used to help trainees learn by thinking or doing on their own. This method can also be used to find out if the trainee really understands what to do. It encourages trainee creativity and initiative.

— Using questions and assignments is especially useful if the testing or training cannot be done in another way or it would be too costly. For example, the Khmer cake example tests if the trainee understood how to make Khmer cakes by following a recipe. It also teaches what goes wrong if the different types of ingredients are not properly used or measured.

— These methods can be used to help build the business to find out new information. The assignment about finding out which colour and model shirts people want to buy is about market research and can help the trainee start or improve the business.

**Disability considerations**

Trainees who have hearing and/or speaking difficulties:

— You need to consider the trainee's ability to communicate with others when presenting questions and assignments. A deaf person might have difficulty in carrying out problem-solving tasks related to market research, unless they could be done with a partner, through writing or some other means.

Trainees who have learning difficulties:

— Keep the assignments and questions simple and easy to understand.

— More difficult assignments or questions with complex stories may only be useful to people who have higher intellectual abilities.

**Tips**

— Use questions with other training techniques.

— Use simple assignments to test trainee understanding.

— Use more complex assignments and questions to build new knowledge.

— Gain experience before you use more complex stories or assignments.

— Consider the trainee's experience level. Difficult questions and assignments can lead to frustration and failure. Those carefully designed can challenge and build trainee confidence.

## 6. Exposure visits

Exposure visits are similar to the showing or demonstrating method, but they have a broader purpose. An exposure visit or field trip involves visiting a successful business where it operates or a place that could be useful for teaching a specific skill. For example, if you are teaching how to raise pigs, you could organize a visit to a successful pig farm. Or, you may want the trainee to visit a bank or credit bureau to learn how to access credit. Exposure visits are often arranged for a small group of people, but can also be done for individual trainees. Some types of exposure visits can be expensive.

If the peer training sessions are not held at your place of business, it is a good idea for the trainee to visit your business or a similar operation. The trainee should see how the business is organized, managed and carried out. Even if the trainee is working at your place of business, it is useful for the trainee to visit similar businesses and related places. For example, if you are making ropes for animals that are sold in the market through a middleman, you may want the trainee to visit the market.

**Best uses**

— Exposure visits are a good way for trainees to see different ways of doing things.

— Exposure visits can be a good way to encourage and motivate the trainees.

— Exposure visits work best when they are combined with other training methods, such as using questions and assignments. For example, a trainee could be asked to evaluate the profitability of a business being visited. Or, they could be asked to identify the steps involved in making the product.

— Exposure visits are most useful when the trainees have some previous experience of the business or process to understand what is being observed and be able to ask questions. Trainees, who already have a business but need to improve it, can benefit greatly from exposure visits to successful similar businesses.

**Disability considerations**

Trainees with moving difficulties

— The place visited must be accessible to people with moving difficulties. You need to consider issues of barriers, transportation, safety and suitability of the place.

Trainees with hearing, seeing, speaking and/or learning difficulties

— You may need to provide some assistance in explaining what is going on to those who have seeing or hearing difficulties or are slow learners.

**Tips**

— Make sure that the persons visited are comfortable with disabled people and deliver positive messages about their ability to do the work.

— Consider using a facilitator to provide guidance and ensure learning when an exposure visit is organized for a group. The facilitator can be the peer trainer themself or someone who is equally skilled.

— Be focused and well prepared, have a clear purpose and expected outcome.

— Prepare the trainee or trainees for the visit. Tell them the goals and what they can expect to see and learn. Coach them by asking questions beforehand.

— Involve the trainees in summarizing the visit at the end to emphasize what was learned.

## Annex 8.5 The business case for hiring people with disabilities

Many employers are increasingly recognizing the value of people with disabilities as workers and employees. The new disability business case states that diversity is a key factor in improving a company's efficiency, productivity, competitiveness and overall success, and that diversity includes people with disabilities. Corporate commitment to social responsibility is on the rise, resulting in more companies reaching out to marginalized populations. And the experience is that when they do, they learn that people with disabilities make good employees. In fact, company research shows that disabled persons perform on par or better than their non-disabled peers on criteria of performance, attendance and safety. When companies hire disabled persons they also find that morale and team work often improves.

Smart businesses also recognize that people with disabilities are customers. Disabled persons from the United States, Canada and the UK have a combined estimated disposable income of $275 billion dollars. This is not a market to be ignored. And, as the population ages, the disability market will grow. Having disabled persons on staff will help businesses access this market.

While some groups of disabled persons do require accommodations or supports to work, most of these costs are reasonable – things like raising or lowering a desk, or providing a longer training period. And, from an economic perspective, investment in inclusive policies and practices far outweighs the cost of exclusion.

The bottom line is that hiring or retaining disabled or injured workers makes good business sense.

— People with disabilities make good, dependable employees. Employers of disabled workers consistently report that, as a group, people with disabilities perform on par or better than their non-disabled peers on measures such as productivity, safety and attendance.

— People with disabilities are more likely to stay on the job. The costs of job turnover, such as lost productivity and expenses related to recruitment and training, are well known to most employers.

— Hiring people with disabilities increases workforce morale. Many employers report that teamwork and morale improves when disabled workers become part of the staff.

— People with disabilities are an untapped resource of skills and talents. In many countries, people with disabilities have skills that businesses need, both technical job skills and transferable problem-solving skills developed in daily life.

— People with disabilities represent an overlooked and multibillion-dollar market segment. That market is disabled persons and their families and friends. The annual disposable income of disabled persons is estimated to be US$200 billion in the United States, $50 billion in the United Kingdom and $25 billion in Canada. Ignoring this market may mean losing not only the disabled consumer but their family and friends. As the population ages, so does the incidence of disability. It makes sense to have employees who know first-hand about the product and service needs of this consumer segment.

# Annex 8.6 Disability organizations

These are some of the major international NGOs and disability organizations, operating in many countries, which can be contacted for information on disability and to locate national disability organizations.

## Action on Disability & Development

*International development agency that supports organizations of disabled people; see website for addresses of country offices.*
**Web site: www.add.org.uk**

## Asia-Pacific Development Center on Disability

*Regional centre on disability promoting the empowerment of people with disabilities and a barrier-free society in developing countries in the Asia and Pacific Region.*
Address: Asia-Pacific Development Center
on Disability Building,
Rajvithi Rd., Rajthevee,
Bangkok 10400, Thailand
Tel: +66 (0) 2354 7505, +66 (0) 2354 3525 29
Fax: +66 (0) 2354 7507, 66 (0) 2354 3530
**Email: info@apcdproject.org**
**Website: http://www.apcdproject.org**

## CBM – Christian Blind Mission

*Organization for persons with disabilities (not only for persons with visual impairments); see website for country offices.*
Address: Nibelungenstraße 124
64625 Bensheim
Germany
Tel: +49 6251 131 392
Fax: +49 6251 131 338
**Website: http://www.cbm.org/**

## Disabled Peoples' International

*Network of national organizations or assemblies of disabled people; see website for national member organizations.*
Address: 874 Topsail Road
Mount Pearl,
Newfoundland A1N 3J9
Canada
Tel: +1 709 747 7600
Fax: +1 709 747 7603
**Email: info@dpi.org**
**Website: http://www.dpi.org/**

## Handicap International

*International NGO specialised in the field of disability, working with disabled people; see website for country offices.*
**Website: http://www.handicap-international.org/**

## Inclusion International

*Organisation of and for people with intellectual disabilities and their families; see website for national member organizations.*
Address: c/o The Rix Centre University
of East London Docklands
Campus London E16 2RD, UK
Tel: +44 (0) 208 223 7709 or +44 (0) 208 223 7411
**Email: info@inclusion-international.org**
**Website: http://www.inclusion-international.org/**

## People First

*Organization run by and for people with learning/ intellectual disabilities.*
Address: Hampton House, 4th Floor
20 Albert Embankment
London SE1 7TJ, UK
Tel: +44 20 7820 6655
Fax: +44 20 7820 6621
**Email: general@peoplefirstltd.com**
**Website: http://www.peoplefirstltd.com/**

## Rehabilitation International

*Global network of people with disabilities, service providers, researchers, government agencies and advocates; see website for national member organizations.*
Address: 25 East 21 Street, 4th floor
New York, NY 10010, USA
Tel: +1 212 420 1500
Fax: +1 212 505 0871
**E-mail: ri@riglobal.org**
**Website: http://www.riglobal.org**

## Workability International

*Organisation for providers of work and employment services to people with disabilities; see website for national member organizations.*
Address: 42, rue des Ecureuils
Asniéres, Sainte Soline
79120, Deux Sevres, France
Tel/Fax: +33 (0)5 49 29 54 38
**Email: secretariat@workability-international.org**
**Website: http://www.workability-international.org/**

### World Blind Union
*International NGO representing national organizations blind persons and persons with visual impairments; see website for national member organizations.*
Address: World Blind Union Office
1929 Bayview Avenue
Toronto Ontario, Canada M4G 3E8
Tel: +1 416 486 9698
Fax: +1 416 486 8107
**Email: info@wbuoffice.org**
**Website: http://www.worldblindunion.org**

### World Concern
*An NGO providing community development and disaster response, including to disabled people.*
Address: 19303 Fremont Avenue North
Seattle, Washington 98133, USA
Tel: +1 206 546 7201
Fax: +1 206 546 7269
**Email: info@worldconcern.org**
**Website: http://www.worldconcern.org/**

### World Federation for Mental Health
*Worldwide grassroots advocacy and public education organization in the mental health field with organizational and individual members.*
Address: 6564 Loisdale Court, Suite 301
Springfield, VA 22150-1812, USA
Tel: +1 703 313 8680
Fax: +1 703 313 8683
**Email: info@wfmh.com**
**Website: http://www.wfmh.org/**

### World Federation of the Deaf
*International NGO representing national associations of Deaf people; see website for national member organizations.*
Address: P.O. Box 65
FIN-00401
Helsinki, Finland
Fax: +358 9 580 3572
**Email: Info@wfdeaf.org**
**Website: http://www.wfdeaf.org/**

### World Federation of the Deafblind
*International NGO representing national organizations of deafblind people; see website for national member organizations.*
Address: Snehvidevej 13
DK-9400 Noerresundby, Denmark
Tel: +45 98 19 20 99
Fax: +45 98 19 20 57
**Email: lex.grandia@mail.dk**
**Website: http://www.wfdb.org/**

### World Network of Users and Survivors of Psychiatry
*International organization of people with psychosocial disabilities with organizational and individual members.*
Address: Store Glasvej 49
5000 Odense C, Denmark
Tel: +45 66 19 45 11
**Email: admin@wnusp.net**
**Website: http://www.wnusp.net/**

## Annex 8.7 Glossary

**ACCESS (to vocational education and training)**
Vocational education and training (VET) opportunities open to individuals, groups of individuals and enterprises to gain knowledge and skills for work. Access determines the fairness of an education and training policy and system. It can be influenced by a number of factors including the criteria set for admission (e.g. education level), physical factors (e.g. the location of the training institution), economic considerations (e.g. the costs of education and training), social and cultural rules (e.g. attitudes to certain groups) and personal characteristics (e.g. disability).

**ACCESSIBILITY (for disabled people)**
Accessibility refers to access, on an equal basis with others, to the physical environment, to transportation, to information and communications, including information and communications technologies and systems, and to other facilities and services open or provided to the public, both in urban and in rural areas.

**ACCOMMODATION**
*See reasonable accommodation*

**ACCREDITATION OF TRAINING**
The official recognition and approval of training courses, programmes and institutions.

**AFFIRMATIVE ACTION**
A policy or programme that seeks to redress past discrimination through active measures aimed to ensure equal opportunity in education, training and employment.

**ASSESSMENT**
All methods used to appraise performance by gathering evidence to determine whether learners, trainers, as well as training methodologies, programmes and institutions have achieved the required standards.

**ASSESSMENT OF COMPETENCY**
*See Competency-Based Assessment.*

**ASSISTIVE DEVICE**
Any device that is designed, made, or adapted to assist a person perform a particular task.

**AUDIO-VISUAL AID**
Equipment that uses both sight and sound in learning and training. It includes television, sound film, filmstrips, video recordings and slides with sound tracks.

**BRAILLE**
A system of touch reading for blind or visually impaired people which employs embossed dots evenly arranged in quadrangular letter spaces or cells.

**CERTIFICATION**
The formal assurance that an individual has successfully achieved a defined set of learning outcomes.

**COMPETENCY**
An individual's demonstrated ability to undertake tasks and duties to the standard expected in a job or in an occupation.

**COMPETENCY-BASED ASSESSMENT**
The collection and assessment of evidence in order to decide whether an individual has achieved a determined standard of competency. The assessment should decide whether someone is 'competent' or 'not yet competent'.

**COMPETENCY-BASED TRAINING**
Training which develops the knowledge, skills and attitudes required to achieve competency standards.

**COMPETENCY STANDARD**
The specification of performance, i.e. the level of skills, knowledge and attitudes set by an industry for working effectively in a job or occupation.

**CURRICULUM**
A detailed description of the objectives, content, duration, expected outcomes, learning and training methods of an education or training programme.

**DEMAND-DRIVEN TRAINING**
Training that is determined by the needs and demands of industry.

**DISABILITY**
The term disabled person means an individual whose prospects of securing, retaining and advancing in suitable employment are substantially reduced as a result of a duly recognized physical or mental impairment. (ILO Convention on Vocational Rehabilitation and Employment (Disabled Persons), (No. 159), 1983).Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others. (United Nations Convention on the Rights of Persons with Disabilities, Article 1).

**DISABILITY RESOURCE OFFICER (DRO)**
Specialist staff member of a vocational training institution who provides specific guidance on meeting the vocational training needs of people with disabilities and other additional services in support of the training.

**DISCRIMINATION**
Any distinction, exclusion or preference based on disability which nullifies or impairs equality of opportunity or treatment.

**EMPLOYABILITY**
The portable competencies and qualifications that enhance an individual's capacity to make use of the education and training opportunities available, to secure and retain decent work, to progress in an enterprise and between jobs and to cope with changing technology and labour market conditions.

**EQUAL OPPORTUNITY**
The possibility for individuals to access and take up learning opportunities regardless of socio-economic status, gender, age, ethnic origin, disability or other characteristics that are irrelevant to learning.

**EQUITY**
Fairness in access to and participation in employment and training.

**IMPAIRMENT**
Any loss or abnormality of a psychological or physical function.

**JOB**
Any employment, full-time, part-time or temporary.

**JOB ANALYSIS**
Analysis to determine the content of a job and to formulate a detailed job description for the purpose of recruitment of personnel, the identification of competency standards, the development of training programmes or providing advice to prospective job seekers.

**LABOUR MARKET**
The supply of labour (individuals looking for jobs) in relation to enterprises' demand for labour.

**LITERACY**
The ability to read and write, including reading and understanding written material presented, for example, in a book, chart or sign.

**MEDICAL MODEL OF DISABILITY**
A model in which impairment (or disability) was seen to be a medical problem, requiring a medical solution – that is, medical or rehabilitative action that would 'cure' the impairment or make it better.

**MNEMONICS**
Mnemonics involves the association of familiar things or concepts with something that is novel or unfamiliar. For example, using a word whose letters help the learner to remember the first letters of items in a list; or associating an image or picture with characters or objects whose name sounds like the item that needs to be memorized.

**MODULAR TRAINING**
Training that is divided into independent learning units or modules. These can be combined to form a programme suited to individual needs.

**MODULE**
One or more distinct units or periods of education and training which can be combined to make up a course.

**NUMERACY**
The ability to compute, measure, estimate and interpret mathematical data.

**OCCUPATIONAL GUIDANCE**
The process, services and activities aimed at assisting individuals of any age and at any point through their lives to make education, training and occupational choices and to manage their careers.

**OUTCOME**
The result of an individual's participation in a training programme in terms of their subsequent employment, promotion or higher remuneration.

**PERSON WITH DISABILITY**
An individual whose prospects of securing, retaining and advancing in suitable employment are substantially reduced as a result of duly recognized physical, sensory, intellectual or mental impairments.
"Disability" results from the interaction between persons with impairments, conditions or illnesses and the environmental and attitudinal barriers that they face.

**REASONABLE ACCOMMODATION**
Necessary and appropriate modification and adjustments that do not impose a disproportionate or undue burden. The purpose of reasonable accommodations is to ensure to people with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms.

**SIGN LANGUAGE**
A language that uses a system of manual, facial, and other body movements as the means of communication, especially among Deaf people.

**SIGN LANGUAGE INTERPRETER**
A sign language interpreter is a person trained in translating between a spoken and a signed language.

**SKILL**
Ability to carry out a manual or mental activity that has been acquired through learning and practice.

**SKILL ANALYSIS**
Analysis of the skills needed for performing adequately in a particular job.

**SOCIAL MODEL OF DISABILITY**
A model that views society as creating barriers that prevent people with disabilities from fully participating in their communities and economies.

**TASK ANALYSIS**
Task analysis can be part of the job analysis process, where it refers to the process of identifying the specific activities of a particular job. Within the training context it refers to breaking down large tasks into their component parts and teaching them in sequential order.

**VOCATIONAL TRAINING**
Activities to develop the knowledge, skills and attitudes required for effective work in an occupation or group of occupations. It comprises initial, refresher, further and updating training, retraining and job-related training. It may include general education subjects. It may include general education subjects.

**VOCATIONAL TRAINING INSTRUCTOR**
A trainer who supervises learners while they acquire technical and practical skills.