Training for Rural Economic Empowerment

International Labour Organisation

Users' Manual

for Planning and Implementing Programs in Pacific Island Countries

Community-Based Training for Rural Economic Empowerment (TREE)

A Manual for Planning and Implementing Programs in Pacific Island Countries

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PREFACE

Training for Rural Economic Empowerment (TREE) is a programme developed by the Skills and Employability Department of the International Labour Organisation (ILO) and conceptualized under the principles of community-based training.

TREE 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 that 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 organisations 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 program; and provide the necessary post-training support , for example access to market and credit. TREE promotes decent work and equal opportunity for men and women.

The ILO has been implementing TREE in various parts of the world. In the Pacific, certain elements of TREE have been introduced for community-based youth led enterprise projects in Kiribati, Papua New Guinea, Samoa and Solomon Islands. All these projects were implemented in the in the framework of the ILO Youth Employment Project (YEP): RAS/06/53/NET- Education, Employability and Decent Work for Youth in Pacific Island Countries, starting in September 2008.

In Fiji, since 1997 the ILO has assisted the Fiji Government in the establishment and technical backstopping of the Integrated Human Resource Development Programme (IHRDP). The primary objective of the IHRDP is to organise Government resources to take a more holistic and proactive approach in addressing rural employment and poverty. More recently, the ILO has made available both the Community Based Training (CBT) and TREE manuals to the IHRDP to assist in the further refinement of their community based employment projects. In 2008, the IHRDP has introduced certain elements of TREE in their projects in Nausori Tikina, located just outside the capital city of Suva and comprising of 7 villages. In 2009, the IHRDP has been authorized by the Fiji Government to further trial the TREE model in six new sites.

Following the experiences of YEP and IHRDP in introducing certain elements of TREE in implementing community-based projects, and given the increasing interest of national stakeholders in the full-implementation of TREE in Pacific Island Countries, the ILO, through YEP and the Fiji Ministry of National Planning through IHRDP, collaborated to adapt the TREE manual to Pacific context.

This Pacific adapted version of TREE is intended primarily as a reference guide for those responsible for planning an implementing TREE projects and programs in Pacific Island Countries. It is based on the ILO's Global TREE methodology and community-based training principles, but has been adapted to reflect the special economic. socio-cultural and environmental conditions of small island developing states in the Pacific. It is hoped that national manuals on TREE can be developed after full implementation in the country.

We hope that this manual will serve as a useful tool to facilitate the creation of more sustained income earning opportunities, especially in the rural areas, and contribute to tackling the huge challenge of youth unemployment in the Pacific.

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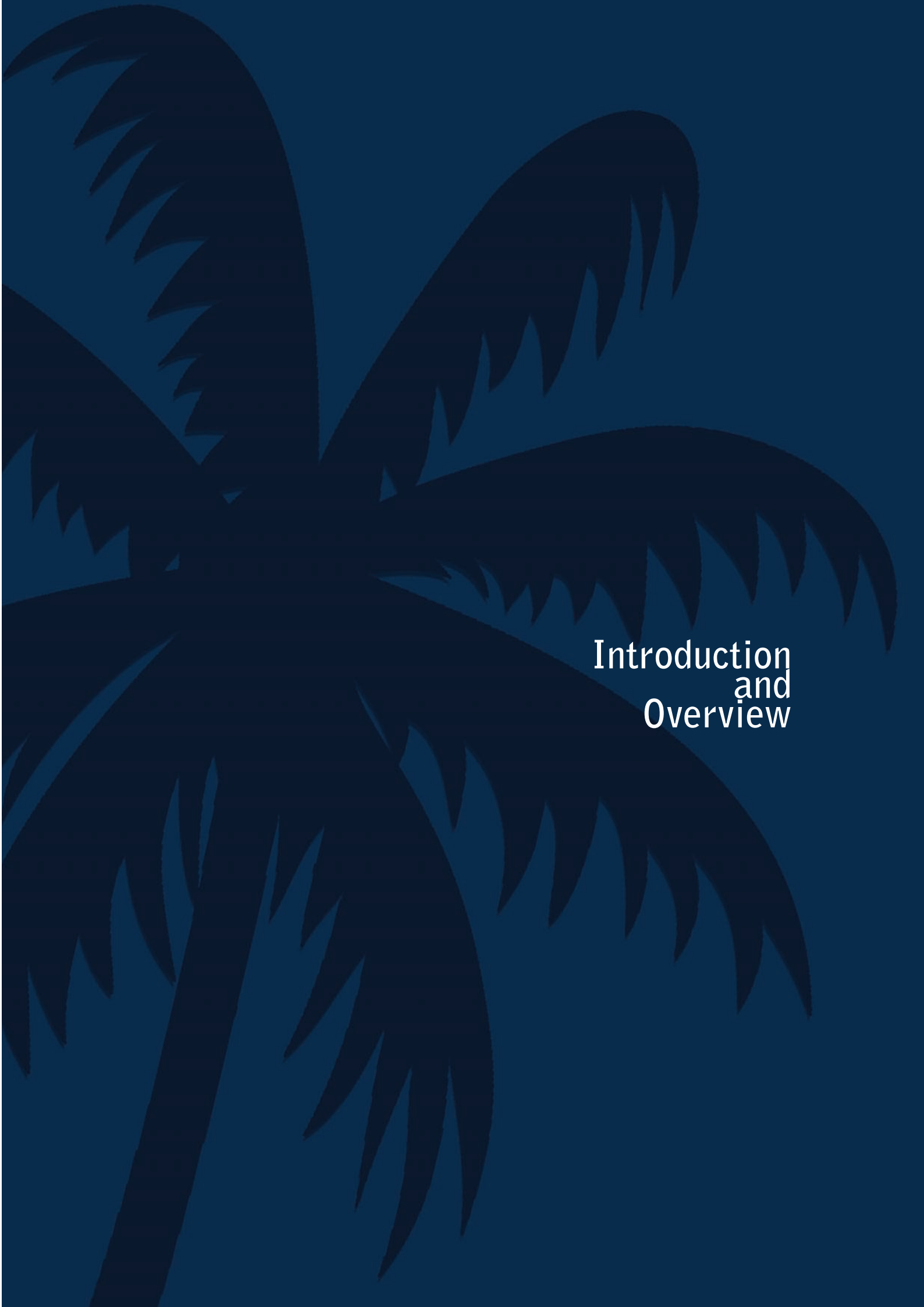
ABBREVIATIONS

AVT	Advanced Vocational Training Program (Fiji)
CBO	Community-based Organisation
TREE	Community-based Training for Rural Economic Empowerment
CDS	Consumer Demand Survey
CPS	Community Profile Survey
CV	Curriculum Vitae
DEWD	Developing Enterprises among Women with Disabilities
IGA	Income Generating Activities
IHRDP	Integrated Human Resource Development Program (Fiji)
ILO	International Labour Organisation
KRA	Key Results Area
LAPI	Labour Productivity Improvement Program (Fiji)
LMI	Labour Market Information
MDG	Millennium Development Goal
MFI	Micro Finance Institution
MOS	Market Opportunity Survey
MOU	Memorandum of Understanding
NECSMED	National Centre for Small and Medium Sized Enterprise Development (Fiji)
NEPI	New Enterprise Project Idea
NGO	Non-Governmental Organisation
NRSP	National Rural Support Program (Pakistan)
PMP	Performance Monitoring Plan
PNG	Papua New Guinea
RCA	Rapid Community Assessment
SIYB	Start/Improve Your Business
TEP	Transition Enterprise Project
TK.	Taka (Bangladeshi Currency)
TNA	Training Needs Assessment
ToT	Training of Trainers
TTC	Technical Training Centre
WHO	World Health Organisation



Introduction and Overview

1. Introduction and Overview

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1. Employment Generation in the Pacific

In most Pacific Island Countries economic growth is only able to generate a small fraction of the new jobs required to meet annual increases in the labour force. In Fiji, for example, the annual output from tertiary and secondary education is about 14,000 people yet in recent years the economy has only been able to produce about 4000 new jobs a year. In Kiribati only about one in four new job seekers finds paid employment annually while in Vanuatu the figure drops to one in seven.

Employment generation in Pacific Island Countries is conditioned by a number of factors which tend to characterize the economies of these countries, including,

- Generally poor resource bases and the consequent need to identify livelihood activities in rural areas that will utilize local resources in the agriculture and fishing sectors;
- The lack of entrepreneurial skills and an entrepreneurial tradition among indigenous populations leading to low levels of enterprise innovation in rural areas.
- Widespread communal ownership of land and natural resources in Pacific Island societies, which tends to discourage external investment in rural economies and complicate national development initiatives.
- A very small private sector with limited local markets and few opportunities for rural populations to gain employment in industrial or manufacturing sectors
- Limited skills in the traditional economy for improving productivity and the quality of rural products and services.

2. Training for the Rural Economy

As in many other developing economies, most new employment opportunities in the rural Pacific will need to be created in the informal sector, through the promotion of self-employment and micro-enterprise activities in the rural economy. Here, however, existing education and training systems are poorly equipped to meet the learning needs of the rural population and a growing number of vulnerable and disadvantaged people either remain functionally illiterate or lack the technical and entrepreneurial skills to find a job or launch a small business.

School leavers are the major affected group, but rural women, underemployed adults, the disabled and the dispossessed all require access to alternative learning opportunities if they are to improve their livelihoods, preserve their fragile environments and escape prevailing levels of rural poverty.

Education and labour market authorities in the Pacific face two main problems in attempting to link training to increased employment in rural areas: the first is how to shift the emphasis in existing rural training provision away from non-existent job prospects in the formal economy towards income generation opportunities in the informal sector. The second is how to strengthen the capacity of training providers to deliver training programs which can exploit economic opportunities at the local level in a cost-effective and sustainable manner. This can only be done through non-formal approaches to education and training which combine practical and relevant content with learner centered methodologies, flexible delivery systems and a range of post-training support services to facilitate the application of acquired skills to productive work.

In the Pacific the provision of non-formal education and training[1] has, traditionally, been the responsibility of NGOs and other grass-roots organisations, many of them faith-based. Government's role has been mainly to establish policy guidelines for training providers, create an enabling environment for the successful application of acquired skills and knowledge and facilitate the participation of disadvantaged groups in appropriate non-formal programs. When it comes to employment-related training, however, many NGOs lack the methodologies and labour-market linkages to design and deliver effective programs, and in most countries Government support to informal sector training continues to be inadequate and poorly defined. Building institutional capacity to design, deliver and follow up training for the informal sector is a common need among both Govt and NGO training providers.

3. Innovative Programs and Practices

Notwithstanding the above problems, there are a number of interesting and innovative examples of rural and informal sector training in the Pacific which reflect some of the social and cultural factors which must be taken into account when planning training programs in the region and, in broad terms, suggest which approaches to training provision are likely to work best in these countries and which are not.

a) Integrated Agricultural Training Program in Rabaul, PNG

The IATP is a modular training program for subsistence farmers which introduces them to basic tools and techniques for managing their assets and resources more effectively. The objective of the program is to improve smallholder and subsistence farmer productivity, increase household earnings and reduce household food shortages. Based on a series of 12 training modules and close collaboration with provincial authorities and local NGOs, IATP provides regular and field-based training which focuses on overcoming or reducing farmer-defined problems and constraints.

The modules comprise a mix of technical, business and livelihood skills geared towards empowering farmers to make sound decisions on how best to use their limited resources to facilitate and sustain their livelihoods. Typically they are implemented in two day programs, and include subjects such as basic record and bookkeeping, managing savings and credit and small enterprise planning and management.

b) Mobile Training for Coastal Fishermen in Vanuatu

The Maritime College in Vanuatu has developed a two week mobile training program for rural fishermen. The training program, which is delivered in a specially outfitted boat, enables coastal fishermen around the country's numerous islands to develop or improve their fishing and seafood handling skills, learn how to operate small boats safely, operate and maintain outboard motors correctly and maintain and repair small boats thereby enhancing the lifestyles of rural people and improving small vessel safety.

A team from the College takes the rural fisheries training modules to remote coastal villages using College vessels and equipment, thus insuring that training takes place in a familiar environment, at minimal cost and with the least disruption to village life. The average cost of the program is Vt 300,000 (US$ 3,000) and the number of participants per course range from fifteen to twenty. Participants

1 The terms informal economy and non-formal education should not be confused: The former refers to the unorganised sector of the economy whereas the latter is a mode of education/training which is organised outside the formal school system. Training for the informal sector in the Pacific usually, but not always, takes place outside the formal school system.

pay a nominal Vt 1,000 fee. The program is subsidized by the Secretariat of the Pacific Commission (SPC).

c) Basic Skills Training in Traditional Trades in the Marshall Islands

The Waan Aelon in Majel (WAM) program is an NGO-run non-formal training program which uses traditional Marshallese boat-building techniques as a model for developing vocational skills The program targets at-risk youth and uses the traditional canoe as the medium for teaching life skills, boat building, woodworking and other local knowledge. WAM's trainees are predominantly young men who dropped out of school and who come from low income families around Majuro's urban areas. The WAM model demonstrates that innovation in training can achieve multiple objectives including the preservation of socal and cultural values.

d) Policy support for informal sector activities in PNG

With the active involvement of the private sector and the government PNG has introduced legislation to promote and regulate Informal Sector activities in the country –the only such legislation in the region - and produced an Informal Sector Training Manual and Resource Directory to support development of the sector in both rural and urban areas. While a small study in 2005 indicated that there is still a long way to go in changing official attitudes towards the informal sector in general and discrimination against informal sector operators in particular, the legislation has provided the basis for the drafting of a comprehensive informal sector policy in PNG, which would address specific issues such as priority training target groups, sector-specific development strategies and the allocation of government resources.

e) Incorporating cultural values into non-formal skills training (RMI)

The Community Development Division of the Ministry of Internal Affairs (MIA) in the Marshal Islands offers mobile outreach training on social, health and life skills subjects for women and youth at the village level. Mobile programs deliver training and awareness raising activities on the four main subject areas: Women in Development, Youth Affairs, Child Rights and Family Life Skills. A novel feature of the outreach program is the inclusion of a cultural resource person – usually an elderly local resident – to describe and explain the importance of maintaining and preserving Marshallese cultural traditions in the face of rapidly changing social and economic conditions.

4. What Works in rural and informal sector training in the Pacific?

a) Adding Value to Existing Activities and Opportunities

Training for the informal sector in the Pacific seems to work best when it enhances an existing employment, productivity or income generation situation or opportunity. For example, Vanuatu's mobile training program for coastal fishermen has worked well because it adds value to an existing economic activity. Similarly, the integrated agricultural training program in New Britain shows subsistence farmers that they have assets and introduces them to new ways of utilizing and managing them.

b) Building Institutional Capacity

Training Projects for the rural and informal sector have an important role to play in developing innovative and cost-effective approaches to training provision. But without corresponding institutional capacity

to absorb and effectively apply the knowledge and techniques developed in projects, sustainability will not be achieved and investments will be lost. Training projects for the informal sector, therefore, need to include a substantial capacity building component for both training providers and other partners in the training process.

c) Using Training Funds To Promote Sustainability

As is the case with formal TVET, the long term viability of non formal training in rural areas will require and depend on the development of a private training market in which a variety of public and private training providers and financing mechanisms – including user fees and community-based funding - are used to provide skills training.

One financing mechanism which has received increased attention recently in the Pacific is the donor-assisted training fund in which the interest generated by the funds invested capital is used to provide a self-sustaining source of income for financing training. Training funds provide an opportunity for interested parties to provide direct support for training without having to channel funds through government bureaucracies. Properly designed and managed training funds can provide a self-sustaining source of financial support for training and, in the process, contribute to the development of a training market in which public and private sector providers compete for available funds.

d) The Potential of Rural Training Centres

Rural Training Centres (RTCs) represent a substantial training resource in all countries where they exist i.e. PNG, Solomon Islands and Vanuatu. However their courses are too long and are largely unrelated to employment opportunities in the local community. What is needed is a revamping of their curricula and training methodologies to reflect more the potential income generating opportunities in the local economy, a switch from 2-3 year courses to shorter modular-based training programs to improve flexibility and efficiency and the introduction of regular monitoring and follow-up procedures to maintain relevance. In some countries e.g. PNG and Vanuatu, the inclusion of short cycle RTC courses in emerging national qualification frameworks is an important step to improving the status of Rural Training Centres and providing avenues of further training to graduates. Suitably re-organised, re-modeled and re-equipped RTCs could make a significant contribution to rural employment and income generation in the Pacific

5. ILO Support for Rural Training

During the past 25 years the International Labour Organisation has developed specific training methodologies to support employment promotion in the rural economy. The ILO's Community-based training (CBT) approach has evolved from a rather narrow focus on providing skills training for the rural non-farm sector to one which currently encompasses the whole range of technical, entrepreneurial and business development skills linked to self employment and micro-enterprise development in both rural and urban areas. In the process, these experiences have generated much information on the dynamics of the informal sector and, in particular, on effective strategies for promoting increased employment and income generation in this sector:

During these years it was always understood that the CBT methodology was only a means to an end – to increase the existing income generation potential of rural people through productive work. This principal has continued to guide the evolution of the methodology and the design and implementation of CBT projects during the past decade.

At the same time however, a good deal of work has been done by other ILO units in pursuit of similar objectives: The small business promotion activities of the SYB/IYB program, the wealth of information on the dynamics of the informal sector gained through the ILO's Interdepartmental Project (IDP) in the late 1990s, training and employment promotion initiatives organised through local economic development (LED) projects, the ILO's rural intensive works projects and the credit facilitation activities of ILO' Social Finance Unit are only some of the programs and projects which have developed expertise and acquired experience in facilitating increased employment and incomes for the rural poor. As the original CBT approach has evolved, it has drawn on and incorporated elements from these related programs into its methodological framework and instruments, resulting in the development of an increasingly comprehensive and sophisticated training and employment promotion tool.

More recently the ILO's community based training approach has extended its target group base to include demobilised soldiers in war torn countries, communities affected by natural disasters and particularly vulnerable groups in the local community such as unemployed youth, child labourers, women and the disabled. In addition to its employment and income objectives, therefore, it is increasingly being used as a tool for empowering local communities in rebuilding their shattered infrastructure, reintegrating former combatants into civil society and alleviating poverty and discrimination among societies most disadvantaged groups. This is the current mandate of the TREE methodology.

6. The TREE Approach

Community-based Training for Rural Economic Empowerment (TREE) is the most recent iteration of the CBT methodology developed by the Skills and Employability Department of the ILO. TREE builds on the ILO's long standing commitment to promoting income generation and local economic development in rural communities, emphasizing the role of skills and knowledge in creating sustainable economic and employment opportunities for the poor.

The TREE methodology is a process to articulate local development initiatives and facilitate the identification and implementation of local income generation opportunities. The process, which consists of a series of clearly defined steps and activities, begins by establishing organisational and governance arrangements between the host institution, the local community and partner organisations at national and local levels. It then systematically identifies and validates employment and income-generating opportunities in the local economy, designs and delivers appropriate training and capacity-building programs to meet the skill requirements of these opportunities and, with the collaboration of partner organisations, provides the necessary post-training support services to ensure that training leads to practical income generating activities.

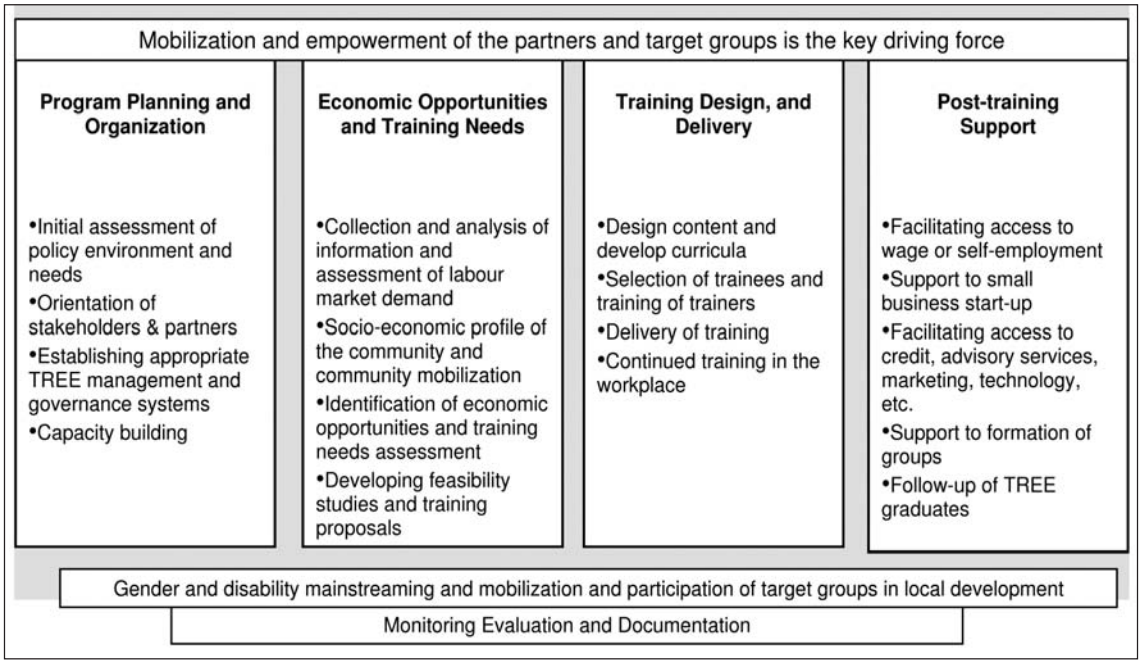
7. TREE and Empowerment of the Rural Poor

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 youth and unemployed school leavers, women and men with disabilities and those coming from ethnic or religious minorities. Spe3cifically TREE seeks to empower the rural poor by:

helping them to effectively use their existing 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 improved services and infrastructure



MAIN STEPS AND ACTIVITIES IN THE TREE PROCESS

8. TREE vs. Conventional Vocational Training Programs

TREE differs from conventional vocational training programs in three main ways:

- it identifies potential income generating opportunities and related training needs **before** designing corresponding training programs;

- it involves the **local community and social partners** directly in the identification of development opportunities and constraints and helps direct program 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.

9. Sustainability

TREE aims to provide host organisations and local communities with a training methodology which can be used to sustain social and economic improvements resulting from the exploitation of rural employment and income generating opportunities. Using the methodology to regularly identify such opportunities is a form of empowerment which will contribute to the sustainability of the process and its social and economic benefits. However, sustainability of the TREE process will also depend on a number of additional factors both within and outside of the local community. These include:

- proper institutionalisation of the TREE methodology in an appropriate host organisation;
- dissemination of TREE principles and objectives with other ministries and local authorities
- support for the programme from community leaders and various partner organisations;
- effective forums for discussing TREE activities with local villagers;
- the provision of quality training and post-training support services
- the identification of strategies to promote financial viability
- a conducive enabling environment (policies that are supportive to employment creation, appropriate education and training policies, decentralisation policies, etc. that take into account the needs of poor men and women, policies that promote gender equality, etc.).

Client selection and performance is also a critical factor affecting sustainability. Poor performance of TREE participants in the training program or in setting up and managing subsequent businesses will reflect negatively on the TREE program with local authorities and partner organisations 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.[2]

10. Mainstreaming Equity Issues

TREE acknowledges the importance of social inclusion in promoting community development and makes specific provision in each step of the methodology for ensuring the participation of women, the disabled and other vulnerable groups, such as religious or ethnic minorities, in the TREE process. This process is known as mainstreaming equity issues.

a) Supporting Gender Equality: The CB-TREE methodology identifies, adapts and applies good practices that have been proved to work in promoting gender equality in training provision. Frequently these are translated into local and national policies, thereby creating an enabling environment for gender equality in a wider context. 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 step of the TREE process, a specific volume of the Manual, Part VII, provides a focus on gender issues, discusses how to design strategies and activities to better mainstream gender concerns in TREE,and provides many examples of good practice.

b) Promoting Social Inclusion: Disabled women and men are a part of every community and are a minority group that anyone could belong to. Other socially excluded, include people living with HIV and AIDS, indigenous minorities or certain ethnic or religious groups all of whom are frequently excluded from social and economic improvement programs. Since the issues related to disabled persons and vulnerable groups might require some specific accommodation related not only to their impairments, but years of social exclusion, a specific Part of this CB-TREE Manual (Part 8) is devoted to the background and barriers faced by these people within the local community.

11. TREE and the ILO's Decent Work Agenda

The TREE methodology fully recognizes the mutual influence of the economic and social spheres in local economic development, particularly the importance of promoting decent working and living conditions for sustainable development. However, for a large proportion of rural men and women work is hard, insecure and yields only a meager. Child labour is common and work is not decent.

In line with the ILO's Decent Work agenda, TREE seeks to promote equal opportunities and the

2 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.

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.[3] 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. TREE therefore contributes to the Decent Work agenda in the following ways:

- by promoting 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 program;
- by integrating elements of occupational safety and health and, more generally, of working conditions, into training programs and post-training advice;
- by sensitizing women and men on gender issues so that they can have equal opportunities in training and employment, including training in non-traditional trades;
- 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 catering specifically to disadvantaged groups such as young women and men, the disabilities, people living with HIV/AIDS, etc.

12. Adapting the TREE Methodology to Local Conditions

Implementation of the TREE methodology is supported by a field manual and related information and data collection instuments. The manual describes each of the steps in the TREE planning, implementation and evaluation process while the instruments and tools - together with examples from other TREE programs - provide the data and information base to facilitate consultation and informed decision-making with the local community

Whenever a TREE program is implemented in a particular country or region there is a need to adapt the manual and the data collection instruments to the prevailing social, economic and cultural environment. In practice this means adjusting the process to take account of how things are done in different social and cultural contexts and adapting the instruments to reflect prevailing product and service markets, resource management practices and economic activities. However, the principles underlying the TREE approach e.g. needs analysis, community participation, gender equality, social partner mobilisation and the need to provide post-training support services, do not change and remain valid whatever the country or region.

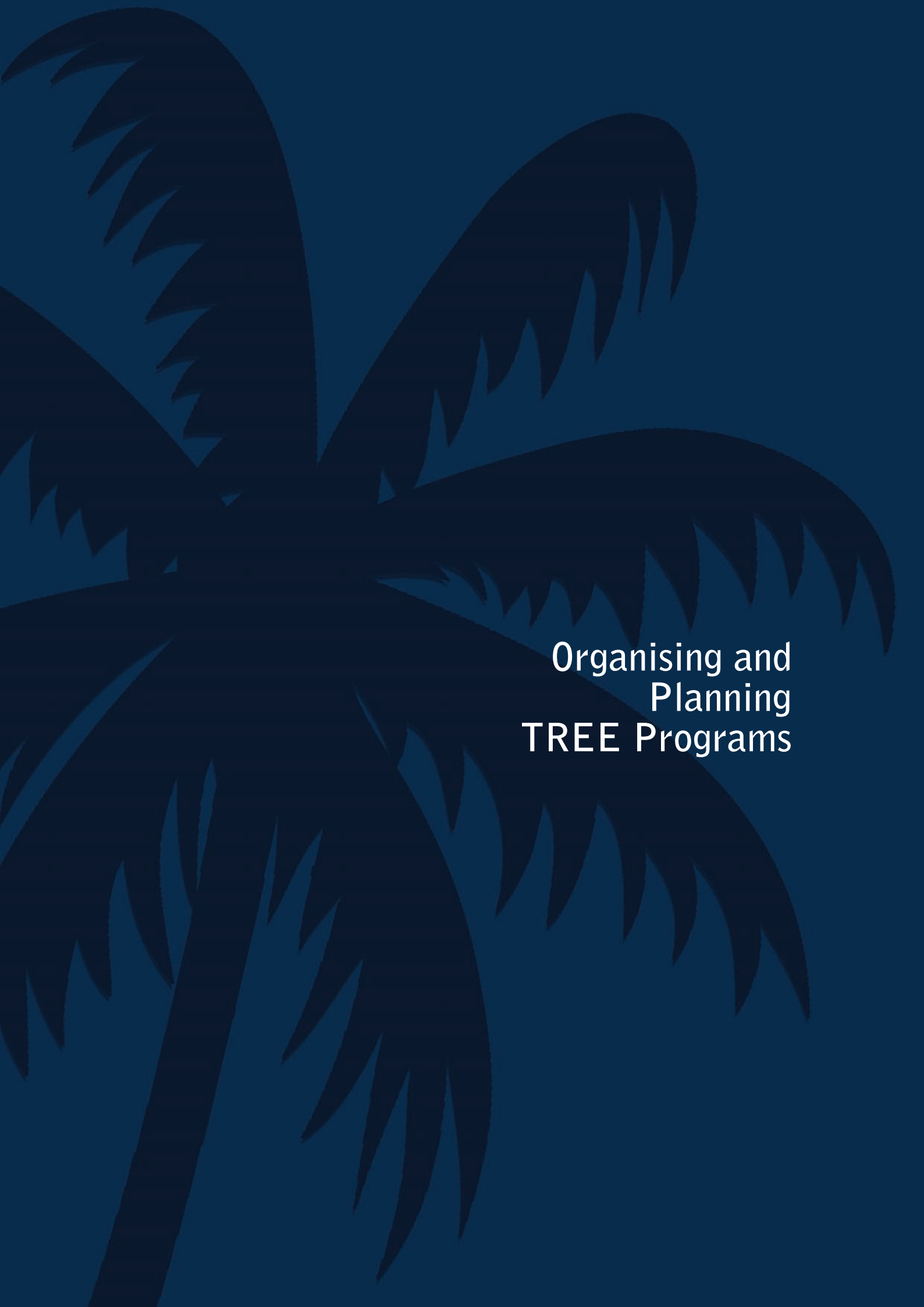
13. Preparation of a TREE Manual for the Pacific

This Manual is intended primarily for those responsible for ***planning an implementing*** TREE projects

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

and programs in Pacific Island Countries. It is based on the ILO's Global TREE methodology and community-based training principles, but has been adapted to reflect the special economic. socio-cultural and environmental conditions of small island developing states in the Pacific.

The Manual consists of 8 Parts: Part 1, presents an overview of employment and training issues in the rural and informal sector of the Pacific, references previous ILO work in promoting training for employment in the sector and briefly describes the TREE approach and how it contributes to the ILO's Decent Work Agenda. Parts 2 - 6 provide an in depth presentation of each step in the TREE process from the initial organisation and planning phases to the provision of post training support services, including procedures and methods for monitoring and evaluating TREE programs. Parts 7 and 8 address equity issues in the provision of rural training and provide guidelines for ensuring that women, the disabled and other disadvantaged groups are adequately represented in all TREE programs. Each Part also contains an Annex of information and data collection tools related to the implementation of specific steps in the methodology, including suggested formats, terms of reference and examples from other TREE programs.



Organising and Planning TREE Programs

2. Organising and Planning TREE Programmes

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Introduction

Step 1 of the CBT process consists of assessing the nature and scope of the program, including the selection of target groups and geographical areas, establishing an appropriate local institutional framework for the program that is able to effectively implement and manage programs and strategies, and mobilizing and empowering local partners. The major activities associated with this phase of the TREE process are:

- orientation of stakeholders and potential partners on the TREE methodology;
- defining governance structure, including roles and functions of a host agency, other organisations involved, flow of information and decision making;
- establishing a TREE program implementing/management unit,
- defining roles and functions of staff;
- undertaking consultation and planning processes
- selecting program areas and target groups;
- creating institutional frameworks and arrangements at local levels,
- identification and selection of implementing partners;
- arranging for capacity building of implementing partners.

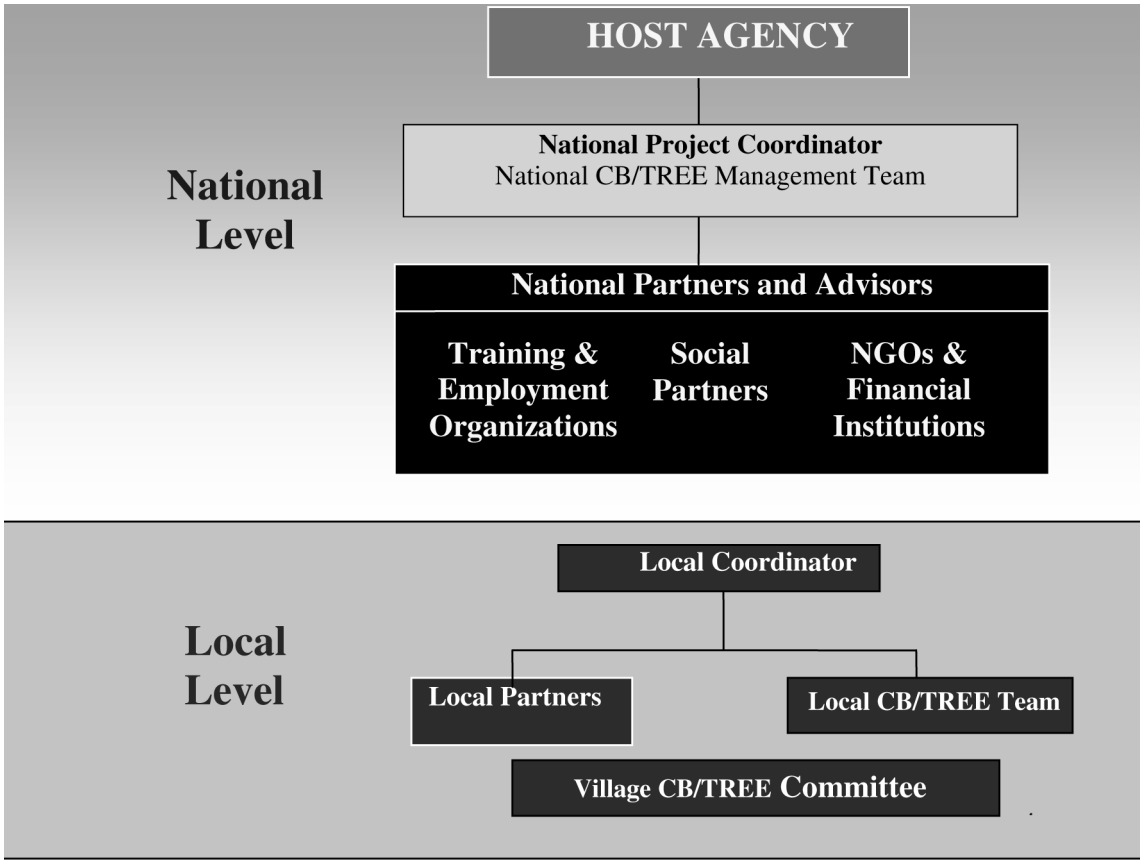
Normally TREE training takes place within the wider context of a country's economic development plan in which objectives, priorities and strategies are clearly spelled out. When planning TREE activities it is important therefore to be aware of these issues and to ensure that the TREE process supports the country's wider development goals vis-a-vis geographical areas and target groups, institutional capacity building and local economic development.

In order to ensure this complementarity, the details of proposed TREE programs are typically laid down in a program or project document in which objectives, expected outputs, and planed activities are specifically linked and related to national and regional development objectives. Such a document, while not essential, can be an important road map to guide implementation of the TREE process and to ensure that it remains on track with regard to a country's wider development priorities. Annex 2.1 illustrates the contents of a typical TREE program document.

1. Institutional Organisation, Planning and Governance

TREE activities are normally organised on the basis of parallel decision-making and advisory bodies at national and local levels, respectively. Thus, for example, the host organisation – which can be either a government or a non-governmental organisation – is a national body with responsibility for overall program planning and relies on the advice of an advisory body made up of representatives of various stakeholder and interest groups at the national level. A similar structure exists at district or local levels with local government representatives, together with traditional community representatives, relying on local partner organisations and interest groups for advice and support

TREE Program Organisation Chart



In practice, however, how TREE activities are organised depends on a number of factors including whether the TREE program takes the form of a pilot project for a limited target area or a national program 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 program site, the level of funding, etc. For example, in some contexts there may not be a national-level advisory committee as such, but rather a national-level government authority that has strong links to relevant organisations, associations and government ministries which can provide technical, financial or other inputs to TREE programs. In the Pacific this is the case in Fiji where the Integrated Human Resource Development Program (IHRDP), an existing program within the Ministry of National Planning (Host agency), is the implementation and management for TREE activities. and relies on existing links with other stakeholders in the IHRDP for planning and coordinating activities. In this case there was no need for an additional advisory committee. (see Annex 2.2 for details of the IHRDP).

Coordinating Traditional Authority and Local Government

At the local level traditional authority in village communities works closely with local government representatives to ensure that TREE activities focus on priority target groups and can access the support of local partner organisations. While it needs to be stressed again that no one size fits all in the Pacific, limited land and population parameters in most Pacific countries and the relative informality of relations between government ministries and departments suggests that TREE organisational structures will be less compartmentalized and more flexible than in larger countries with more pronounced structural hierarchies.

2. Designating a TREE 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 training program in the country. Therefore, employment promotion should be an integral part of it's mandate, as well as the promotion of inter-agency coordination in these areas. Also, it is assumed that the host agency will have the resources, experience and expertise to implement the TREE program.

3. Identifying and Organising National Partners

Partnership development is one of the main principles of the TREE methodology. A TREE program will have a better chance of success with partners whose mandates are related to the goals and objectives of the program. It is also an advantage if the partners have policies in place to allocate funding or budgetary support to skills training, micro- and small-enterprise development, social finance, community organising, the promotion of gender equality and inclusion of socially excluded groups and other activities related to poverty reduction and rural development.

Partners can also be a source of advice on employment and training problems, on how best to access and use credit and financial resources and on developing and managing small businesses. Employment and training organisations, trade unions and employer associations, NGOs and rural lending institutions can all provide valuable advisory services to TREE programs on an ad hoc basis both at national and local levels

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

- the type of organisation, 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, programs and activities, and experience in addressing constraints entailed by inequalities between men and women in education, training and employment;
- the organisational structure to address working poor issues;
- capacity building needs of potential partner

4. Setting Up a National TREE Management Team

At the national level, the TREE team should have management responsibility for the planning and implementation of the TREE program. 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 or host agency and attached to regional or district level offices of the host agency.

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

The selection of staff for the national management team 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 program coordinator;
- statistican/labour market info specialist
- socio-economist;
- training specialist

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

The statistician/LMI specialist works under the national program coordinator and is responsible for collating and interpreting the survey data collected with regard to labour market and employment issues.

The socio-economist works under the direction of the national program 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 program coordinator. They are responsible for the planning, implementation, monitoring and evaluation of the TREE training programs. This covers training needs assessment, the review of training proposals, organisation of Trainer-of-Trainer programs, identification of potential training providers, technical supervision and monitoring of training programs, conducting of tracer studies, and preparation of reports on training activities.

There may also be a need for the following additional specialist posts on an ad hoc or part-time basis:

- entrepreneurial training specialist;
- instructor training/training delivery specialist;
- curriculum development specialist, etc.
- micro- and small-enterprise development specialist;
- gender specialist;
- rural credit specialist
- community development specialist;
- coordinator of follow-up services.

The national TREE management team should hold regular staff meetings to review progress of program implementation and plan new actions. Annex 2.2.provides suggested Terms of Reference for TREE program staff.

5. Local TREE program implementation team (s):

In many Pacific Island Countries the notion of separate national and local TREE program implementation teams may not be feasible given the limited administrative decentralization which exists in many countries and the tendency to run things from headquarters. In addition, many outer islands lack

technical staff to initiate and supervise TREE activities at the local level. The costs associated with delivery and following up of training and employment-related programs in such areas will effectively limit the range of TREE activities in such countries.

In the larger countries of the sub-region, however, such as PNG, Fiji and the Solomons, local TREE implementing teams will be needed to manage, support and coordinate any extension of TREE activities to regional and district levels. The number of staff in local teams will depend on the scale of program 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 program, as follows:

- local TREE coordinator (also responsible for community organisation 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 and should receive training on the TREE methodology before they are given field assignments.

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 program coordinators hold a meeting once every 2-3 weeks once the TREE program cycle has begun to review progress and decide on actions to be taken.

The effectiveness and sustainability of the TREE program at the local level depends in large measure on the commitment and motivation of the local authorities and organisations involved 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 development plans so that staff have sufficient resources allocated to assist and monitor program implementation. In some Pacific countries e.g. Fiji and PNG, there is a trend to decentralize development planning to the regional level. In such cases this provides a good opportunity to formally endorse and incorporate the TREE approach into local development planning strategies.

6. Building TREE Awareness among Stakeholders

The success of the TREE programme and its methodology hinges on awareness and understanding of the TREE approach by all the stakeholders, and a sense of ownership of the program among them. This can be facilitated by holding awareness-building meetings at both national and local levels which disseminate information the TREE methodology to stakeholders and potential partners.

Orientation Workshop for TREE Stakeholders

Once the participation of specific stakeholders and partners is confirmed the TREE team needs to organise orientation workshops to discuss the following:

- roles and responsibilities of stakeholders and of the TREE management team;
- how should the technical material be developed;

- organisation of baseline surveys, economic opportunity surveys, feasibility studies, training needs assessments;
- preparation for each step of training cycle;
- organising skills training;
- organising post-training support.

7. Selection of Program Areas and Preliminary Consultations

The identification and site selection process can be carried out either by the local or national TREE implementation teams. What is important is to agree beforehand on the selection criteria that will be used when considering possible sites. This process should be coordinated by the national TREE coordinator and the ultimate choice of sites approved by the Host Agency.

The criteria for selecting specific communities will vary between regions and from one implementing agency to another, but they will generally reflect two basic concerns:

- the relative level of poverty in different regions and communities i.e. need
- the perceived extent to which different communities will be able to effectively use the training and support services provided to create and sustain income generating activities i.e. efficiency.

In reality, the selection of a particular site or community will usually represent a trade-off or compromise between these two concerns. Annex 2.3 provides some suggested criteria to use when selecting TREE communities

8. Village TREE Committees

In the Pacific, the TREE committee will usually be composed of representatives of various village interest groups including, women, youth, the disabled and different clan groupings. Where relevant, Village headmen, Chiefs and representatives of local government will also be included together with individuals within the village possessing specials skills and experience related to the TREE process and objectives e.g. teachers, artisans, successful local businessmen.

Suggested members of a Village TREE committee:

- village chief (Chairperson)
- local government officer (or representative);
- a representative of village women
- a representative of youth;
- a representative from a disabled persons
- (Successful) local entrepreneurs.
- Teachers, trainers or skilled artisans

Village TREE committees need to work closely with the TREE implementing teams and actively assist them by:

- 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;
- assisting in the mobilisation, where appropriate, of local associations to help achieve the program's goals.

The participatory approach to decision making through the formation of Village level TREE committees is intended to promote community ownership of the TREE process at the local level and to provide a broad consensus within the community for decisions regarding what types of economic activities and target groups to prioritize.

9. 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 program, methodology and activities which will be undertaken if the area is chosen as a program 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 program.

10. Consultations with Other Local Agencies

TREE is a multidisciplinary process involving, potentially, many different technical specialities related to training and income generation. It is important therefore to be able to draw on the technical competence of other line ministries, and NGOs which maybe located in regional or district government offices or be running programs in the TREE program area. It is part of the TREE methodology to establish linkages with potential partners in areas that will complement and strengthen skills training for rural employment promotion. Examples include government departments and NGOs concerned with social awareness, gender equality, disability, credit provision, technology, group/cooperative formation, public works, marketing, and micro- and small-enterprise development. Members of the local TREE implementing teams should visit such offices to promote the proposed TREE program to the representatives of such government agencies.

Data to be collected from local government and NGO offices should include:

- 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, including agricultural products, 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 programs, both ongoing and planned interventions at the provincial, district, and village levels, prevailing development strategies/models;
- main sources of individual and village income

11. Preliminary Meetings with Village and Community leaders

Traditional social and decision-making structures are still relevant in most Pacific Island Countries and, as such, it is essential that TREE gain the early support of influential village and community leaders such as village chiefs, headmen and the leaders of individual clans.

Preliminary discussions with these representatives should focus on explaining TREE's objectives in terms of improving conditions in the community and elicit opinions and information from local leaders on what the local economic development priorities of the community are.

For example, throughout the Pacific youth unemployment is a burning issue not only at the national level but at the local village level as well. This is likely to be a topic of common concern in discussions between TREE representatives and local leaders. Similarly, the identification of necessary or desired improvements in village services and infrastructure is another subject which can be directly related to TREE training and income generation activities.

The intention should be to stimulate local interest in what TREE has to offer the local community, while at the same time avoiding raising expectations which are unrealistic or unjustified.

12. Assessing the Local Economy

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.).

Special attention should be paid to those manufactured goods which are from outside the district or region but could possibly be produced locally, such as handicrafts, simple foodstuffs, soap, leather goods, agricultural implements, etc. Also, observations should be recorded regarding particular consumer preferences. Where much of the agricultural output in the rural Pacific remains unprocessed and at the subsistence level, possibilities for adding value to basic food items through processing, packaging and retailing in local markets should especially be investigated.

At the end of these initial site visits, the TREE team should have a clearer idea which villages and/or communities are likely to be suitable for a TREE program. A report is prepared and the findings of the preliminary exploration, as regards potential sites and target groups, are presented and discussed, first with the national partners and then with local government and the community.

13. 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. An network needs to be established in the field comprising institutions, associations and individuals 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 sometimes have limited outreach capacities and are physically distant from target groups. This is particularly the case in many atoll economies in the Central Pacific. NGOs on the other hand tend to have a strong field presence at the grass roots level. They are familiar with the

local milieu and issues, are implementing various development programs and have direct contact and interaction with the target group and local communities. Some NGOs have expertise in community mobilisation and organisation, income-generating activities and micro-finance, and serve groups often excluded such as persons with disabilities. However, NGOs often have limited resources and hence limited sustainability, so that reliance on local authorities may be a better long term option on which to base community participation and mobilisation..

a) Local Training Institutions:

A number of Pacific countries e.g. Vanuatu, PNG and the Solomons, have extensive networks of rural training institutions which, if properly adapted, could provide a valuable institutional resource for TREE programs. Such institutions could:

- participate in training needs assessments and assist in the selection of trainees;
- 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;
- support post-training activities through identifying improved technologies to be applied in different trades, follow-up of trainees, etc.;
- participate in TREE monitoring and evalution exercises

b) Other Local Partners

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

- awareness raising and advocacy, including raising awareness on gender issues, disability issues and other issues which may be particularly relevant to the community;
- expertise in community mobilisation e.g. organisation of fund-raising activities
- identifying feasible economic opportunities ;
- organising and conducting training at the local level;
- providing post-training support services to trainees, for instance, savings and credit services, facilitating marketing of products, etc.;
- monitoring the TREE process and outcomes**.**

c) Selecting Local Partners

Potential partner organisations are identified during the initial exploratory field visits. For the implementation of TREE it is important to select organisations that have demonstrated capacity and experience in community-based approaches to development, are gender sensitive and have a good reputation in the country. Annex 2.4 provides a list of suggested topics for discussion with potential partner organisations and Annex 2.5 suggests some selection criteria for partner organisations.

d) Establishing Partner's Roles

Once partner organisations have been selected, it is necessary to establish their roles in the implementation of the TREE program. In this respect, it may be useful for the TREE program to

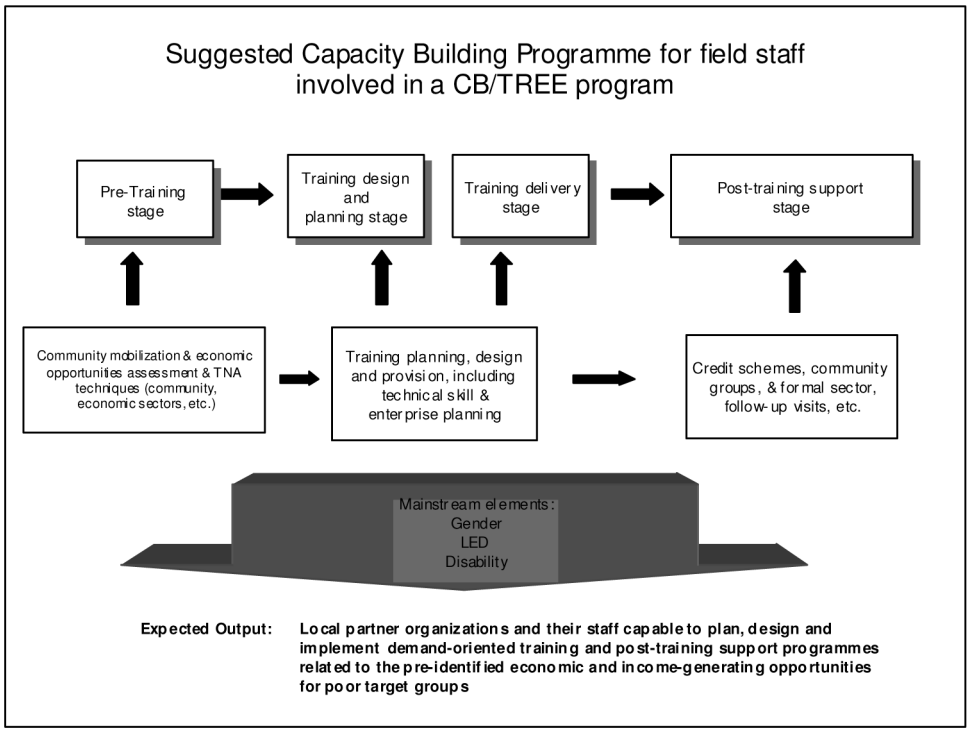
enter into standard agreements regarding the nature and extent of the proposed cooperation. The selected partner organisations may decide to assign specific field staff to be responsible for TREE implementation at village or community level.

e) Building Local Partner Capacity

Capacity building is an ongoing process, fundamental to the sustainability of the TREE program. The purpose of such training is to strengthen the capacities of the participating partner agencies in designing, planning and implementing pre-training, training and post-training activities as required by the TREE methodology.

Where necessary the TREE program should organise specific capacity-building activities for partner organisations. covering such topics as:

- community mobilisation and assessment,
- identification of economic opportunities and needs;
- gender issues in training and employment promotion ;
- skills and entrepreneurial training design, planning and delivery;
- planning and facilitating post-training support services.



Not all partner organisations will be conversant in all these topics. However, they should acquire a good understanding of all the processes involved as these relate to the TREE program.

In addition to capacity-building training programs for partner organisations, a reference library should be organised 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.

14. Desired Skills for TREE Staff and Facilitators

The following box summarises the desired skills and competencies of TREE team members and facilitators:

Desired Competencies and skills for national and local TREE teams and facilitators

1. an in-depth understanding of the concepts of the TREE program, its operational methodology and use of the participatory processes and tools;
2. understanding of the socio-economic situation and constraints of the target groups;
3. 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;
4. knowledge of 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;
5. familiarity with techniques and methods of identifying potential economic opportunities, undertaking feasibility studies and training needs assessments;
6. skills and techniques in facilitating community organisation;
7. knowledge about community financial and non-financial resources that can support employment promotion;
8. networking skills to establish strategic linkages with relevant organisations, employers, larger businesses for wage or self-employment and micro-enterprise development.

Organising and Planning
TREE Programs

ANNEX 2
Tools and Instruments

Annex 2.1
Contents of a TREE Program Document

1. TREE program document[1]

This document should reflect the overall context of the TREE program and its strategy, institutional and implementation arrangements, target groups, objectives, expected outputs, activities and inputs required to implement, institutionalize and sustain the program.

There may be considerable variations in the program design depending on whether TREE is a nationwide or pilot program, whether it is a stand-alone or a component of a wider program, etc.[2]

The design of TREE programs 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 programs, presence (or lack of) decision-making structures at the local level (i.e. decentralized government authority, existence of community-based organisations), characteristics of poverty in the targeted areas, rural infrastructure, etc.

Designers of development programs 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 organisations 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 program.

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 organisations 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.

2. Implementation strategy

TREE program 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.

The strategy of a TREE program will depend on the context. For example, the following strategic

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

2 For instance, in the case of Madagascar, the TREE program 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.

considerations could be taken into account:

- The need to stimulate active participation and mobilisation of partner organisations, communities and their organisations 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 programs to make a significant impact on poverty, with selected target groups and geographical focus. Skills training programs should be integrated into other development initiatives, such as: local economic development, micro-and small-enterprise development programs, 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 programs, 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 programs.
- 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 program, in order to facilitate program 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;
- demobilised soldiers;
- men and women in crisis situations (tsunami, earthquake-affected and other natural calamities, war and conflict-affected, etc.).

4. Financing a TREE program

Adequate funding for a program needs to be ensured from the start. TREE program funding should be negotiated and formally agreed upon by all partners preferably at the stage of TREE program document preparation. Such funds may come from government budgets, NGOs, community support organisations and the clients themselves. For the program 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 program;
- training fees or sale of products made by the trainees;
- recovering costs for training through charge on loans granted;
- contributions from community support organisations and NGOs;
- private sector (in particular through corporate social responsibility programs);
- external development aid.

Initial funding to begin the process may come from government funds, donor support, NGOs, etc., but in the long term the program 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 programs. 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 program 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 program operational components

The TREE program 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 program areas;
- capability building of partner organisations 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 organisations to adopt appropriate measures for institutionalization and sustainability of the TREE program.

6. Workplan

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

II. TREE program awareness raising

The success of the TREE program 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 program among them. This is accomplished by holding meetings focusing on TREE program 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 program and understand its various components before deciding on their involvement.

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

7. 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;
- ✓ organisation of baseline surveys, economic opportunity surveys, feasibility studies, training needs assessments;
- ✓ preparation for each step of training cycle;
- ✓ organising skills training;
- ✓ organising post-training support.

Further capacity building of partner organisations in the use of the TREE methodology, including gender awareness raising, will take place at regular intervals (see main text of Part I).

8. TREE promotional materials

It is suggested to prepare brochures presenting the TREE program so as to raise awareness of the stakeholders and potential partners. TREE programs 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
The Integrated Human Resource Development Programme (Fiji)

In 1999 the ILO Suva office launched the Integrated Human Resource Development Project for Employment Promotion (IHRDPEP), an ambitious attempt to address employment generation in the informal sector in a holistic and co-ordinated manner. The project brought together some 17 government ministries and departments including the Ministries of Education, Labour, Youth and Sports, Tourism, Cooperatives and Commerce. Its objectives were to identify potential income generating activities (IGAs) in various small business sectors, to provide the necessary technical and business training through the relevant ministry and to facilitate initial credit requirements by establishing a national centre for small enterprise development with a micro-credit component. The project was located in the Ministry of Finance and National Planning, which provided an annual budget of $1.5 million[3].

By the end of April 2005, the project had initiated 20 IGAs of which 17 (85%) were deemed successful. A total of 3,800 jobs were generated and average profit margins varied between 20%-100%[4]. Being an ILO supported project it was able to draw on the expertise and previous experience of the organisation in promoting small business development (SIYB) and community based training, for which detailed methodologies and materials to support training and small business development had already been developed.

And yet, by its own admission the ILO considered the project to be only partly successful and it never gained the kind of momentum to carry it past the pilot stage. The reasons are listed below and, as we shall see, reflect weaknesses common to many training programmes for the informal sector:

1. Lack of support from central ministries
2. Not regarded as part of the Ministry official's normal work
3. Not part of the government's Key Results Areas (KRA)
4. No Officially approved coordination mechanism
5. Restrictive local regulations
6. No support from local technical officials

Although as a project the IHRPEP never achieved the coverage or impact that was intended, individual components of the project survived and continue to operate in their respective ministries or as stand alone institutions. Thus the Ministry of Education's Advanced Vocational Training (AVT) Programmes and the Ministry of Youth and Sports' Labour Productivity Improvement (LAPI) Programme were both born in the IHRDPEP project and continue to receive funding from the Ministry of Finance and National Planning. Similarly the Ministry of Commerce's National Centre for Small and Medium Sized Enterprise Development (NCSMED), which was originally set up to provide micro-credit to IHRDPEP income generating activities continues to fulfill this role although it now has become an independent agency and provides micro-finance services to a much wider range of business development programmes.

[3] Integrated Human Resource Development Programme for Employment Promotion: Executive Summary,. ILO Suva 1999
[4] IHRDPEP Progress Report, ILO Suva, 2005

Annex 2.3
Suggested Terms of Reference For Staff Of The TREE Program

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 program coordinator

They are the officer in charge of the overall implementation of the program and head the national TREE team. They are responsible for gender mainstreaming into the TREE program 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 program'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 program and is able to provide or organise 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 program 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 program implementation i.e. documentation on the selection of the program sites, survey reports and feasibility studies, such as baseline surveys, consumer demand survey, etc., reports on the planning of skills training programs, reports on completed skills training courses, reports on post-training monitoring and follow-up and financial plans for each program cycle;
- represents the program in meetings (internal and external) related to the TREE program and prepares the necessary reports and papers;
- visits the local TREE teams and program sites and provides technical assistance in the major areas/concerns of the methodology to program 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 program implementation;
- acts as resource person/discussant during seminars or workshops in topics related to the TREE program;
- 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 program are properly documented.

ii) Socio-economist

The socio-economist works under the direction of the national program 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 organisations 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 programs. This covers training needs assessments, the review of training proposals, technical supervision and monitoring of training programs, conduct of tracer studies and preparation of reports on training activities.

The national training specialist reports to the national program 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 program-specific instructor training and training delivery, providing guidelines and technical assistance to the regional officers in this area);
- national program 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.

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 program activities in the program site. Specifically, they shall:

- be responsible for the general planning, programming and organisation of TREE activities and programs in the locality including interagency coordination;
- coordinate the conduct of the various assessment surveys and feasibility studies in the TREE community;
- prepare and organise training of trainers' programs 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 program 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

Duties

- 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 program partners as appropriate.
- eplore, liaise and maintain close collaboration with government and non-governmental organisations 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' organisations 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:

- organise 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 programs;
- maintain an updated, sex-disaggregated record of the trainee-graduates of TREE training programs 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 2.4
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 program 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 program.

Suggested criteria for selection of program districts and villages:[5]

- 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 programs
- 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 program site, to which the beneficiaries will have access after the training;
- 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 program community.)
- availability of raw materials which can be turned into marketable products and access to these raw materials by the targeted beneficiaries.

5 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 programs 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.

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 program.

- 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 program in the area.
- The local authorities may be tapped to facilitate contacts with other government line departments 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 program should be guidelines at all times, and given priority.

Annex 2.5
Suggested Topics for Discussions with Potential Partner Organisations

1. Suggested topics for discussion with the local authorities

a) *Purpose of the visit: to look into the possibility of conducting a TREE program in a local Village/Community*.

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 organisations 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 program);
- 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 programs 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);
- identification of possible specific TREE program 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;
- programs/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[6]

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;

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

  - 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 program.

Annex 2.6
Suggested Criteria For Selecting Partner Organisations

Partner organisations 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. Should 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 programs.

3. Have a demonstrated active presence in the area that has been selected for the TREE program, 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 program.

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 organisation 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 program 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 in the specified program area, in a timely manner.

10. Experience in group mobilisation and organisation, 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 organisations, 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 programs;
- they are not willing to coordinate with other agencies, and particularly government organisations.

Cost-sharing

An important question in the application of the TREE methodology by a partner organisation will be the funding of expenses. Evidently, a sharing of resources needed for the implementation of the TREE program will depend on the financial and organisational capability of the selected organisations.

Some organisations 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 program (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 organisations before proceeding to the selection.

Profile of potential partner organisations

Name of organisation: _____

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 programs 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 program:

_____
_____
_____

Follow-up action to be taken:

By regional/local TREE team

_____
_____
_____

By national TREE team

_____
_____
_____

Name of interviewer: _____

Date: _____

Economic Opportunities and Training Needs

3. Economic Opportunities and Training Needs

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Introduction

Working closely with the local partners, Step 2 of the TREE methodology involves preparing community profiles and baseline studies, identifying potential employment and income-earning opportunities, providing innovative ideas for new business and employment opportunities, undertaking feasibility studies of potential economic activities and assessing corresponding training and post-training needs. The main activities associated with this stage of the TREE process are:

- collecting and analysing information on community resources, consumer demand and market opportunities in the local economy;
- assessing with the local community potential employment, economic and other income-generating opportunities;
- identifying specific training (technical skills, entrepreneurial, small enterprise management, etc.) and post-training support needs;
- undertaking feasibility studies for the economic activities that have been identified;
- preparing relevant business plans and training proposals.

In the Pacific a combination of economic, social and cultural factors suggest that the focus of TREE type programs in rural areas will be on identifying economic activities at the village level where communal approaches to labour, land and resource management continue to apply. In other words, many (but not necessarily all) of the economic activities which the TREE process identifies in Pacific Island Countries are likely to be community or village-owned enterprises rather than individually-owned businesses.

In such situations the community will be responsible for all aspects of setting up and managing the activity. This is why it is important that local TREE committees be organised on the basis of existing village social structures rather than only on representation from community interest groups. It also means that the subsequent focus of TREE training and capacity-building activities i.e. empowerment activities, will also be more on the community than on individual members in that community.

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 organisations should also be involved. These groups should reflect the diversity of rural communities and include representatives of people with disabilities and from other socially excluded groups.

1. Conducting the socio-economic surveys

The process of identifying economic opportunities is carried out on the basis of information collected from three socio-economiuc surveys:

a) The Community Profile Survey (CPS) which documents the main socio-economic features of the community and its resources

b) The Consumer Demand Survey (CDS) which examines the demand for products and services by local consumers

c) The Market Opportunities Survey (MOS) which seeks to identify potential employment and income-generating opportunities in the local market

While each survey is important in itself and logically follows the preceding one, a consultative approach is recommended whereby the results of each survey are discussed and compared with previously acquired information, and stakeholders are given a chance to comment and give their opinion throughout the process. The team assigned to conduct these surveys should be trained in various techniques of community mobilization, collection and processing of data.

2. Analysing Rural Markets: Things to remember

Rural men and women often lack access to updated market information and this limits their ability to perceive business opportunities. By providing them with this information, the local surveys seek to assist them in making more informed choices regarding viable market opportunities.

Rural 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 above-mentioned surveys are not a one-time event. The findings and recommendations need regular updating, for instance, once a year, since the market demand for products/services may change. In this way the community also develops the capability to analyze its own needs and opportunities, thus contributing to its own empowerment

3. The Community Profile Survey (CPS)

The CPS provides a framework for the identification of economic opportunities and the basis for subsequent discussions on the viability of these opportunities with the local community.

Some of the information will have already been collected during the exploratory visits to the community. However, once particular communities have been selected to participate in the TREE program there is a need to go deeper. The main topics surveyed in the CPS are:

- availability of infrastructure facilities;
- availability of community services;
- availability of commercial products and services
- availability of local raw materials
- availability of primary and intermediate agricultural commodities and products

The CPS seeks to map the local economy, identify resources which new income-generating activities may be able to use, determine whether there is room for further expansion of existing businesses or see whether new businesses could be developed from existing surplus resources.

Sources of Information: 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. The more background knowledge the TREE facilitator possesses on these leaders, the more confident he/she will be during community meetings.

Potential key informants include:

- village leaders;
- local shop owners, entrepreneurs;
- NGOs and other development service providers;
- traditional leaders, school officials, local organisations;

Interviews:

In addition to information provided through key informants, it is important that some members of the local TREE team undertake individual interviews of women and men in the community to get a first-hand understanding of their situation, how they live, how much spare time they have, what their potential interest for business is etc. Similar discussions should be held with other frequently-excluded members of the community, for example, those with disabilities. The results of these interview and discussions should be documented and incorporated into the ultimate TREE strategy for the community. Form 3.2 provides a sample CPS Survey instrument.

4. Consumer Demand Survey (CDS)

The Consumer Demand Survey asks the question: What products and services are in demand but not presently provided for?

The purpose of the Consumer Demand Survey is to find out from local consumers which goods and services they want but cannot presently obtain. Specifically, it tries to identify goods and services which are in short (or infrequent) supply, or have an unacceptable quality. Annex 3.3 presents a sample CDS instrument.

5. The 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 creating employment, expanding local production or producing new products and services. The sample MOS tool is provided in Tools and Instruments 3.4

6. Training Enumerators and Administering the Survey Instruments

The quality of the information received in the above surveys and interviews will, in large measure, be determined by the skills of the enumerators and interviewers who administer the instruments. Knowing what to ask is only part of the process. Equally important is that enumerators correctly interpret responses. A one-day training program in which enumerators and data collection staff learn the correct ways of collecting information, asking questions and interpreting responses is recommended prior to the administration of the three survey.

7. Discussions of Survey Results with Stakeholders

The results of the surveys are discussed with the local TREE committees during their regular meetings in the local community. Results should be presented in such a way as to facilitate and encourage discussion among meeting participants of the various findings in the surveys. This process should include both brainstorming techniques i.e. whereby individuals are encouraged to suggest income generation or small business opportunities from their interpretation or reading of the survey information and, secondly, more structured analysis of such opportunities in terms of the availability of markets, required investment capital, necessary skills and technology etc. The intention here

is to reach a joint decision or consensus among TREE staff and TREE beneficiaries on a short list of opportunities, the feasibility of which can then be examined in more detail.

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 income generation 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, including improvements in physical infrastructure and village services.

When considering different income generating possibilities with the local community, the following questions relating to the economic, financial and training viability of different alternatives should be discussed. They provide a preliminary idea of what needs to be considered when deciding to start an income-generating activity and this can also provide useful input to the later feasibility studies.

8. Questions Relating to the Viability of Potential Economic Activities

a) Economic and Financial Impact

What is the estimated economic impact of the proposed activity on the individual or groups' existing levels of income? i.e. will the proposed activity increase this income by 10, 20 or 30 percent or more? What level represents a minimum acceptable increase?

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.?

b) 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 organised 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?

c) Raw materials and other input issues

- 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?

d) Equipment, Facilities and Technology Issues

- 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?

f) Management and Organisation Issues

- How will the business be organised (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/organisations to be involved in the economic activity? Are they willing and able to provide support?

g) 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?

h) Marketing Issues

- 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?

i) Other Issues

- Does the envisaged business have any legal and social implications? Are any permits or licenses 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 organisations, technical training school etc.)?

9. Feasibility Studies

After having identified, discussed and initially validated a short list of potential economic activities, it is necessary to analyze them in greater detail to determine whether they are profitable when carried out in particular localities and on a small scale.

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 i.e. volume of business on the basis of the prices at which the products and services are expected to be sold.

Since the TREE process aims to contribute to the empowerment of rural communities, the feasibility studies are not just concerned with assessing the profitability of the enterprises but also at the wider effects of the proposed activity in the community. This is particularly important in the Pacific where environmental concerns loom large and where managing environmental resources effectively is in the long term economic and cultural interest of the local community.

The results of the feasibility studies are presented to the local TREE committees for discussion and in order to decide on training and capacity building requirements.

10. Major components of a Feasibility Study

a) 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.

b) 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, demand, customers and competition.

c) Technology assessment:

The technology assessment looks into the level and types of 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. The technology assessment is a key factor determining the nature and type of training which will be required to carry out the proposed activity.

d) Management responsibility:

However small the venture, it needs to be effectively managed in terms of the efficient use of labour, materials, budgets and time. Especially where the activity is a collective enterprise there is a need to establish who does what, who will facilitate the capital, how the different tasks and responsibilities will be shared and how the profits will be managed.

e) 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 or other type of financial support will be required and any costs associated with this support need to be included in the financial analysis.

f) Social Constraints:

Interest and motivation of the proposed participants in the specific business will normally have been assessed during the discussions at the field level. Also, there may be social barriers, in particular barriers related to gender, age, disability, religion or ethnicity, which 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.

11. Training Needs Assessment (TNA)

Whatever the economic activity envisaged, there is a need to ensure that participants have the appropriate skills and knowledge to carry it out. This may relate to specific technical skills associated with the activity but it also applies to management skills and knowledge about market and consumer conditions. The Training Needs Assessment, or TNA, helps assess these requirements for the economic activities that have been considered viable by the feasibility studies.

The TNA should be carried out with the active participation of the proposed beneficiaries who will receive training. It's important to know what they already know so that training does not duplicate skills already possessed. It is also important to take into consideration any special needs which trainees may have with regard, for example, to the organisation, timing and delivery of training

This is best done through a short survey questionnaire but it can also be done for small groups on the basis of a meeting and direct dialogue with beneficiaries. The latter format is particularly useful when working with people who have language or literacy issues or those with visual impairment which constrains their ability to provide inputs in a standard written survey. Annex 3.8 presents a sample questionnaire for conducting a Training Needs Assessment (TNA) and Annex 3.9 illustrates a similar questionnaire for people with disabilities.

12. Preparation of a Training Proposal

After the feasibility studies and TNAs have been completed, the TREE programme team should explore the possibilities for delivering the required training inputs before a final decision to proceed is made. For example, the TREE team should discuss with local training providers the identified training needs, explain the objectives of the training and discuss such things as the provider's capacity to deliver the proposed training, availability of appropriate instructors, training sites, cost etc. The findings should be presented to the local TREE committee in the form of a Training Proposal for approval before undertaking training preparations. Annex 3.13 provides a sample Training Proposal.

13. Rapid Community Assessment (RCA)

In addition to the Community Profile, Consumer Demand and Market Opportunity surveys which provide in-depth information on the community, its resources and its economy, some TREE projects have developed and used a shorter interactive method for obtaining ideas for potential community enterprises directly from community residents. Known as the Rapid Community Assessment (RCA), its objectives are twofold:

- To make the identification and prioritisation of enterprise and training projects truly democratic and participatory

- To introduce the target beneficiaries into the world of community enterprises and entrepreneurship development.

a) Brief Description of the RCA process

The Rapid Community Assessment, or RCA, is a tool for identifying and designing enterprise projects in community planning meetings. Aside from being a tool, it is also a process for cultivating entrepreneurial aptitude and awareness of the target groups.

RCA uses practical discussion Forms as guides in generating and organising project ideas. When used by a trained community facilitator, the technique becomes relatively productive and educational even for a large group of people. It generates active participation rather than passive cooperation and it puts into practice the idea of peoples' participation and people's empowerment.

RCA seeks to capitalize on people's practical experiences of local economic opportunities and their concomitant problems. In a very limited amount of time, it produces very democratic and output oriented discussions. At the end of RCA-based community meetings, the participants are able to generate concrete enterprise ideas supported by realistic training proposals.

In line with the objectives and goals of the TREE Project, the application of the RCA meeting technique comes with the following outputs and information:

- List of possible training and non-training projects
- Enterprise ideas that could be realised if training assistance is provided
- Training proposal needed to realise the enterprise project idea
- List of interested community members to undergo training to implement the enterprise idea

The RCA technique seeks to circumvent the more time consuming survey methodology of the traditional CBT process and plumb enterprise ideas and training needs directly from the community, using brainstorming and consensual meeting techniques. Within a period of 3-4 hours a short list of potential enterprise ideas and related training can be produced. The new enterprise ideas are vetted in discussions with the community against a list of key feasibility criteria and the successful ideas, are developed as Transition Enterprise Projects (TEP), designed to run for a limited time period, usually 6 months, after which an evaluation determines if the activity should be continued, expanded, redesigned or terminated. The TEP is essentially an adapted enterprise business plan upon which the TREE training proposal is designed. These instruments have been tested and validated in the Pacific TREE pilot activities of the Youth Employment Project and are included in Annex 3 of the manual as potential tools for future TREE projects.

To be effective the RCA technique requires two things:

- a well trained facilitator with in depth knowledge and experience of micro-enterprise planning and development
- a community where small business promotion is part of the local culture, because the process relies on the ability of meeting participants to appreciate and understand the basic requirements for setting up and running a small business.

The RCA techniques have been used effectively in the TREE project in the Philippines in 2004-2006 where both of these pre-requisites were present. Results from its application in the pilot activities of the Youth Employment Project in the Pacific in 2008 were more mixed, reflecting perhaps that relative lack of private sector and entrepreneurial experience which characterizes Pacific Island Countries in general and youth target groups in particular.

Nevertheless, the approach to eliciting potential enterprise activities with the community in organised meetings is something which could also be used in conjunction with the presentation of results from the more traditional surveys. Indeed, if the RCA brainstorming technique were based on the comprehensive information produced in the surveys it would contribute significantly to the goal of promoting informed decision making by the community vis-à-vis the various potential enterprise ideas.

14. Additional ILO Survey Tools and Techniques

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. Two examples are the tools developed in the ILO's Local Economic Development (LED) program for rapidly assessing the impact of poverty (RAPI), and for planning integrated rural accessibility (IRAP). Additional informat5ion on these and other LED instruments can be found on the ILO LED website.[1]

1 http://www.ilo.org/global/Themes/Employment_Promotion/LocalEconomicDevelopment/lang--en/index.htm

Economic Opportunities and Training Needs

Annex 3: Tools and Instruments

Annex 3.1
Factors to Consider when Examining the Feasibility 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
- Find out why 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 or a limited company
- Number. of men and women workers employed in the enterprise
- Availability of 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
- 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)

Introduction

The Community Profile Survey is a baseline study which 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 Community Profile Survey form 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-utilised 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 organisations (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;
- local entrepreneurs;
- representatives of women's organisations.

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[2] 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[3]

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, village banks etc.)
- cooperatives, if beneficiaries are members;
- social organisations (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 repair persons. Transport determines how easily raw materials and final products can be transferred to markets.

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.

2 This data will be collected through Training Needs Assessments.

3 See also Chapter 5 "Post-training Support", Form 5.2, for more details on potential sources of credit for micro-enterprises, and Form 5.3 for an Assessment of the capacity of micro-finance institutions.

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:[4]

1. 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;
2. low gender sensitivity in training institutions and lack of relevance to the training/ employment needs of poor women;
3. 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;
4. 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;
5. women are more likely to be discriminated against when looking for employment (marital status, pregnancy or maternity, gender stereotype, long hours etc.);
6. often women receive lower pay for work of equal value;
7. 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;
8. 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;
9. lack of child care facilities at training sites and in the workplace.

Insights into 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.

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

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.

Part I V. 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.

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. Hotels and Resorts

In this section, the need by nearby hotels for (skilled or semi-skilled) workers and for locally produced products will be recorded. If possible, specific information will be gathered on the type of skills and products needed by these establishments. Hotels and resorts in the Pacific are a potential source of clients for locally produced agricultural and dairy products, provided quality and reliability of service provision can be maintained.

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

6. Land Ownership status ____ Private ____ Communal

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
	Pre-school				
	Elementary				
	High school				
	Vocational				
	College				
	Other (specify)				

E. Potential **Credit sources for small/informal business activities**

Name	Type*	Location	Comments
1. Local:			
2. Outside the community:			

* 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 organisations (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	Comments
1.	Water for:	
	a. home use	_____
	b. irrigation	_____
2.	Power/Lighting	_____
3.	Transport	_____
		_____

G. Economic and social organisations supporting small-scale activities

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Part II. Gender Analysis

Most common constraints to women's full participation in training and economic activities

Constraints	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				
Other (specify)				
Other (specify)				
Other (specify)				

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.)

Production input	**Score**	**Comments**
Agriculture inputs		
1. Crop production:		
Land	_____	_____
Fertilizers	_____	_____
Seed supply	_____	_____
Tools	_____	_____
Machinery	_____	_____
Other (specify)	_____	_____
_____	_____	_____
_____	_____	_____
2. Livestock:		
Animals	_____	_____
Young	_____	_____
Animal feeds	_____	_____
Veterinary supplies	_____	_____
Shelters	_____	_____
Other (specify)	_____	_____
_____	_____	_____
_____	_____	_____
3. Fishing:		
Fish source	_____	_____
Boats	_____	_____
Nets	_____	_____
Engines	_____	_____
Other (specify)	_____	_____
_____	_____	_____
_____	_____	_____
4. Forestry:		
Soft Woods	_____	_____
_____	_____	_____
_____	_____	_____
Hard woods	_____	_____
_____	_____	_____
_____	_____	_____
Tools	_____	_____
Other (specify)	_____	_____

_____ _____ _____
_____ _____ _____

Non-farm activity

5. Food processing:

Mills _____ _____
Cold stores _____ _____
Tools _____ _____
Processing materials _____ _____
Other (specify) _____ _____
_____ _____ _____
_____ _____ _____
_____ _____ _____
_____ _____ _____
_____ _____ _____

6. Crafts:

Raw materials _____ _____
Tools _____ _____
Workshops _____ _____
Other (specify) _____ _____
_____ _____ _____
_____ _____ _____
_____ _____ _____
_____ _____ _____

7. Clothing/textiles:

Cloth _____ _____
Tools _____ _____
Workshop _____ _____
Other (specify) _____ _____
_____ _____ _____

8. Mining:

Minerals _____ _____
Tools _____ _____
Equipment _____ _____
(including safety equipment)
Clothing _____ _____
Other (specify) _____ _____
_____ _____ _____

9. Services:

Repair shops _____ _____

Construction _____ _____
_____ _____ _____
_____ _____ _____
_____ _____ _____

10. Retailing:

_____ _____ _____
_____ _____ _____
_____ _____ _____
_____ _____ _____
_____ _____ _____

11. Others: Tourism?

_____ _____ _____
_____ _____ _____
_____ _____ _____
_____ _____ _____
_____ _____ _____
_____ _____ _____

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:

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
1. Agricultural production:							
1. Crop production:							
a. Roots							
b. Vegetables							
c. Fruits							
d. Other (specify)							
2. Animal husbandry:							
a. Cattle							
b. Pigs							
c. Chicken							
f. other							
3. Fishing:							
a. Fresh water fish							
b. Salt Water fish							

Non-farm activities							
4. Food processing:							
a. Meat							
b. Fish							
c. Cakes							
d. Kava							
f. Other							
5. Crafts:							
a. Wood/bamboo							
b. Rattan							
c. Leather							
d. Fibers							
f. Other (specify)							
6. Textile/clothing:							
a. Weaving							
b. Sewing							
c. Embroidery							
d. Knitting							
e. Others:							
7. Services:							
a. Shops							
b. Transport							
c. Construction							
d. Other							
8. Others:							

Part V. Potential for employment creation

A. Possible uses of unused/abundant local raw materials

Raw material Potential product(s)

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

B. Potential for improved Services and/or infrastructure in/near the community

(Classify status **N**-Now; **S**-Soon; **P**-Planned)

Type of Service/ Infrastructure	Status	Type of skills/labour needed
1._____	____	_____
_____		_____
2._____	____	_____
_____		_____
3._____	____	_____
_____		_____
4._____	____	_____
_____		_____
5._____	____	_____
_____		_____
6._____	____	_____
_____		_____

C. Hotels/Resorts looking for workers or needing products

(Classify status **N**-Now; **S**-Soon; **P**-Planned)

Name/Type	Status	Type of labour/products needed
1.		
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:

- **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.

- **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.

A sample of a completed tabulation sheet from the Philippines former project is given on the next page.

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.
5. 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.

The Consumer Demand Survey Form

Village(s): _____
District: _____ Island: _____
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)**
Family/Household	
Processed Food:	
1. Bread _____	_____
2. Meat _____	_____
4. Vegetables _____	_____
5. Fruits _____	
6. Cooking oil _____	_____
7. Other _____	_____
_____	_____
_____	_____
Garments:	
1. Women's:	
dresses _____	_____
2. Children's wear _____	_____
3. Men's shirts _____	_____
4. Trousers _____	_____
5. Shorts _____	_____
6. Pillow cases _____	_____
7. Others:_____	_____
_____	_____
Other Personal Wear/Accessories:	
Hygiene:	
1. Bath soap _____	_____
2. Clothes washing soap _____	_____
3. Shampoo _____	_____
4. Others:	
_____	_____
_____	_____
_____	_____
_____	_____

Kitchen tools/equipment:

1. Stove for
   firewood _____ _____
   charcoal _____ _____
   others :
   _____ _____
   _____ _____
2. Ladle _____ _____
3. Basket/Bayong _____ _____
4. Broom _____ _____
5. Coconut husk _____ _____
6. Others:
   _____ _____
   _____ _____
   _____ _____
   _____ _____

Furniture:

1. Table _____ _____
2. Chairs _____ _____
3. Stool _____ _____
4. Cabinet _____ _____
5. Bed (bamboo, wood & rattan) _____ _____
6. Others:
   _____ _____
   _____ _____
   _____ _____
   _____ _____

Services:

1. Electrician _____ _____
2. Carpentry _____ _____
3. Masonry _____ _____
4. Plumbing _____ _____
5. Radio/TV/cassette repair _____ _____
6. Appliance repair _____ _____
7. Welding _____ _____
8. Vulcanizing _____ _____
9. Small engine repair (e.g. boat motor) _____ _____
10. Motor vehicle repair _____ _____
11. Barber _____ _____
12. Beautician _____ _____
13. Others:
   _____ _____
   _____ _____
   _____ _____
   _____ _____

Other Goods/Services:

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Product demand sample

I. Crop Production

A. Processed Raw Material
- a. Fertilizer
- b. Pesticide
- c. Weedicide
- c. Others

B. Tools/Equipment
- a. Weeder
- b. Pick & shovel
- c. Rake
- d. Cultivator
- e. Sprayer
- f. Bamboo basket
- g. Others

C. Services
- a. Blacksmith (for tools/equipment.)
- b. Others

II. Poultry Raising

A. Processed Raw Material
- a. Feeds
- b. Feed supplements
- c. others

B. Tools/Equipment
- a. Brooder
- b. Feeding trough
- c. Drinking trough
- d. Heater
- e. Incubator
- f. Others

C. Services
- a. Carpentry
- b. Tinsmithing
- c. Electrical
- d. Others

D. Others
- a. Poultry house
- b. Disinfectant
- c. Charcoal
- d. Others

III. Handicraft Making

A. Processed Raw Material
- a. Rope
- b. Glue
- c. Rattan ring
- d. Others

B. Tools/Equipment
- a. Knife
- b. Glue brush
- c. Others

IV. Fishing

A. Processed raw material

B. Tools/Equipment
- a. Outboard motor
- b. Kerosene lamp
- c. Fish net
- d. Others

C. Service
- a. Engine repair
- b. Tinsmithing
- c. Net mending
- d. Others

D. Tool/Equipment
- a. Stove
- b. Wok
- c. Cooking spade
- d. Tin pan
- e. Others

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 5.3].

4. Immediately after completing all the surveys, the results shall be presented to the Local Partnership Committee.

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.

Annex 3.4
Market Opportunities Survey (MOS sample tool)

Guidelines for use of the survey form

1. Introduction

The TREE methodology has developed two different forms for the Market Opportunities Survey: one for producers and one for traders as the questions they need to be asked are slightly different. In the Pacific, however, the number of local producers of consumer goods is limited and traders play a much more important role in terms of meeting unsatisfied demand. Where local production facilities exist, and where this production is identified by consumers in the CD survey as inadequate, information should be collected but in most Pacific Island Countries the emphasis in the Market Opportunity Survey will be on traders.

2. MOS for Producers: 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 summarised 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.

In the Pacific lack of transport and high transport costs are often a cause of unsatisfied demand, especially in communities located in remote or outer islands. This itself can become a potential income generating activity provided that a cost effective means can be found to providing a delivery service.

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 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 that 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 traders.

The owner of the trading 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 summarised 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].

Market Opportunities Survey form for traders

Village/Community:_____
District: _____ Province/Island_____
Date of interview: _____ Name of interviewer: _____

Trader: _____ Product/s: _____

I. Unsatisfied demand of local consumers

A. What is your business's **average sales level** 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?

___ **No**

(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.)

___ **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 him/her 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 meet 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 CPS)	**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 summarised 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
___ other, (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[5]:
  ___ middlemen
  ___ wholesalers
  ___ retailers
  ___ other (specify):
    _____
    _____
    _____

4. Where are the main target buyers located?

	Area	**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	_____

5 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.

___ 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

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

Skills Needed	**Available locally**	
	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?

_____
_____
_____

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 organisational set-up

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

	Type	Main reason for recommendation
___	individual	_____
___	family-based	_____
___	group	_____
___	cooperative	_____
___	village-owned	_____
	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? Y/N
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Possible types of group enterprise organisation

(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 organisations, 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 organised 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 organised 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 programs, 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.

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 _____
Expected market share _____
Expected sales _____

Secondary market: _____ units,
Other suppliers _____
Expected market share _____
Expected sales _____

Total expected sales _____

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 organisation 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.

Specify:

_____ _____
_____ _____
_____ _____

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)
Specify:

_____ _____
_____ _____

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

(ii) **Value of finished goods in stock** _____

(iii) **Credit to customers** _____
credit from suppliers (minus) _____

(iv) **Labour**, for _____ week(s)

Specify:

_____ _____
_____ _____
_____ _____

(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 organising 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 organisation of the venture, etc. should all be considered in reaching a conclusion.

Annex 3.6
Example of Short Feasibility Report (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, Bangladesh. 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 is as follows:

	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%

1.2 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.

1.2 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.

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 (province). 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.

1.2 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

6.1 Estimated costs

	Items	Amount/Taka	
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**

	Amount Taka	
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	

1.3 Profitability analysis

	Amount Taka	
Estimated monthly aale	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 Ta a k	21,090	
Number of women engaged in this business		2
Profit per woman per year		10,545
Profit per woman per month		879

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 a bove. 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 organiser proceed with necessary training arrangements through TTC in Khulna under overall guidance of the TREE implementing unit in Khulna.

Annex 3.7
Suggested Terms of Reference for CDS, MOS 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 Survey[CPS]
- 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.[6]

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.

6 This will be included only if the person or organisation that will undertake the surveys has a strong expertise in conducting feasibility studies.

- 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 organisations 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.]*

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 organised 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
Rapid Community Assessment (RCA)

The Organisation and Expected Output from RCA Meetings

Two Stages in RCA Meetings

RCA-based meetings are divided into two (2) stages. In each stage specific forms are used to guide the discussions:

Stage 1 - Enterprise Ideas Generation - is designed to produce a laundry list of all possible enterprise projects and individual training requirements recommended by the participants.

Stage 2 – Enterprise Ideas Prioritization - where the enterprise project ideas are prioritized based on six basic criteria:

- **M**arket availability and accessibility
- **R**aw/production materials
- **C**apital or credit availability and accessibility
- **T**echnology that is appropriate to the target groups
- **S**upport **I**nfrastructure (power, transportation, etc.)
- **S**upport **A**gencies that can assist the target groups

Discussion Guide-Forms

Discussions in RCA meetings are guided by specially designed Guide-Forms. If proper community priming or sensitizing has been done (i.e. preliminary discussions with people and other stakeholders using the "Guide in Entering a Community") and with prior announcements of the purpose of the meeting - the meeting can be finished in just one setting, generally from 3 to 4 hours.

- Enterprise Generation Guide – This form provides the framework for generating economic project ideas from the community that can be prioritized in accordance with enterprise and training criteria
- Enterprise Prioritization Guide – This form provides the criteria for selecting "viable" enterprise project ideas for prioritization.

Summary Forms

The RCA meeting is expected to produce two documents:

- The New Enterprise Project Idea (NEPI) - The NEPI is a Form that incorporates the discussions

in the Enterprise Idea Prioritization stage of the community meeting. It basically states that a priority enterprise project has been identified based on the open discussions of the community on the six (6) factors that characterize the operation of an enterprise, and that the community needs training to implement such enterprise project.

- The Training Proposal - The Training Proposal is a Form that incorporates the technical and financial inputs that are necessary in order to capacitate the target groups to carry out the New Enterprise Project Idea. Essentially, it says that the enterprise project cannot be carried out without the skills and entrepreneurship training necessary, and that, the Form tells the Training Agency how much is needed to implement the training activity.

  The Training Proposal is accompanied by two Forms containing financial and technical inputs for decision making of donors or training agencies:

  - Training Inputs – provides information on the estimated cost of training on a budget line item

  - Training Syllabus – provides information on the technical design of the skills training required

Section 3 - The Brainstorming Technique

Brainstorming is one of the basic and most fundamental skill that a TREE project facilitator, or trainer, should learn and master. When used in facilitating RCA-based community meetings, it develops creativity, enhances teamwork, invites total and active participation, and always generates positive results.

1. Brainstorming is an exercise of the mind and an excellent tool for social learning experience.

2. 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.

3. Development workers must be innovative and at the same time must be able to justify their innovations. They must be able to do this skill by themselves, or must facilitate innovation and justification of ideas through other people.

4. As in any other mental discipline, this skill can only be mastered by having an extremely open mind and by constant practice. It is important to know that man has great potentials in his brains and he should learn how to maximize its uses.

Section 4 - Steps in Conducting an RCA Meeting

Organising the Meeting

Organising community meetings needs a special advocacy and social marketing skill of the TREE Project facilitator. But the process can be done with ease with the mastery of the concept, goals, objectives, and strategies of the TREE Methodology. It can also be fruitful with the conduct of preliminary activities outlined in the "guide in entering a community".

Meetings can be held in any convenient place in the community. It can be held in school buildings, multi-purpose centers, town plaza, or any public place where the participants are secured from rain or heat of the sun. The Meeting should be scheduled for a maximum of three (3) hours only.

The TREE facilitator should see to it that there are basic furniture requirements such as:

1. Chairs or benches
2. Chair / Secretary's table
3. Blackboard and chalks

It will be desirable if the TREE facilitator will be able to prepare the discussion forms in Manila Papers in order to minimize time in writing the forms in the blackboard.

In addition to the above, the TREE facilitator must bring with him/her blank forms of the New Enterprise Project Idea (NEPI) and Training Proposal with its attachments.

After the meeting has been organised, and the target groups are settled in their seats, the Facilitator must start the meeting with the following:

1. Welcome remarks and good wishes - from the TREE Facilitator and one or two selected Community leaders
2. Brief discussion of the TREE project including its donors and actors by the Facilitator – insuring clear understanding by the participants
3. Discussion of the purpose of the meeting and the desired outputs – to identify and prioritize an enterprise project, prepare a training proposal to realise it, and to select proponents and trainees
4. Explanation of the procedure of the Meeting - with emphasis on the use of the guide forms and the total participation of the community
5. Explanation of the summary forms and how they will be accomplished – with emphasis on the correct entries for prompt action from the Project donors
6. Designation of a Secretary from the participants
7. Time frame of the meeting (to end at an approximate time of the day)

Meeting proper

After the first steps discussed above, the TREE facilitator shall proceed to the following suggested steps:

Draw/write the guide forms on the Board. It there is a ready Manila Paper where the guide forms are previously drawn, lay them in the blackboard

Start the discussion with the Enterprise Idea Generation guide-form – Explain the mechanics of the discussion through the various columns of the Form*: (Please see individual Forms for detailed instructions)*

Laundry list of enterprise project ideas
Whether the ideas are for single individual or for a group
Other non-enterprise Project proposals

Follow the discussion with the use of the Enterprise Ideas Prioritization Form – Explain the mechanics of the discussion through the various columns of the Form: *(Please see Form for detailed instructions)*

List of group and non-farm ideas identified from the previous discussion – The priority for the TREE project are non-farm group enterprise projects. Project ideas that do not fall under this criteria will be referred by the community or the Project to other service providers

Factors influencing the viability of a planned enterprise – markets or buyers/customers, production or service materials needed, production or service tools or equipment required, required capital and its sources, product design or technology to be employed and support infrastructures and facilities that can help the planned enterprise to succeed. The TREE facilitator must be able to explain each of the enterprise factors to the understanding of the participants.

- Vote column – the need to gather consensus votes from the participants on the enterprise project ideas, the one with highest number of votes gets to be the priority project for the community

1. Summarise the proceedings – confirm the votes of the participants and announce the preparation of the NEPI form out of the discussion form.

2. Prepare the Training proposal – Form No. 1 of the training proposal can be prepared ahead. The two attachments, Form 1A (Training Inputs) and Form 1B (Training Syllabus) can be prepared later with the assistance of a technical trainer or from standard files of the Project or training institution. *(Please refer to training policies of the Project and/or training institution in the preparation of the training cost proposal*)

Annex 3.9
New Enterprise Project Idea (NEPI)

New Enterprise Project Idea (NEPI)
Note: This Form should be attached to the Training Proposal

After a process of project ideas generation and prioritization this enterprise activity has been chosen by the target group to be their project in the community. However, before it can be realised they need training on skills and enterprise development and some support to start their enterprise.

Name of Enterprise Project
_____

Location
_____

Name of Proponent:

Brief description of the enterprise project

Proponent-Beneficiaries

No	Names	Sex	Signatures
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

I - Name of Planned Product/s or Service/s

1. _____
2. _____
3. _____

II – Expected Benefits of the Enterprise Project

1. For the proponent beneficiaries _____
2. For the organisation (if any) _____
3. For their community _____

III– Initial discussions on the Enterprise Idea

1. Market

Buyers/customers/clients

Who are the target buyers/customers/clients? For what use are the products/services?

Where to sell:

What and where will be the market outlets for the products? Will it be sold in the community? In the town center? Some other place? Will they be sold in retail or wholesale? Will the proponent utilize middlemen? Who are the middlemen?

Packaging/Brand Name/Advertising:

Will the product need packaging? Trade Mark or Brand Name? Promotion campaigns? How will be the packaging of the products? boxes? in plastics? in wrapping papers? How can the buyers know about the products? By word of mouth, radio, newspapers, posters, flyers, exhibits, etc.

Competition:

What will be the main competing product/services in the market/community? Are there similar kinds of products available in the market? Are the people buying them? From where shall the competition come from? From small producers? From big industries? Will there be competition among training-graduates or in the community? What is the distinctive advantage of the product/service? How will the proponent fight competition from mass produced goods of big industries?

2. *Raw materials or production inputs*
(for production or processing-oriented projects)

Availability/accessibility/ownership:

Are the raw materials locally available? Who owns the raw materials? Are they accessible and available for the use of the beneficiaries? What is the available quantity and quality? Is it available the whole year round? Are there are no environmental implications of their use. If not locally available, where can the beneficiaries acquire them?

Cost of materials:

Are the costs of the raw materials (i.e. purchase and transportation) reasonable and within the beneficiaries' capability?
Is the supply steady so as not to cause production slacks and/or price increases/fluctuations of the finished products?

Alternative uses of the raw materials

What are the other uses of the raw materials? Can they be used in the production of other products? What other products are these? Can this products be produced also by the beneficiaries?

Pre-processing of raw materials:

Is there a need for pre-processing before the raw material is finally used in production? What is the process? Can or will the beneficiaries do it in this planned enterprise? If not, who will do it? Can it be done within the community? Will it create other peripheral economic opportunities?

3. Tools or equipment
(also for service-oriented projects)

Availability and accessibility:

Are the tools or equipment to be used for servicing customers available? If not can the beneficiaries produce them by themselves? Where can they be purchased?

4. Capital

Capital requirements and sources:

Where will the beneficiaries get their capital? from own savings? from friends or relatives? from moneylenders? From NGOs? from banks or lending institutions? from donor agencies? Will the beneficiaries qualify for these kinds of capital assistance?

5. Skills required, Product/Service designs & technology

Where will the beneficiaries get the product designs? Who will help them in development or setting up of their production/ processing process? Will the enterprise need big machines and modern equipment?

6. Support infrastructures and facilities

Land:	[ ] available	[ ] not available	[ ] not necessary
Buildings:	[ ] available	[ ] not available	[ ] not necessary
Transportation:	[ ] available	[ ] not available	[ ] not necessary
Electricity :	[ ] available	[ ] not available	[ ] not necessary
Communication:	[ ] available	[ ] not available	[ ] not necessary
Water:	[ ] available	[ ] not available	[ ] not necessary

What are the strategies if infrastructures or facilities are needed for the enterprise but are not available?

Land	
Building	

Transportation	
Electricity	
Communication	
Water	

V - Expected support agencies or individuals

For the conduct of training		**For the setting of the Enterprise**	
Names	Addresses	Names	Addresses

VI – Certifications

Prepared by/ in direct discussions with the target groups:

_____

Name & Signature of the Head of Target Group - Date

I hereby certify that I personally facilitated the preparation of this enterprise project idea form by the proponent-trainees after the process of project ideas generation and prioritization. I further certify that this enterprise idea will be viable if skills training and enterprise development training such as TEP is provided.

_____

Name & Signature of Community Facilitator – Date

Annex 3.10
Transition Enterprise Plan (TEP)

Name of proposed Transition Enterprise Project

Location of Transition Enterprise Project:

_____

_____

Duration of Transition Enterprise Project

_____ **Months (*TEP Projects must not be more than 6 months)***

Name of Trainee / s preparing the TEP Plan

_____

_____

_____

_____

_____

_____

_____

My/our plan immediately after training

After this training program, I/we will immediately implement this Transition Enterprise Plan (TEP) for _____ months/years.

I/We will start it on _____ until _____.

Within this period I/we will develop further my/our entrepreneurial and business skills by constantly asking myself/ourselves, and looking for answers, to the following strategic questions:

What PRODUCTS/SERVICES am I/are we going to make/deliver?

For whom am I/are we are going to make them?

How am I/are we going to make/deliver them?

How much money is needed to make/serve them?

How am I/ are we going to raise the money?

How am I/are we going to sell our products/services?

How much do I/we want to earn from my/our operations?

How shall I/we sustain my/our business activities?

How can I/we help promote other economic activities in my/our community through m y / our enterprise?

After the initial TEP planning period, I/we will evaluate my/our business performance against my/our targets and see whether I/we are successful or not, whether I/we can pursue on my/our own, or whether I/we will still need further assistance. Henceforth this will be one or our important enterprise policy.

1. The organisational structure of my/our Transition Enterprise

1.1 – For Individual TEP

I will run my Transition Enterprise Project with:

[ ] Myself alone
[ ] Myself as the manager, with my family
[ ] Myself as the manager, with some friends
[ ] Myself as the manager, with hired labor

1.2 – For Group TEP

We will run our Transition Enterprise Project as a group.
The leader/manager of our group will be:
_____.

The other employees/workers will be:
_____ who will do _____
_____ who will do _____
_____ who will do _____

There will be a total of _____ (number) persons that will be involved in the enterprise.

2. Location of my/our Enterprise

My/Our business enterprise will be located in: _____ (place).

The place is owned by: _____.

The place will be provided to me/us by the owner for:
[ ] FREE
[ ] lease, (P_____ for _____ duration)
[ ] rent, (P _____ per month/year)

The advantage of the place is that it is accessible to:
[ ] transportation (_____, kind)
[ ] electricity
[ ] water
[ ] telephone
[ ] market or center of business activities

Aside from this, the place has other advantages such as the following:

_____
_____

3. Business and Profit Forecast

[ ] Service Enterprise:

Kind of Service: _____

No. of planned clients: _____

[ ] Production Enterprise:

Kind of Products: _____

No. to be produced: _____

3.1 Duration of the Transition Enterprise

_____ Months (*not to exceed six months)*

3.2 Breakdown of Estimated Expenses

P_____ raw materials/production inputs (*attach detailed list, if any*)
P_____ labor cost (*skills & administrative support*)
P_____ small tools and/or equipment (*attach detailed list, if any*)
P _____ depreciation of big equipments (*if required*)
P _____rentals/maintenance *(attach list of items to be rented)*
P_____ electricity, water, communications expenses
P_____ gasoline/ transportation/ delivery expenses
P_____ other expenses (*taxes, promotions, etc.*)
P_____ Estimated Expenses (Working Capital Needed)

1.3 Estimated Income & Gross Profit

Estimated Expenses (EE)	***: P*** _____
+ Desired Profit Margin	_____ (*Desired % from forecasted EE*)
= ***Total expense + profit margin***	***: P*** _____
Divided by No. of Products	: _____ (*or No. of Clients for service enterprise)*
= Unit selling price	*: P* _____
X No. of Production Units	: _____ (*or No. of Clients)*
= Estimated Income	*: P* _____
- Estimated Expenses	**: P** _____
= ***Estimated Gross Profit***	***: P*** _____

3.5 Business Strategies

When I/we start operations, I/we will do the necessary strategies in order to be profitable and competitive such as the following:

[ ] Make price adjustments or reduce selling price without sacrificing profit.

[ ] Increase the volume of production/services after an estimate of the market demand.

[ ] Buy materials in bulk

[ ] Buy materials in cash with discounts

[ ] Enter into sub-contract or partnership agreements with owners of materials,

[ ] Pay myself/ourselves or my/our workers by piecework

[ ] Reduce business period and maximize production by appropriate technologies

[ ] Economise on use of electrical power, water, communication, office supplies, etc.

[ ] Other strategies _____

_____

_____

In computing production costs and selling prices I/we will always remember the following strategies:

[ ] I/We will keep business costs at the minimum without sacrificing standards and quality

[ ] I/ We will question and analyze the wisdom of all kinds of expenses

[ ] I/We will maintain and analyze records of income and expense

[ ] I/We will generate savings to finance our next enterprise plans

4. Marketing my/our Products/Services

In order to sell my/our products/services I/we will apply certain marketing strategies. The following are my/our strategies:

4.1 Buyers\Markets

My/Our products/services aree targeted for the following buyers:

[ ] men [ ] women [ ] hotels [ ] businessmen
[ ] children [ ] households [ ] transportation [ ] others
[ ] schools [ ] office workers [ ] tourists

4.2 Selling/Distribution

To sell our products/servies I/we will do the following marketing strategies:

[ ] I/We will sell tin our shop [ ] I/we will sell in our village
[ ] I/We will sell through middlemen [ ] I/we will sell the adjoining villages
[ ] I/We will sell in the nearby market [ ] I/we will sell in the municipal center
[ ] I/We will sell through other stores [ ] I/we will sell them in the City
[ ] I/We will sell through exporters [ ] I/we will sell them in all market centers
[ ] I/We will do door-to-door selling [ ] I/We will sell in retail
[ ] I/We will sell in wholesale

4*.3 Sales Promotions*

To be easily identified, I/we will give my/our products/servies their TRADE MARKS or BRAND NAMES. I/We will call them:

_____ For _____
_____ For _____

In order to promote my/our products/servies and achieve my/our sales target, I/we will advertise them in the following manner:

[ ] By joining exhibitions [ ] By using and distributing pamphlets
[ ] By announcing sales discounts [ ] Through newspapers
[ ] Through radio and/or TV [ ] By endorsements of people or agencies

4.4 Product Packaging

To further promote better sales, I/we will use packaging materials such as:

[ ] Recycled materials [ ] Paper bags
[ ] Plants/scrubs/palms, etc. [ ] Others

5. Generating the Capital that I/we need

I/we will raise our TEP working capital through the following strategies:

_____ from my/our own savings
_____ from friends and relatives

Other strategies will be:

[ ] By entering into partnership agreements with local capitalists
[ ] By asking for advance payments for job/production/service orders
[ ] By acquiring production supplies through credit

6. Evaluating my/our Enterprise

At the end of my/our first TEP implementation, I/we will evaluate our business performance. I/We will see if I/we were able to achieve my/our targets in terms of the following:

[ ] Products/clients I/we made /served
[ ] Products/services I/we sold
[ ] Income and expense I/we projected
[ ] Profits I/we earned
[ ] Savings I/we generated
[ ] Lessons I/we learned during the initial production period.

I/We hope that in the next planning or production cycle, I/we will already be on my/our own with lesser need for assistance from our benefactors.

Prepared and Submitted By:

Trainee/s Names and Signatures:

_____

_____

_____

_____

Trainer Name and Signature:

_____

Annex 3.11
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.

Annex 3.12
Training Needs Assessment Form for People with Disabilities

(as developed by the TREE project in Pakistan)

Personal Information

Name _____ Age _____(years)

Gender _____ Marital status _____

Qualification _____reasons for discontinuation of education _____

Further education plans _____

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 experience _____

Prior efforts for employment/self employment
1) _____

2) _____

3) _____

Outcomes _____

Problems encountered _____

Future Plan (please discuss) _____

_____

Resources required _____

Annex 3.13
Training Proposal Form

The Training proposal should be completed by the implementing partner/NGO, submitted to the project team through the training officers and approved by the district project review committee.

1. Title of proposed training programme and major objective:

_____

Purpose of Training (Please tick)	Supporting Documents (Please tick)
For the creation of a NEW enterprise	New enterprise project idea
For expansion of existing enterprise	Brief description of business and planned products, markets or areas & number of workers needed to be trained
For skill, vocational training	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:

8. Number of potential training applicants (people who expressed interest in participating):

Male _____
Female _____

People with disabilities

Total
_____

9. Cost estimates

9.1 – Professional and management fees

No.	Expense Items	Estimated Costs
1 2 3	Honoraria/professional fee of trainer/s Honoraria/professional fee of coordinator Traveling expenses of trainers and coordinators	
	Sub-total	

9.2 - Training venue and facilities

No.	Expense Items	Estimated Costs
1 2	Rental of training venue & facilities Power/water/communication	
	Sub-total	

9.3. Direct Training Expenses

No.	Expense Items	Estimated Costs
1 2 3 4 5	Training tools & small equipment (attach list) Training supplies & materials (attach list) Office supplies & materials Freight and handling costs in delivering the above materials Travel and food allowance of Trainees	
	Sub–total	
	+10% of direct Training expenditure. Unforeseen/Miscellaneous	
	+ _____ Administrative/overhead costs	
	Total training cost	

10. Trainees' contributions

(Note: It will be an added advantage if some expense items in the training activities were shouldered by the community/beneficiaries, even if only in kind)

Qty.	Description	Estimated Cost

11. Planned post-training support services

_____

_____

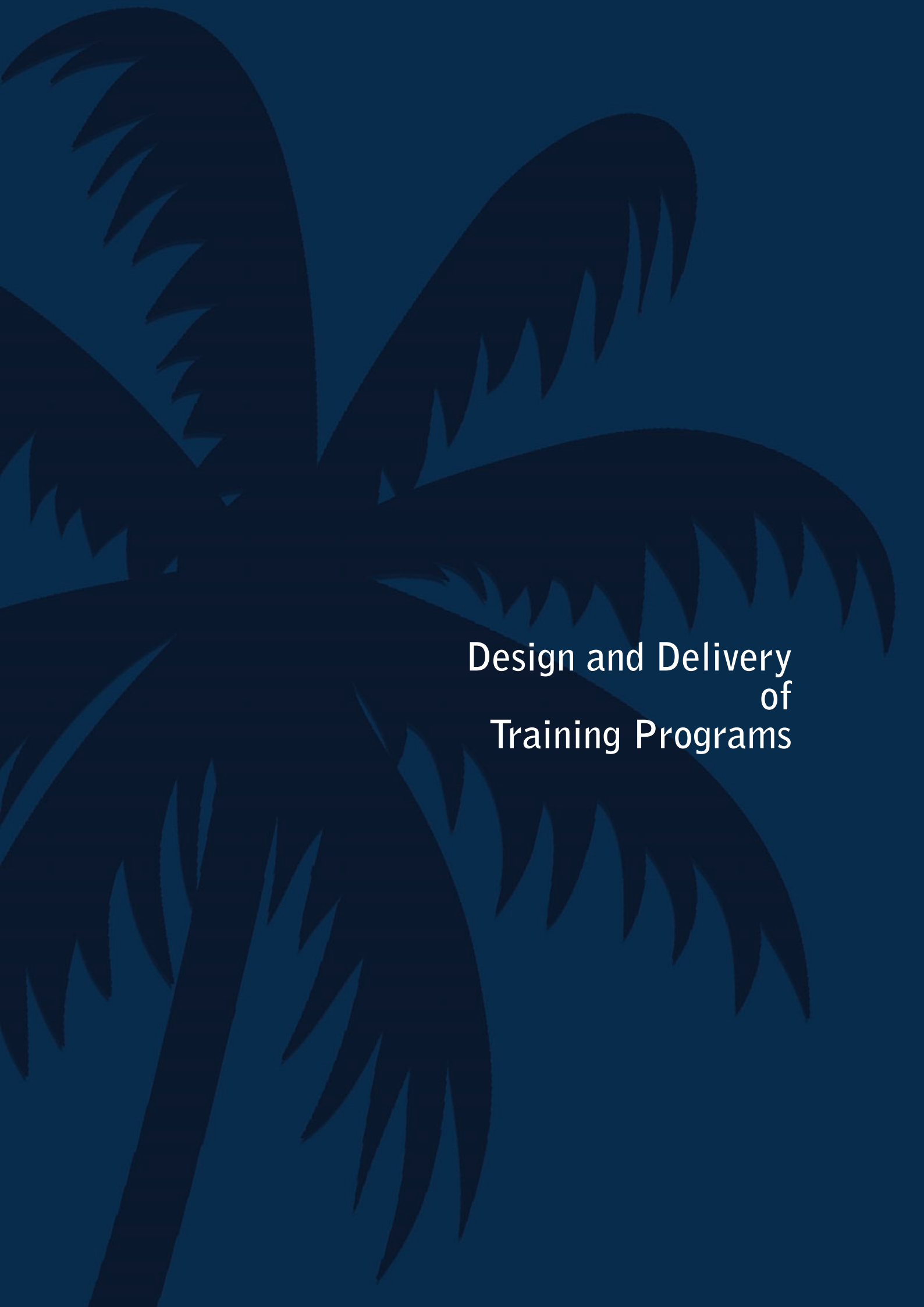
12. Names of collaborating agencies:

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. _____



Design and Delivery of Training Programs

4. Design and Delivery of Training Programs

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Introduction

This chapter covers the process of designing, organising and delivering skills and entrepreneurial training programs that have been identified and validated during the economic opportunities and training needs assessments process. It includes all of the measures necessary for developing, conducting and evaluating the training program including the preparation of trainers and the selection of trainees. The main activities to be carried out are:

- identification of training providers, trainers/instructors, training venue;
- preparation of the training course plan;
- training of trainers
- development of curriculum/syllabus and training materials;
- selection of trainees, based on established criteria;
- finalization of training plan and budget, procurement of equipment;
- training delivery, quality assurance, training testing and certification;

monitoring and evaluation of training implementation.

There are essentially two approaches to organising and delivering TREE training activities:

1. utilising existing training programs and materials from local or regional training institutions, suitably adapted to meet the TREE program and target group needs,

2. developing new TREE training programs based on the specific requirements of the identified economic activity and target group, usually with the assistance of local subject specialists, skilled craftsmen and local entrepreneurs

Clearly, the choice of which approach to adopt will vary from case to case but the main factors to be considered will be:

- The availability of suitable training facilities in close proximity to the TREE project site or community
- The willingness of local training institutions to adapt existing programs – in terms of content and length – to the precise needs of the TREE target group
- The availability of qualified trainers able to deliver training to adult target groups in a flexible manner
- The relative cost of developing new programs in terms of required curriculum and materials development costs, as opposed to adapting exiting ones

Whether adapting an existing program or developing a new one, preparation of the training course 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 or subject specialist. This training plan deals mainly with the organisation of the training course, the methodology to be used and the procurement of the training tools, equipment and materials. The training course plan determines the length of the course and the type of business and technical content required. 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 calculated.

The detailed information required in the training plan is:

- title of the course, length, proposed dates, training objectives;
- target group and proposed number of trainees
- 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.

2. Identifying, selecting and preparing trainers

a) Preliminary steps

Instructors or potential instructors must understand the need for flexibility when designing and implementing courses for TREE target groups. They must also give priority to the practical or utilitarian aspects of TREE training and be able to prepare or adapt existing programs accordingly. They will often be delivering programs to a diverse selection of individuals with limited formal education whose interest and motivation in learning a skill derives from its practical application in an income generating context. They should, therefore, minimizes theoretical and conceptual content and adopt a non-formal approach to skills training which caters to the individual characteristics of the learner.

Instructors should be briefed on the TREE methodology and project and invited to participate in the community meetings in which the criteria for client selection is discussed and agreed on with the community. A short i.e. 2-3 day training of trainers workshop should be organised to introduce trainers to basic TREE training methodology and the pedagogical use of training materials and equipment. The Training of Trainers workshop is conducted by the TREE training specialist or another person who is experienced in the TREE methodology and in the use of non-formal training methods.

Only instructors who successfully complete the ToT workshop should be engaged in the TREE program. It is important that all TREE instructors understand their roles and responsibilities in a program activities before agreeing to participate.

b) Role and responsibilities of trainers

The effectiveness of TREE-related training programs 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.

As the expert in the subject matter, the instructor advises on materials to be used in training and may, in some instances, advise in the purchase of 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 i.e. the technology should be appropriate.

Since most economic opportunities which are identified in the TREE process will be of the self-employment or micro-business type, basic business management training should be included in TREE training courses. Frequently trainers or facilitators in TREE type programs will also be required to

provide post-training support services to those embarking on self-employment or seeking to set up a small business. The role of the TREE trainer, therefore, does not end with the conclusion of the training program. They often continue to function as informal advisers to former trainees working in the local community.

An early inspection of the training site by the trainer should be made so that adjustments can be made to equipment and facilities, if needed, and ensure that all necessary tools, work benches, tables etc. to be used in training are in place.

c) Qualifications of trainers

The following is a check list of desired qualifications for TREE instructors:

- Competence in the subject being taught
- Mastery of the techniques of instruction
- Resourcefulness and creativity
- Knowledge the training clientele
- Knowledge of basic business management practices

d) Selecting trainers

Trainers in a typical TREE program may include:

Local Instructors from nearby vocational and technical institutions,

Line ministry technical personnel and field extension officers from livestock, veterinary and agriculture depts.

NGO staff with expertise in business management activities, local environmental impact and assessment issues or with technical skills who are willing to assist with program implementation.

Community development workers from the districts where program implementation is to take place who often have experience in training special groups such as women and the disabled

Cooperative officers who can train clients in small business management and simple bookkeeping as used in cooperative sociaties

Local trades people/craftsmen/entrepreneurs from the surrounding area who can provide basic technical training or share experiences in setting up local micro-businesses

3. The training of trainers' workshop

a) Information on Trainer Expertise and Experience

The 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 program?

b) ToT Course Content

The TREE Training of Trainers workshop is divided into two parts:

i) training methods and the preparation of training materials used during the TREE courses.
ii) essential business skills that an instructor must master in order to provide client advisory services during the post-training support phase of the program.

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 or resource persons with experience in this area, such as bank staff or cooperative officers.

A standard ToT course comprises the following components:

- orientation on TREE methodology and the role of instructors;
- preparation of lesson plans;
- non-formal teaching methods;
- preparation of teaching materials;
- evaluating trainees' progress;
- dealing with gender, disability and diversity issues;
- basic principles of business management;

4. Trainee selection criteria

Trainees are selected according to criteria which reflect the requirements of the specific economic activity which has been identified i.e. previous experience, ability, existing skills and knowledge, trainability etc. and broader social and cultural factors regarding individual need, motivation, and standing in the local community.

Where the potential number of trainees is usually much larger than the number which the activity requires or available resources can finance, selection is necessary and the selection of those to receive training tends to represent a compromise between selecting those who need it most and those who can use it best i.e. the familiar equity vs. efficiency conundrum.

5. 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. If the course is being organised by an existing training institution, the curricula and lesson materials should be developed/adapted by the institution in close collaboration with the instructor and the TREE training adviser/specialist

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 the needs of particular groups of trainees.

Wherever possible appropriate materials and curricula from previously conducted training courses may be used or adapted to TREE courses. Once specific materials for use in rural community training courses have been developed or adapted, they can be used in subsequent TREE programs where the need for similar skills is identified. Ultimately individual countries should seek to build up a bank of short-cycle TREE training programs which can support the long-term sustainability of the TREE process in the country.

To summarise:

- The TREE training curriculum should be flexible, changeable and adaptable to people with specific needs.
- Curriculum content should be tailored to providing requisite skills in the specific trade.
- It should be *trainee-centred*, and take into account trainees background, age, education, experience, skill levels and immediate employment possibilities.
- Needs assessment is essential to analyze the existing skills level and management ability of the individual as the basis for designing the curriculum. The purpose of the training activity is to close the gap between the level of kills and knowledge the individual needs to do the job and the level they already possess.
- Trainers should 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.
- TREE courses should emphasize practical hands-on training rather than theory.

6. Training Delivery

Training can be delivered in rural training institutions, community centres, the offices of local ministries or departments, NGO locations or other locally available facilities including, where appropriate, the use of mobile facilities.

When deciding on a suitable delivery system for TREE programs the need for a cost-effective approach must be balanced against its convenience to the clientele. In many cases the latter will be involved in numerous additional activities in the community and local economy. There will be a need, therefore, to select a delivery system which takes account of the target groups existing economic and social responsibilities in terms of both timing and location of the delivery.

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.

In addition to learning how to produce products or deliver services, clients of TREE programs should know the legal requirements in setting-up a mall business or entering into self-employment 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.

7. Group training

Group training in support of a small business idea may imply a division of responsibility which should be reflected in the training program. It may not be necessary, for example, for all members of the group to be trained in the identified technical skills of the proposed activity if others are to be assigned administrative, management or marketing responsibilities in the proposed enterprise. This is particularly relevant in the Pacific where it is envisaged that many identified activities will be community-owned enterprises staffed with locally trained personnel carrying out various enterprise related responsibilities.

8. 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 made explicit, discussed as part of the course and solutions to problems proposed wherever possible.

One way in which the TREE methodology takes this situation into account is by addressing women's income generating needs through traditional group mechanisms. Women's groups are strong in the Pacific Island Countries and provide the organisational base and structure through which other inputs – financial, technical and training – can be channeled. 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 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 groups. 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.

9. People with disabilities

All communities and target groups will have members who have disabilities and these individuals should not be excluded from TREE training program because of their disability. Just as training prograqms for women as a group may require some special measures to facilitate their participation, so too special arrangements are sometimes necessary to ensure the participation of individuals

with disabilities. Thus, for example, people with mobility impairments, such as inability to walk and wheelchair users, will have specific needs regarding transportation and accessibility to the training venue and those in the rural areas will find it especially difficult to travel to training venues. Similarly, 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 Part 8.

10. Conducting the training program

a) Final training site check

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.

b) Lesson Plans Prepared

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.

c) 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.

d) Monitoring training course activity

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.

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.

e) Evaluating 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.

f) 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 program should be evaluated by both the instructor and the trainees. The TREE training officer should then analyze 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.

Design and Delivery of Training Programs

Annex 4
Tools and Instruments

Annex 4.1
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.

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	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 program	Blackboard techniques	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)	Brainstorming techniques	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 proposed projects.

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.

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 disorganised 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 blackboard. The most widely used visual aids besides the blackboard are:

1. flip charts;
2. manila papers;
3. overhead transparencies;
4. 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 programs. 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 programs 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 organising, 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 programs this is done by making projects relevant to a product, or performing some tasks related to services that are the subject of the training program.

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 program.
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 organise 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. Organise your work in the same way that you would like your trainees to organise 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 programs 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 programs, 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.

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 programs role playing is an appropriate method in enterprise and entrepreneurship development, especially in business organising. In the preparation of the TEP, the trainees are asked to prepare their business organisational 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 organisation. 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 organisation 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 programs 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 organised 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 4.2
How to Prepare a Skills Training Syllabus: A Trainers Guide

The skills training component of the 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 program 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 program information

The syllabus is basically designed to cover the training requirements of a production or service oriented training program – 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 programs 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 program 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 organisation, agency or training institution that has been hired to conduct or deliver the training program. If there is no institution, a professional trainer may be used instead.

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

2.2 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.

2.3 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;s
- measuring the materials in accordance with the required mixture;
- putting the materials in the mixing bowl, etc.

2.4 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.

2.5 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 program. 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.

2.6 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.

2.7 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.

2.8 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 program 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 programs 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.

2.9 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 program.

Example: Block – preparing the baking materials

Training Schedule:
Monday: 2– 4 p.m.
Duration: 2 hours.

Annex 4.3
Sample Form For a Skills Training Syllabus

1. Training Program Information

Name of Project (Should refer to the Economic Activity): _____
_____

Title of the Training Program (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 Page 1)

Name of Product or Service that is the subject for training: _____
_____

Blocks or Tasks	Steps per Block or Task	Skills	Related	Teaching Aids/ Materials	Teaching Methods	KEY POINTS	Training
Block 1:	1.1 1.2 1.3 1.4 1.5						
Block 2:	2.1 2.2 2.3 2.4 2.5						
Block 3:	3.1 3.2 3.3 3.4 3.5						

Blocks or Tasks	Steps per Block or Task	Skills	Related	Teaching Aids/ Materials	Teaching Methods	KEY POINTS	Training Schedule
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: _____ **Reviewed by:** _____

Name & Signature of Trainer

Training Supervisor

Annex 4.4
Business Management Content for ToT Course

An essential part of the TREE trainers workshop is a 2 day component on business management training. The objective is to provide participants with the basics on business management to enable them to incorporate entrepreneurship subjects into all TREE training programs. The main content of this component is as follows:

- Basic Concepts in Entrepreneurship
- Preparing a Business Plan
- Managing a Business: Key Issues and Management Practices
- Stages in the development of a small business
- Marketing and product development
- Accounting and Financial management

Annex 4.5
Registration Form for a Skills Training Beneficiary

(Sample from the TREE project, Pakistan)

Date: _____
Name :_____
Gender: _____
Age: _____
Education_____

Village/Island:_____

Postal address: _____
Contact Person Tel #: _____ Name:_____

Present occupation:_____

Difficulties faced in present occupation:_____

Future plan: _____

Support required from TREE Project
_____

Annex 4.6
Training Progress Report

(to be submitted mid-way through the course)

Training Course: _____
Location/Venue of Training: _____
Start of Training: _____
Estimated End of Training: _____
To No. of Days/Hours: _____
No. of days/hours completed: _____ No. of day/hours remaining:_____

No.	Tasks/Blocks Required for the Course (based on Course Syllabus)	Status (Please Check) Completed	In progress	Trainer's Remarks
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

Prepared/Submitted by: _____
Name of Trainer (Signature and date) _____
Name of Training Supervisor, 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: Original No. of Trainees: _____
No. of Trainees Passed : _____
No. of Trainees Failed: _____

1. Positive aspects of the Training:

2. Problems encountered:

3. Action Taken:

4. Recommendations:

Prepared/Submitted by: _____
Name of Trainer, Signature & Date

Approved by: _____
Head of Training Agency, Signature & Date

Post-Training Support

5. Post-Training Support

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Introduction

Training is only one component of a successful employment promotion strategy. Indeed, training will have limited value unless other supporting mechanisms are present. For example, it would 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, inadequate marketing strategies or transport difficulties. It is also useless to provide training for self employment if those who are trained cannot afford to buy or rent the equipment and materials necessary to conduct the activity.

The TREE process recognizes, therefore, that post-training support is critical for ensuring that training leads to income-generation. To provide support services in an effective way implies that services must be what people need, of an appropriate quality, and at a price they can afford.

Post–training support covers the following main activities:

- facilitating linkages with employers and chambers of commerce
- providing advice to small business start-ups
- facilitating links to rural credit and banking facilities
- administrative support for accessing credit;
- provision of business development services, including linkages with markets, quality testing, tax and other regulatory compliance support services, etc.;
- technical advisory services to TREE business endeavours, including advice on issues of occupational safety and health;

Service providers may include:

- government agencies,
- community-based institutions,
- NGOs and private enterprises,
- employers' and workers' organisations,
- self-help associations, including informal sector associations etc.,
- local consultants and experts

The preparation of post-training support begins during the planning phase of the TREE program with the identification of potential partner organisations in and around the TREE locality. Feasibility studies also provide useful indicators of what types of post-training support will be needed.

The planning of post-training support involves establishing contacts with and providing information to desired partner organisations followed by negotiations between the partner and the TREE committee to define specific needs and agree on the terms of support service provision

1. Develop a network of post-training support services

Ideally, to provide a full range of post-training support, three important elements should exist:

- a wide range of competent support service organisations;
- the ability to provide support in an effective and coordinated way;
- the ability of clients to afford and easily access services.

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 some cases where weaknesses of local partners have been identified in particular areas, gaps may be filled with capacity building or by accessing other established expertise, For example, where partners are weak in business or management skills the ILO expertise in areas such as Start Your Business or Improve Your Business could be useful.

The scope, size and mechanisms of post-training support should be negotiated and agreed upon between the TREE program and partners during the economic opportunities and needs assessment phase.

2. Reassess and confirm post-training support needs

After training has been completed, a meeting should be held with the local TREE committee, local resource people, e.g., trainers of the relevant skills and business training courses and representatives of proposed partner organisations to reassess and confirm post-training needs and plan post-training support. In particular, they need to:

- identify required support for starting and sustaining a business or
- income generating activity;
- evaluate needs for specific assistance such as accommodation or assistive devices for disabled people or literacy training for those with limited skills;
- identify investment and credit requirements and potential sources of finance
- plan a schedule of follow-up visits.

3. 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 team helps participants to develop a simple business plan based on market demand and then to produce quality products and services to satisfy customers.

4. Support to accessing credit

Start-up and working capital are key requirements to operating a micro-enterprise. However, capital is a resource to which, by definition, the poor have limited or no access to 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:

- Assessing the demand for financial services
- Assessing the supply of financial services:
- Assessing the Suitability of Financial Institutions as Partners
- Establishment of linkages with financial service providers.
- Linking TREE clients to partner institutions.

a) Assessing the demand for financial services among TREE clients[1]

Here are guide questions to assess the need for start-up and working capital as well as other financial services:

- What type of 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 and type
- Do the TREE clients have former experience with financial institutions?
- Are they familiar with the concept and practice of credit and lending?
- Do all the TREE clients need credit and other financial services?

b) Assessing the Availability of Financial Services: Mapping the Market [2]

Delivery of credit through existing institutions and the use of their financial management expertise to assist clients are seen as the most common way of securing access to financial services for TREE clients.

The first step in identifying potential partner institutions for the delivery of financial services is to map the existing market offering such services. The following questions, guidelines and criteria will help to identify appropriate institutions:

- Which institutions and organisations offer financial services in the area of the TREE program?
- Are they relevant to the financial or credit requirements of TREE programs?
- Are they willing to include TREE target groups in their rural lending program and if so, under what conditions?

c) Assessing the Suitability of Financial Institutions as Partners.

Criteria for the appraisal:

- presence of branches and networks close to the community where the program is being operated;
- availability of field staff who can monitor loans and provide additional financial services;
- experience in savings and credit programs for the rural poor;
- flexibility credit policies and procedures for short- and medium-term loans for individual and collective enterprises
- willingness to substitute stringent collateral requirements with group guarantees based on community support and pressure;
- affordable interest rates ;
- reasonable repayment schedules
- experience in small saving schemes;
- interest and willingness to participate in the promotion of self-employment schemes.

1 See ILO: "Microfinance Brief # 6: Mapping the demand and supply of microfinance".
2 See ILO: op. cit.

d) Establishing linkages to financial service providers

After having identified suitable partner institutions, the TREE program might have to enter into negotiations about terms and conditions of a partnership.

It may be appropriate for the TREE program 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.

e) Facilitating the Loan Process for TREE clients

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 applicants, either individuals or groups, clearly understand the terms and conditions of set up the loan and how to manage it.

5. Establishing Village and Community Funds

Village and rural communities throughout the Pacific have a tradition of raising funds for various community purposes. This is most notable in the field of education where local communities fund a significant proportion of recurrent and capital costs associated with primary and secondary schooling. Funds have also been used as a means of manageing the wealth resulting from natural resource exploitation (Nauru) and as a means of generating a sustainable flow of funds to finance vocational training (PNG).

The communal nature of land ownership in the Pacific also gives rise to village-level income generation primarily through the production and sale of agricultural products but also from rents and leases to both local and non-local farmers and entrepreneurs.

Village generated funds could represent an important source of credit for small scale business activities, identified and validated through the TREE process but owned and operated by villages and rural communities. TREE would be the methodological tool for identifying community-based enterprises and the corresponding training and business development skills required to run the enterprise, while the community fund would be the source of required credit and/or investment capital. The issues that would need to be resolved in order to put these potential investment resources to productive work include the following:

- How would such a fund be set up and managed from a legal standpoint
- Who would decide on the use of village fund resources
- What would be the procedures for accessing funding support
- How would the fund be replenished
- How would the fund be administered and financial accountability ensured

a) Legal Status

Such a fund could be registered as a non-profit foundation generating income from various agri-business activities operated and managed by the village. Income from the activities would be used to cover running costs and any surplus i.e. profit would remain in the fund and become available for investment in future activities.

b) Fund Control

Control of the Community-fund could rest either with a village development committee or with the Village TREE committee, who would priortize areas for the use of fund resources and, on the basis of TREE feasibility studies and business plans, decide which priority activities would be funded.

c) Procedures for identifying fundable activities

The fund would rely on the TREE process to identify and determine the viability of micro-enterprise ideas and related training projects. Initial funding for the enterprise would be limited to a trial period of 6 months, following which an assessment would determine whether to continue, expand or discontinue the activity. Training would be organised and paid for from resources allocated from the fund for the start-up of the enterprise.

d) Fund Replenishment

The Community Fund would own and operate all of the village businesses it was supporting. In effect, the resources generated by these businesses would represent the Community Fund's stock of venture capital which would rise and fall depending on the "profitability" of individual enterprises and the number of activities being supported at any one time.

e) Fund Administration and Financial Accountability

The terms on which fund resources would be made available to enterprise ideas would be determined by the local village authority. However, fund resources would be administered by a suitable rural lending institution, which would be responsible for the required financial accounting procedures and reporting on fund activities. The terms under which these services were provided to the village by the instituton would need to be negotiated but the principle would be that the village retains control of the use of the resources while the partner lending institution ensures that agreed upon withdrawal procedures are followed, transparency is maintained and financial accountability requirements are met.

6. Access to suitable premises for production purposes

Often micro-entrepreneurs operate from their own home, especially to minimize operating 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 a market place or near to sources of raw materials. When 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 should help participants find adequate premises and negotiate an acceptable agreement with the owner.

7. 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 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 where funds are available, the TREE program procures the equipment and hands it over to a group of participants on the basis of a monthly rental charge. 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 program should sign an agreement with the participant(s) before handing over the equipment and tools to the individual or group. Participants need to clearly understand their responsibilities under the agreement before signing.

8. Marketing support

Marketing is an essential element of post-training support and the TREE teams should be aware of its importance in promoting successful business ventures. An understanding of the importance of accessing markets is first developed 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 counseling and networking with the local business community. As indicated, local trainers and entrepreneurs play a key role in providing these services to TREE clients

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, building on the business plan developed during the training program. The main elements of a successful marketing strategy consist of:

- developing market linkages (with regular source of suppliers for inputs, with bigger traders and companies, etc.);
- developing inexpensive advertisement and sales promotion methods;
- promoting constant product development and diversification;
- maintaining an up to date awareness of competitor products and prices

9. Assistance with legal and regulatory requirements

TREE activities need to observe the legal and regulatory requirements of 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 the planning post-training support. Two of the most important regulatory requirements which TREE activities may need to satisfy are:

a) Obtaining a trade license from the local municipality

It is important that the businesses are recognised and given legitimacy. It may be necessary therefore for a TREE income generating activity to register with local authorities and with relevant trade associations.

b) Obtaining a certificate from the Health and Hygiene Authorities

There may be strict government stipulations for production and marketing of some products like food and beverages, etc., which require mandatory certification from the relevant health and hygiene authorities. Obtaining such a certificate may be a lengthy procedure and applications should be mde well in advance of business start ups.

10. Follow-up visits to TREE Income Generating Activities

A major cause of business failure in micro- and small-enterprises is the lack of relevant business counselling, particularly among first-time entrepreneurs, and especially during the first three years of business operation. Monitoring the TREE enterprise on a regular basis, especially during the first few months after start-up, is therefore an absolute necessity. New competitors, reduced product demand, inadequate management practices may all pose threats that need to be dealt with. At the same time, 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 program 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 the 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:
- examine financial management practices and suggest measures to strengthen where necessary
- provide advice on occupational safety and health, appropriate technology, etc.;

It is also useful to have this counseling done by successful entrepreneurs who can troubleshoot and provide practical tips and 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.

11. Documenting Post Training Follow-up Visits

Data and information gathered during the follow-up visits are recorded in the post-training support and monitoring forms (see Annex 5 for examples). 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.

The findings of the visits should be documented in a short report and regularly discussed by the TREE team with the local TREE committee. The reports will enable the program to monitor the progress of TREE activities and, where necessary, suggest changes or adjustments both in the contents of training programs and in the way training and follow-up extension services are being provided. For instance, it may be necessary to organise 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.

12. Support to Group Formation

Micro-enterprises and the self-employed often lack the resources to launch and sustain activities independently. Forming a group or local associations based on sector specific activities, can be useful in organising collective bulk purchasing and marketing, sharing the use of expensive equipment, facilitating access to technology and assisting members to meet quality and other regulatory standards. They can also become suitable frameworks for organising savings, credit and social protection schemes.

Depending on the context, individual enterprises may elect to join existing associations or form groups for production, collective marketing arrangements, or accessing credit.

Groups or associations of micro-entrepreneurs can be an effective means of stimulating the self-reliance of individual members, increasing their bargaining capacity in dealing with providers of equipment as well as with middlemen and large buyers. As local associations develop they may become major agents 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, members have better access to post-training support programs. Various government agencies and NGOs prefer to extend support services to groups rather than to individuals, as it lowers the costs of such programs.

In particular, group formation is an effective strategy to facilitate the poor's access to credit from various micro-finance institutions (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.

As part of post-training support the TREE team facilitates group organisation for production and marketing and helps those 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.

Post-Training Support
Annex 5

Tools and Instruments

Annex 5.1
Example of Post-Training Support Plan in Bangladesh

Status of training activities	Post-training support	Person/organisation responsible
Training on Manufacture of Paper Boxes & Shopping Bags 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. Training duration – Total 39 days. Number of Participants: 15	**Group organisation 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). **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 • A place will be rented for the production and business, some equipment will be provided for trial production under the supervision of a trainer • Shatata business group will organise 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. • The group should be ready to enter into business activity proper by the end of the 2nd month. **Market Linkages** • Partner organisation will help participants to develop linkages with the existing markets for sales of boxes. In particular, • A product and market promotion workshop to be organised with potential local buyers from neighbouring towns. **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.	Project Team /Partner NGO Project Team /Partner NGO Project Team /Partner NGO / Shatata Sh Project Team /Partner NGO / Shatata Project Team /Partner NGO / Shatata Project Team /Partner NGO / Shatata Project Team /Partner NGO / Shatata

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 programs 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 organisations 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 program. 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 program for livelihood, either as a stand alone service or as part of a package which may include community organising 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, 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 guidelines

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
Guidelines for Assessing the Capacity of Microfinance Institutions[3]

- *Vision and mission:* Does the organisation have a clear vision and mission? Is this in line with the vision of the TREE program? Does it combine social and financial goals? Is it willing to work with TREE's target group?
- *Strategy:* What is the organisation's strategy for its microfinance program?
- *Sustainability focus:* Does the organisation 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 program? 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 programs 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 program 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

3 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.

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.

Annex 5.4
A Note on Credit Guarantee funds

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 _____ Location _____
Travel Time _____ (hrs/days) Date _____
Duration of Visit _____ (hrs/days)
No. of Workers _____

Start-up Activities	ASSESSMENT	ACTION	
		Yes	No N/A
1 Have premises been obtained, paid for and agreement signed?			
2 Have licences been acquired?			
3 Is security adequate?			
4 Has marketing plan been developed?			
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?			
101 Is there a clear business sign?			
11 Is work environment appropriate?			

_____ _____
CLIENT SIGNATURE ADVISER SIGNATURE

Client Visit Form 2: Production

Client _____ Adviser _____
Business _____ Location _____
Travel Time _____ (hrs/days) Date _____
No. of workers _____

RAW MATERIALS	ASSESSMENT	ACTION Yes/ No N/A
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 organised?		
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?		

17. Are the principles of equal pay
for work of equal value applied? _____
_____

COMMENTS:_____ _____

CLIENT SIGNATURE ADVISER SIGNATURE

Client Visit Form 3: Marketing

Client _____ Adviser _____
Business _____ District _____
Travel Time _____ Date _____
Duration of Visit _____
No. of workers _____

	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 LOCATION

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?

_____

Marketing Activities - Page 2/2

Client _____ Business _____

	ASSESSMENT	ACTION		
		YES	NO	N/A
16. Are workers paid on time?				
17. Are debtors paying on time?				
18. Are there outstanding debts?				
19. Other:				

_____ _____

CLIENT SIGNATURE ADVISOR'S SIGNATURE

Client Visit Form 4: Finance

Client _____ Adviser _____
Business _____ District _____
Travel Time _____ Date _____
Duration of Visit _____
No. of workers _____

Finance - Page 1/2

	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 relative to cost?			
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?			

Finance - Page 2/2

Client _____ Business _____

ASSESSMENT ACTION
YES NO
N/A

_____

16. Are products easily available?

_____

17 Are sample products available for display?

_____

18 Other:

_____

_____ _____

CLIENT SIGNATURE ADVISOR'S SIGNATURE

Annex 5.6
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 ADVISOR'S SIGNATURE

Annex 5.7
Guidelines for 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 5.8
Example of Terms of Reference For Savings And Credit Groups
(Used by NRSP[4] under ILO TREE project in Pakistan)

Community participation is very important for rural development. NRSP is a non-governmental, non-profit support organisation 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 organisations 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.

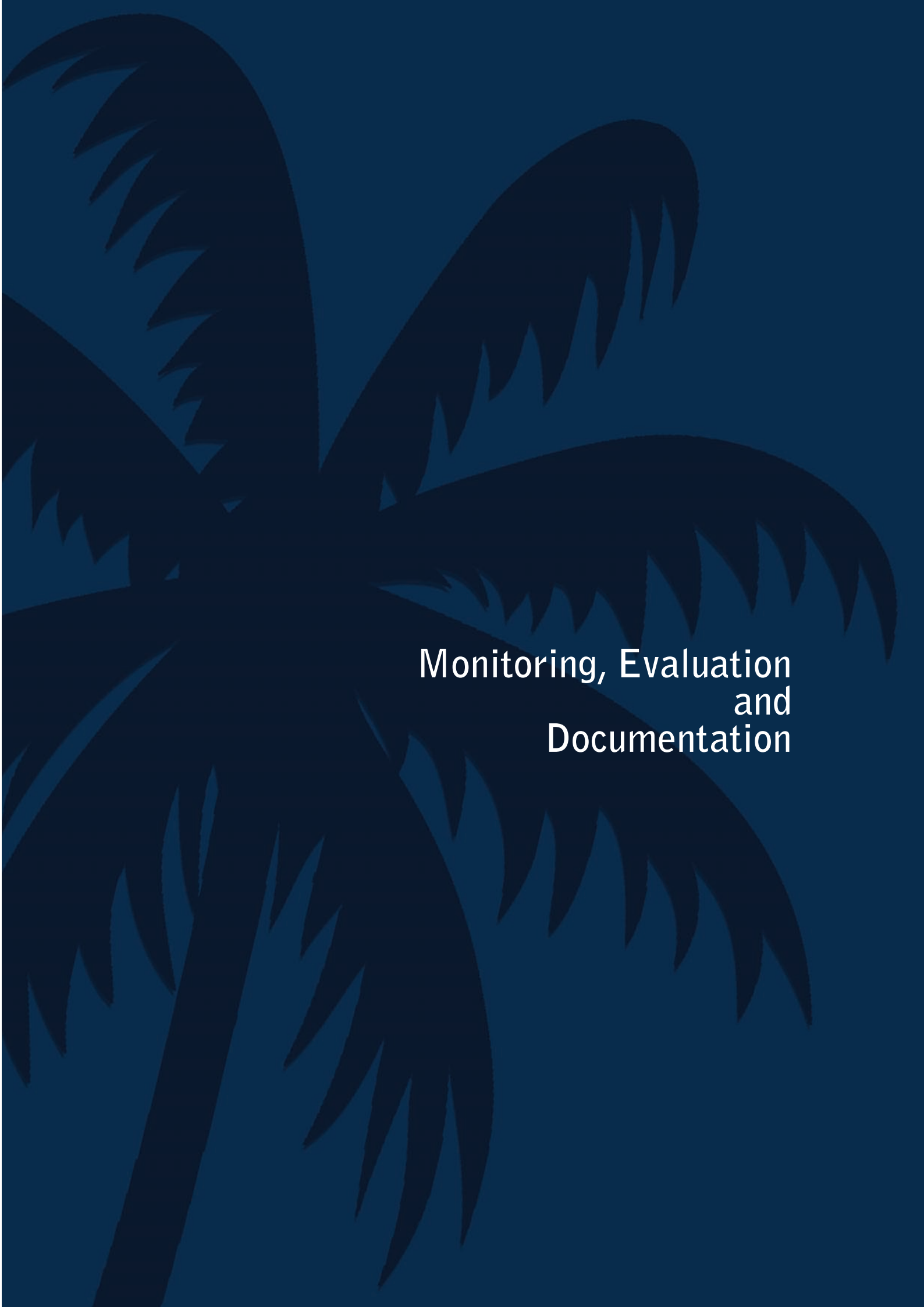
The terms of partnership are given below:

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 organisation 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. Organisation 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.

4 NRSP-The National Rural Support Program in Pakistan which was contracted to implement components of the ILO TREE Project in that country.

11. Group will facilitate others that are left/not benefited from a project due to any reasons.
12. The equipments/machinery given by an organisation or through another organisation for economic activities and not utilized will be given back to the said organisation: 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 organisation or government courts.
14. Loss due to any developmental scheme or plan implemented through NRSP or other organisation. 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: ……..…**



Monitoring, Evaluation and Documentation

6. Monitoring, Evaluation and Documentation

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Introduction

Monitoring, evaluating and documenting the TREE methodology and results is an essential and on-going process from the start of the TREE cycle until its final manifestation in a self-employment or micro-business activity. 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. Documenting the TREE experience is essential for shared learning and to ensure the institutional memory of the process that is being pilot tested.

Major activities:

- program performance monitoring plan;
- program performance evaluation plan;
- monitoring training delivery;
- monitoring and assessing micro-enterprise creation projects;
- monitoring groups and associations;
- documenting the experience.

1. Monitoring

Monitoring is the regular and systematic collection and analysis of data on what is happening in the program. Monitoring is an important management tool in the TREE process as it provides the information needed for overall guidance, adjustment and evaluation of program activities. Only when information regarding progress and problems is available and analyzed, can improvements in the planning and implementation of activities be made.

There are a number of tasks which should be monitored by the TREE team and the TREE Committee. These mirror the main stages in the planning and implementation process and are mainly focused on problems or delays encountered at each stage of the methodology. Clearly, in a step-wise process such as TREE problems encountered at one stage can have a knock-on effect for subsequent stages, so it is important to intervene as quickly as possible when difficulties are experienced. The main things to monitor are:

a) During the planning phase:

- selection of the appropriate training site;
- preparation, organisation and conducting of surveys;
- identification of skills training programs to be provided;
- selection of trainees;
- selection of trainers;
- preparation of the training course.

b) During the delivery stage:

- provision of training tools, equipment, supplies and materials;
- preparation of the training site;
- training of the trainers;
- conducting the training course.

c) 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.

2. TREE Performance Monitoring Plan (PMP)

The PMP is primarily designed to quantify project performance related to the achievement of target outputs during specific periods of the TREE implementation process i.e. How many people participated in the program? How many dropped out? How many business ideas were identified? etc. Monitoring also includes documentation and the maintenance of an information and database. The following main activities and outputs are monitored and documented in the PMP:

- training delivery;
- participation and operation of community groups;
- performance of trainees in the training programs;
- performance of individual or group self-employment or business activities.
- impact of activities on monthly income (tracer studies);

3. Monitoring at the national level

At the national level TREE program monitoring is carried out by the host agency. Depending on the reporting requirements of donors, government agencies or other involved institutions, progress reports by the TREE national program coordinator will be made on a regular basis i.e. usually either quarterly or semi-annually. The data collected is used to provide information on program performance and feedback to the lead implementing agency, program partners and donor agencies.

4. Local level monitoring

Monitoring at the local or community level is mainly carried out by the local TREE officers, course instructors and local TREE committee members. Things to monitor at the local level include::

- visits by TREE training staff and/or instructors in he post training period;
- 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 organisations are provided when needed;
- identifying problems faced by entrepreneurs and assisting them to find practical solutions.

5. 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;

These forms provide the absolute minimum of data needed for basic monitoring of program activities in training planning and delivery. Their timely completion and updates are the responsibility of the TREE project teams.

6. Monitoring the training delivery process

There are three stages in monitoring TREE training programs. Each stage utilizes its own standard form.

a) 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.

Enrollment record form: The list of trainees that are finally admitted to a particular training program is monitored in the enrollment record form.

b) 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 program. The report reflects tasks which were completed so far, or still in progress at the time of reporting.

c) Stage 3 – After training

Graduation report form: Customarily, training programs are marked with closing or graduation ceremonies and the awarding of certificates. Even for short training programs of a couple of weeks successful completion is the culmination of hard work and should be recognised. Appropriate certificates can be issued provided they represent a true description and assessment of the skills and knowledge that has been learned.

End of training report form: - The end of training report is the basis for the termination of the trainer's official engagement in the training program. 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 program and also the basis for the release of the final payment for their services.

7. Monitoring Post-Training Performance

Tracer studies: As part of the program design and methodology TREE training programs carry out tracer studies on individual and group-based activities to see if they are still functioning a few months after start-up. Data from these studies is crucial for the later evaluation of the program by partners, the government and, in the case of foreign funded TREEprojects, external evaluators.

8. Evaluation

Evaluation is the process of determining objectively whether the program has achieved its stated objectives or not. TREE type programs have many different objectives so it is important to distinguish between them when evaluating program performance: The results of an evaluation are usually accompanied by suggestions for improvement.

In training and capacity building programs there are three main types of evaluation: formative, summative and impact.

9. Formative evaluation

This is the evaluation of the training process. Was the quality of the training up to the desired standard?. Were participants able to follow the course and attain the learning objectives? Were the materials and training methods appropriate to the target group?

10. Summative evaluation

This is the evaluation of the outcomes at the end of the training activity? Did all pupils who started complete the program? What was the drop out or attrition rate? Did participants attain the required level of skill proficiency? How did trainees rate the skill and effectiveness of the trainer?

11. Impact evaluation

In the TREE context impact evaluation refers to the results which the program had on individual or group incomes and empowerment. Were individuals able to set up and run self-employment activities? Did these generate the expected additional income? Were women or disadvantaged groups able to access new income generating opportunities? Did the village and local economy benefit from the program?

12. Documentation/Reporting

Documentation is the recording of information on the TREE program in the form of reports which are used to follow progress and record experiences. These reports are, in most cases, written summaries of various steps of the program cycle which have already taken place.

13. TREE reports produced during the program cycle

There are a number of TREE reports which may be required during project implementation. However, the kind and volume of the reports will vary according to the project and donor requirements. Reports may be required on the following topics:

- Site selection
- Results of economic opportunities and needs surveys;
- Report on the feasibility study;
- Report on the training of trainers (ToT) course;
- Report on training course report;
- Report on post-training follow-up

a) Site Selection

The report on the selection of a program site shows the justification for choosing the site i.e. how it conforms with the selection criteria set up earlier and agreed on with the TREE Committee. Deviations from the criteria or the selection of a site which does not conform with the criteria should be justified. Site selection information should include:

- main characteristics of the proposed program 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.

b) Report from the economic opportunities and needs surveys

After completion of the surveys and the discussion in the local council/committee, the survey report covers the main points of the discussions (e.g. summary of the minutes). The report justifies the selection of a particular economic activity (or activities) for the preparation of a feasibility study.

c) Feasibility study

When a decision has been reached in consultation with the local council/committee on the most suitable area for income generation, a feasibility study is prepared to analyze the profitability and sustainability of the economic activities chosen.

Feasibility studies would cover the following areas:

- market analysis;
- technical assessment;
- management aspects;
- financial analysis.

d) Training of trainers (ToT) course report

The ToT course is conducted after the identification and validation of income generating activities in the feasibility studies. At the end of the course, a report is prepared by the TREE training specialist.

The contents of a typical ToT report would be:

- 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.

e) Training course report

The training course report is prepared by the TREE training specialist and 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 to the course. Of particular importance are questions related to replicating the training course in other areas.

The training course report should cover:

- assessment of the training objectives, methods, content and training aids;
- suitability of the instructor and their preparation

- suitability of the tools/equipment and the supplies/materials used;
- discussion of the trainees selected;
- discussion on venue, time schedule and other logistics;
- opinion of trainees of the training course and their expectations for employment/ business;
- general summary of course strengths and weaknesses

f) Post training follow-up report

The final report on a TREE program, i.e. the preparation, delivery and follow-up of a particular training course on one program 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 provision of post-training support services – did they materialize as planned/expected? Conditions posed? Practices of the agencies and organisations involved?

14. Status and progress reports

Such reports need to give an up to date situation for all the program sites, regarding:

- training planned;
- results of training;
- (preliminary) impact of training;
- networking with other agencies in relation to training;
- cost of training.

Monitoring, Evaluation and Documentation

Annex 6
Tools and Instruments

Annex 6.1
TREE program 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	Schedule by Mgmt
Immediate Objective 1: Increased employment for target groups					
#/% of participants in TREE training programs who utilize skills acquired for income generation Disaggregated by target group 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). Youth includes individuals 15 to 35 years of age. Unit: participants	Project team in districts	Project monitoring form- reported once per individual participant	Quarterly	Semi-annual technical progress review (Feb and August)

Annex 6.2
Monitoring TREE training programs

There are three stages in monitoring training programs 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 program before it starts through the following steps and standard forms.

(i) Recruitment of trainees

Qualification of trainees: The TREE project requires the implementing partners, through to recruit and select the trainees for a particular program. 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 program is contained in the training application form. The form is filled up by the applicants..

Enrollment records: The TREE project is informed about the qualifiers for the training program 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.

(ii) Completing the training application form (see Annex 6.3 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 program;
- to have an official document that will attest that the trainees are indeed interested in the training program.

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 program.

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 levels:

Below 100
From P101 to 500
From 5001 to 1,000
Over 1,000

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 program. In line with this, the trainee applicant is asked to sign on top of their printed name.

(iii) 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 program. 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 program, 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 program 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 program. It is likewise verified by the head of the implementing agency or their authorized representative.

(i) Completing 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 program, 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 program 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

(i) Completing 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.

The graduation report: This is prepared by the trainer and attested to by the head of the implementing agency or their authorized representative.

(ii) Completing the end of training report

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 program 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 program and its delivery in the future.

Annex 6.3
Training Course 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 local currency):

Below 100 101 – 500

501 – 1000 1001 - above

_____
Printed Name and Signature
of Training Applicant

Annex 6.4
How to Conduct Tracer Studies

1. The nature and objective of the tracer 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 programs scheduled for tracer: The TREE project staff maintain a monitoring of training programs with their specific start and end dates From which the project staff selects the training programs that have been completed three to four months previously and are now scheduled for tracer study.

Identifying the trainees to be traced: the project staff takes the names of the trainees.
from the list of training programs for which a tracer study will be conducted

Filling in the initial data: The project staff then prepares the tracer form by filling in each of the personal information boxes with 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 program was implemented by a partner-implementing agency, the interview is conducted by the TREE project staff.
- If the training program 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 program: The first thing that an interviewer must do is to review the documents regarding the training program. 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 local coordinator of the training program;
- 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 program attended? This question tries to relate the trainee's present employment, job, or enterprise with the training program 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: _____ [ ] with disability

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
Assessment of self-employment and small business/enterprise projects

I – Enterprise Information

1. Name of Small 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: $ _____ (*Attach details)*

7. Where is/are the sources of start-up capital for the enterprise?

   7.1 TREE Project (Tools, Equipment, training/production supplies):
   $_____

   7.2 Other donors

   - Name/s of Donor/s: _____ $ _____
   - Conditions: _____
   - Problems encountered: _____
     _____
     _____

   1.3 Loan/Credit: $ _____

   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: _____

1.4 Products (*If enterprise is engaged in production*)

7.4.1 Name/Kinds of Products of the enterprise:

Names of Products being produced	Volume of Production/period

1.5 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?
   _____
   _____
2. From where are they obtained or bought? Give the exact source of the materials?
   _____
   _____
3. What were/are the problems in getting raw materials?
   _____
   _____
4. . How did the owner/s solve the problems?
   _____
   _____

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 plastic bags?_____, by any other material? _____

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?

   ( ) YES ( ) NO

   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? _____
   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?

4. If No, Why? _____ _____
_____

If Yes, Why? _____
_____

5. 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?

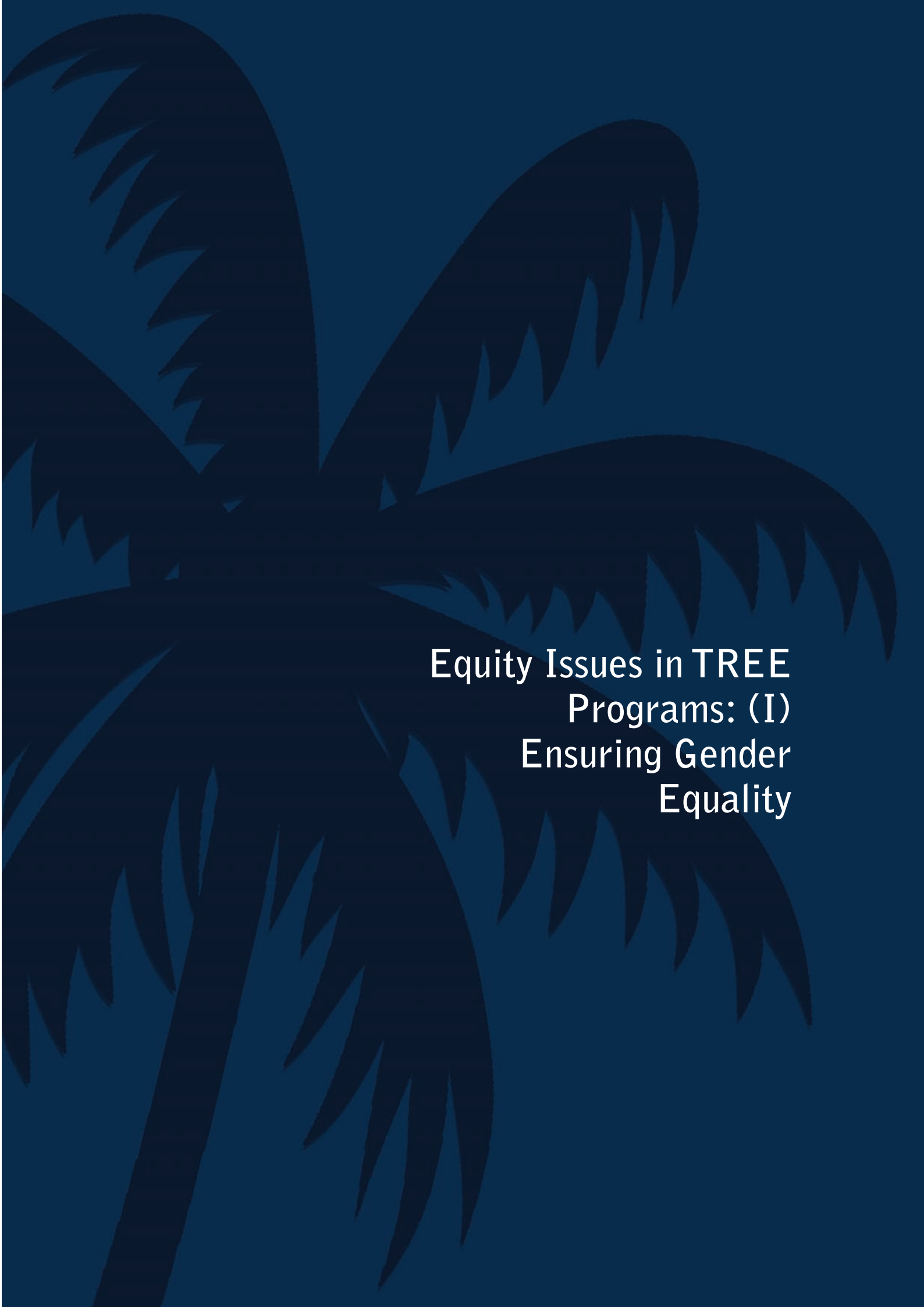
(Note: Refer to Issues and Problems as a guide for the interview.)

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)

Name and Signature of Respondent: _____

Name and Signature of Interviewer: _____

Date of Interview: _____



Equity Issues in TREE Programs: (I) Ensuring Gender Equality

7. Equity Issues in CB/TREE Programs: (I) Ensuring Gender Equality

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Introduction

The CB/TREE process is committed to using training and income-generating activities as a mean of promoting gender equality in rural areas. In this context it is important that CB-TREE programs:

- ensure that that each group has a say in the implementation of CB/TREE activities;
- anticipate the different impact of the CB/TREE program on women and men;
- recognize that changes in the status quo may be perceived both positively and negatively in the community ;
- ensure that information relating to training and other activities of the CB/TREE program is explicitly transmitted to both women and men.

1. Access To Training For Women In New Trades/Skills

The CB/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.

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 raiseing at both the community and institutional levels is required so that others in the community will accept women in non-traditional areas. This is why in many CB/TREE programs gender equality sensitization sessions are undertaken for all those involved in the program – women themselves, their families and communities, as well as partner organisations. In particular, the CB/TREE programs 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 CB/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.[1] 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.[2]*

1 The Vocational Training for the Alleviation of Poverty (VTAP).

2 Skills Training Thematic Report (draft) February 2004. ILO-IPEC Dusit Duangsa.

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.

> *… the 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*.

2. Capacity building of a "core group of gender trainers"

In Bangladesh a Training of Trainers (ToT) program 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.[3] 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, organising and facilitating gender awareness and workplace environment training.

3. 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 CB/TREE Methodology;
- be knowledgeable and skilled in non-formal training methodologies;
- write reports on training programs;
- 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.*

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.

4. Expanding Training content

In the CB/TREE programs, 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 organisational 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.

3 Refer to Annex 6 for the outline of the Manual on "Gender Awareness and Workplace Environment".

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.

5. 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 CB/TREE project in the North-West Frontier Province and Punjab Province in Pakistan is a program 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.

6. Increase the number of women instructors in TREE Programs

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.

7. Avoiding gender bias in curricula and training materials

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 CB/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.

8. Gender friendly additions to training delivery:

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 programs 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.).

9. Organising 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 CB/TREE program at the training venue as needed; this allows women to pursue their training in a concerted manner.

10. Gender mainstreaming post-training support

To address the gender constraints facing poor women in accessing facilities and post-training support services for self-employment and micro-enterprise development, CB/TREE emphasizes: group organisation 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 play a decisive role in the production and/or marketing in the sectors where training has taken place. Partnerships with these organisations, aimed at creating jobs or developing markets, have been established in all the CB/TREE projects.

11. Group Organisation and empowerment

Group organisation for production and marketing can be a powerful strategy for empowerment. Group organisation 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 CB/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.

12. Gender mainstreaming in monitoring CB/TREE programs

Monitoring

The monitoring of a CB/TREE program 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 CB/TREE teams, training institutions, officials and others involved that there is a focus on gender in the program. An analysis of such data should take place as early as possible, so that the program activities can actually be directed around trends identified from the data. A gender analysis of data should continue throughout the lifespan of the program.

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.

13. Networking with other organisations

Various ministries, government departments, international, national and local NGOs, chambers of commerce, employers' and workers' organisations are involved in skills development, micro- and small-enterprise development, income-generating activities, and the promotion of gender equality. The CB/TREE program should liaise with these organisations, share experiences and collaborate with them.

It is important that in monitoring the CB/TREE program the partner organisations ensure that gender concerns are fully integrated into the program. 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.

14. Gender equality: Indicators of impact

Gender indicators are used to plan, monitor and evaluate gender equality aspects of CB/TREE programs. 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 CB/TREE program 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 CB/TREE program, such as in opportunities for employment between women and men.

In general, indicators can be considered in terms of:

- whether outcomes from the CB/TREE program are appropriate and respond to the skills needs of both women and men, and match market demands (micro level);
- whether the partner organisations implementing the CB/TREE program (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 1, below.

Box 1: Examples of indicators for gender and skills training

Micro level

- The number of women in relation to men trained through the TREE program in various trades and occupations compared to before the program 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 program 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 CB/TREE program 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 program is finished.

Macro level

- New legislation changes that link to training and employment opportunities for women and men.

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 CB/TREE program.

15. Documenting the experiences of other projects

Documenting the experiences of CB/TREE programs 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 organisations for their own activities ;
- it provides inputs for the design of new CB/TREE programs at the national level or in other countries.

Box 2: Lessons leaned from the Bangladesh CB/TREE 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-organisation 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 mobilisers. 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.

16. 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. CB/TREE programs 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.

17. Evaluation

Generally speaking, CB/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 CB/TREE program 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 CB/TREE programs 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.

Equity Issues in CB/TREE Programs:
(I) Ensuring Gender Equality

Annex 7
Tools and Instruments

Annex 7. 1
Glossary of Gender Terms

Glossary of gender terms[4]

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 roadwork-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

4 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.

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 programs 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 programs 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 programs 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).

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.[5] 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.[6] 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

5 Beck T. (1999) Using Gender-Sensitive Indicators. A Reference Manual for Governments and Other Stakeholders, Commonwealth Secretariat, London, 1999.

6 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.

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.[7]

7 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 CB/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 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) ? 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.[8]

(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.[9]

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.

8 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.

9 ILO Bureau for Employers' Activities (2005) Employers' Organisations taking the lead on Gender Equality. Case studies from 10 countries. ILO Geneva.

Annex 7.4
Capacity building program in Gender advocacy and awareness raising for host agency, partner organisations and local teams (from CB/TREE project in Bangladesh)

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 CB/TREE program. 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. Program 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 CB/TREE committees, government staff, NGOs, employers' and workers' organisations, 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 CB/TREE host agency, CB/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 CB/TREE program. But creating gender awareness is not a one-time activity. It is planned as an ongoing feature of CB/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 mobilisers 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 CB/TREE committees, social mobilisers and other relevant staff)

Members of local CB/TREE committees and, as the case may be, social mobilisers, play an important role in motivating the target groups and acting as facilitators in CB/TREE programs. 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 CB/TREE programs and are therefore trained in advocacy work. As such the orientation sessions train the participants on:

- the objectives and activities of the CB/TREE program;
- gender issues and inclusion of gender concept in CB/TREE methodology;
- the methods of motivating community people and the family members of the target trainees;
- non formal community-based training approaches;
- their role in program implementation;
- monitoring of program activities, including the need to regularly undertake gender assessments (for instance evaluate the impact of the program 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 organisations.

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 program 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 CB/TREE approaches. In Bangladesh, a specific training manual has been prepared for this training.[10] 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 CB/TREE methodology;
- be knowledgeable and skilled in non-formal training methodologies;
- acquire skills and techniques in planning, organising and facilitating gender awareness and workplace environment training for the target group;
- use the training manual and materials and audiovisual aids prepared for the training;
- write reports on training programs;
- 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.

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.

10 Refer to Annex 4 for the outline of the Manual on "Gender Awareness and Workplace Environment".

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 CB/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.

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 program activities. This may be done through organising advocacy meetings in the communities. The objective of such meetings is to present the CB/TREE program to the community, discuss what it involves from the community, brief the male relatives of women participants about CB/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 program.

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 program in each village on a continuous basis.

Annex 7.5
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:

1. The CBT concept and methodology
2. Concept of development and development indicators
3. Gender concepts and differences between sex and gender
4. The division of labour of women and men in the society
5. The reasons for the changing gender roles in society
6. The strategies to bring equity in gender roles
7. Gender in the socialization process
8. Gender needs (an introduction to practical and strategic needs)
9. Organising around different issues and objectives (self-employment, gender issues that cut across different occupational categories, etc.)

Module 2 comprises:

1. Equal opportunity policies: International and national
2. Labour laws and Factory Act of Bangladesh
3. Workplace safety and security
4. How to make decisions in the family and at the workplace
5. How to be assertive
6. How to apply for a job
7. Occupational health and safety
8. HIV/AIDS
9. Organising: 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 7.6
How to compare gender neutral information and gender-aware information[11]

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.

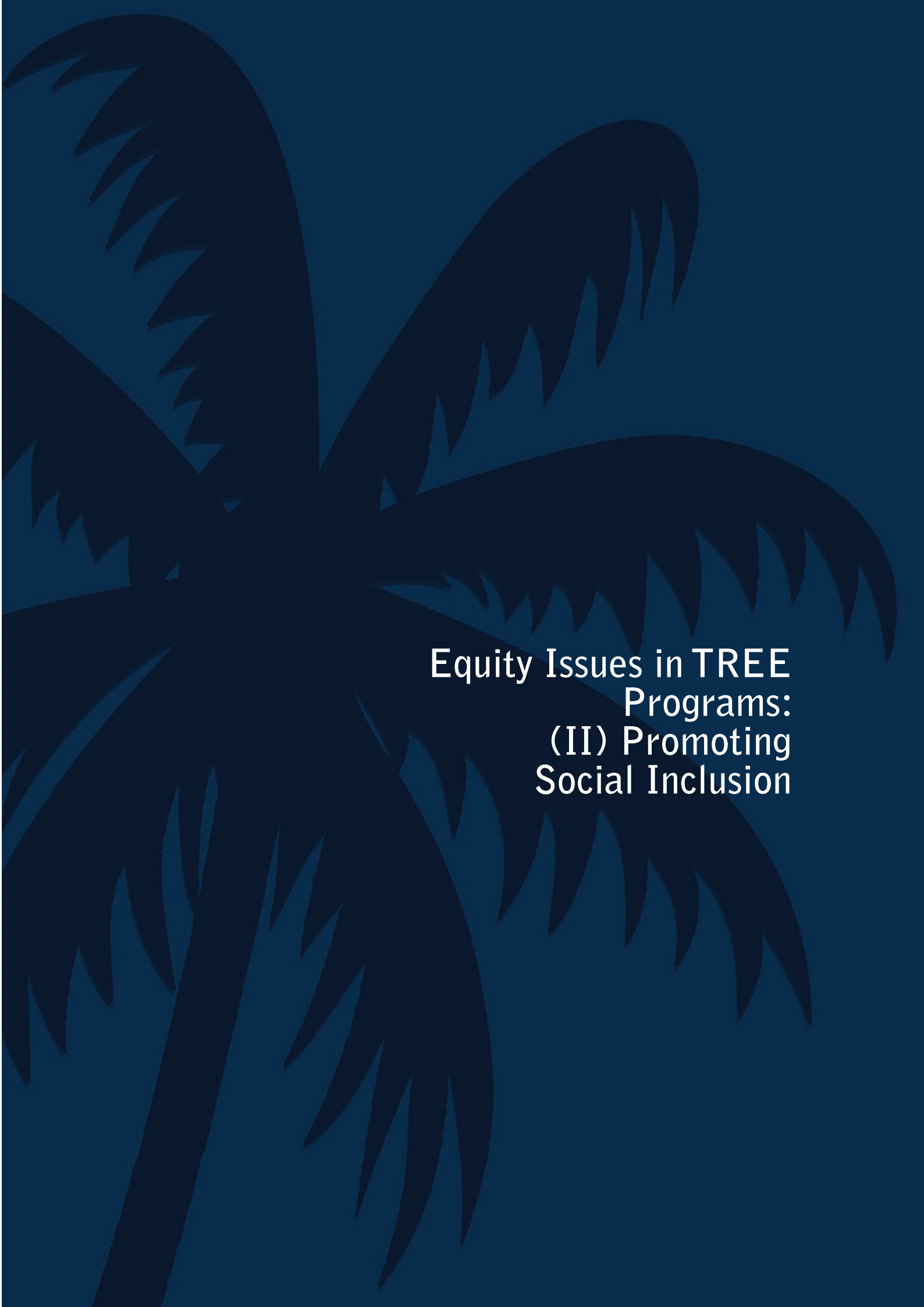
11 Adapted by Una Murray (op. cit.) from APEC Guidelines for Gender Analysis http://www.iot.gov.tw/apec_tptwg/TPT/tpt-main/Steering-Committees/HRD/tpt-wg-16-final-papers/apec-guidelines-for-gender.htm

- 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; - Consider how the introduction of new skills or new technology has affected both women and men; - Consider how previous projects have affected workload of both women and men and family responsibilities have impacted on availability for project activities.

Annex 7.7
Scanning reports for gender and skills information[12]

CRITERIA					
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?					

12 Source: Murray, U. op. cit.



Equity Issues in TREE Programs: (II) Promoting Social Inclusion

8. Equity Issues in CB/TREE Programs: (II) Promoting Social Inclusion

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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 CB/TREE programs will help address some of these obstacles, if the barriers to their participation in CB/TREE are removed.

CB/TREE staff must be familiar with disability if programs are 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 CB/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 program 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 CB/TREE program. By applying the basic CB/TREE principles of planning, participation and partnership to disability, it can effectively integrate them into CB/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 CB/TREE, along with other stakeholder groups, is vital. Finally, partnerships with other organisations and disability advocacy groups will assist in filling knowledge and resource gaps.

1. Background and barriers

The disable represent a significant group in all societies, The World Health Organisation (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. 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 a principle objective of the CB/TREE program: to mitigate poverty and disadvantage through building skills.

Broadly speaking, disability inclusion means supporting and ensuring the participation of people with disabilities in all aspects of society including education, training and employment and providing the necessary support 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 (as a result of how infrastructure and transport facilities are designed);*
- *information and communication (as a result of how training an information service are organized, formatted or disseminated);*
- *political and legal (as a result of the absence of laws or policies to foster their inclusion or right to participate);*
- *institutional (as a reslt of limited institutional and staff resources);*
- *attitudinal (as a result of negative attitudes, stereotypes and outright discrimination).*

These barriers are further compounded by gender inequality, whereby many girls and women with disabilities have less access to education, training and employment than disabled boys and men or their non-disabled peers.

It is important for CB/TREE organizers, staff and partners to be aware of these barriers, to examine their own attitudes towards disabled people and to overcome barriers to the participation of disabled people in the CB/TREE programs. Being aware of disability and the barriers disabled persons face is an initial step toward inclusion.

2. 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 recognised 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.

a) 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.

b) 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.

c) 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 CB/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. 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 CB/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.

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."

The ILO project to improve provincial training centres in Cambodia during the 1990s (upon which some phases of the CB/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.

4. Skills training and disability: Major issues and challenges

CB/TREE programs 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.

a) 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.

b) Information and communication

Since CB/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.

c) 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. CB/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 CB/TREE program 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.

5. Organisational structures for training the disabled

A variety of organisationl 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.

6. Disability inclusive settings

Inclusive vocational training systems have the following characteristics:[1]

- the **integration** of disabled and non-disabled people in **one overall system**;
- the **involvement of disabled people** in all aspects of that system, including design and development of programs and the hiring of disabled people as trainers and teachers in these programs;
- 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;

1 ILO: Proceedings of the Expert Group Meeting in Inclusion of People with Disabilities in Vocational Training (Bangkok, ILO, 2006), pp. 17-18.

- **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.

CB/TREE organizers, implementers and partners should take the following steps to become inclusive:

1. **Develop a policy and a strategy for inclusion:** 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 organisation 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 CB/TREE approach. Systems should be in place to communicate this information to relevant personnel, advisory groups and community leaders involved in CB/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 program, but may require assignments or modified approaches as described in the structures and approaches parts of this Part of the manual.

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 Organisations (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 CB/TREE project and improving learning outcomes for trainees with disabilities.

7. Segregated Disability 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 program 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.

8. 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.

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".

9. 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 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' organisations can be involved in helping to organize on-the-job training programs.

10. 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.

11. Including disability in each stage of TREE

The CB/TREE program 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 organisation and planning

Process 1 of CB/TREE involves institutional organisation 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, organisation and planning of CB/TREE;
- providing for inclusive and accessible planning meetings and processes;
- selecting appropriate partners;
- planning for disability considerations through the program, including in budget allocations

a) 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 CB/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,

3. reports related to disability issues may have been developed by the ILO or other organisations. DPOs, other UN agencies, government ministries or Human Rights Commissions may also be of assistance in sourcing disability information.

4. Conduct an overall organisational 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 program 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.

5. Many governments have coordinating bodies related to disability or committees that might provide needed expertise and resources to assist.

b) 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 organisations have a network of other organisations with whom they work and get information and otherwise partner with. Assess their extended network for organisations 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 program.
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 organisations, especially those who will be on the CB/TREE national advisory committee.

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.

c) Planning considerations

The advisory committee will be involved in critical planning tasks and decisions related to the CB/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 programs, family approaches and others.

d) CB/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 CB/TREE program 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 programs 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 program 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 programs (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.

e) Local Team and Village Committees

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.

Process 2: Identification of economic opportunities and training needs assessment

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 of the CB/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 organisations, 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.

a) Locate disability organisations and resources

There are many types of organisations 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 programs (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 organisations which can assist in implementing the CB/TREE program inclusive of disabled persons at the local level.

b) Effective outreach for involvement and community assessment

Rely on local advisers, DPOs and others identified in the assessment of disability organisations 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.

c) 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.

d) 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.

e) 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: Preparing and delivering the training program

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.

a) 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.

b) 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 CB/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.

c) 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 program 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

3 ILO: Skills development through community-based rehabilitation (CBR). A good practice guide (Geneva, ILO, 2008), p. 52.

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 program 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.

d) Curricula, lesson plans and training materials

The principles of how CB/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.

e) 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 (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 programs into their teacher and instructor training curricula and more can be learned from national and international experts on the topic.

f) 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.

a) 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 CB/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.

12. Facilitating access to wage employment

To help disabled persons secure wage employment CB/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.

a) 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 program 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 Part 5 Post-training support for micro-enterprise development and wage employment.

b) Assistance 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.

c) Enable and assist the disabled person to 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.

d) Networking with other agencies and social partners

In some communities, special programs or initiatives exist to assist disabled people to move into wage employment. Network and partner with these organisations, 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.

13. 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.

14. 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.

a) 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 CB/TREE project staff will need to work to dispel these negative attitudes and to help overcome the barriers to obtaining credit.

b) The need for innovative approaches

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.

15. 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 CB/TREE project. The process will provide a measure of accountability and documentation of the CB/TREE experience can add to the body of knowledge regarding inclusive and participatory programming.

a) Monitoring

Ongoing monitoring of the CB/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 CB/TREE, including people with disabilities. The success of this inclusion should monitor all aspects and phases of CB/TREE. If people with disabilities and the disability perspective are not included in Phase 1, planning and organisation 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 Part of the methodology but each project will need to develop specific measures based on community standards and realities.

b) Evaluation

From a disability perspective, CB/TREE should ultimately be evaluated in terms of its success in building skills that result in work for the CB/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 CB/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 CB/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 CB/TREE involves community empowerment measures, it should also examine how disability organisations, 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 CB/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?

c) Documentation

4 For more information, see ILO: Managing Success: An Instruction Manual for the APPT Database and Management Information System (Phnom Penh, ILO, 2008).

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 programs 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 CB/TREE.

Equity Issues in CB/TREE Programs:
(II) Promoting Social Inclusion

Annex 8
Tools and Instruments

Annex 8.1
ILO disability tools and resources[5]

- 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.

5 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

- 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
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

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.
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

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.

Example: Showing or demonstrating
Mrs. Seng Sopheap 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."

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.

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, 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.

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.

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 Organisations

These are some of the major international NGOs and disability organisations, operating in many countries, which can be contacted for information on disability and to locate national disability organisations.

- Action on Disability & Development
  International development agency that supports organisations 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
  Organisation 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 organisations or assemblies of disabled people; see website for national member organisations.

  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 organisations.

  Address: c/o The Rix Centre University of East London Docklands
  Campus London E16 2RD Great Britain
  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
  Organisation run by and for people with learning/intellectual disabilities.

  Address: Hampton House, 4th Floor
  20 Albert Embankment
  London SE1 7TJ
  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 organisations.

  Address: 25 East 21 SCB/TREEt, 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 organisations.

  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 organisations blind persons and persons with visual impairments; see website for national member organisations.

  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
  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 organisation in the mental health field with organisational 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 organisations.

  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 organisations of deafblind people; see website for national member organisations.

  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 organisation of people with psychosocial disabilities with organisational 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, programs and institutions.
AFFIRMATIVE ACTION	A policy or program 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, programs 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 program.
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 recognised 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 programs 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 program 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 program 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 recognised 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.