

Implementation Manual

Community Enterprise Development Methodology

Volume One **Institutional Planning and Management**

Vocational Training and Enterprise Development Project
(PHI/97/026)

International Labour Office
Manila, Philippines

Preface

In September of 1996, the Government of the Philippines signed a Peace Agreement with the Moro National Liberation Front (MNLF) that ended almost three decades of civil war in Mindanao. Whereupon, the UN system in the country led by the UNDP, organized the SPCPD-NEDA-UN Multi-donor Assistance Programme for the MNLF and the communities that were ravaged by the war.

The ILO in Manila was assigned one component of the programme – Vocational Training and Enterprise Development. The Project, which lasted for 36 months, was funded by the Governments of Spain and Belgium.

In order to realize the mission of the Project, the staff designed a special methodology that will not only address the technical objectives and its imposed targets, but will also win the trust and confidence of the beneficiaries to the peace process and to the noble intentions of the international donor community. This Manual describes the methodology, and presents the instruments and materials that were developed and utilized in the implementation of the Project.

The Project Staff is forever grateful to the men and women who have greatly influenced and contributed to the success of the Project as well as in the preparation of this Manual. But first and foremost, the Staff takes pride in mentioning the inspiration provided by the Project's target groups, the members of the MNLF, and other indigenous peoples, in the sixteen "states" located in the 14 provinces and 10 cities that comprise the Special Zone of Peace and Development (SZOPAD) in Mindanao. Truly, the opportunity of having to work for, and with them, in this critical period of cementing the fragile peace, is something worth the sweat and efforts of the Project staff.

The Project would like to mention the personal attention provided to the project by Mr. Theo Meyers of the Belgian Administration and Development Cooperation Agency, and Mr. Victor Guasch and Ms. Teresa Jerena of the Spanish International Cooperation Agency, who were always ready to be with the staff whenever they can have time to visit community projects from Central Mindanao, the Zamboanga Peninsula, including the islands of Tawi-tawi.

From the SPCPD and NEDA, the Project staff would like to acknowledge the assistance and inspiration provided by Mayor Muslimin Sema who was the first Executive Director of SPCPD, Vice Chair Hatimil Hassan, Executive Director Uttoh Salem Cutan, who is the present the National Programme Director of the Programme, and Director Maria Lourdes D. Lim of NEDA in Region XII. Sincere appreciation is also given to the assistance provided by the various men and women in the UNDP offices in Cotabato City and Manila, the Chairpersons of the MNLF State leadership in SZOPAD, and their Development Management Officers of the SPCPD in the communities.

From the ILO in Manila, the Project received much encouragement from three distinguished officials – Mr. Richard Szal, who was the Director of the Manila office when the Project started its implementation, Mr. R. W. Bohning, who was the Director of SEAPAT, and Mr. Werner Blenk, who is the present head of the ILO in Manila and SEAPAT.

This Manual has been prepared by, and elaborated by the Project Team composed of the following:

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The Team received able backstopping support from Mr. Mario Galman, and three programme officers and associate experts in ILO Manila – Ms. Diane Respall, Ms. Hilda Tidalgo, and Mr. Toumo Poutiainen.

Finally, grateful acknowledgement is also accorded to the other members of the Project Team – Nash, Kum, and Mudz, for their logistical support in the field and in the preparation of these materials.

Cotabato City
Philippines
December 2000

Introduction to the Manual

This Manual was developed, and was utilized, in a project component on vocational training and enterprise development implemented by the ILO for the SPCPD¹-NEDA²-UN Multi-donor Programme for the MNLF³ in Mindanao, Philippines. The programme, which was supported by six UN agencies, (UNDP, FAO, UNFPA, UNICEF, IOM, and ILO), was created to support the 3-year Peace Agreement between the Philippine Government and the MNLF after almost three decades of armed struggle for a separate state in Southern Philippines.

Its target groups were former combatants, most of them Muslims, indigenous peoples, and some Christians who belonged to the poorest and most marginalized social sectors in the area. As a result of the armed conflict, they were cut off from the regular programmes of government and ultimately from the economic and political mainstream.

Background Study

In an effort to design an appropriate methodology that will address their needs and at the same time build their confidence in the peace process and its stakeholders, the ILO conducted an informal but in-depth analysis on the normative and behavioral characteristics of the beneficiaries. The purpose was to examine their attitudes, feelings, and outlook towards society, and most of all, about poverty – from their own point of view - why they are poor, in what way they can improve themselves, and how government or other development agents should work with them to achieve their goals in life in the most effective manner taking into consideration their culture, traditions, and socio-economic preparation vis-à-vis the strong and deep-rooted influence of their “enemies” in the affairs of politics and the national economy. In effect, the study

¹ SPCPD stands for Southern Philippines Council for Peace and Development

² NEDA stands for the National Economic and Development Authority

³ MNLF stands for the Moro National Liberation Front

centered on the target group's reflections on their daily experience in dealing with the structures and systems of the country's political and economic machinery.

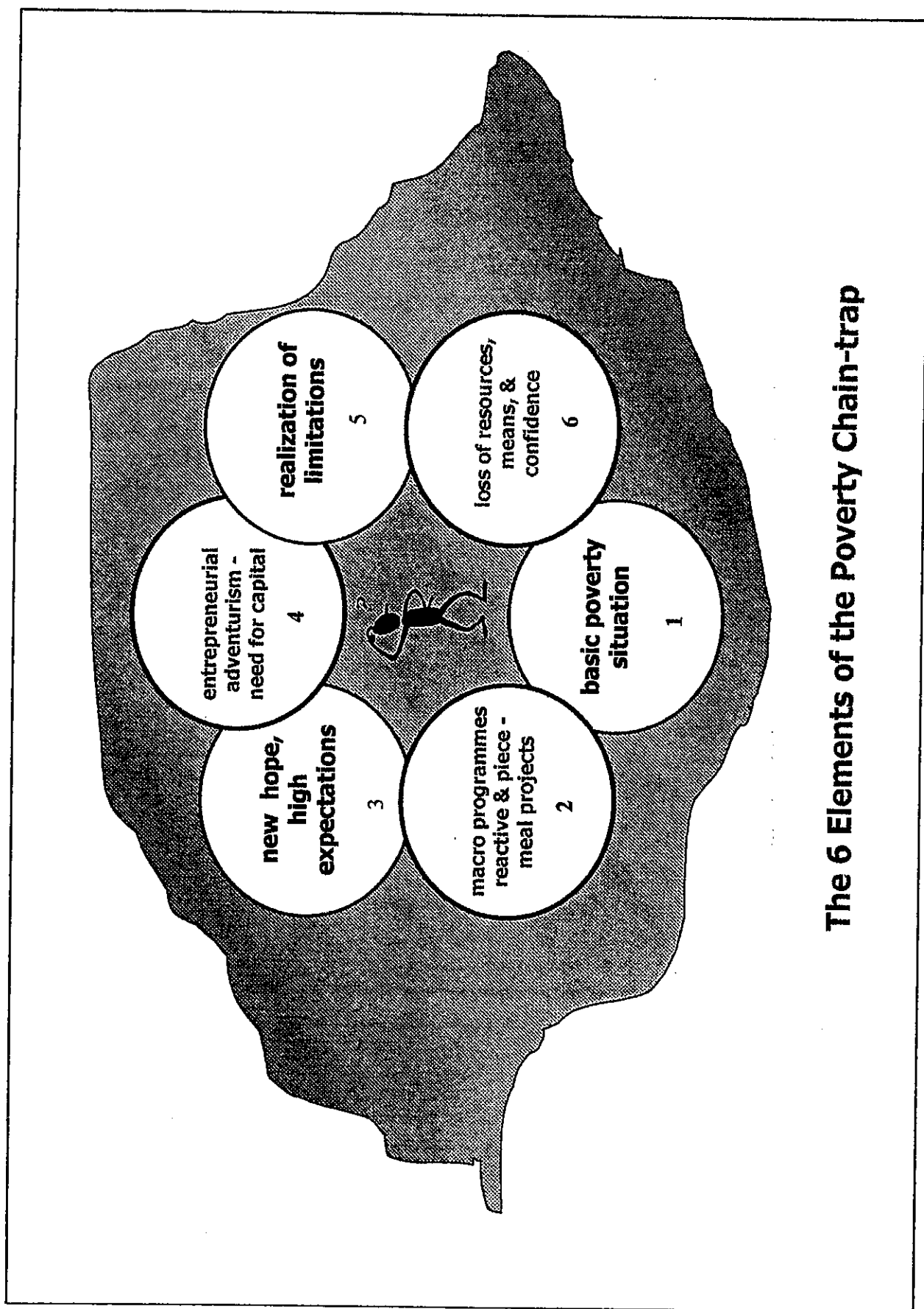
Essentially, the study focused its analysis on the "mind" of the target groups rather than on their economic, social, and political environment. One of the Project's findings is that the poor are not very much concerned with macro policies and huge socio-economic programmes of the government. Large national projects like economic zones, huge industrial complex, fishing ports, roads and bridges, communication facilities, creation of new government agencies, etc., are too distant for them to appreciate. They do not have direct effect on their psychological needs. In fact these "solutions" even exacerbate the bad effect especially if they do not result into quantifiable and material improvements in their livelihood.

The "Poverty Chain-trap"

The poor see poverty as a result of a "series of events" that affects their daily lives while interacting with the social, economic and political forces around them. The configuration appears in the form of six elemental components that are strongly interlocked together in a never-ending sequence of cause and effect. For purposes of presentation, the Project referred to it as the "poverty chain-trap".

The six (6) elements of the poverty chain-trap viewed from a community, by the poor themselves, are the following:

1st element: Basic poverty – Aside from the general characteristics mentioned in many assessment studies on poverty, a typical poor family in the ILO Project communities has little productive assets. Most of the times they even have nothing at all. In view of this they cannot get into economic undertakings that could generate sufficient income to buy them their basic personal and home necessities. They are marginally educated. In fact some are functionally illiterates. Most of the poor are found living in relatively "new" settlements, areas that attract "rural migrants" due to the "perceived"



The 6 Elements of the Poverty Chain-trap

emergence of better livelihood opportunities. Poverty situation is exacerbated by poor or complete absence of social infrastructures and services such as school, health centers, potable water, transportation, and communication facilities. In the poor provinces of Mindanao, the villagers feel even greater alienation and insecurity due to constant armed activities where they are forced to move from one place to another like "refugees".

2nd element: (Some) development interventions - Through some government and non-government interventions, small and stopgap assistance programmes are delivered to rural communities. They come in many types and categories. Some are in the form of training, community organizing, health services, literacy programmes, water systems, small credit, animal dispersal, etc. Of course all of which are honestly designed to build capabilities and to empower the poor. However, most of them are ad-hoc in character, actor-driven, short-lived, individual-focused, and loosely coordinated. Very few are based on applied development philosophies and socio-economic frameworks. Most of them are products of growth-centered and dependent development thinking.

3rd element: New hope & expectations- Admittedly, there are some positive effects of these interventions that provide new hope to the poor especially those that are related to direct income generation or augmentation to families. Some quantitative indicators for this are; improvement of houses, acquiring some simple luxuries (radio, TV, bicycle, etc.), new clothes, shoes and other personal belongings, celebrations, frequent travels to town or cities, etc. These temporary gains develop increased expectations and false self-confidence. The beneficiaries are kept unaware of the fact that programme interventions are usually reactive and wanting of enough resources and long-term reform policies.

4th element: Entrepreneurial adventurism - With the perception of enhanced capabilities and continuing welfare and development assistance, the poor are tempted to embark on increased adventurism. The "newfound" resources, skills, opportunities, and the presence of service providers motivate the poor to engage in increasing production, or in new economic activities – some through cooperatives as commonly suggested by their benefactors, while others, in growing numbers, are by families and individuals. These are manifested by the proliferation of sari-sari stores, small service or fabrication shops, food vendors, increased farming and fishing activities, etc.

The major problem is that this pursuit of new entrepreneurial activities necessarily requires new or additional financial capital. In the rural areas, in the absence of savings and/or animals to sell, working capital are provided through various sources - socialized credit programmes from NGOs/GOs, group or collateralized loans from banks, and informal credit from middlemen and local moneylenders. Skills and social relations do not, by themselves, form a capital. Generally, however, owners of capital would normally demand for guarantees, business track records, the filling up and submission of voluminous official paper requirements, strict repayment schedules, high interests and service fees, etc., as the pre-conditions for granting such loans or credits. Unfortunately, this is where the trap usually begins. The real poor do not have the means and capabilities to meet these requirements. The few, who are forced to comply, fall prey into the 5th element.

5th element: Realization of personal limitations - This fifth element is characterized by a sudden realization of the incapacity of the poor to manage, sustain, or improve on their economic undertakings. Hence, they usually fail to settle their loan or credit obligations. The reasons are many - poor harvest/fish catch, bad weather affecting production, other pressing family needs, piling interest rates and penalties, inadequate managerial skills, too large amount of loans, etc. In extreme cases, the poor

would have to send their sons or daughters as domestic helps to owners of (informal) capital in order to pay their debts. The worst is when they resort to crimes and other extra legal means in order to settle their obligations, because contrary to some prejudiced opinions, the poor are generally honorable borrowers.

6th element: Loss of resources, economic means, and confidence - Non-settlement of obligations results into painful "confiscation" or seizure of collateral or guarantees by the creditors, loss of credit worthiness and opportunities to apply for further loans. These events ultimately erode the self-confidence of the new economic adventurers.

This situation drives back the poor to the poverty chain-trap!

Preparing the Manual

In view of this findings, the Project examined ILO's Community-based Training or CBT Methodology, which, so far, approximates the need for a comprehensive and systematic approach in attacking the issues and field situation. The CBT materials were field tested and developed into a new/updated methodology that the Project now calls the Community Enterprise Development or CED Methodology.

This CED Methodology confirms the conclusions in CBT that "training alone does not create employment". In fact, employment, self-employment, income-generation, or business enterprises, are essentially the result of many contributory factors. This is true whether in the formal or in the informal sectors. And this is even more defined in programme interventions for alleviating or eradicating poverty as a policy for the promotion of peace and national unity.

The forms used in this CED methodology were all developed with the objective of closely linking the technical aspects of field implementation with the requirements of bureaucratic

administration and financial management. Hence, important forms such as the Training Proposal, for example, contained budgetary items that were decided in the project policies and were allowable in finance and audit. Contract agreements in the procurement of professional services and in the acquisition and disposal of material assistance to the beneficiaries, were designed taking into consideration not only their effectiveness in service delivery but also their acceptability in project audits.

Parts of the Manual

This Manual contains the requirements to implement the three stages of the CED Methodology, which are: "planning", "training", and "application"⁴. It is composed of four (4) volumes. Each of the volumes is addressed to a specific objective and designed for a specific actor.

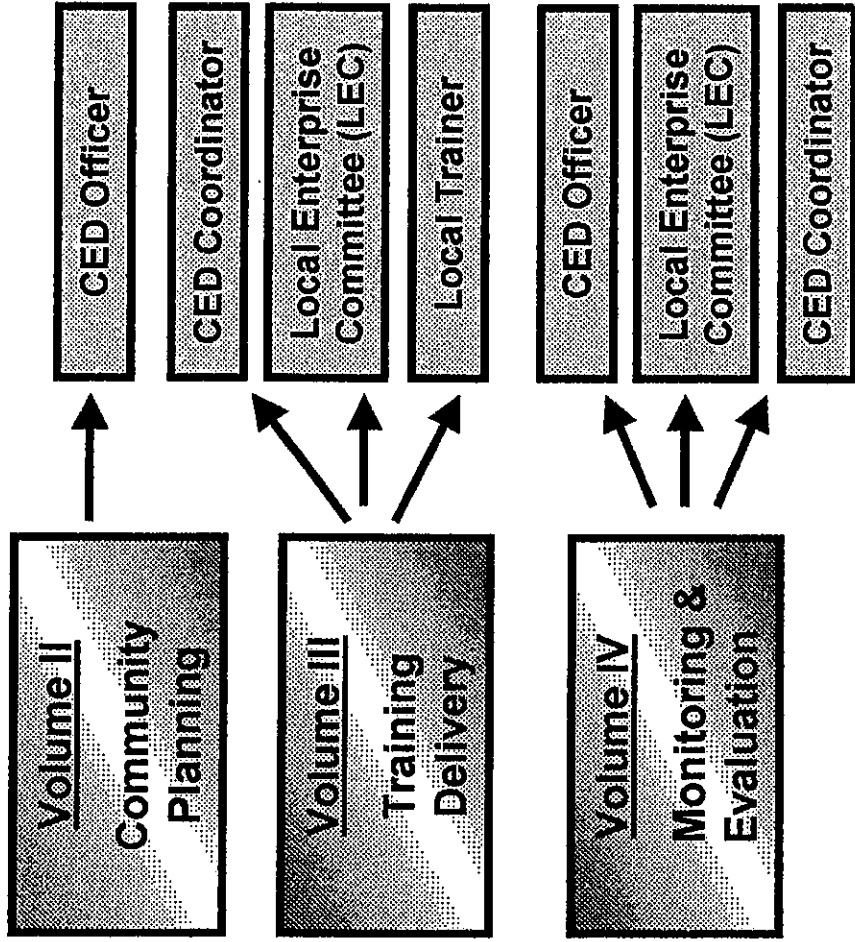
- Volume One - Institutional Planning
- Volume Two - Community Planning
- Volume Three - Training Delivery
- Volume Four - Monitoring and Evaluation

While each one can be taken independently from the others, they are closely inter-related as part of one Methodology. Hence, they must be adopted by an implementing agency. Not yet included in this Manual are the materials needed to implement the fourth stage of the Methodology – "decisions", which deals with the requirements in business operations and financing support in the real world. At the time of this writing, the Project was winding up in preparation for its second phase where the fourth stage of the Methodology is supposed to be implemented.

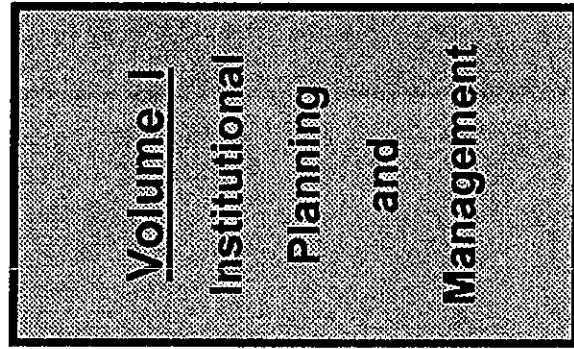
⁴ Please refer to the text on the CED Methodology.

Manual for Community Enterprise Development

Users



Agency Guide



The Community Enterprise Development (CED) Methodology

The Community Enterprise Development (CED) Methodology was developed as a response to the Poverty Chain-trap obtaining in small villages in Mindanao. Hence, it is designed as a tool for creating and/or enhancing income-generation and self-employment for the poor sectors in a community-centered development strategy. The objective is to catalyze changes in the rural informal economy and to promote sustainable development by making microeconomics work through a community-based enterprise system.

The 4-stage methodology puts into operational systems, procedures, and working forms the basic principles of participation, ownership, and sustainable management of community enterprise projects. In doing so, it adopts fundamental social actions such as organizing, planning, and capability building.

Furthermore, it recognizes the most critical variables, which are; people, local economic environment, and, community-owned and managed "Capital".

Definition of "Community" in the Context of the CED Methodology

This methodology is deliberately designed to work within a specific target environment - the "COMMUNITY". In relation to the CED Methodology, a "community" refers to either:

1. Contiguous inhabited geographical area smaller than a municipality, usually a barangay (village) or a cluster of 2 - 5 barangays, or
2. A social group/sector characterized or bonded together by common interests and aspirations (e.g. fisher folks, sugar planters, upland farmers, women, indigenous peoples, ex-combatants, etc.).

Four stages of the CED Methodology

The Methodology has four stages.¹ It has to be followed particularly in the creation of "New" community enterprises. To provide intervention in enhancing the operations of "Existing" enterprises, the intervening actor may start at any of the four stages of the Methodology.

Stage 1 – (Community) Planning²

During the first stage, which is community planning, the methodology utilizes two types of materials whichever is appropriate: a Rapid Community Appraisal (RCA) scheme, and a Community Enterprise Plotting Technique (CEPT). Both of them are designed to generate and maximize the participation of the target groups in planning and identifying economic projects and to put their ideas into actionable formats.

RCA³ is used in smaller areas to identify small stand-alone enterprises. It involves the practical analysis of six basic entrepreneurship factors (e.g. market, capital, raw materials, service providers, support infrastructures, and appropriate technology), in selecting individual, group, and/or community-level economic projects.

CEPT⁴, on the other hand, is utilized in a bigger community. It is anchored on the analysis of an existing or planned nerve economic activity and the peripheral linkages (backward, forward, and roundabout) that it creates to operationalize and maximize a community-level economic chain.

¹ The materials comprising the fourth stage of this Methodology is provided as a special volume of this Manual. As explained earlier, at the time of this writing, the Project was not yet able to implement the fourth stage due to time and resource constraints, although the materials have been already prepared.

² Community planning considers the dual nature of the informal rural economy where villagers often engage into a never-ending cycle of marginal livelihood activities in the agriculture and non-agriculture fields. There are no references to long-term formal careers. Jobs are dictated by seasons, by the availability of one, two, or all of the basic economic factors, or by any available productive opportunity.

³ Please refer to Volume II of the Manual for the complete guideline and materials.

⁴ CEPT has not been utilized yet in view of the focus of the Project on creating "new" community enterprises, not on enhancing "existing" ones.

The target groups are able to envision a micro-economic system involving beneficiary-level to community-level enterprises that can be viable within their context – given the various constraints and opportunities known to them.

Both the RCA and CEPT approaches utilizes practical discussion guide-forms that lead to the preparation of two documents: the Community Enterprise Project Idea/s, and the Training Proposals or capability-building programmes, which describe the kind of skill, knowledge, attitudes, and other related development interventions that are necessary to realize the planned enterprise idea/s. The training proposals also contain the possible institutions/trainers that can be mobilized in the implementation, together with the costs of training or capability programmes that are necessary.

The RCA and CEPT concretize the principle of personal participation in community planning. They introduce the villagers to the basics of a community enterprise system in their own language, based on their actual experience. They become collectively aware of economic opportunities based on simple and localized corporate concepts and principles while they are discussing the risks and challenges in a small, limited, and multi-dimensional economic environment in the villages.

The community discussions are focused on future plans. The agenda involves the identification of practical strategies to solve problems and avoid risks rather than on blaming others, or in looking for scapegoats for their own miseries.

The RCA or CEPT meetings, including the preparation of proposals, can be finished in three to four hours. They are designed in consideration of the fact that the poor target groups are already skeptical about long, protracted, and bureaucratic discussions.

Stage 2 – Training delivery⁵

The second stage of the Methodology is the implementation of the training and/or capability building proposals designed to prepare the proponents to implement community-approved enterprise project idea/s. The training is a combination of skill formation, entrepreneurship, and organizing.

Skills training designs are usually product- or service-oriented and are directly related to the objectives of the planned enterprise/s.

The training strategy is to mobilize local skills, resources, traditional knowledge, indigenous culture and practices, and to make the community a living micro-economic system where the villagers are producers, processors, managers, consumers, traders, and possible owners of their own capital. In fact, the whole methodology is geared towards introducing community-centered development to build capabilities of the poor to relate with existing growth-oriented economic programmes and policies.

The entrepreneurship-training component utilizes an adult-oriented material composed of five modules. The training revolves around the preparation of Community Enterprise Action Plans (CEAP) based on the subject of their skills training.

The CEAP is a de-mystified business framework that describes in complete details the whole idea of a beneficiary level enterprise.

The CEAP Form is simple, user-friendly, pragmatic, and complete even in technical details. It concentrates more on practical and common business strategies that are easy to understand and to implement. The form discourages the target groups from obtaining loans or credits – but it guides them towards partnering and sourcing strategies.

⁵ "Training" in this methodology refers to all forms of intervention that build the capabilities of the target groups. It includes classroom instructions, on-the-job training, coaching, on-site advisory and consultations, seminar-workshops, meetings, etc.

The CEAP utilizes a business or production forecast approach covering a business period (maximum of six months), or a specific number of goods or services that will be produced or delivered. It is a deviation from the usual model of feasibility studies that the target groups are not prepared to do or to understand. (*But for larger communal or community-level enterprises, and/or for the enhancement of "existing" enterprises, the traditional feasibility study is still adopted*)⁶.

This scheme is a consistent response to the nature of seasonal village economy and the limited educational preparation of the target groups. The CEAP is presented to the Project management at the end of the training, and is considered as a business proposal from where post-training assistance is provided.

Vocational training institutions, training centers, NGOs, or private practitioners in the locality are mobilized as trainers or as training delivery mechanisms.

Stage 3 – Application of skills and knowledge learned

The third stage is the implementation by the trainee-beneficiaries of their (approved) CEAPs.

The Project does not provide working capital during this stage. Only start-up tools and equipment are provided. The trainees are asked to experiment on the business strategies that they have identified and have agreed to do during the preparation of their CEAPs, with lesser capital risk.

Likewise, during this stage, the Project allows the trainee-beneficiaries to organize their own groupings in accordance with the result of the social dynamics during their "classroom" training. Hence, a group of 15 trainees for example could end up into two or three business groups,

⁶ Community-level enterprises, as distinguished from beneficiary-level enterprises, refer to those identified and organized by the community as a communal undertaking. (Please see the Special Volume on the Implementing Guideline on the "Start-up Capital Fund" or SuC Fund).

pursuing different enterprise in different places but using the same trade where they were trained.

The application stage provides the trainees the opportunities to learn by doing, even by trial and error, the real aspects of business entrepreneurship – as responsible and self-driven adults. The Project does not provide unsolicited advice except towards the end of the CEAP implementation where situation analysis and maybe management systems installation are necessary.

From stage 1 to stage 3, the Project considers the beneficiaries as trainees – doing their things under a training environment. The training period will test their will and competence to go out into the real world of entrepreneurship. They are allowed to assess themselves on their capabilities and capacities to be entrepreneurs, or just to be workers of entrepreneurs. They make decisions on what economic role are they going to play for themselves and for their communities.

Stage 4 – Enterprise Decisions

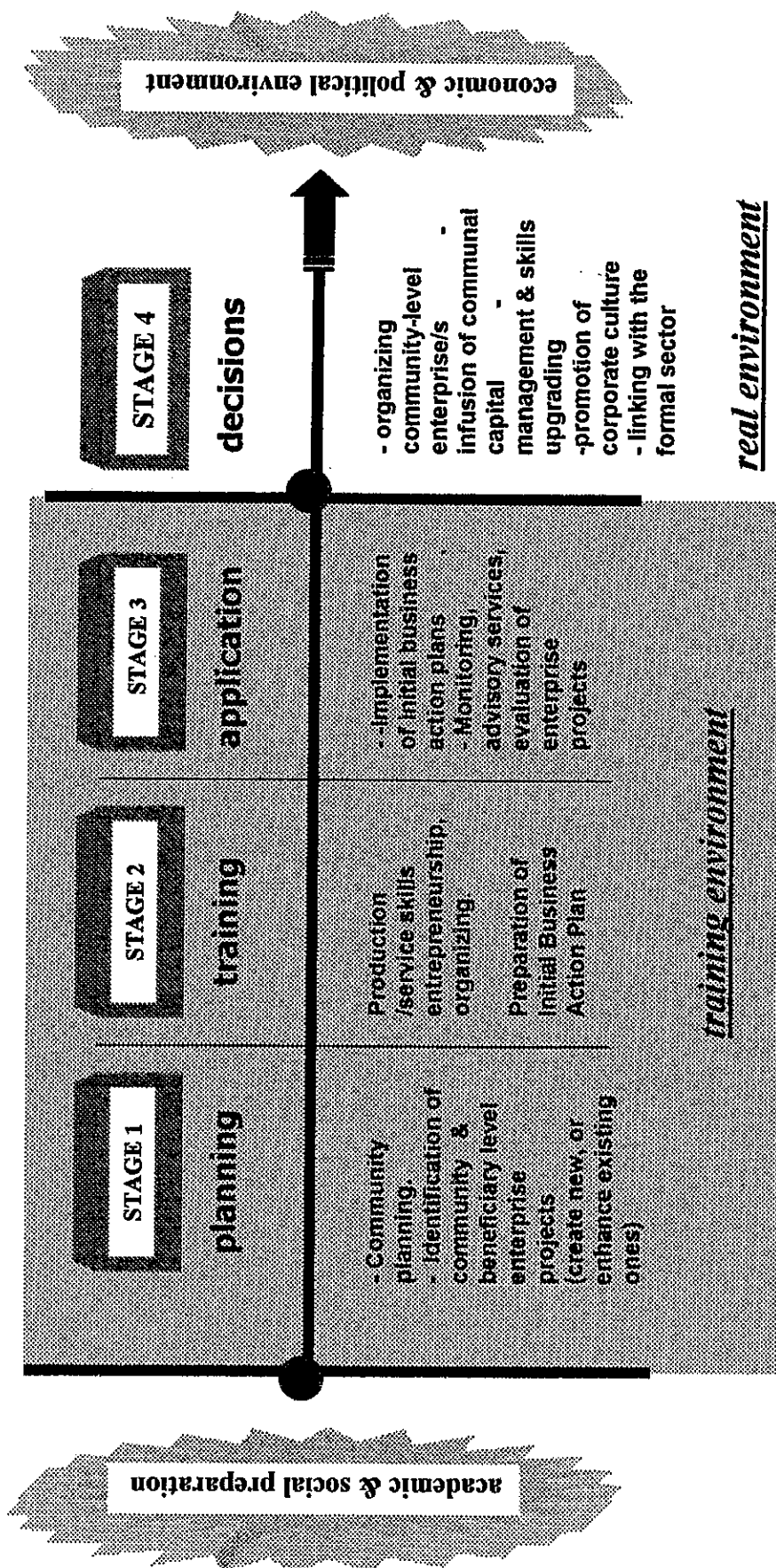
Training alone does not create an entrepreneur, especially for the poor with very marginal academic and social preparation. The Project's/methodology's target groups belong to this category. In other words, there are inevitable boundaries of training as a tool for enterprise development.

External factors such as economic and political policies or programmes of government are the ultimate determining factors for the success and growth of rural enterprises. Hence, a fourth stage in the Methodology is added by the Project – a stage for decision making both for the beneficiaries and for the training intervenors:

Beneficiary – Can I be an effective entrepreneur given what I have learned, the productive asset that I have, and the opportunities in the community? Or shall I just be a mere worker in an enterprise?

Intervenor – Are we ready to pursue providing assistance to the beneficiary knowing our own

Methodology for Community Enterprise Development



limitations, and knowing the inherent constraints (government policies, economic system, etc.) faced by the poor in his/her environment? Do we have all the time and resources to do it?

Knowing the answers to these questions, the trainee-beneficiaries will be prepared to venture into further risks that can now involve the infusion of financial capital.

Likewise, the Project can also proceed with greater ease, into further skills upgrading, management and leadership development, organizing the community enterprise system, wider networking or partnering with the formal sectors, and in providing a more comprehensive programme of technical assistance.

The fourth stage of the CED methodology, therefore, has specified the following requirements as:

- Grassroots structural reforms– operationalization of a community enterprise system through the organization of community-level corporate units⁷ (e.g. cooperatives, credit unions, community corporations, etc.) in addition to the promotion of incomes and self-employment through beneficiary-level enterprise activities,
- Ownership of communal capital - provision of poor-friendly capital resource (e.g. endowment fund assistance) that could level the playing fields for the poor through indigenous micro-finance schemes at the community level,

⁷ Creation of such corporate units should not disturb very much the distinctive economic landscape as well as the intrinsic pattern of life in the villages – their natural environment, culture, traditions, and indigenous practices. This Methodology supports the theory that “development” in a community-centered setting does not mean, large capital investments to modernize or industrialize the villages. It simply refers to the enhancement or improvement of human conditions in relation to education, health, nutrition, recreation, and equitable participation in civil, social, and political affairs of the community.

- Development of management capacity - installation of management systems through further capability-building and on-the-job training of leaders and managers of the community-level enterprise units,
- Promotion of linkages with the formal sector - development of corporate consciousness and interest on the necessity to relate with the formal sector in accessing capital resources, technology, markets, and other support infrastructure that shall help assure sustainable and meaningful impact on their lives in their communities.

Institutional Planning and Management

Organizational Model of a Project Team

This presentation of an organizational model of a Project Team that will implement a CED Project aims to recommend a structure that has been proven to be efficient in carrying out the work and activities required by the methodology. Nevertheless, this model permits the implementing organization to make adjustments according to its capacities and constraints in consideration of its mandate and existing structures.

When the methodology is adopted in an organization with a larger rural vocational training and enterprise development program, the Project will have to be supported by policy-making officials to ensure that policy recommendations, formulated as a result of learnings gained and experiences gathered, may gain advocacy and support for a wider acceptance by other institutions and partners working on similar programs. They may not necessarily be a part of the working team.

The National Project Committee (NPC)

A CED Project should be managed from the national level through a National Project Committee. Ideally, the NPC should have a National Project Director (NPD), a Finance and Administration Manager, and a Liaison Officer. The Committee can be composed of representatives of donor institutions and partner agencies from the government, private sector, or NGOs who are and will be directly involved in the project execution.

The role of the NPC is to provide policy advice in the interpretation of the Project document or Project design, and on its revision and enhancement, based on field reports, monitoring, and evaluation.

The Project Implementation Team (PIT)

The PIT is in charge of the 'day-to-day' activities required in the implementation of the Project. Among its functions are the following:

1. The PIT shall define and select the project site and target group.
2. It shall be responsible for the development of all guidelines on how to carry out the various (major) activities in project implementation to be disseminated to actors and proponents. Refinement of such guidelines however shall be made always in consultation with proponents and other players.
3. It shall also be responsible in formulating financial and administrative guidelines, which basically lays down the rules on the use of the project budget allocation in project implementation.
4. It shall conduct support activities and studies like National Conferences, performance assessment sessions, acquisition of materials, publications, books and periodicals on topics helpful to the project such as skills/entrepreneurship training, appropriate technology.
5. Conduct continual staff development programs, weekly staff meetings, field visits.

The CED Team Leader

The head of the PIT and overall in-charge of project management in the field is the Team Leader (TL). The TL is an expert in the methodology and in community development. He/she makes the decisions on the approval or disapproval of project proposals based on approved budget and policies. He/she is in charge of training and capability building of the PIT staff and other project partners. The TL reports to the NPD and the national committee.

THE CED Officers

The persons in-charge of actual field implementation are the CED Officers. The CED Officers are trained in the various aspects of the Methodology from planning, training delivery, enterprise organizing, monitoring and evaluation, including start-up capital assistance. The duties of the CED Officers are the following:

1. Be responsible for the conduct of community planning, programming and organization of Project activities and programs in a community.
2. Assist target groups in the preparation of the CEAP and the Training Proposals.
3. Submit the proposals to the TL for consideration and approval.
4. Supervise the delivery of training and training support services and ensure prompt and adequate provision of resources and inputs necessary to undertake such activities.
5. Monitor overall project implementation and prepare regular/necessary reports based on the Methodology.
6. Ensure adherence of project implementation to the operational policies and guidelines.
7. Prepare and organize other training programs on technology transfer and instructional methodology
8. Maintain project records, prepare, and submit project reports
9. Assess the need for, and assist beneficiaries to avail of post training support services.
10. Establish and maintain close working relationship with other government agencies, NGOs, private industries and community folks themselves.

The CED Coordinator

The CED Coordinators are selected from the locality. They are the focal persons to whom the CED Officers would coordinate all project activities.

The importance of local-based CED Coordinators is to ensure the presence of the Project in the community so that

its needs can easily and be promptly attended to. Furthermore, the local coordinators, when trained on the Methodology, can be the Project's local experts who can perpetuate the approach and the ideals for which it was developed.

The CED coordinator will ensure a, effective and close communication process between the target groups and the other stakeholders and actors in the community.

The role of the coordinator starts from the inception of the project, the preparation of proposals, resource generation, the selection of trainees/beneficiaries, monitoring of training delivery, coordination for post training assistance and creation/execution of the enterprise.

The Local Enterprise Committees (LEC)¹

The LEC is organized at the community level and composed of representatives of the target group, including local traditional or political leaders. Essentially, the LEC is a mechanism to involve the community in the organization of training activities, eg. through active participation in the Rapid Community Appraisal (RCA), the prioritization of options for enterprise development opportunities, the selection of trainees, etc.

The participatory and consultative approach to decision making adopted through the formation of the LEC, is meant to ensure that training and enterprise development decisions made by the group are agreeable and more importantly, are of interest, first of all, to the immediate beneficiaries, and also to the wider community who will become part of a community-enterprise system.

¹ During the implementation of the ILO Project in Mindanao, the role of the CED Coordinator and the Local Enterprise Committees were played by the existing leaders and chairpersons of the various MNLF State Cooperatives.

