SKILLS AND LIVELIHOODS TRAINING

A guide for partners in child labour projects

Governance and Tripartism Department

Skills and livelihoods training

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Annexes

Abbreviations

BDS	Business Development Services
CBT	Community based training
CDS	Consumer Demand Surveys
CP	Community Profile
CRC	United Nations Convention on the Rights of the Child
CSR	Corporate Social Responsibility
DBMR	Direct Beneficiary Monitoring and Reporting System
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
ILO	International Labour Organization
IPEC	International Programme on the Elimination of Child Labour
KAB	Know about business (ILO resource material)
LED	Local Economic Development
M&E	Monitoring and Evaluation
MFI	Microfinance Institutions
MOS	Market Opportunity Survey
MSE	Micro and Small Enterprise
NGO	Non-governmental Organization
OSH	Occupational Safety and Health
PMP	Project Monitoring Plan
PPP	Public-Private Partnerships
SIYB	Start and Improve Your Business (ILO resource material)
TNA	Training Needs Assessment
ToR	Terms of reference
TREE	Training for Rural Economic Empowerment (ILO resource material)
UN	United Nations
UNICEF	The United Nations Children's Fund
VTC	Vocational Training Centre
WEDGE	Women's Entrepreneurship Development and Gender Equality
WFCL	Worst Forms of Child Labour

Introduction

This resource guide has been designed to assist those involved in the design and implementation of skills and livelihoods training programmes for older children in or at risk of child labour.

ILO programmes to eliminate child labour support children in the age of compulsory education to stay in school, or, in case of children who have already dropped out of education, support them to reintegrate in formal or transitional non formal education. However for many older children returning to formal education is not a realistic alternative. Yet unfortunately, they often lack the skills that could help them to access decent work.

To assist older children, the ILO's International Programme on the Elimination of Child Labour (IPEC) promotes a comprehensive approach that combines skills and livelihood training with other basic life skills. The aim is to enhance the potential of older children of legal working age to successfully enter the labour market under decent work conditions.

The resource guide provides a framework on how to design and implement skills and livelihood programmes. It is intended to support individuals and organizations providing skills and livelihoods training for older children though child labour projects. The guide draws on a wide selection of tools, training manuals, policy documents and other resources developed by ILO technical units working on child labour, skills and employability, and youth employment. It was developed in discussion and close consultations with experts in these respective fields.

The resource guide also recognizes that managers of child labour projects have several competing priorities, and provision of skills and livelihood training to adolescents is often just one of several other project components. Given this, it might not be possible for a child labour project to follow all the steps and procedures suggested in this resource guide. Users need to be flexible and creative when applying the strategies that the resource guide is proposing given the specific situation in their respective local contexts.

While the key target audience are IPEC partners, any individual or agency interested in provision of skills and livelihood projects for out of school older "working age" children can benefit from the resource guide.

The organization of the resource guide

The resource guide begins with a chapter on the conceptual frameworks and policy background for the work on skills and livelihood training for out of school adolescents. It discusses the ILO Convention No. 138 on the minimum age for admission to employment and the ILO Convention No. 182 on the worst forms of child labour as they refer to skills and livelihood training for out of school adolescents; and how the ILO decent work concept, occupational safety and health issues and ILO instruments on skills development are applied to the specific characteristics and needs of out of school adolescents.

Four technical chapters deal with pre-training processes (Chapter 3), the delivery of training programmes (Chapter 4), post training support (Chapter 5) and monitoring and evaluation (Chapter 6). Each of the four technical chapters follows the same structure. They start with an introduction presenting issues that are of broad concern to the topic covered in the chapter. This is followed by sections introducing specific elements of the main chapter.

Each section starts with an introductory background followed by a section with step-by-step guidance on how to implement the particular element and highlights issues of specific concern. Each section also contains boxes, literature references, and/or references to tools including checklists, monitoring forms, etc. that can be directly used, or adapted to the specific needs of a project environment.

Finally, most of the sections are concluded with a box named "Questions for group discussion". These questions are highlighting issues that will benefit from discussion in a workshop setting. The "correct" answers to the questions may vary between geographical areas or economic sectors.

The resource guide ends with a "References" section and a number of annexes.

How to use the resource guide

The resource guide can be used both as a reference for self-study or for training workshops.

When using the manual for **self-study**, it is recommended that the learner start by browsing through the various sections of the resource guide to get a sense of its structure. The resource guide frequently points the learner in the direction of other resources that discuss particular issue in greater detail.

The resource guide was also designed to be used in **training workshops**. To cover all the material of the guide comprehensively, it is recommended that **four days** be allocated for training. Annex 2 contains a proposed four-day agenda that can be adapted based on local needs. The proposed agenda allocates time for a number of group exercises, and Annex 2 also contains proposed group exercises that have been designed to fit the four-day agenda, as well as instructions to the facilitator.

The list of issues/questions is not intended to be exhaustive; there are many other angles that can be explored in group discussion.

The resource guide was drafted in English, and the references to literature refer to English texts. While some of the reference materials are available in Spanish and French, others are not. To explore a particular subject beyond the information presented in the resource guide users of the Spanish and French versions may have to translate sections of the original sources.

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Conceptual frameworks 2

This chapter introduces the key concepts and international labour standards that provide the framework for this resource material. An understanding of these frameworks is important for the adequate implementation of skills and livelihood training programmes.

Decent work

Decent work is productive work performed in conditions of freedom, equity, security and human dignity. The ILO has developed an agenda for the realization of Decent Work through the implementation of four strategic objectives.[1]

- **Creating jobs** – An economy that generates opportunities for investment, entrepreneurship, skills development, job creation and sustainable livelihoods.

- **Guaranteeing fundamental rights at work** – Workers need representation, participation, and legal frameworks that guard against exploitation at work. The ILO's child labour Conventions are an essential element of the fundamental rights at work.

- **Extending social protection** – Ensuring that women and men enjoy working conditions that are safe, and that there is a framework of social protection to provide for adequate compensation in case of lost or reduced income and permit access to adequate healthcare.

- **Promoting social dialogue** – Involving strong and independent workers' and employers' organizations is central to increasing productivity, avoiding disputes at work, and building cohesive societies.

Decent work is not a luxury only to be realized in developed countries, but should be strived for in all settings, regardless of economic development. It is based on the understanding that work is a source of personal dignity, family stability, peace in the community and economic growth that expands opportunities for productive jobs and enterprise development.[2]

ILO Conventions No. 138 and No. 182 as they refer to skills and livelihood training out of school adolescents

This resource guide focuses on training for children who are out-of school and who have reached the minimum age for admission to employment. This group normally consists of adolescents aged 15-17 years.

International legal frameworks define a child as any person below the age of 18 which is the upper age limit for the target group of this resource guide.[3]

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[1]   Visit ILO Decent Work Agenda website: www.ilo.org/global/ about-the-ilo/decent-work-agenda/lang--en/index.htm.

[2]   Ibid.

[3]   See Article 1 of the UN Convention on the Rights of the Child (1989) and Article 2 of the ILO Convention No. 182 on the worst forms of child labour (1999).

ILO Convention No. 138 on the minimum age for admission to employment or work

The lower age limit for the use of this resource guide is the minimum age of employment, usually 15 years, or in some cases 14 years depending on national law. Article 2 of the ILO Convention No. 138 on the minimum age, 1973, states that the minimum age for admission to employment:

"shall not be less than the age of completion of compulsory schooling and, in any case, shall not be less than 15 years. Notwithstanding the provisions of paragraph 3 of this Article, a Member whose economy and educational facilities are insufficiently developed may, after consultation with the organizations of employers and workers concerned, where such exist, initially specify a minimum age of 14 years."

Convention No. 138 also provides that national laws or regulations may permit the employment or work of persons 13 to 15 years of age on light work (the ages 12-14 can be used if minimum age is set at 14).

It should be noted that Convention No. 138 excludes work done in the framework of training and education, such as schools or training institutions; or undertakings (i.e. apprenticeship) by those who are 14 years or older. Article 6 states that:

"This convention does not apply to work done by children and young persons in schools for general, vocational or technical education or in other training institutions, or to work done by persons at least 14 years of age in undertakings, where such work is carried out in accordance with conditions prescribed by the competent authority (…) and is an integral part of:

(a) a course of education or training for which a school or training institution is primarily responsible;

(b) a programme of training mainly or entirely in an undertaking, which programme has been approved by the competent authority; or

(c) a programme of guidance or orientation designed to facilitate the choice of an occupation or of a line of training."

Figure 1: The minimum age for employment or work		
	The minimum age at which children can start work	**Possible exceptions for developing countries**
Hazardous work Any work which is likely to jeopardize children's physical, mental or moral heath, safety or morals should not be done by anyone under the age of 18 years old.	**18 years** (16 years under strict adult supervision and protective gears are provided)	**18 years** (16 years under strict adult supervision and protective gears are provided)
Basic minimum age The minimum age for work should not be below the age for finishing compulsory schooling, which is generally 15 years old.	**15 years**	**14 years**
Light work Children between the ages of 13 and 15 years old may do light work, as long as it does not threaten their health and safety, or hinder their education or vocational orientation and training.	**13 years**	**12 years**

ILO Convention No. 182 on the worst forms of child labour

The ILO Convention No. 182 specifies the worst forms of child labour unacceptable for children. According to Article 3 of the convention:

"The term worst forms of child labour comprises:

(a) all forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict;

(b) the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances;

(c) the use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties;

(d) work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children."

Convention No.182 does not provide a list of work under the category of (d) above, hazardous work, but requires each ratifying state to prepare its own list.

The national list of hazardous work is often referred to as a "hazardous work list". When countries are preparing their hazardous work lists, they can be guided by the ILO Recommendation No. 190, which accompanies Convention No. 182. Part II of this Recommendation suggests that:

"Hazardous work is:

(a) work which exposes children to physical, physchological or sexual abuse;

(b) work underground, under water, at dangerous heights or in confined spaces;

(c) work with dangerous machinery, equipment and tools, or that involves the manual handling or transport of heavy loads;

(d) work in an unhealthy environment which may, for example, expose children to hazardous substances, agents or processes, or to temperatures, noise levels, or vibrations damaging to their health;

(e) work under particularly difficult conditions such as work for long hours or during the night or work where the child is unreasonably confined to the premises of the employer."

Occupational safety and health

All workers need to be protected from occupational safety and health (OSH) hazards and poor working conditions. Even work that is not defined as hazardous, can expose workers to some risks. Children are more vulnerable to these risks than adults when placed in the same situation. Children are not simply "little adults" and the work hazards and risks that affect adult workers often affect children more strongly.

Because children are still growing they have special characteristics and needs that must be taken into consideration when determining workplace hazards, the risks associated with them, and how to protect the young worker in his or her workplace.[4] These includes factors related to children's physical development (such as growing bones and joints) but also factors related to cognitive and behavioural development, as well as other factors due to children's general vulnerability.[5]

[4] ILO-IPEC: *Children in hazardous work; what we know, what we need to do* (Geneva, ILO, 2011).

[5] ILO-IPEC: *Tackling hazardous child labour in agriculture: Guidance on policy and practice toolkit* (Geneva, ILO, 2006). It provides a detailed discussion on why children are more vulnerable to hazards than adults.

When you are designing skills and livelihood training programmes you need to ensure that children are not entering hazardous work. When a country has finalized its hazardous work list, it is typically attached to the labour law. You need to ensure that the training that is offered to your beneficiaries, including skills training, apprenticeship training and consequent wage- or self-employment, has not been categorized as hazardous work. A fuller consideration of the issues involved is provided in Section 3.1.

ILO instruments on skills development

The most important ILO instruments on skills development are:

Convention No. 142 on the Human Resources Development, 1975. The Convention provides guidance to constituents on how to strengthen and adapt vocational training systems to effectively equip young people with the core and technical skills and knowledge required in the labour market.

Recommendation No. 195 on the Human Resources Development, 2004. Paragraphe 1 of the Recommendation No. 195 provides guidance for effective skills and employment policies. It was developed based on the *recognition that education, training and lifelong learning contribute significantly to promoting the interests of individuals, enterprises, the economy and society as a whole, especially considering the critical challenge of attaining full employment, poverty eradication, social inclusion and sustained economic growth in the global economy.*

Its paragraph 2 calls on governments, employers and workers to renew their commitment to lifelong learning:

- governments by investing and creating the conditions to enhance education and training at all levels;

- enterprises by training their employees; and

- individuals by making use of the education, training and lifelong learning opportunities.

The Recommendation provides guidance for effective skills and employment policies and programmes in, among others, the following areas:

- development and implementation of education and training policies;

- education and pre-employment training;

- development of competencies;

- training for decent work and social inclusion;

- framework for recognition and certification of skills; and

- career guidance and training services.

Conclusions on skills for improved productivity, employment growth and development, 2008. It is a tool for the implementation of the ILO Recommendation No. 195. It provides practical guidance for strengthening education, vocational training and lifelong learning to increase employability for workers and sustainability for enterprises.

It describes how skills development can help build a "virtuous circle". In simple terms, this is done through the design and provision of continuous, relevant and quality education and training to the work force, innovation, investment, technological changes, enterprise development, economic diversification and competitiveness will follow. These are all factors that are crucial for economies to grow and to create more and better jobs, which

in turn will lead to reduced poverty and exclusion.

The **_Conclusions_** identify key responsibilities for governments and the social partners, and establishes priorities for support from the ILO in the following areas:

- help countries use skills development to maximize opportunities and mitigate the negative impact of global drivers of change such as technology, trade and climate change;

- integrate skills development into national and sectoral development strategies;

- build seamless pathways of education that connect basic education, vocational training, labour market entry and lifelong learning; and

- extend access to education and training for those who are disadvantaged in society.

As the generic technical content of skills and livelihood training, are the same when applied to adults and children of legal working age, this guide is consistent with the Recommendation and the Guidelines. However, the particular characteristics of out of school children (e.g. low levels of basic education and skills; vulnerability to exploitation and abuse, etc.), and the need for protection of workers under the age of 18 calls for specific attention in their practical implementation. This guide consequently aims to provide direction to project managers on skills development strategies adapted to the characteristics and needs of these older children.

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Pre-training 3

The success of your training programme is highly dependent on thorough preparation at the pre-training stage.

Before you start the training, you need to have a solid understanding about your beneficiaries and how to best respond to their needs. There will be two important parameters: the opportunities for employment (wage- and self-employment) within your targeted area; and the availability and capacity of partners that can provide training.

Identifying beneficiaries, local economic opportunities and future partners is more complex than it may at first seem. To make sure you do things in the correct order, this guide describes an approach with five distinct components. This chapter will walk you through each of the components as follows:

1. identify the local economic opportunities within your target area;

2. map the local training institutions (i.e. the potential partners), their capacities and training needs;

3. identify the training participants;

4. link each of the participating children to identified training opportunities; and

5. build capacity of your partners.

As you are most likely to be under pressure to get your training programmes up and running, you can conduct components 1, 2 and 3 simultaneously.

3.1 Identification of local economic opportunities

Before you can design or select any training programmes, you need to identify potential economic opportunities within your targeted communities and in the neighbouring environment.[6]

While this can be a time consuming process it needs to be done properly. The literature on skills training repeatedly points out that the only way to design and implement market-oriented training activities that lead to productive employment is by ensuring that labour market analysis has been done properly.

As a first step you should seek to find out if there are other projects dealing with the same target groups as you, or projects focusing on economic development and job creation in the area. You should particularly look out for area-based development programmes in the project area, often referred to as Local Economic Development (LED) programmes (see Chapter 4). If these exist, you may be able to integrate your project activities into these frameworks. This can help to ensure inclusion of the project's target group in structural policies and programmes on the local level, and coherence of project activities with local development.

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[6] This section builds on the publication ILO: *Rural skills training: A generic manual on training for rural economy (TREE)* (Geneva, 2009). This resource is known as the "TREE Manual".

Whether you are targeting rural or urban areas will be of importance when it comes to identifying training options for your target group. Formal wage employment opportunities are scarce in rural areas, and as you are working with children, it is normally not advisable to train them for jobs that will require them to move from their families and seek employment in towns. Given this, in rural areas you are likely to end up with a selection of training options primarily for self-employment and micro-enterprise development. If on the other hand you are targeting children living in an urban environment, your training options will be wider and include training for employment.

It is important that you involve the key stakeholders, the target groups and the local communities in all steps of the process. This can include consumers, local producers, traders, wholesalers, potential buyers, business and business associations, formal and informal local leaders, etc.

This guide recommends a four-step process to identify economic opportunities as indicated in Figure 2.

STEP 1 **Identify potential market opportunities**

The identification of market opportunities can best be done by the use of pre-tested survey tools. The TREE Manual, for example, proposes that the following complementary survey tools are used:[7]

- **Community profile (CP):** The CP provides a mapping of the local community and economy, identifies resources which new income generating activities may be able to use, and identifies whether there is room for further expansion of existing businesses or if new businesses could be developed from existing surplus resources. The key informants include village leaders, local shop owners, entrepreneurs, NGOs and other development service providers, traditional leaders, school officials, local organizations and the trainees themselves. The CP provides a framework for the identification of economic opportunities and for the discussions that should take place during community meetings. The main topics are:

Figure 2: Key steps in identification of economic opportunities

STEP 1. Identify potential market opportunities

STEP 2. Discuss results of surveys with stakeholders

STEP 3. Conduct feasibility studies

STEP 4. Ensure that identified opportunities are decent and non-hazardous

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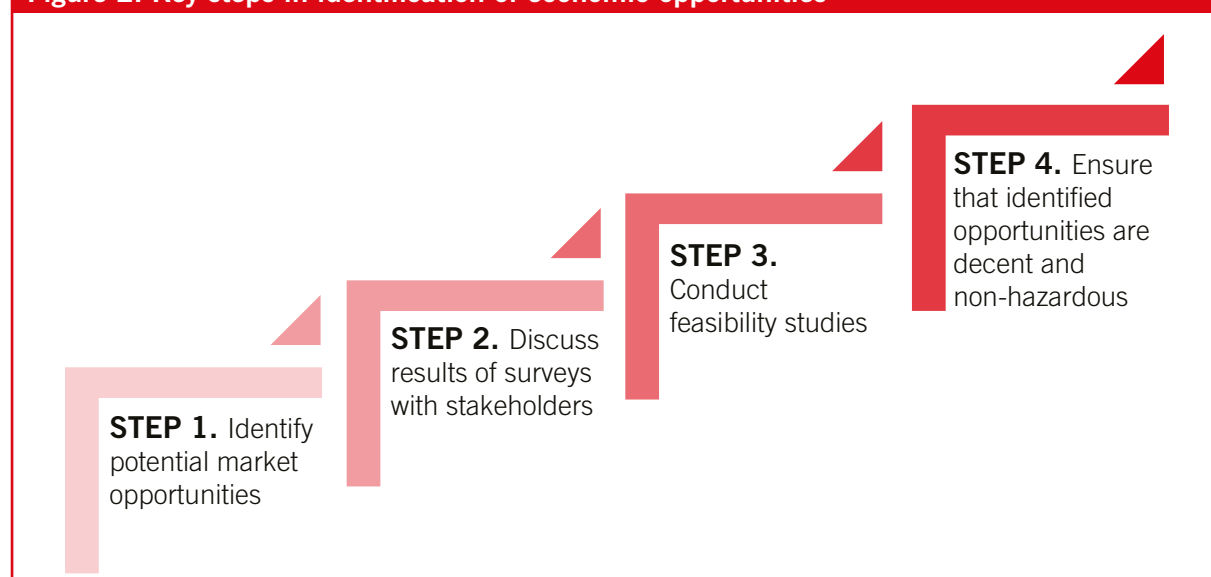
[7] Ibid., p. 57.

- the socio-economic status of men and women in the community; and

- the availability of infrastructure, community and commercial services and, particularly, local raw materials and intermediate products.

- **Consumer Demand Surveys (CDS):** The purpose of this survey is to find out from local and regional (or possibly, national or international) consumers which goods and services they want. Specifically, it tries to identify goods and services that are in short supply, or are currently of unacceptable quality.

- **Market Opportunity Survey (MOS):** The purpose of the MOS is to try to find out from local artisans, producers, employers, traders, businesses and business associations and target beneficiaries, why products and services identified by the Consumer Demand Survey are not presently available in the community. It will also explore if raw materials identified in the CP can be taken advantage of for the creation of employment, the potential for expanding local production, new products and services, and suggestions for employment and business opportunities:

  - These surveys are aimed at providing an analysis of local market tendencies and an evaluation of the risks and opportunities involved in different economic activities. They can contribute to the identification of vocations, trades/products and services that can generate income using local resources, local potential and facilities, but could also have wider market links outside the area.

  - It is also important to assess which occupations or trades are acquired through informal apprenticeship (see Section 4.2.3) and what potential these occupations have.

- Ensure that the identification of potential market opportunities makes an effort to **identify innovative products and jobs**. Your tools should be designed in such a way that they capture these kinds of opportunities. If you are going to offer traditional courses, they could be upgraded and modernized. Cake making for example, is a traditional trade in many areas, but new modern shapes or tastes can be introduced successfully. Tailors could be trained on modern and fashionable designs rather than the more typical training on sewing school uniforms.

- As the process to identify market opportunities require substantial inputs in terms of time and resources, you should first check if there is any **available research or ongoing projects** that can be of help to you as discussed in Box 1.

These three survey tools are attached as Annex 7 to this guide.

Box 1: Do your homework!

There might very well be other projects dealing with the same target groups as you, or projects focusing on economic development of the area. If so, they are likely to already have collected some of the information that you need so be sure to start by finding out what information already exists.

Even if you cannot identify any projects working on vulnerable children or economic development in your targeted areas, there might be research available that gives indicators of sectors that have been identified as providing employment and business opportunities.

STEP 2 **Discuss results of surveys with stakeholders**

- The results of the surveys should be discussed with local stakeholders and potential trainees. A special effort should be made to ensure that girls and children with disabilities and other socially excluded groups participate in all assessments.

- The objective of these discussions is to select priority activities from among those identified by the surveys; i.e. the ones that hold the greatest potential for providing successful and sustainable job opportunities. The local stakeholders can often identify potential problems and provide valuable advice and guidance.

See Annex 3 for a list of "test points" that can be used for an initial review of the project ideas that come from the socio-economic surveys.

STEP 3 **Conduct feasibility studies**

- The objective of a feasibility study is to assess the viability and sustainability of the identified and pre-selected economic activities. All too often, income-generating activities fail due to lack of demand, finance or other factors. A good feasibility study can help anticipate whether this is likely to happen. A feasibility study compares the costs involved with producing a specific good or service, with the prices at which they are expected to be sold. The TREE Manual provides an outline for the key components that should be included in a feasibility study[8] as well as an example of a short feasibility report from Bangladesh[9] that can serve as an example.

- As discussed further in Section 4.2.3, informal apprenticeships account for an overwhelming majority of all vocational training opportunities in Africa and Asia today. The ILO has developed a simplified assessment methodology that will help you to understand informal apprenticeship practices and assess occupations taught through apprenticeships. The information obtained through this short and user friendly tool will help determine how informal apprenticeship can be used as a means to provide and improve skills training and opportunities for disadvantaged youth.

The tool is attached as Annex 4.

STEP 4 **Ensure that identified opportunities are decent and non-hazardous**

All workers need to be protected from OSH hazards and poor working conditions. When you are designing skills and livelihood training programmes you need to ensure that children are not entering work that is hazardous.

- Only economic activities that are in line with decent work should be identified and put forward as potential options for your beneficiaries. Box 2 elaborates further on the decent work requirements.

- Before enrolling children in any training programme, you need to ensure that the (self-) employment opportunities that are likely to follow from the training is safe. The steps involved in protection are the following:

  (a) identify the tasks that the young person is likely to perform after the training and the conditions s/he is likely to work in;

  (b) identify the hazards in the likely future work, the workplace, or in travel to and from work;

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[8] Ibid., p. 62.

[9] Ibid., Annex 3.6.

(c) assess the risk or likelihood that s/he will be exposed to or hurt by these hazards;

(d) reduce the risk by removing the hazards from the risky situation, or if these can not be reduced, change the focus of the training;

(e) periodically monitor the workplace where your trainees will be working to ensure that the child is still protected.

Box 2: Decent work requirements of (self-) employment opportunities

There should be no compromise on basic labour rights. Check that identified economic opportunities do not include any of the worst forms of child labour. If the competent authorities of your project country have established a list of hazardous types of work prohibited for children under 18, this list is binding for your project. In addition, the identified economic opportunities should respect the following:

- Fundamental principles and rights at work, freedom of association and collective bargaining, freedom from discrimination, and freedom from forced and bonded labour.

- Identified opportunities should, as far as possible, satisfy other components linked to decent work: adequate remuneration, social protection, and sustainability.

- Look out for jobs that may be particularly adapted to allow girls and young women to enter into non-traditional vocational roles.

- Consider jobs accessible to young persons with disabilities or that can be made accessible to them.

Source: ILO-IPEC and ITC-ILO: "How-to" guide on economic reintegration - Children Formerly Associated with Armed Forces and Groups (Turin, ILO, 2010).

It is helpful to undertake a risk assessment when deciding if a particular type of work is acceptable for a child or not.

A risk assessment[10] will also help you to understand how to manage these risks so that the work can become safe for young workers.

- Training partners on how to minimize the exposure of risks during training and subsequent wage or self employment of beneficiaries can help to ensure that you are not linking your beneficiaries to hazardous work.

The ILO has developed several products that will help you in ensuring the occupational safety and health of your beneficiaries, both during training and in sub-sequent wage employment or self-employment (see the following Key resources box).

ⓘ KEY RESOURCES

- ***ILO-IPEC: Safe work for youth Toolkit (Geneva, ILO, 2011).***

  This action kit is designed for administrators, employers and young people. It focuses on the occupational hazards and risks faced by young workers and what to do about them.

- ***ILO: Work Improvements in Small Enterprises (WISE) - Package for Trainers (Geneva, 2004).***

  This training programme empowers small and medium enterprises to take practical and low-cost action to improve working conditions and productivity.

- ***ILO: Work Improvement for Safe Home (WISH): Action manual for improving safety, health and working conditions of home workers (Geneva, 2006).***

  The WISH manual provides home workers with practical, easy-to-implement ideas to improve their safety, health and working conditions. These improvements will also contribute to higher productivity and efficiency.

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[10] ILO-IPEC: *Tackling hazardous child labour in agriculture...,* (2006), op. cit. See Book 3, p. 54 for a step-by-step guide on how to conduct risk a assessment.

- *How do you define "pre-training"? What are your experiences from pre-training activities and how important would you say they are for the success of a skills and livelihood training programme?*

- *The resource guide suggests that without proper consultation and involvement of the parents/care givers of the future trainees, the success of the training programme will decrease. Based on your experience, do you agree with this? Discuss why/why not. How do you ensure such involvement will happen?*

- *In your earlier training programmes, how have the partners you have worked with identified the economic opportunities for which your target groups have been trained? Have there been any systematic processes, or have trainees merely been moved into existing training courses? Do you see any advantages/disadvantages with the existing approach?*

3.2 Identification and assessment of potential partners

The selection of partners is very important for a successful training programme. You should look for organizations that have demonstrated training capacity, previous experience working with children, are gender sensitive and have been functioning well over the past years. It might however be difficult to find partner institutions that have the complete set of capacities that you are looking for and you might need to train them on particular issues that are important to your project (see Section 3.5).

Figure 3 illustrates a three-step approach to identification and assessment of potential partners.

STEP 1 **Map institutions and organizations that provides services relevant to your project**

You should map all local institutions and organizations that provide services relevant to

Figure 3: Key steps in identification and selection of partners

STEP 1. Map institutions and organizations that provides services relevant to your project

STEP 2. Agree on the criteria for partner selection

STEP 3. Identify gaps in capacitites
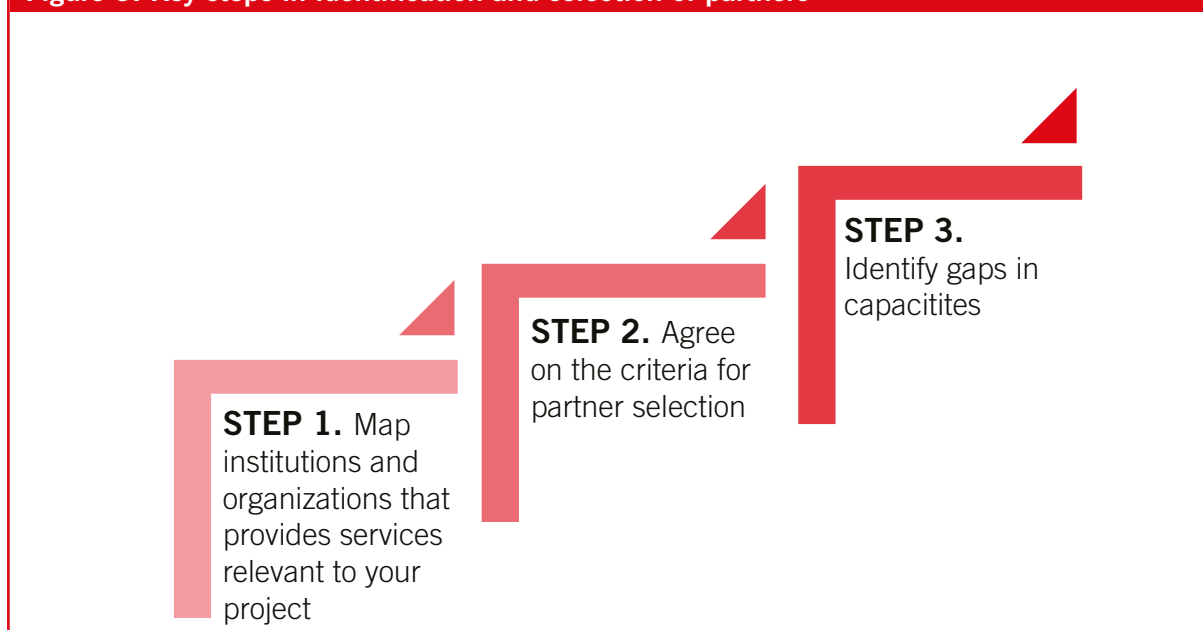
your project, both public and private. These can include:

- local and district authorities, representatives of national government on a local level, and their services in relevant sectors: planning, education, vocational training, labour/employment, agriculture, health and social affairs;

- public and private education and vocational training providers;

- employment services;

- providers of formal and informal apprenticeships;

- business development service providers;

- workers' and employers' organizations – see Box 3 for a few examples from Asia and the Pacific on how workers' and employers' organizations have been successfully engaged in initiatives promoting employment for youth;

- chambers of commerce;

- structures for commercialization of agricultural products;

- cooperatives, self-help groups;

- banks, microfinance institutions, village banks, informal savings and credit structures;

- public-private partnerships (see Box 15) and corporate social responsibility (CSR) initiatives;

- international agencies and their projects including local economic development (LED) programmes (see Box 9), International NGOs and NGOs and community-based organizations; and

- other organizations and associations including farmers' associations, youth organizations, disabled persons' organizations, child protection bodies, etc.

Box 3: Employers' and workers' organizations

Experience worldwide has shown the value of involving employers' and workers' organizations in youth employment initiatives. They can assist in devising labour market policies, strengthening the links between education and training institutions and in designing and executing sector-based policies:

- The All-China Youth Federation (ACYF) is working with the Youth Employment Network – comprising ILO, UN and the World Bank – to establish a Chinese Youth Employment Network office. Between 1998 and 2000, this initiative helped 86,000 young people start their businesses, creating over 1 million new job opportunities. The goal for 2006-2008 was to help 500,000 young people learn business start-up skills and help 200,000 to start their businesses.

- The Employers' Confederation of the Philippines has supported the Philippines Youth Business Foundation. The ILO has helped broaden the range of business development support for youth to include post-entrepreneurship training services.

- In Viet Nam, stronger links with the education sector are being forged through greater input into the curriculum and work experience programmes and apprenticeship as part of upper secondary education or vocational training. A business management mentoring programme and "clinics" for young entrepreneurs are being established through collaboration between national and foreign employers' associations.

- The International Trade Union Confederation for Asia and the Pacific (ITUC-AP) represents and advocates for young people through it's Youth Committee (YC). In its Youth Charter, the YC called for a range of interventions, including action by social partners and international institutions to create quality jobs for youth, measures to improve employability such as vocational training, decent working conditions and social safety nets for youth, and greater youth participation within trade unions.

Source: ILO: Asian Decent Work Decade Resource Kit: The Youth Employment Challenge (Bangkok, 2011), pp. 14-15.

STEP 2 — Agree on the criteria for partner selection

In Step 1 you produced a list of institutions and organizations that provide services relevant to your project. Such a list, however, is only a first step and it needs to be accompanied by:

- an analysis of their capacities (or lack of capacities) to assist your project;

- knowledge about their ongoing and/or planned activities; and

- information about the legal and regulatory framework in which they operate.

When analyzing the capacity and situation of potential partner institutions you need to assess these against a set of indicators tailor-made to the needs and objectives of your project. A number of such criteria have been provided in Box 4 to guide you in this process.

STEP 3 — Identify gaps in capacities

When you have assessed your partners you will not only have a good idea about their strength – the gaps in their capacities will also be quite clear. If they are weak in areas that are important to your project, you need to ensure that their capacity is built in these areas. How to build the capacity of your partners is discussed in Section 3.5.

✎ ***Questions for group discussion***
Identification and assessment of potential partners

- *When you are planning for skills and livelihood training programmes, what are the qualifications that you look for in your potential implementing partners?*

- *Box 4 provides a number of suggested criteria for selection of partner organizations. Suggest five of them that you think are the most important and why. Are there other views in the group? Discuss – you might not be able to agree!*

- *Child labour projects sometimes work in areas where there are very few actors with expertise directly relevant to skills and livelihood training available. In these situations it is important to be creative and find alternative non-traditional partners. Who can such partners be?*

Box 4: Suggested criteria for selection of partner organizations

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

1. Have demonstrated technical experience and sustainable results in training and employment promotion for disadvantaged groups, particularly youth, as well as demonstrated practical experience in market-oriented skills training and employment (self and wage employment), micro- and small-enterprise development and/or income generating programmes.

2. Are using officially recognized certification systems.

3. Have demonstrated capacity to identify and adjust training curricula to new trades and occupations that are developing or could be developed to make graduates more competitive on the labour market.

4. Have the requisite qualified personnel/staff with the technical skills and experience, infrastructure, and administrative and logistical support for under-taking specific activities required under your project.

5. Have the capacity to reach your target group (a minimum of persons) in the specified programme area, within the required timeframe.

6. Have demonstrated active presence in the area that you have selected for your training programme, good knowledge of the local socio-economic situation and activities in the area, and good rapport with local communities.

7. A good understanding of the markets for products and services that the target group/ trainees are likely to produce for, possibly including markets for less traditional products and services.

8. 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, and psycho-social counselling, should your target groups require such services.

9. Proven competencies (human resources and skills) and experience in providing post-training support including technical assistance and follow up, linkages with markets, industries, credit, business counselling, and technology. This can be demonstrated by the number of self-reliant persons promoted by the organization in sustainable economic activities.

10. Have previous experience in supporting the economic reintegration of vulnerable groups and youth, by raising their employability through vocational training and creating income generating activities.

11. Demonstrated understanding of out of school youth 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.

12. Have practical experience in, and the capacity to address gender issues/ dimensions in training and employment.

13. Demonstrated financial reliability and accountability and with an established and effective system of accounts/audit.

14. Willingness to comply with the reporting and evaluation systems under your project.

15. Be a legal entity duly registered.

Source: ILO: Rural skills training: A generic manual on training for rural economy (TREE) (Geneva, 2009), p. 53.

Figure 4: Key steps in identification of training participants

STEP 1. Identify eligibility criteria for participation in training

STEP 2. List potetial participants

STEP 3. Conduct verification and screening

STEP 4. Final registration and profiling
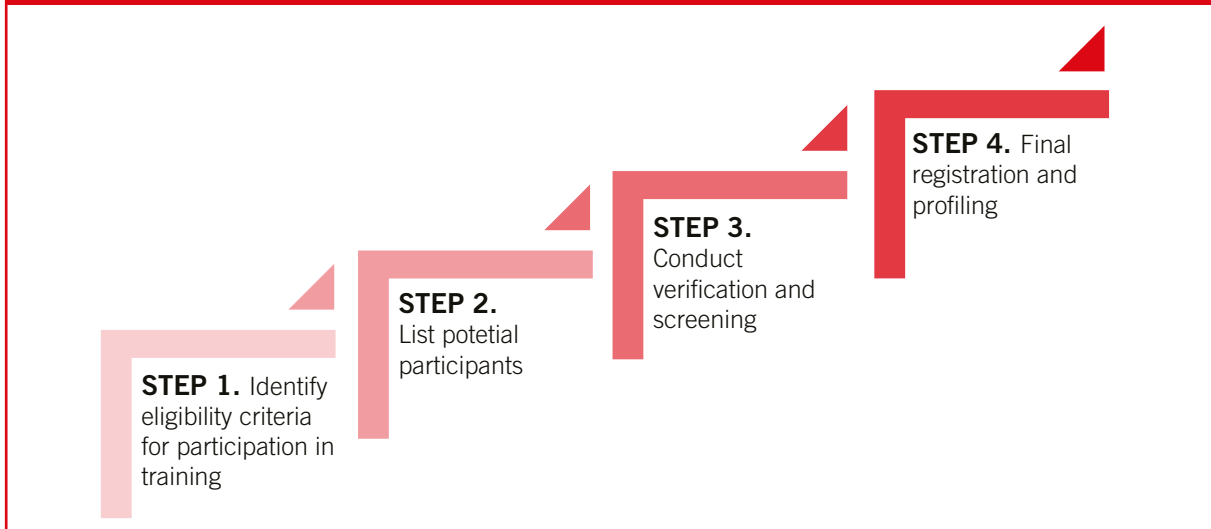
3.3 Identification of training participants

Identifying training participants requires time, attention and transparency. A four-step process is suggested to identify the children that will become part of your training programmes. These four steps are summarized in Figure 4 and this chapter will guide you through each of them.[11]

STEP 1 **Identify eligibility criteria for participation in training**

As part of the preparatory work for some projects, baseline studies are conducted with the objective to identify participants in upcoming skills and livelihood trainings. If this was not the case in your project, you first need to develop transparent and easily understood eligibility criteria for training. These may be guided by a project document and be based on at least the following:

- **Age:** The training should target children of and above the minimum age of employment and below 18 years.

- **Gender:** Strive for equal enrolment of girls and boys.

- **Geographical areas:** Your project document will indicate the administrative location where your project will be implemented, but in most cases you need to narrow down your focus to the village level as part of the process to establish the eligibility criteria. Selection of target areas should be done through stakeholder consultations and in some cases may also involve assessment of the local socio-economic situation.

- **Work status:** If your project targets children working in a specific economic sector, your selection frame is already given. If, on the other hand, your project is area based, you need to prioritize the economic sectors your project will address.

- **Vulnerability to child labour:** Your project is likely to be designed to prevent vulnerable children entering child labour. Vulnerabilities are different in different cultures and socio-economic environments. To target properly, it is important to do a vulnerability assessment for the children in the areas where you are operating. Box 5 suggests a number of vulnerability factors that can lead to child labour.

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[11] This section builds on the publication ILO-IPEC and ITC-ILO: *"How-to" guide on economic reintegration - Children Formerly Associated with Armed Forces and Groups* (Turin, ILO, 2010).

Box 5: Factors contributing to vulnerability

- **Poverty/basic material needs not fulfilled.**
- **Social/economic shocks impacting the family.**
- **Lack of access to (quality) education and training.**
- **Family or cultural traditions and practices.**
- **Disharmony in the family:** can cause children run away from their homes.
- **The HIV/AIDS pandemic:** has increased the number of child-headed households. Work is often vital for these children.
- **Disability:** Discriminatory attitudes towards persons living with disabilities and lack of services to cater for their special needs can be linked to child labour and exploitation.
- **Discriminatory Policies:** Discriminatory policies that marginalize some ethnic groups increases vulnerability to child labour.
- **Lack or non-enforcement of regulations and laws:** Weak labour laws and non-enforcement greatly facilitate the practice of child labour.
- **Insufficient labour supply and labour contract arrangements:** In some cases children are used as a labour supply buffer during peak times. In some cases families who are working as hired hands on larger plantations are paid per quota or piecework based on family units and this increases child labour.
- **Prevailing attitudes that see children as cheap and docile workers.**

STEP 2 List potential participants

The listing of potential participants/trainees is an important step that needs to be undertaken carefully with the involvement of many stakeholders (e.g. local authorities, community leaders and civil society organizations). Listing can undertaken through the following steps:

- **Inform public authorities and community leaders in your area about the project.** This can be done through a workshop to which all key partners and stakeholders are invited. It is important to have high-level representation in the meeting and secure "buy-in" of local leaders and authorities towards your objectives and approaches.

- **Organize a public information campaign explaining the objectives and procedures of the project and inviting potential participants to register.** Apart from holding meetings at the community level, a variety of media could be used depending on the local context. These could include radio, print media, theatre, music and arts. A brochure with details of the programme should be distributed in village schools, local government offices, etc. The objective of the campaign is to encourage eligible children to come forward to participate in your training programmes. The campaign should clearly explain the background to the project, those who are eligible to apply and what the expected outcomes are.

- **Mobilize community organizations and local leaders to participate in establishing the list.** Working with local stakeholders is very important as they possess knowledge about individual households and children. The local stakeholders can also help to identify potential participants that for various reasons are not enlisting.

- **Ensure that groups with special needs have been included in the list.** Particularly vulnerable children including those with special needs are sometimes left out in listing processes as that these groups have less access to information. They may also be working or living in hidden environments. Here are some issues to keep in mind when preparing lists of potential participants:

  - ensure registration of girls through an information and sensitization campaign or working through local women's groups;

  - encourage registration of young persons with disabilities. You may need to spread information through visual and audio

media to reach those with hearing and sight impairments. You also have to remember that encouraging registration of young persons with disabilities requires making facilities and meetings accessible to them;

- encourage registration of children from ethnic, religious and cultural minorities that might be discriminated against; and

- encourage registration of children living with HIV/AIDS ensuring that their registration does not lead to stigmatization.

You need to be aware that inclusiveness of these groups implies the capacity to deal with them, and that you will have to prepare for that capacity.

STEP 3 **Conduct verification and screening**

The verification and screening process has two aspects. The first is to ensure that only eligible children will be registered in the training, and the second is to determine children's pre-skills levels and interest in vocational/entrepreneurial training.

- **Identification of eligible children.** Interviews with pre-identified children are the most common way to check whether they are eligible to participate in training. Interviews should be planned in close cooperation with local stakeholders.

- **Specific attention not to harm or victimize a child must be taken when conducting interviews.** See Box 6 for a list of principles on how to interview children.

Box 6: Key principles on interviewing children

Children may need to be interviewed to determine whether they meet the criteria for eligibility for participation in your training programmes or to establish information about their current circumstances and future plans. When holding interviews with children, the following principles should be adhered to:

- All children should be informed as to why information is being collected, who will have access to it, and which steps have been taken to ensure confidentiality. Children should be kept informed about what will happen to them at each step of the process.

- If a panel of interviewers is formed, attention should be taken not to create an environment that is intimidating for children, including girls. This can be done by limiting the number of interviewers, by taking the time to create a friendly and relaxing atmosphere, and by ensuring the involvement of female interviewers.

- Interviews should be conducted in private where they cannot be overheard. Confidentiality should be respected at all times.

- Measures should be taken to ensure the safety of the information gathered and a document control mechanism should be established. Information collected should remain the property of the collecting organization.

- The following measures should be put in place by organizations whose personnel need to interview children:
  - interviewing personnel should be clear about their purpose and should concentrate on information required for these purposes only;
  - interviews should be carried out by personnel who are trained in interviewing children;
  - children should be interviewed by adults of the same sex wherever possible;

- multiple interviews should be avoided;

- sensitive issues should be raised with children only when essential and in their best interests;

- support should be provided as necessary to children during and after the interview;

- when interviewing children who have been victims of exploitation and abuse, psychological support should be available to children before, during and after interviews.

Source: UNICEF: The Paris Principles: Principles and guidelines on children associated with armed forces or armed groups (New York, 2007), p. 30.

- **Determination of children's pre-skill level and interest in training**. When identifying training opportunities for adults, it is common to do a training needs assessment (TNA).[12] The objective of a TNA is to establish existing skills levels and skills needs.

When working with vulnerable groups like child labourers, their skills and education level **prior** to training is not so important. However, it is still recommended, that you use a few criteria to guide you in your selection process. The following selection criteria should be considered:[13]

- **Motivation.** The most important question is whether the applicant is genuinely motivated and interested in acquiring the skills offered and determined to use them to obtain an income.

- **Level of education.** Many non-formal training programmes do not demand high educational entry requirements. However you still need to ensure that the training materials to be used in subsequent training are at the appropriate level for your trainees as the training otherwise might be ineffective.

- **Readiness for use of skills.** If the purpose of the training is self-employment, the applicant's entrepreneurial abilities, savings or access to finance might be checked to assess feasibility.

- **Support from parents and the community.** It is important that you have an agreement with the parents/care givers of the future trainees to ensure that they will join and complete their training programmes. Experience shows that if parents have not been properly consulted, there is a higher risk that the trainees drop-out during training or fail in other ways. Agreements need to be forged at the pre-training stage and renewed throughout the training process.

- **Initial employment/business idea.** At this point in time it is useful to ask each child about his or her aspirations for future occupation and record this in the management and informational system (see Step 4).

STEP 4 Final registration and profiling

After completion of the screening, you need to register and collect personal information about the children that will enroll in the programme. The information should be stored with the support of a management and information system. The information will be used for three purposes:

- to determine children's skills and potential so that the most appropriate training and support can be provided;

- to follow the progress of each child; and

- to provide baseline data for the planning and monitoring processes of your project.

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[12] ILO: *Rural skills training...*, (2009), op. cit., p. 63.

[13] ILO-IPEC: *Non-formal education and rural skills training: tools to combat the worst forms of child labour including trafficking* (Bangkok, ILO, 2002).

Registration should be carried out through one-to-one interviews. The interviewer should register the data collected on a pre-established form. Registration personnel should be trained on how to interview children (see Box 6).

- **Registration and profiling.** Registration and profiling of the identified children shall be done with the support of a registration questionnaire. Data to be collected will include the child's background, including family information, education, previous training and work experience, health, disability, etc.

- **Register information in a password protected database.** The information you have collected should be fed into a database. It is important to select a database format that is practical and user-friendly. If for example you are operating in an area with frequent electricity cuts, your partners do not have computers or only poor computer skills, you should not go for complex software. Depending on the number of beneficiaries each partner will be serving and the complexity of information to be collected, a Word- or Excel based database might be a better choice. Organizations that do not have computers and appropriate software should ensure that files containing children information are under lock and key in secure places.

- **All data collected in your database should be strictly confidential and exclusively serve planning and monitoring purposes.**

The ILO-IPEC has developed guidelines on recording data on beneficiaries who participate in its programmes (Direct Beneficiaries Monitoring and Reporting (DBMR)), so for ILO-IPEC supported programmes these guidelines should be followed.

✏️ ***Questions for group discussion***
Identifying training participants

- *Discuss the most common vulnerability factors in your area of operation.*

- *Particularly vulnerable children and children with special needs are sometimes left out from services such as training. How can you ensure that your training programmes includes these children?*

- *The resource guide emphasizes the importance of establishing (and maintaining) a database with profiles of each child who will participate in the training for, among other, monitoring and evaluation purposes. Discuss your experiences with such a database with a focus on how to make it as operational and as user friendly as possible (i.e. software to be used, type and amount of data to be collected, processes for data collection, entering and reporting).*

3.4 Vocational orientation and counselling

You now have three important sets of information:

1. the profiles of your target group;

2. information on the opportunities for local employment and income generation in your targeted areas; and

3. identification and assessments of the capacities – and weaknesses – of potential training providers.

The next step is vocational orientation and counselling.[14] This is the process in which you match the participants' initial vocational ideas with their capacities, and with locally

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[14] This section builds on ILO-IPEC and ITC-ILO: *"How-to" guide...,* (2010), op. cit.

Figure 5: Key steps in vocational orientation and counselling

STEP 1.
Identification and training of vocational counsellors

STEP 2.
Vocational assessment of individual capacities and constraints

STEP 3.
Present local employment options

STEP 4.
Explore expectations/ projects of beneficiares

STEP 5.
Achieve coherence between initial project idea and realistic local opportunities

STEP 6.
Draft a synthesis report and an individual monitoring form

available opportunities and support services. The final output of the vocational orientation process should be an employment project for each participant that is coherent with capacities, personal constraints and assets, realistic local employment and income generating opportunities, as well as locally available support services.

Figure 5 summarizes six steps that are the key to vocational orientation and counselling.

STEP 1 Identification and training of vocational counsellors

- **Identify several counsellors.** If you have many beneficiaries, orientation should be done by several vocational counsellors simultaneously.

- **The professional and personal quality of these counsellors is of key importance.** Their profile requires psychological and pedagogical competency and at the same time knowledge about employment and labour market issues, a combination of competencies that may be difficult to find. You might want to examine the possibility to make use of public employment

services. Personal qualities of counsellors are important: for instance, gender-bias of counsellors may sabotage efforts to orient girls towards non-traditional female jobs.

- **Provide counsellors with the necessary information.** About: (a) the identification and selection of your target group; and (b) the results of the ongoing social and economic assessment of the project area.

- **The counsellors may need to be trained.** On the specific needs and challenges of your target group(s).

STEP 2 Vocational assessment of individual capacities and constraints

- **Evaluate individual capacities of each participant.** An assessment should be based on individual interviews and the data registered in the Individual Beneficiary Profile established during the identification process (see Section 3.3). Vocational assessment should include exploration of:

  - educational level;

  - prior vocational training;

  - prior work experience;

- employable skills;

- social skills;

- personality;

- physical abilities, impairments/ disabilities.

- **Explore individual constraints** that may influence the choice of training and employment options. This may include household chores, childcare obligations, or care for other family members.

- **Document the results of the evaluation.** You are responsible to ensure the confidentiality of the information collected through the assessment process and should assure beneficiaries that this will be done.

STEP 3 Present local employment options

- There are many ways to present local employment opportunities to your beneficiaries. You can for example:

  - visit enterprises, self-employed artisans, and farmers, or trade fairs. Visits to places where people actually work or show products that they have produced, allows participants to gain an understanding of production processes and working conditions, and to ask questions about incomes, markets, entry conditions into the trade, etc.;

  - involve employers' and workers' organizations as well as organizations of artisans. While individual employers or artisans know best about their businesses, employers' and workers' organizations and organizations of artisans may have more extensive knowledge about the general situation of trades at the local level;

  - present jobs that are innovative and attractive to young people. Innovative jobs may be jobs linked to new technologies, or green jobs (solar energy, bio-gas) in rural areas. However, the economic viability of such jobs should be well tested.

- Presentation of local employment opportunities should also lead to an understanding of the choices that will have to be made concerning the **status in employment:** what does it mean to be self-employed, to be in formal wage-employment, to be a member of a cooperative, or to be in apprenticeship?

- **Exclude hazardous work and work that is not in line with decent work principles** (see Box 2 and Box 3).

- **Counselling project participants about employment and income earning opportunities in rural areas needs special attention** (see Box 7).

Box 7: Counselling your target group concerning employment in agriculture and rural off-farm activities

Children may want to move from rural communities to seek a future in urban centers. Income earning opportunities in the rural economy may indeed be limited, but often reasons not to remain may be non-economic: perceived boring village life, repressive social control, attraction of types of jobs that are not viable in the rural area, or simple attraction of city life. Lacking land ownership and land tenure rights may also be an issue, especially for girls.

When counselling project participants about employment and income earning opportunities in rural areas, you should include the following:

- Present innovative products and services, such as fish farming, solar-power, biogas, etc., even if these jobs do not yet exist in the area. These options may have been completely outside the young person's perception of rural life.

- Explain the special advantage the project represents for them in facilitating access to such jobs through the provision of technical and managerial training, financial services, or support during start up.

- Present the wide range of off-farm activities that become possible through increase in agricultural production, like processing of agricultural products, transportation of products to urban markets, repair of vehicles and tools, provision of communication services, etc. The orientation phase itself may encourage you to study in more detail the feasibility of such new activities, that may not even yet exist.

- Present the rapid changes that are taking place in rural life through opening up of urban markets, new transport and communication facilities, new technologies, etc.

- Present how new or better adapted technologies can free time of rural women and thus allow them to pursue economic activities.

Source: ILO-IPEC and ITC-ILO: "How-to" guide on economic reintegration - Children Formerly Associated with Armed Forces and Groups (Turin, ILO, 2010).

- **In the cases where girls stick to traditional female occupations**, the counsellors should try to challenge such gender stereotypes. Box 8 provides a few tips on how to encourage girls to choose non-traditional jobs.

Box 8: How to encourage girls to choose non-traditional jobs

Vocational orientation should encourage girls to choose non-traditional jobs. Here are a few suggestions on how to do this:

- Individual project ideas that stick to traditional gender roles should be critically examined to see whether they are based on the free choice of girls, on family pressure, on lack of knowledge about alternatives, or lack of information about project activities and means to alleviate constraints to participation (eg. provision of child care).

- Girls can participate in visits to workplaces and training facilities for trades traditionally occupied by males.

- They should be told what other girls are successfully doing elsewhere.

- Girls should be informed about the potential economic benefits of non-traditional jobs.

- Counsellors should discuss potential job opportunities with family members in order to overcome family resistances.

STEP 4
Explore expectations/projects of beneficiaries

Following the presentation of employment options in Step 3:

- The project shoud start **exploring the expectations and project ideas of the beneficiaries**. This is best done through group sessions with other young people as this allows examination of proposals from different perspectives. Young people may also be more open to arguments from peers than to those from counsellors.

- **Counsellors should listen carefully to the expectations of the participants** and not immediately impose their knowledge about the economic reality. Abandoning a project idea or ambition and accepting reality can be painful for a child and might need time and discussion.

STEP 5
Achieve coherence between initial project idea and realistic local opportunities

At the end of the exploration of expectations and employment ideas of the participants:

- Register the outcome of all preceding steps in a simple **matrix** with the following five columns: capabilities, constraints, initial project idea, local opportunities, and local support services. The matrix is a preliminary tool that will guide you through the following steps.

- Examine whether his/her capacities as evaluated under Step 2 (education, skills, vocational training) **correspond** to his/her project, taking into account skills

training and support services that might be provided by the project.

- One of the basic decisions will be on whether to pursue **self-employment.** Self-employment is not a suitable option for everybody, and such a decision should be supported by evidence from the assessment of personal characteristics, constraints and other factors.

- Verify the **compatibility of his/her project with personal constraints,** (especially for girls). This may exclude a project requiring long-term training; but also examine how constraints might be reduced, for instance by access to grants, or adjustments of training conditions, timing, venue, etc.

- You need to keep in mind that **a limited number of trainees from the same area or village should be selected for training in the same trade** as they are likely to become competitors after the training.

- **Discuss the need to change an initial project idea** with the individual young people concerned, without imposing alternatives at this stage. Make the young person understand that the final employment project will require compatibility of all five dimensions of the matrix. Discuss inconsistencies, possible alternatives and adaptations.

At the end of this step, each participant should have adopted a professional project that corresponds to his/her capacities, constraints, a realistic local employment and income generation opportunity, and the required locally available support services.

KEY RESOURCES

- *ITC-ILO: Biz-up - Self-employment skills for young people - Facilitator's guide and toolkit (Turin, ILO, 2007).*

  The objective of this publication is to enable young people aged 15-24 years to make informed decisions on whether self-employment could be a career choice suitable for them. Its primary target group is those who assist youth in making such decisions, including career counsellors and other facilitators. The Guide is organized around six training sessions totalling approximately 11 training hours. Participants need to be able to read, write and make basic arithmetic calculations. A User's Guide for the participating youth accompanies the guide.

- *ILO: Start and improve your business (SIYB) programme.*

  The SIYB methodology includes a module assisting in clarifying choices between self-employment and wage-employment options. The module focuses on questions concerning the economic context, employment, rights and obligations of workers, seasonal work, employment niches, etc.

STEP 6 **Draft a synthesis report and an individual monitoring form**

In Section 3.3, Step 4 you were guided on how to set-up a management and information system that should include information on each of your beneficiaries. It is recommended that you add the following to this database at this stage:

- The counsellor who was responsible for each individual should prepare a synthesis report on the vocational assessment and orientation process for that child.

- A brief form, which allows you to follow the path of each beneficiary by registering his/her progress throughout the duration of the project life. A proposed format is attached as Annex 5.

Questions for group discussion
Vocational orientation and counselling

- *What would you see as the main difficulties involved with the vocational orientation and counselling process?*

- *How likely is it that there are qualified vocational counsellors available in your project area? If vocational counsellors are not available, are there any other professionals that could fullfill this function – perhaps with some training?*

- *Adolescents living in rural areas are often seeking employment options in urban centers. Do you think that your project should support such aspirations? Discuss why/why not.*

- *Do you have any experiences from training girls for non-traditional female jobs? What was the outcome of such trainings in terms of the graduates' ability to find employment, or for their businesses to be sustainable?*

- *Do you think that all children are able to become successful trainees if they receive the right training? What are the personal qualifications that a youth would need to be successful as an entrepreneur?*

3.5 Building capacity of your partners

After having worked your way through all steps in Sections 3.1 to 3.4 you have almost completed the pre-training stage. There is only one element missing: to ensure that the training providers that you have selected have the capacity required to meet the needs of the children that will participate in the training programmes.

When working through the various steps in Section 3.2, you identified and assessed potential partners, and mapped out the gaps in their competencies with respect to a number of criteria (see Box 4). It is now your job to ensure that the capacity of your partners will be built to meet desired requirements.

This resource guide suggests that you build the capacity of your partners through a three-step process as illustrated in Figure 6. Each step is discussed in the following sections.

Figure 6: Key steps in building capacity of partners

STEP 1. Map the partners according to their training needs

STEP 2. Conduct introductory training

STEP 3. Conduct specific training
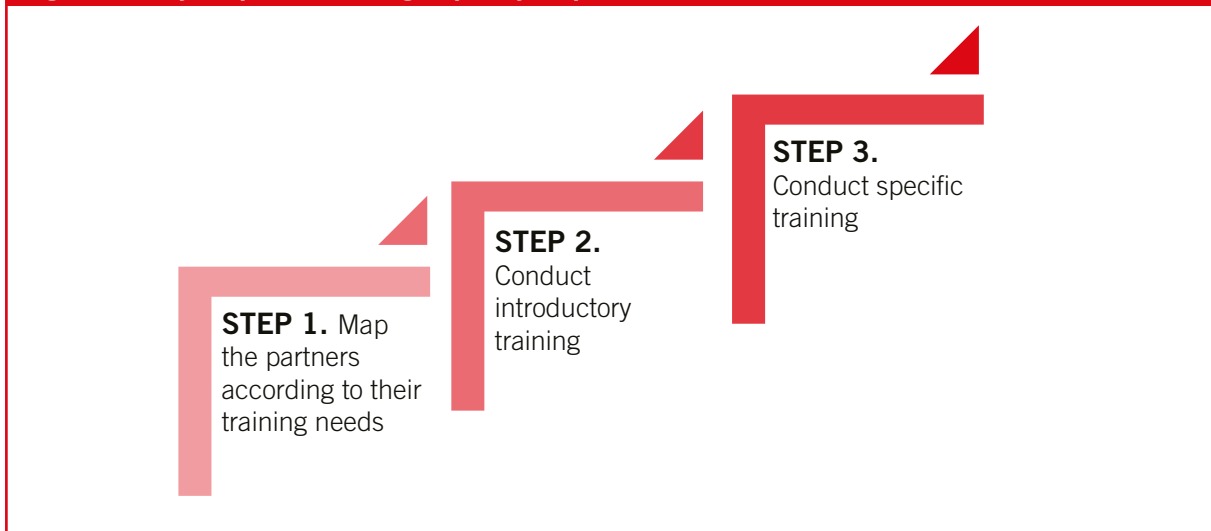
STEP 1 Map the partners according to their training needs

- Your partners need not only technical skills, but skills in community mobilization, group organization and gender mainstreaming. In addition to planning, implementing and monitoring programme activities, they will need to collaborate with other partners and institutions. Importantly, they also need capacity on how to work with children who are withdrawn from child labour – often from its worst forms – or prevented from entering such work. They should be trained to assess when a child is in need of specialized support, and know how to quickly access such services.

- Based on this, prepare a simple matrix where each partner is listed and the training needs identified.

STEP 2 Conduct introductory training

As a first step, you can introduce your project and it's methodology to the implementing partners through an introductory workshop and a set of training seminars to familiarize their staff with their specific roles and responsibilities with regard to implementing a training programme.

STEP 3 Conduct specific training

- Based on the assessments of your partners made as part of the selection process you should assess further specific training needs.

- Training needs may include: how to conduct interviews with children; providing life-skills in addition to the skills training that they normally provide; information on basic labour standards and/or occupational safety and health matters, HIV and AIDS; or sensitivity to gender issues in training. You need to find a way to ensure that they are properly trained on these issues either by doing it yourself, or identifying external experts who can facilitate such training.

- Study visits can be a valuable and important learning tool if well conducted, with emphasis on sharing experiences and adapting successful approaches tested in other areas.

Questions for group discussion
Building capacity of your partners

- *How would you prioritize the training needs of your partners? Be as specific as possible in your answer, and relate it to your own experiences.*

- *Following all the steps and procedures for pre-training outlined in this guide will be both time and resource consuming. Do you have the required time and resources available in your current project? If not, what components of pre-training do you think are the most important and what short cuts can be taken to ensure that your interventions can still be implemented with quality?*

To assist older children who may lack basic education skills ILO-IPEC favours an integrated approach that combines vocational skills training with life skills and literacy and numeracy support as may be required. Skills training is also accompanied by support to assist participants transition to decent work.

For the purposes of this guide, the various training options are presented as follows:

- life skills and informal basic education;

- vocational training, including:

  ▪ center based vocational training in urban areas;

  ▪ community based mobile and outreach training approaches, vocational training in rural areas; and

  ▪ formal and informal apprenticeship;

- entrepreneurship training.

While the sections that follow will discuss the specific features of these training types, there are a number of issues that apply to all of them. These crosscutting issues are discussed below.

Inclusion of your training programme in existing Local Economic Development (LED) programmes

As noted earlier in this guide, it is important to look for the existence of any comprehensive area-based development programmes in the project area, for example Local Economic Development (LED) programmes or other Community Based Programmes (see Section 4.2.2). If any of these exist, you may be able to integrate project activities into these frameworks (see Box 9).

Box 9: Fundamentals of Local Economic Development (LED)

LED is a locally-owned, participatory development process undertaken within a given territory or local administrative area in partnership with both public and private stakeholders. The LED approach makes use of local resources and competitive advantages to create decent employment and sustainable economic growth.

Although primarily an economic strategy, LED simultaneously pursues social goals of poverty reduction and social inclusion. Its design and implementation structures create space for dialogue between different groups within the community and enable them to actively participate in the decision-making process. Target groups at various levels are involved, such as local government authorities, employers' organizations, trade unions, the local business community, and other partners such as indigenous peoples' associations, or civil groups representing women and youth.

Source: ILO: Gender mainstreaming in local economic development strategies. A Guide (Geneva, 2010), p. 14.

Training design and organization

The final result of training programmes depends to a large extent on their organization and delivery. Training needs to be flexible and needs to take into consideration the characteristics and interests of the trainees. Ready-made training curricula, particularly those produced by central training agencies, aim for standard courses in a particular trade. They may sometimes be too general to take into consideration the special needs of your target group. On the positive side, they are more likely to lead to externally administered trade tests and training certificates that are widely recognized and may be more likely to result in employment.

Experience shows that training courses for former child labourers should be relatively short and delivered in a **modular** form. While following vocational skills training, most trainees will also follow basic education and life skills training, and possibly also entrepreneurship training. These training components will take place at different places and last different lengths of time. Each block is referred to as a module.

It is difficult to provide general standards for the duration of training, but depending on the individual training needs of your beneficiaries, their pre-training skill level, and the complexity of the skills to learn, short-term training is up to 3 months, medium-term training is 3-6 months, and long-term training is 6-9 months full-time training. Informal apprenticeship training usually lasts more than a year.

While it might seem obvious that training needs to take place at hours convenient for the trainees, this is often not the case. Children who have domestic responsibilities, most often girls, are often not able to join full time training. Training hours may therefore needs to be flexible and may have to be conducted in the afternoons, evenings or weekends. Similarly, the venue for the training course needs to be chosen based on the limitation of your target group. Training should take place near the homes of the trainees if possible (see Section 4.2.2).

The importance of the trainers

Identifying and selecting trainers is another very important element of a successful training programme. Trainers must not only have teaching skills and technical knowledge, but also skills in influencing attitudes and improving the general knowledge of the children they will train. Very importantly, they need to understand and have competency on how to work with diverse groups of trainees including in many contexts highly vulnerable children. The TREE Manual describes a number of important qualifications, which a good trainer should possess (see Box 10).

Box 10: Desired qualifications of trainers

- **Competence in the subject area being taught.** The trainers should be thoroughly competent in the skills they are teaching.

- **Mastery of the techniques of instruction.** A competent trainer will prepare each lesson to ensure that the best use is made of the trainee's time. Lessons should relate to real-world situations and be flexible enough to include special interests or special experience of individuals in the class.

- **Resourcefulness and creativity.** The methods that work well for one individual or for one lesson may not apply in other situation. A good trainer will be alert to early signs of lack of understanding or interest, and will adapt the course if necessary.

- **Knowing the clientele.** Before starting a training course, trainers should know the main characteristics of the trainees they will be teaching. Very often, it is not until the end of training that the trainer gets to know the people who have been trained.

In the case of child labour projects, the trainees are often vulnerable children who require special attention and support.

- **Influencing attitudes and behaviours.** A good trainer will act as a positive role model for the young trainees.

- **Ability to build teams.** The ability to build teams among the trainees is an important characteristic of a good trainer. Synergies from teams are very positive and can result in future business ideas and collaboration.

- **Regular assessment and evaluation.** A good trainer needs to constantly check if the trainees are actually learning the skills. This can be done through question and answer sessions, quizzes and skills performance tests. The main purpose is not to pass or fail a trainee, but to assess if they are learning and to adapt the approach, if necessary.

Source: ILO: Rural skills training: A generic manual on training for rural economy (TREE) (Geneva, 2009).

Financial aspects of training

When conceptualizing the training programmes under your project, you need to consider financial aspects of training from two perspectives:

- the costs for the training itself; and

- subsistence for the participants during the training.

The costs related to the training itself include investments required for the construction/upgrade/maintenance of the training facilities; purchase of equipment and materials; the operational costs of skills training programmes (including salaries for trainers, etc.); and costs for post-training support.

Literature suggests that it is becoming increasingly common for participants to contribute towards the costs of training. However this may not be feasible for your

target group. You might explore other ways to cover costs of training.

This could for example be done by arranging various revenue-generating activities directly linked to the training such as children participating in tailoring courses accept paid orders for their products, or children in mechanics training set up a bicycle/motorbike service station at the training center.

Costs related to subsistence for the participants may include direct costs for the trainees such as transport to and from training venues, costs for meals, etc.

While the direct costs can be included in your training budget, the alternative costs to the child or the child's family–loss of income if a child stops work to undergo training - are more difficult to handle. There is no general solution to this problem, but if it exists, you need to communicate with the family and indicate possible long-term benefits for the whole family through the participation of the child in the training programme.[15] As indicated in Section 3.3, family support or at least consent should be considered right from the start as a selection criterion for participation in the project (see Box 11).

Box 11: Suggested means to solve the problem of subsistence during training

- Organize training hours/days so as to allow trainees to pursue acceptable income generation activities parallel to training.

- Organize "learn and earn" schemes in which children are engaged in suitable income-generating activities at the training venue (i.e. operate a production unit to make clothing, furniture, food products,

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[15] Ibid.

repair bikes, pumps, etc.), or by linking the training to a shop it operates in town.

- Negotiate the participation of the trainee in the result of sales of goods produced during training.
- In informal apprenticeship, negotiate provision of food, lodging, or pocket money by the master craftsperson, if compatible with local practice.
- Provide special support measures for the children (meals, clothing and even scholarships) and their families (provision of food and health care).
- Link parents or other members of the household to schemes to promote income-generating activities.
- Try to obtain a "Food for Training" contract with the World Food Programme (WFP) or relevant NGOs. Negotiations with WFP country offices should start early, as requests have to be included in the annual planning exercise.

- Provide **secure and separate sanitary facilities** for girl and boy trainees.
- High priority should be given to **management training** for girls.
- Take girls with lower educational profiles into consideration and provide **complementary non-formal basic education**.
- **Encourage girls to look for non-traditional female skills** for example by conducting study visits to successful local business women, particularly those who are active in sectors traditionally dominated by men, who will serve as positive role models (see Section 3.4 and Box 8).
- **Encourage girls to express themselves** on training choices, training delivery modalities and training content.
- Increase the pool of **women trainers.**
- Encourage public and private employers to **give equal employment opportunities to girls and boys.**
- **Monitor** the degree of participation and integration of girls institutions.

Gender aspects of training

Girls face additional socio-economic and cultural problems. You therefore need to ensure that the **specific needs of girls are properly catered for** throughout the training process. Box 12 provides a set of general suggestions on how you can work towards gender-responsive training.

Box 12: Gender-responsive training

- Where possible ensure that **childcare facilities** are provided at or close to all training venues, if possible enabling young mothers to bring their children to the training venue. Arrange training hours to allow mothers to feed their babies.
- Agreements should be made with the girl trainees as to when is the most **appropriate time for them to attend the training** (i.e. mornings or afternoons) as they may need to combine household chores with training.
- Organize training at **places near** to where trainees live.

Inclusion of children with disabilities

Through its standards and advocacy work, the ILO has long advocated equality of opportunity and treatment for persons with disabilities and their inclusion in programmes and services open to the general population. The ILO Convention No. 159 concerning the Vocational Rehabilitation and Employment of Disabled Persons, 1983, and the UN Convention on the Rights of Persons with Disabilities, 2008, are key international standards. Effective and meaningful inclusion of people with disabilities in mainstream activities is increasingly an expectation of national policies, programmes, services and activities targeting the general population, as well as in UN agency programmes and technical assistance projects.[16]

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[16] ILO: *Count us in! How to make sure that women with disabilities can participate effectively in mainstream women's entrepreneurship development activities* (Geneva, 2008), p. v.

Disability differs in form and level and needs in technical support are of course highly individual. Box 13 provides a number of suggestions on how you can ensure that children with disabilities are effectively included in your training programmes.

Box 13: Inclusion of trainees with disabilities

- Screen potential training partners to make sure that they demonstrate willingness to include children with disabilities in their programmes and that they understand concepts such as the inclusion of people with disabilities.

- Identify organizations for people with disabilities. Even if they might not become main implementing partners, you can use their specific expertise in the implementation of your training programmes.

- Help partner organizations to see that disability inclusion is a logical next step in their development, and relates directly to their core values and policies.

- Beneficiaries with disabilities should be part of planning the training programmes and any other services linked to them under your programme.

- When it comes to the delivery of the training programmes, ensure that training venues and materials are adapted to the specific needs of trainees with disabilities:

  - Facilitate appropriate practical arrangements, including room layout e.g allowing wheelchairs to access training venues.

  - Format materials in ways that trainees with disabilities can access information.

  - 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).

- Challenge and deal with the ways that negative experiences and low self-confidence of children with disabilities affects their participation in training (especially at the beginning of courses) through counselling.

- Strive towards solidarity, cooperation and team spirit between beneficiaries with and without disabilities.

- Ensure that the extra support participants with disabilities receive from your project do not stigmatize or marginalize them further.

- Encourage contact with female entrepreneurs with disabilities and/or other women with disabilities.

- Ensure that all publications, tools and materials are inclusive of children with disabilities and disability issues and make them available in a wide range of alternative formats.

- Publicize achievements through a variety of media and PR approaches, such as case histories, talks, newsletters and PR campaigns.

Source: ILO: Count us in! How to make sure that women with disabilities can participate effectively in mainstream women's entrepreneurship development activities (Geneva, 2008), p. v.

Questions for group discussion
Training options

- *Are you aware of an LED project in the geographical area where your project is implemented? What agency is implementing it? Can you integrate your project into it? Why/why not?*

- *The ILO emphasizes the importance of a modular approach to training. What does a modular training approach mean in practical terms?*

- *Based on your experiences, how long should a training programme be? What are the factors that determines the length?*

- *What qualifications would you would look for in a trainer that will be responsible for life skills training? What about trainers that will be responsible for vocational skills training components? Are the qualifications for these trainers the same? Why/why not?*

- *There are many costs related to training. One set of costs is related to the delivery of the training itself (e.g. training facilities, equipment/ materials, salaries for trainers, etc.). There are also indirect costs related to the participation (e.g. transport to and from training; loss of income for the family when the child withdraws from work to enroll in training). In your earlier projects, how have you handled these latter costs and what were your experiences?*

- *How can you ensure that the design of the training will meet the needs of both boys and girls?*

- *Do you have any experience from providing training to trainees with disabilities? What are the practical difficulties that you will meet and how can these be overcome?*

4.1 Life skills and informal basic education

There are likely to be large differences between the level of basic education and life skills among the group of children that you have identified for training. Such skills, also referred to as core work skills[17] or key competencies, are generic skills that are important for an individual's employability, but also for social integration.

As noted above, the ILO recommends an integrated training approach that when required, provides opportunities for literacy and numeracy training and life skills training along with other forms of training.

4.1.1 Life skills including financial education

Life skills training aims at developing personal skills and behaviour that are essential in life. This can also incorporate skills required in the context of employment or self-employment. Some examples are:

- **Social behaviour** within family and community (rights and responsibilities, conflict resolution, gender issues, reproductive health including HIV prevention, money management, sports, culture).

- **Professional behaviour** as expected by employers, customers and producers (interview skills, rights at work, money management, work discipline).

This guide suggests that life skills should be provided through a three-step process. Figure 7 summarizes these steps and the section below walks you through each of them.

Figure 7: Key steps in provision of life skills

STEP 1. Identify needs for life-skills training and decide on training modules

STEP 2. Identify trainers and deliver training

STEP 3. Monitoring, follow-up and evaluation

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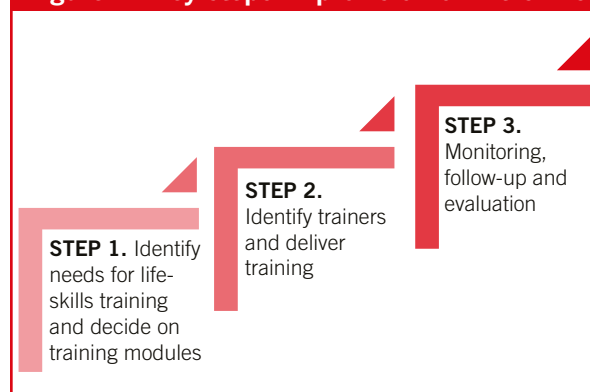
[17] The publication ILO: *4 in 1 – Training Handbook for Non-Formal Training Providers* (Jakarta, 2011), defines the core work skills as: (a) basic literacy and numeracy, (b) communication and teamwork, (c) problem solving skills and a solution-oriented attitude, (d) adaptability, (e) self-motivation, (f) independent decision making, and (g) ethical competence.

Identify needs for life skills training and decide on training modules

Based on the pre-training processes you will have a good idea about your beneficiaries needs for life-skills training and can develop the training modules. This should be done through the following process:

- review the outcomes of the verification and screening discussions held with each beneficiary in Section 3.3, Step 3, to identify subjects for training;

- based on the identification and assessment of potential partners described in Section 3.2, you also have a fairly good idea about your potential partners and their strength (as well as weaknesses);

- group the various training subjects into thematic modules including, for example:

Rights and responsibilities:

- child rights (UN Convention on the Rights of the Child and relevant national legislation);

- rights at work (ILO Declaration on Fundamental Principles and Rights at Work, ILO Conventions No. 138 and No. 182 and relevant national legislation) including gender and disability.

Social issues:

- searching for and making use of information, critical thinking and communication;

- problems for youth in the community (non-violent conflict resolution, problems of acceptance, etc.);

- living with disability (recovering self-esteem, recovering from trauma, dealing with social perceptions, etc.);

- gender issues (sexuality, gender relations, gender-based violence, contraception, sexually transmitted diseases, health, parental problems, family relations, childcare, etc.).

Psychosocial issues:

- self-awareness;

- empathy;

- coping with emotions and stress.

Issues related to HIV:

- how to protect oneself (and others) from HIV transmission;

- HIV-risk behaviours of boys and girls;

- referral services for confidential and voluntary testing and counselling;

- sexual and reproductive health information;

- care, support, and counselling services for those living with HIV or with partners living with HIV.

Issues related to (future) profession:

- express and reflect on (conflict) situations during training and future job including problem solving;

- identify gender-based constraints and barriers to training and employment of girls and women;

- professional behaviour as expected by employers, customers and producers, including rights at work and discipline;

- reasoning, negotiation, and decision making;

- interpersonal relationship skills.

Issues related to money management, i.e. financial education:

- equipping youth with financial knowledge and management skills to enable them to set goals in life and make plans for realizing them;

- how to access affordable and sustainable financial services including credit, savings, and insurance to help to achieve goals;

- how to use financial services and be able to make informed choices about saving and increasing saving capacity, borrowing and protection against financial risks.

ⓘ KEY RESOURCES

- ***ILO: Financial education for youth Training package: Trainer's manual & Trainee's guide (Kathmandu, 2011).***

  This training package provides more information and guidance on how to provide financial education to young people. It consists of a Trainer's manual intended for trainers from financial institutions, business development service providers, youth associations, and NGOs; and a Trainee's guide intended for the participants. It aims to helps organizations to teach young people about money and how to use it wisely by promoting wise spending, regular savings and ways to make the most of one's resources.

  The overall aims of the training package are to:

  - prepare young people for their financial responsibilities in life, providing them with the knowledge and skills to ensure a successful transition from economic dependence to independence; and

  - strengthen young people's behaviours that lead to increased saving, more productive and responsible spending, and borrowing for sound reasons.

- ***ILO: Empowerment for children, youth and families: 3-R Trainers' Kit on rights, responsibilities and representation (Bangkok, 2006).***

  The kit provides guidance on life skills and contains 10 modules on the following topics: Self-awareness and identity; Rights in life; Equality in life and family, Work and resources in the family, Problem solving and social skills, Teenage relationships, Keeping healthy, Protection from violence and drugs, and A smart job seeker, smart Worker. The exercises in the kit are designed for 3 different age groups: children 10-14 years, youth 15-24 years and adults 25 years and older.

  The aims of the 3-R Kit are to:

  - increase understanding of child rights, workers' rights and gender equality among children, youth and their families in at-risk communities and workplaces;

  - reduce gender and social gaps by raising awareness and providing skills for life and work to children, youth and adults in these communities and workplaces; and

  - empower poor and disadvantaged families, especially children and women, to make informed decisions about their lives and job choices, and to increase their voice and representation in their communities and workplaces.

STEP
2 **Identify trainers and deliver training**

Box 10 provides an overview of the qualifications that you should look for among the trainers.

- For life skills training you should be sure to look for individuals who can empathize with children and are able to understand and manage group discussions.

- After you have identified your partners and identified the trainers, and based on the assessment of capacity conducted in Section 3.2, you might have to build the capacity of your partners in certain areas. (See Section 3.5).

- Deliver the modules through group or plenary sessions and let them be interactive and include role-play. Such group sessions might be mixed or organized separately for girls and boys. They should be free of pressure and fear to allow participants to speak confidently, and should aim for increasing personal autonomy, critical thinking, self-esteem, and respect for others.

- Organize sports events, theatre, music, and recreational activities.

- Life skills training should be gender-specific in content and girls should receive counselling and training in life skills that are specific to them. Such counselling and training should be separate from boy participants and should be provided by female trainers, for instance by women's associations specialized in supporting vulnerable girls and young women.

- Consider specific needs of girls and young women as discussed in Box 12.

- Consider specific needs of trainees with disabilities as discussed in Box 13.

(i) KEY RESOURCES

- *ILO-IPEC: Supporting Children's Rights through Education, the Arts and the Media (SCREAM) - Education Pack (Geneva, ILO, 2002).*

  This resource forms the basis of the ILO-IPEC's SCREAM programme. It is made up of 14 educational modules and a User's Guide. It enables young people to express themselves through different forms of artistic media. The Education Pack give guidance on how to organize and deliver training.

- *ILO-IPEC: Supporting Children's Rights through Education, the Arts and the Media (SCREAM) - A special module on HIV, AIDS and child labour (Geneva, ILO, 2007).*

  This resource is a companion module to the original Education Pack. It is intended for use by educators and team leaders to inform young people about HIV and AIDS, and includes activities to increase awareness and understanding of related health, family and child labour issues. It is specifically useful when organizing sessions on HIV and AIDS.

STEP
3 **Monitoring, follow-up and evaluation**

While monitoring and evaluation are discussed in greater detail in Chapter 6, here are a few points to keep in mind specifically related to life skills:

- As some of the topics that might be included in the training can be highly sensitive and relate to psychological traumas (especially when working with trafficked children, child victims of sexual exploitation, child soldiers), it is important that you monitor the training closely and watch out for children who need expert assistance.

- The progress, as well as any particular issues arising during the life skills

sessions, should be registered in the individual monitoring form drafted at the end of the vocational orientation phase (see Section 3.4).

4.1.2 Functional literacy and numeracy skills

Beneficiaries may require support with functional literacy and numeracy skills training. This guide suggests a three-step process. Figure 8 summarizes these and the section below walks you through each of them.

Figure 8: Key steps in provision of functional literacy and numeracy skills
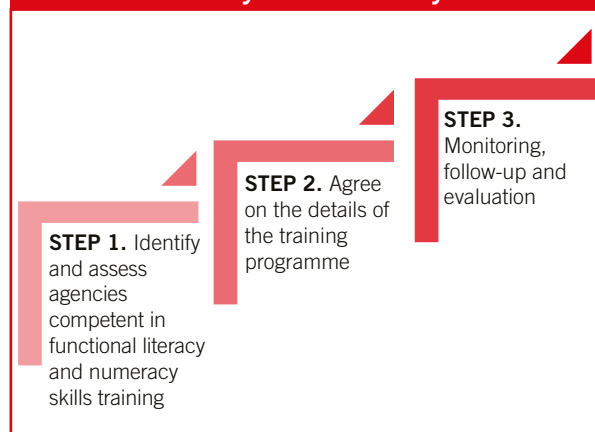
STEP 1. Identify and assess agencies competent in functional literacy and numeracy skills training

STEP 2. Agree on the details of the training programme

STEP 3. Monitoring, follow-up and evaluation

STEP 1 — Identify and assess agencies competent in functional literacy and numeracy skills training

While the steps for identification and assessment of potential training partners were described in detail in Section 3.2, you might have to revisit some of this information, or go into further detail as outlined below:

- liaise with bodies working on basic education, non formal education (NFE) and adult education (i.e. local representations of the Ministry of Education; international and national NGOs who specialize in adult education, basic education or vocational skills training, etc.);

- collect information on any national/ local standards in informal education (accelerated programmes and functional literacy and numeracy skills training);

- select agency(ies) that will be delivering the functional literacy and numeracy skills training to your beneficiaries;

- participate as far as possible in the selection of trainers. Give preference to those with specific experience working with your target group. (Box 10 lists the desired qualifications of trainers that you should look out for);

- after you have identified your partners and identified the tutors, and based on the assessment of capacity conducted in Section 3.2, you might have to build the capacity of your partners in certain areas (see Section 3.5).

STEP 2 — Agree on the details of the training programme

- Experience has shown that functional literacy and numeracy skills training will be most successful if it is directly linked to the vocational training subject that each child is undergoing. For example, if the employment project is cooking, literacy could focus on reading recipes while numeracy exercises could include doubling/halving ingredients in recipes. The curriculum should be carefully tailored to raise and maintain the interest of the students:

  - education should be student-centred, letting the students participate instead of only listening to the teacher;

  - teaching should focus on practical knowledge that can be used immediately in the daily life of the students;

- teaching should be done, to the extent possible, in the local language by local teachers;

- consider using ordinary schools outside school hours.

• together with your selected partner agency(ies) you need to do the following:

- agree on training programme and methodology, duration and numbers of hours of training in total and per day;

- define a functional literacy and numeracy skills training plan for each of the project beneficiaries based on their identified needs (see Section 3.3);

- ensure that the functional literacy and numeracy skills training programme will be delivered in parallel to the vocational and entrepreneurship training rather than as a separate module. This will require planning with all the partners responsible for the various training components and negotiations on timing, content, venue, etc.;

- consider specific needs of girls as discussed in Box 12;

- consider specific needs of trainees with disabilities as discussed in Box 13.

• particularly when training older children, it is important to be sensitive if they are not able to read and write. Otherwise they can feel embarrassed and may not attend training/meetings.

STEP 3 **Monitoring, follow-up and evaluation**

While monitoring and evaluation is discussed in greater detail in Chapter 5, here are a few points to keep in mind:

• monitor process and progress of the functional literacy and numeracy skills

training, and the continued relevance to the individual educational levels;

• register participation of trainees in their individual monitoring forms that were drafted at the end of the vocational orientation phase (see Section 3.4);

• evaluate the functional literacy and numeracy skills training provider(s).

Questions for group discussion
Life skills and informal basic education

• *Which life skills do you think are most crucial for the success of training programmes for employment or self-employment, and explain why you think these are the most important skills.*

• *When selecting trainers for the life skills segment of your training programme, what are the most important qualifications you would look for and why? What agencies would you turn to when looking for trainers?*

• *The resource guide suggests that literacy and numeracy skills training will be most successful if it is directly linked to the vocational training subject that each child is undergoing. Can you give any concrete examples of how this should be done?*

• *How do you ensure that the training is sensitive to older children who are not able to read and write and might feel embarrassed about that?*

• *Are there any particular issues related to monitoring and evaluation of life skills and literacy/ numeracy that you need to pay specific attention to?*

4.2 Vocational and livelihood training

When you plan for vocational and livelihood training, you need three different types of information. If you have followed the steps outlined in Chapter 3, you will already have most of the information at hand including local economic opportunities (Section 3.1), assessments of the local training providers (Section 3.2); and the training needs of your beneficiaries (Section 3.4).

Through the institutional mapping exercise, you will not only have identified different training providers, but also possibly come across **different modalities to deliver vocational and livelihood training**, including:

- formal Vocational Training Centres (VTCs) run by the public sector;

- formal VTCs run by NGOs;

- non-formal vocational training run by NGOs;

- community-Based Training (CBT) programmes in rural areas;

- outreach training for rural areas provided on a mobile basis by VTCs, specialized public agencies, or NGOs;

- formal apprenticeship training;

- informal apprenticeship training.

These training modalities have their unique structural strengths and weaknesses that you need to take into consideration when selecting training options for your participants (see Box 14).

Box 14: Good practices in delivery of skills and livelihood training

For skills and livelihood training programmes to be effective, you need to take the following points into consideration at the design stage:

- It is important to have an agreement with parents/care givers to ensure that the trainees will join and complete their training programmes, and get the support (emotional and financial) they need to complete the training and find employment or start a small business afterwards. Experience shows that when parents/care givers have not been properly involved throughout the training process, there is a higher risk that the trainees return to the previous work situation after the training.

- Skills training should be flexible and responsive to the changing needs of the labour market while paying close attention to the interests and conditions of the target group.

- The design should not be solely determined by social considerations but a business-like approach should be adopted, including clear objectives, effective management, solid financial administration, and monitoring and evaluation systems that provide relevant feedback on programme performance and impact.

- For the sake of sustainability, adopt a low-cost approach (simple training facilities and equipment, part-time trainers, use of local volunteers and management) and possibly some form of cost sharing by the programme clients.

- Successful programmes actively involve the target clients and their communities during the various phases of the programme, including the design, implementation and follow-up.

- Education and training approaches, content and follow-up can benefit significantly from links with the local business sector. Local business people can serve as education-training advisers, or as resource persons in the classroom.

- Programme designers need to ensure that trainees in one geographical area are trained on different skills to avoid competition.

- The education background of the targeted children is often weaker than that of others so literacy and numeracy as well as life skills need to be included in the skills training curriculum.

- Working children, in view of their experiences and situations, may need much more intensive guidance and counselling than other trainees.

- Course duration should be short and the relationship with employment as direct as possible, since their families (and even the children) cannot go without incomes for a long period of time.

- When identifying self-employment projects, do not only consider opportunities within the local community but also in other areas including nearby cities (but without encouraging young children to move from their homes) and even export/import. Training on on-line marketing could be provided. However, when working with small or inexperienced organizations or difficult local conditions, the training should be based on local materials and local markets.

- For those already working, training could focus on increasing their skill level so they could take on additional or more advanced non-hazardous tasks to increase their income, or to improve their working conditions.

Source: ILO-IPEC: Non-formal education and rural skills training: tools to combat the worst forms of child labour including trafficking (Bangkok, ILO, 2002).

The difference between urban and rural settings is a key issue to consider when choosing training options. Given the difficulties in organizing training in rural areas, efficiency considerations may lead you to select those living in urban areas, whereas equity considerations demand to include those living in remote rural areas on an equitable basis. Training approaches such as community based training or mobile/outreach training may help to make more equitable choices.

The next sections of this chapter will elaborate on the different modalities for training. As the urban-rural dimension is of key importance, the various modalities for training will be presented in accordance with where they are most effective. Apprenticeship training is dealt with in a separate chapter as it applies to both urban and rural areas.

While each of these sections will discuss the specific features of these vocational training types, there are a number of issues that apply universally as follows:

- **The importance of coordination at the local level.** There is a need to establish a coordination mechanism between local public and private training providers in order to regulate output in numbers of trainees per trade in relation to local absorption capacity. Training too many people in a limited number of skills in limited areas leads to fierce competition, falling incomes, pressure to migrate, and a high failure rate of micro-enterprises.

- The private sector can be an important player in vocational training programmes. Exploring existing – or fostering your own – **public-private partnerships (PPPs)** could be a way forward for your programme. There are several ILO sources discussing the advantages in PPPs in vocational training, particularly from a youth employment perspective (see Box 15 and the key resources box below).

(i) **KEY RESOURCES**

- *Youth Employment Network (YEN): Building the case for business collaboration on youth employment – Good practice from West Africa (Dakar, 2008).*

  This publication provides a discussion on why and how the private sector should support youth employment and the benefits for the business sector.

Box 15: Public-private partnerships (PPPs)

PPPs are becoming more popular in international development cooperation. Definitions of PPPs vary. In the ILO they are described as *"voluntary and collaborative relationships among various actors in both public (state) and private (non-state) sectors, in which all participants agree to work together to achieve a common goal or undertake specific tasks"*.

A strong PPP recognizes that the public and private sectors each have certain advantages and optimizes the allocation of tasks, obligations and risks to play to these particular strengths.

Partnerships also come in different forms, including funding or in-kind donations, joint development or implementation of projects and activities, organizing meetings or events, joint campaigning or advocacy, and cooperative research and publications.

Source: ILO: Public-private partnerships (PPPs). ILO Goberning Body 301st Session. Committee on Technical Cooperation. Document GB.301/TC/1. (Geneva, 2008).

- The issue of trade **testing and certification** is an important issue when dealing with vocational training (see Box 16).

Box 16: The importance of trade testing and certification

Trade testing and subsequent certification is an important issue that needs to be considered in all vocational training programmes. Traditionally, nationally administered trade tests and certification were only available for trainees in formal training centers. Today, however, such tests and – when successfully passed – certification are in many places open to trainees from informal training systems as well. Even if there are barriers to nationally administered tests, there might be other sector specific or local tests administered by authorities that are worth exploring.

If none of this is available, most trainees are still keen to at least receive a certificate of attendance issued by the training provider. Nationally or locally recognized certificates or any kind of diploma or certificate of attendance can help the graduate in finding wage employment. In the event they become self-employed, certificates can help to acquire customers, as they indicate an individual's skill levels.

- **Cooperatives** should by their nature be participatory, inclusive and responsive to the needs of their members. Given this, the cooperative model is often especially suitable for your particular target group (see Box 17).

Box 17: Cooperatives

Cooperatives play a major self-help role particularly in rural areas, where private businesses hesitate to go and public authorities do not provide basic services. The ILO Recommendation No. 193 on the promotion of cooperatives, 2002, defines a cooperative as an enterprise model with broader objectives than other corporate forms. It is, *"an autonomous association of persons united voluntarily to meet their common economic, social and cultural needs and aspirations through a jointly owned and democratically controlled enterprise."*

As of 2011, roughly one billion people were members of cooperatives, and over 100 million work in them and countries are reporting growing numbers of cooperatives. In Uganda, for instance, they increased from 554 in 1995 to 7,500 in 2009. Some of the advantages of cooperatives are that they:

- Create opportunity for employment, income generation, and increase the availability of goods and services.
- Are rooted in their community, and are thus more likely to positively influence it.
- Are based on the values of self-help, democracy, equality, equity and solidarity; as well as ethical values of honesty, openness, and social responsibility.
- Can transform survival-type activities into legally protected and productive work.
- Balance the need for profitability with the broader economic and social development needs of their members and the larger community, because members are both producers and beneficiaries.
- Are often the only providers of services in rural communities, given that other types of enterprises often find it too costly to invest in these areas.

Source: ILO: Cooperatives for people-centred rural development - Rural Policy Brief (Geneva, 2011).

4.2.1 Vocational training in urban areas – centre based

Traditionally, the strength of public sector formal vocational training centres (VTC) has been in the quality of the training provided. However, for several reasons, the quality of many training centres in developing countries has dwindled. Training structures sometimes tend to reproduce what they are used to offering, and get cut off from the reality of the labour market's demand for skills. However despite this concern it should also be said that in many cases, when appropriate conditions have been negotiated, public sector VTCs have proved excellent training partners in several child labour projects.[18]

VTCs are frequently located in urban areas, and if your project is targeting child labour in such areas, you should explore possibilities for collaboration. While the utility of VTCs may be limited by entry requirements in terms of educational level, age of entry, duration of training (often several years) and the cost of training, experience shows that many of the ordinary conditions established by VTCs are in fact negotiable. Figure 9 summarizes steps on such negotiations.

VTCs run by NGOs are generally more flexible with regard to factors mentioned above but the quality of their training varies widely. Given their direct links to donors, VTCs run by international or national NGOs may be more up-to-date than public VTCs. NGO-run training programmes, centre-based or non-formal, are often the most easily available training providers for child labour projects.[19]

This guide recommends that you use a three-step process for centre-based vocational training. These three steps are summarized

in Figure 9 and this section will guide you through each of them.

Figure 9: Key steps in provision of centre-based vocational training

STEP 1. Determine the vocational training needs and agree in the course content with providers

STEP 2. Ensure implementation of the training

STEP 3. Monitoring, follow-up and evaluation
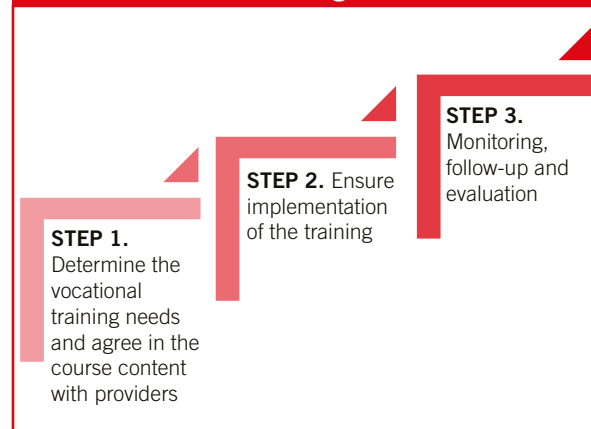
STEP 1 Determine the vocational training needs and agree on the course content with providers

After having worked through the proposed six steps for vocational orientation and counselling (Section 3.4) you will have a list of beneficiaries and the vocational skills they want to be trained on. This list is the starting point for Step 1:

- revisit the assessment of your potential partners (Section 3.2) and in particular the assessment of local training providers. Review the selection criteria (developed in Step 2 and Box 4) to ensure that the vocational training outcomes will not suffer from lack of quality and recognition;

- discuss the option of training courses specifically adapted to the needs of your target group;

- if an otherwise suitable training provider does not provide training in a trade that is required, discuss the possibility to assist (financially and/or technically) in the introduction of a new training course for that trade;

- Assess the training options and ensure that they are in line with decent work requirements (see Box 2) and are

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[18] ILO: *Cooperatives for people-centred rural development - Rural Policy Brief* (Geneva, 2011).

[19] Ibid.

acceptable training options for those below 18 year olds (see Step 4, Section 3.1);

- ensure that the training providers have the required capacity to work with vulnerable children (see Sections 3.2 and 3.5 for more details);

- consider specific needs of girls as discussed in Box 12;

- pay particular attention to training needs of project participants with disabilities, if any. The basic principle is to provide access for disabled participants to ordinary training facilities, whenever possible (see Box 13);

- establish written contracts with all involved training providers for each trainee, clearly stipulating the conditions that have been negotiated, including course duration, expected results, and any costs.

STEP 2 Ensure implementation of the training

- As part of the process to identify the training participants (Section 3.3), you have also identified each child's unique need for non-formal basic education, life skills and possibly also entrepreneurship training. As discussed earlier, these subjects should be provided in parallel, rather than as a separate block prior to, or after, vocational training (see Sections 4.1 and 4.3). Negotiate on timing, content, venue, etc. with non-formal basic education and life skills providers and the agency in charge of entrepreneurship training.

- Participate to the extent possible in the selection of the trainers and give preference to those with specific profiles to work with your target group (see Box 10).

- Ensure that each trainee is given the possibility to participate in recognized trade tests and to receive certification (see Box 16). If not available, they should at least be given a certificate of attendance.

STEP 3 Monitoring, follow-up and evaluation

- Monitor and evaluate the skills training process and performance. Reporting conditions and measurable indicators for the progress of training should be clearly indicated in your contracts with the training providers. Monitoring based solely on written reports is not enough, but should also include regular site visits. During these visits you should also monitor respect for basic OSH norms at the training place.

- Record progress of each trainee in his/her individual monitoring form (see Section 3.4).

- Examine how to involve trainees in the monitoring and evaluation process.

- Include planning for post-training support services into the individual monitoring forms (see Chapter 5).

4.2.2 *Vocational and livelihood training in rural areas – community-based, mobile and outreach training approaches*

The creation of employment and the generation of additional incomes in rural areas is a tough challenge. The low levels of education and skills in these areas add to the challenge. While the majority of the rural population still works in the agricultural sector, non-agricultural activities, both those related to the farming sector (such as agro-processing and the repair of agricultural equipment) and those providing consumption goods and services to the population, are becoming increasingly important.

Most of the non-agricultural incomes in the rural areas are small-scale and are also dependent on local materials and markets both for their inputs and outputs.[20] This rural informal sector can be further segmented into:

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[20] ILO-IPEC: *Non-formal education and rural skills training...*, (2002), op. cit., p. 27.

- **livelihood activities** – referring essentially to self-employment ventures that require few skills and little capital (see Box 18 for examples of livelihood activities);

- **micro enterprises** – employing 10 or fewer workers (including unpaid family workers and apprentices) and using traditional technologies, local raw materials and relying on local markets; and,

- **small enterprises** – with 10 to 50 workers, applying some modern technologies, often registered and having some potential for development and expansion.

In view of the limited availability of modern sector wage jobs in the rural areas, the main focus for skills courses in these areas may be to prepare trainees for self-employment in micro enterprises or the promotion of rural livelihood activities.

While there are a few examples of NGOs that run efficient small training centres in rural areas in general VTCs cannot function in rural areas. Where they exist, however, they may be a precious training option for your project.

Two main approaches have been developed to overcome the lack of vocational training infrastructure in rural areas:

- community-based training; and

- mobile skills training.

Community based training (CBT) approaches recognize that the constraints facing vocational skills training providers targeting the rural poor, go beyond the provision of training itself. CBT approaches aim to address rural development issues by integrating skills training into a comprehensive economic and social empowerment framework typically including: identification of employment and income generating opportunities, skills training, post-training support services, and

follow-up during start-up and consolidation of employment.

Box 18: Characteristics of livelihood activities

In the rural areas, and especially those that are resource-poor and have little potential for farming, the scope for skills training to create local employment is limited. In fact, the most common way to improve the living and working situation of the rural poor is to promote livelihood activities. Most of the livelihood activities promoted in the rural areas are often traditional. They can be categorized as follows:

- animal husbandry, such as raising poultry (chickens, ducks), pigs, frogs and snails;

- growing different kinds of vegetables;

- traditional handicrafts such as handloom weaving, embroidery and various reed-based products (mats, brooms, baskets, kitchen wares); and

- home-based trading, especially of food and daily consumption items.

The most important livelihood activities typically take place in or near the house, and are usually based on local materials and nearby markets. They do not require much capital, skills or even entrepreneurship.

A further advantage of the promotion of this kind of activity is the short turnover period, meaning that the investments yield incomes – albeit at a rather low level – within a period of weeks or months (and in the case of trading, sometimes even days).

One of the biggest problems for livelihood activities (as well as for other micro enterprises) is the high rate of imitation. Low levels of education and training make small producers copy the business activities they see around them, resulting in fierce competition. Skills development, together with other support activities (improved technologies, product development, development of market linkages, etc.) is crucial to diversify production, enhance product quality and increase productivity.

ILO-IPEC: Non-formal education and rural skills training: tools to combat the worst forms of child labour including trafficking (Bangkok, ILO, 2002).

The similarities between CBT programmes and LED programmes (see Box 9) are evident. CBT still focuses on skills development, but as an integral component of economic empowerment, supported by other components including entrepreneurial skills provision, access to financial and non-financial business development services (BDS), counselling, and coaching during start up and consolidation of economic activities.[21] The ILO is implementing CBT programmes in many countries across the world. One of the most well known CBT programmes is the Training for Rural Empowerment (TREE) programme. While your project is not likely in a position to implement a fully-fledged TREE programme you should seek to integrate your project activities into such programmes where they exist.

Mobile skills training is based on the principle that, if people cannot come to training, training has to go where people live. Initially it was conceived as a method to bring standard training developed by VTCs to rural areas, but it proved difficult to organize and expensive in terms of investments and operations. However, more recent variations of mobile trainings developed to provide specific, short-term training tailored to specific needs of a given rural area (such as to improve a specific production technology or to stimulate diversification/innovation of products) has showed much better results. Such mobile training is not based on standard training courses, but on the interaction between the rural community and the outreach-training provider on the task.

Mobile training has the advantage that it expands the range of employment and income generation opportunities for your target group in rural areas. It opens the door for more attractive opportunities through innovation in agriculture as well as in off-farm activities that may retain young people in the rural area.

This guide recommends that you use a three-step process to conduct vocational training in rural areas. These three steps are summarized in Figure 10 and this chapter will guide you through each of them.

(i) KEY RESOURCES

- ***ILO Training for Rural Empowerment (TREE) programme and its resource:***
  ILO: Rural skills training: A generic manual on training for rural economy (TREE) (Geneva, 2009).

  TREE is a comprehensive programme, starting with institutional arrangements and planning at national, regional and local levels. It involves many partners from different sectoral fields (e.g. business training, micro-finance, agriculture and social affairs), trained in the TREE approach, who apply the methodology and contribute their special sectoral services to the comprehensive programme, with well defined operational packages and tools.

  The TREE approach is presented in its generic form in the "TREE Manual". There are also adaptations available for the countries where the TREE model has been implemented. The TREE methodology is a systematic approach to ensuring training is linked to economic and employment opportunities, and that disadvantaged target groups, including poor women and people with disabilities, can be economically empowered. The TREE Manual is not a blueprint for a project, but a guide developed for planning, designing and implementing training and post-training support programmes to empower poor people and their communities. It contains guidelines, implementing tools and materials to assist planners, project managers, implementing partners of skills development programmes and projects.

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[21]   Ibid.

Figure 10: Key steps in provision of community based and mobile training

STEP 1. Identify existing rural employment options and training facilities

STEP 2. Plan the training and agree on the course content with providers

STEP 3. Monitoring, follow-up and evaluation
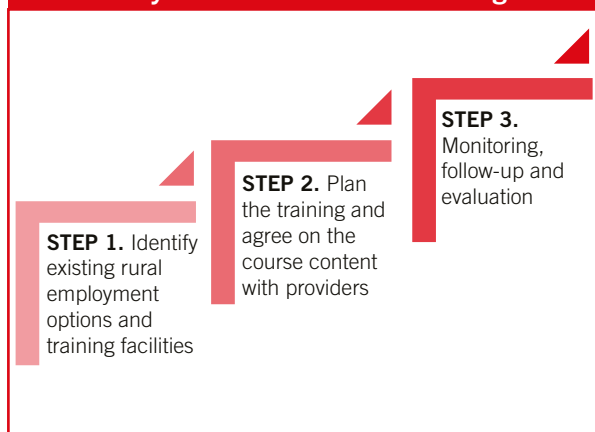
STEP 1 Identify existing rural employment options and training facilities

Based on the outcomes of the local economic opportunity assessment and the vocational counselling process (Sections 3.1 and 3.4), select the training opportunities that are relevant for your training needs. If your assessments have identified the presence of a CBT programme in your area, you should become part of it, but if not, you need to move ahead following the pointers below:

- Review the outcomes of the vocational orientation and counselling exercises (Section 3.4), to see what training agricultural and non-agricultural projects have been identified. Some examples of non-traditional[22] rural activities found in East Asia include:[23, 24]

- **Agriculture-related activities** such as non-traditional fruits and vegetables (mushroom growing); animal husbandry and small rodents (poultry, frogs, snails); horticulture (flowers); tree nurseries; and fishponds.

- **Resource-based activities** such as increased processing of agricultural products and fruits; processing seafood products; natural fertilizers (compost); fodder for cattle; feed for poultry; and decorations of (semi-precious) stones, shells, etc.

- **Activities linked with increasing incomes** such as bakeries and pastries; food catering; ice cream and dairy products (yoghurt); beauty salons (hairdressing and cosmetology); toys and various forms of entertainment (video screenings); and specialized products including baby clothes, loudspeaker boxes, etc.

- **Activities linked with improved housing** such as concrete, adobe blocks, cement roof tiles, etc.; house decoration (dried flowers, Christmas/holiday decorations, etc.) and repair of household appliances.

- Revisit the assessment of your potential partners (Section 3.2) and in particular the assessment of local training providers:

- potential partners for agricultural activities can include local small agricultural training centres, farmers' associations, agricultural workers unions, cooperatives, agricultural extension services, local NGOs or agricultural technical cooperation projects;

- potential partners for non-agricultural activities include: local small training centres run by NGOs; master craftspersons; associations of artisans; technical cooperation projects providing skills training and providers of mobile and outreach types of training brought

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[22] The innovative characteristic of non-agricultural activities depends foremost on existing consumption patterns. Whereas bakeries may be new in one context, it could be more conventional in others.

[23] ILO-IPEC: *Non-formal education and rural skills training...*, (2002), op. cit.

[24] As pointed out in Chapter 2, it is crucial to ensure that children are not trained for any work that is hazardous. Some of the livelihood activities mentioned in this section – particularly those related to improved housing – could be hazardous and consequently not appropriate for under aged workers. Step 4, Section 3.1 provides guidance on how to assess and reduce risks.

into the rural community by agencies based in urban centres.

- Review the selection criteria (developed in Step 2 and Box 4) to ensure that training outcomes will not suffer from lack of quality. Recognition through trade testing and certificates (see Box 16) might be more difficult than in formal VTCs, but should still be explored.

- Assess the training options and ensure that they are in line with decent work requirements (see Box 2) and that training is non-hazardous (see Step 4, Section 3.1) making them acceptable training options for below 18 year olds.

- Consider specific needs of girls and young women as discussed in Box 12.

- Pay particular attention to training needs of project participants with disabilities, if any. Provide access for disabled participants to ordinary training facilities, whenever possible (see Box 13).

STEP 2 **Plan the training and agree on the course content with providers**

- If you find competent agencies locally, contract them to conduct the training. If not, identify competent agencies in other areas (for instance the regional capital) and negotiate contracts for short-term training in the local community.

- If it is necessary and financially feasible, organize mobile or outreach-type training provided by agencies from outside the rural area. Training should target a specific training need and complement locally available training.

- As part of the process to identify the training participants (Section 3.3), you have also identified each child's unique need which might include non-formal basic education, life skills and possibly

entrepreneurship training. These subjects should be provided in parallel, rather than as a separate block prior to, or after, vocational training (see Sections 4.1 and 4.3). Negotiate on timing, content, venue, etc. with non-formal basic education and life skills providers and the agency in charge of entrepreneurship training.

- Participate to the extent possible in the selection of the trainers and select those with specific profiles to work with your target group (see Box 10).

- Establish written contracts with training providers for each trainee, clearly stipulating conditions that have been negotiated, including duration, expected results, and cost.

STEP 3 **Monitoring, follow-up and evaluation**

- Monitor and evaluate the training process and performance. Reporting conditions and measurable indicators for the progress of training should be clearly indicated in your contracts with the training providers. Monitoring based on written reports is not enough, but should also include regular site visits. During these visits you should also monitor respect of basic OSH norms at the training place.

- Record progress of each trainee in his/her individual monitoring form (see Section 3.4, Step 6).

- Involve trainees in the monitoring and evaluation process.

- Include planning for post-training support services in the individual monitoring forms (see Chapter 5).

4.2.3 Formal and informal apprenticeship

The literature distinguishes between two forms of apprenticeship training: formal apprenticeships that usually take place in large enterprises in the formal sector, and informal apprenticeship that are mostly found in micro- and small enterprises in the informal economy.[25] In developing countries, informal apprenticeship is the most common vehicle to transfer skills. Informal apprenticeship accounts for about 80-90% of all ongoing vocational training in urban or semi-urban settings in many African and Asian countries.[26]

In informal apprenticeship, the most common path for graduated apprentices is to become self-employed or form cooperatives. In formal apprenticeship, wage employment is more common. Whether you want to go for a formal or informal apprenticeship model also depends on whether you are targeting urban or rural areas. Formal apprenticeships may be difficult to arrange in rural areas because of the lack of formal enterprises.

In the informal apprenticeship training system skills are acquired on the job. The trainee observes and imitates the owner of the business, the workshop supervisor, or the master craftsperson, and is corrected if his or her own efforts fail.

Given how common and culturally accepted informal apprenticeship training is, you should consider how to include informal apprenticeship in the training options. While there are a number of advantages of enrolling your beneficiaries in informal

apprenticeships, there could also be a number of specific weaknesses (see Box 19).

Being aware of the weaknesses of informal apprenticeships can help you to programme in such a way that these weaknesses are mitigated. The ILO proposes upgrading informal apprenticeship systems by addressing their weaknesses and improving their potential to increase positive labour market outcomes for young people.

(i) KEY RESOURCES

- **ILO: Upgrading informal apprenticeship: A resource guide for Africa (Geneva, 2012).**
  This publication aims to enhance understanding of apprenticeship systems in the informal economy, to provide tools for the assessment of informal apprenticeship systems and to explain the issues to be addressed. The resource guide also provides a framework of policy options that can be used to strengthen informal apprenticeship systems and address their weaknesses.

Box 19: Key advantages and weaknesses of informal apprenticeships

Some of the key advantages are:

- No formal entry requirements as regards level of education.
- Training and real production are closely linked. The apprentices receive their training by working on actual commercial contracts and they learn by observing and conversation with the older, more experienced workers.
- Technical and entrepreneurial skills training, customer service and work attitudes are integrated into the apprenticeship in real enterprise situations. Apprentices learn a range of management and organizational skills, such as costing a product or service, or negotiating with customers and suppliers.

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[25] ILO: *Upgrading informal apprenticeship: A resource guide for Africa* (Geneva, 2012).

[26] ILO: *Upgrading Informal Apprenticeship Systems - Skills for Employment Policy Brief* (Geneva, 2011); and Haan, H.C.: *Training for work in the informal micro-enterprise sector: Fresh evidence from Sub-Sahara Africa*, UNESCO-UNEVOC Book series (Amsterdam, Springer, 2006).

- Allows apprentices the opportunity to build up social and economic networks that will facilitate the establishment and running of their own enterprise or finding wage employment after completing their apprenticeship.
- Flexible arrangements for payments of fees allow access of poorer youth to informal apprenticeships. In some countries, apprentices do not pay for the training they receive and the master craftspersons even provide them with shelter/accommodation, free meals and pocket money.
- Informal apprenticeship has high institutional sustainability because it is rooted in customs, social norms and cultural traditions of the community.
- Training is cost-effective, as tools and material are readily available in the enterprise.
- The master craftsperson can become a positive role model for the young apprentice. This is particularly important when working with highly vulnerable children, and those who are rehabilitated from exploitation and abuse.

Some of the weaknesses are:

- The slow diffusion of new technologies and skill sets, as master craftspersons themselves may lack access to new learning.
- Limited opportunity for apprentices to acquire theoretical understanding in their field which may inhibit continued learning.

- The lack of recognition of the skills that apprentices acquire may reduce their employment options outside of the local community.
- While laws and regulations such as training acts regulate formal apprenticeships, informal apprenticeship is largely untouched by minimum wage legislation, labour codes and respect of occupational safety and health and other working condition requirements. If not properly monitored, the apprenticeships have the potential to degenerate into exploitation and child labour.
- While entry-conditions may be minimal in terms of educational level, there may be strong social restrictions; entry into informal apprenticeship traditionally depends on family and clan relations between master craftspersons and the apprentice's family. The very poor and those without kin linkages may have limited access. Social customs can restrict access of girls and minorities to certain, often more profitable, trades.
- The quality of the training varies hugely, depending on teaching skills of the master craftsperson, available equipment and the number and type of jobs carried out in the workshop.
- Informal apprenticeship may be limited to a small number of trades, often benefitting boys more than girls.

Source: ILO: Upgrading informal apprenticeship: A resource guide for Africa (Geneva, 2012).

Figure 11: Key steps in provision of apprenticeships

STEP 1. Identify qualified apprenticeship opportunities

STEP 2. Plan and negotiate the terms of the apprenticeship and ensure implementation

STEP 3. Monitoring, follow-up and evaluation
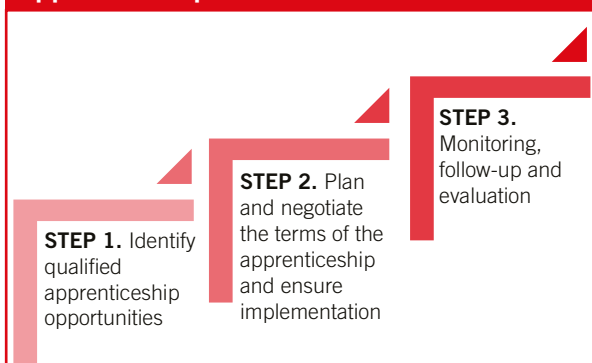
This guide recommends that you use a three-step process to train your beneficiaries through apprenticeships. These three steps are summarized in Figure 11 and this section will guide you through each of them.

STEP 1 **Identify qualified apprenticeship opportunities**

Based on the outcomes of the local economic opportunity assessment and the vocational counselling process (Sections 3.1 and 3.4), identify formal and informal apprenticeship positions that are relevant to your training

needs. This should be done through the following process:

- Assess possibilities for formal apprenticeship postings for your target groups. Contact formal sector employers, employment agencies, and employers and workers organizations as they can facilitate linkages to apprenticeships in formal enterprises.

- Analyze the local informal apprenticeship system to understand the customs, rules and traditions that underlie the system (see Annex 4).

- Participate in the selection of master craftspersons and give preference to those with specific profiles to work with your target group. The following criteria can help you to select master craftspersons:

  - volume of business (do not select artisans with poor economic activity, as this translates into poor training possibilities);

  - membership in an Artisans' Association;

  - record of prior successful training of other apprentices;

  - respect of OSH and other working conditions;

  - readiness to accept monitoring of training processes and progress by the project;

  - personal suitability to work with your beneficiaries.

- Sometimes an incentive is needed for the master craftsperson to participate in the scheme; this can consist of specialized product-based skills upgrading, some form of business counselling or marketing assistance.

- Experience suggests there is a relatively high drop-out rate among marginalized children who are following apprenticeship training. This is often caused by their supervisors/co-workers not understanding their background and needs. One solution is to train the co-workers and supervisors on the needs of the children. At the same time there may be a need for children to be trained on work ethics.

- Review the weaknesses of informal apprenticeships listed in Box 19 and programme in such a way that these are mitigated.

- Consider specific needs of girls and young women as discussed in Box 12.

- Pay particular attention to training needs of any project participants with disabilities, if any (see Box 13).

STEP 2 **Plan and negotiate the terms of the apprenticeship and ensure implementation**

- Some of the key aspects you need to negotiate with the master craftsperson include:

  - Insist on a written contract stipulating:

    - training purpose and content, with periodic learning targets for each trainee;

    - the amount and modalities of apprenticeship fees and payment to the apprentice if any (i.e. weekly/monthly/percentage of sales);

    - the services to be provided by the master craftsperson apart from training (lodging, meals, pocket money);

    - the duration of the apprenticeship including the end date to avoid unnecessary duration or informal transition to unpaid or poorly paid employee status.

- Insist on the introduction of OSH issues in the apprenticeship training.

- Pay particular attention to obtaining apprenticeships for girls in non-traditional apprenticeships, according to the chosen training plan.

- Pay particular attention to obtaining apprenticeships for young persons with disabilities.

- Insist on an end of apprenticeship certificate. At a minimum, recognition from relevant associations of artisans or the local Chamber of Commerce should be sought.

- Insist that the apprentice has access to professional associations of artisans or apprentices.

- As part of the process to identify the training participants (Section 3.3), you have also identified each child's unique need for informal basic education, life skills and possibly also entrepreneurship training. As discussed earlier, these subjects should be provided in parallel with vocational training (see Sections 4.1 and 4.3). Negotiate on timing, content, venue, etc. with informal basic education and life skills providers and the agency in charge of entrepreneurship training.

- In many countries, artisans are well organized. Some associations of artisans have developed their own apprenticeship programmes and are involved in standardizing training content and recognition of certificates.

STEP 3 | Monitoring, follow-up and evaluation

While monitoring and evaluation is discussed in greater detail in Chapter 6, here are a few points to keep in mind specifically related to apprenticeships:

- Conditions (including OSH conditions) of the apprenticeship training should be closely monitored through regular visits to the workshops to ensure that abuses do not occur and that the trainees are not performing hazardous tasks. As part of designing your programme you therefore need to specify the frequency of monitoring visits and who will be responsible for the monitoring Annex 6 provides a sample of a simple health and safety risk monitoring form that can easily be adapted for any economic sector/task where children are being trained.

- The progress and results of the training needs to be monitored regularly to ensure that the trainee is learning according to periodic learning targets that have been agreed in the written contract.

- Verify the award of an end of apprenticeship certificate recognized by professional associations.

- If the apprentice remains with the master craftsperson after completion of the apprenticeship, ensure that the graduate is awarded an employment contract.

- The progress of the trainees should be recorded in the individual monitoring form (see Section 3.4).

- *How do you understand the term '"livelihood skills"?*

- *The resource guide emphasizes the need to offer training courses in non-traditional, innovative skills. Can you give examples of such skills?*

- *Suggest agencies that you would explore as potential partners for your rural and urban skills and livelihood training programmes.*

- *Based on your previous experiences from implementing skills and livelihood training programmes, do you have any particular good practices that you would like to share?*

- *How important is trade testing and certification for your graduates upon completion of their training? What are the systems for certification in your country/area of operation?*

- *Do you have any experiences from working with corporate social responsibility (CSR) initiatives or public-private partnerships (PPPs)?*

- *Cooperatives should by their nature be participatory, inclusive and responsive to the needs of their members and consequently be suitable for your particular target group. Do you have any experiences working with cooperatives?*

- *What are the difficulties associated with providing vocational and livelihood training to children living in rural areas? How can they be overcome?*

- *What are the key advantages and weaknesses of informal apprenticeships? What can you do to overcome some of the weaknesses to upgrade apprenticeships so that they become safe and secure training opportunities for your target group?*

- *What are the qualifications and criteria that you should look for when selecting apprenticeship opportunities for your beneficiaries?*

4.3 Entrepreneurship training

Entrepreneurship training is not only relevant to those of your beneficiaries who have indicated that they want to start their own businesses or cooperatives but also to most other children in your target group. Some of those who choose apprenticeships may later attempt to start their own business. Those who are training for employment in urban areas may turn to self-employment, or use their entrepreneurship skills as a value added to small-scale businesses that will often employ them.

Becoming self-employed may be very rewarding, both personally and financially. However many young people, have difficulties in writing a business plan or launching a product or service even if they have excellent business ideas. Raising money to finance a business may also be difficult, especially if the prospective self-employed person has no credit record or has limited work experience. Yet there are many examples of young people who do run successful businesses.

Which tools on entrepreneurship training are most suitable for your target group?

The ILO has developed several tools on entrepreneurship training, all targeting different audiences. Those that perhaps are the most relevant to this guide are listed in the following key resources box.

ⓘ KEY RESOURCES

- ***ILO: Start and Improve Your Business (SIYB) training programme.***

  The focus of the SIYB programme is on starting and improving small businesses as a strategy for creating more and better employment in developing countries. SIYB covers all aspects of identification of a business idea, training of trainers in entrepreneurship development, including coaching of trainers, and follow up of small-scale enterprise start-ups. The SIYB is comprised of six modules:

  - Generate your business (GYB);
  - Start your business (SYB);
  - Improve your business (IYB);
  - Expand your business (EYB);
  - Improve Your Work Environment and Business (I-WEB); and
  - SIYB Level One (which covers SIYB for poorly literate trainees).

  The SIYB package is one of the biggest global management training systems used for the support of micro and small enterprises. It has been translated into more than 40 languages and introduced in more than 100 countries with an estimated outreach of 4.5 million trainees, 17,000 trainers and 200 Master Trainers in 2,500 partner institutions.

  A list of all certified master trainers can be found at: www.ilo.org/empent/units/start-and-improve-your-business/WCMS_169157/lang--en/index.htm.

- ***ILO: Know about business (KAB) training programme.***

  The KAB programme is a 80-120 hours training course on entrepreneurship for students in secondary education and trainees/students in vocational and technical training institutions. The typical target age group would be 15 to 18 years. It can also be adapted for tertiary education and non-formal education and training. The specific objectives of the KAB training are to:

  - develop positive attitudes towards enterprises and self-employment, by targeting youth for enterprise development;
  - create awareness of enterprises and self-employment as a career option for young people;
  - provide knowledge and practice of the desirable attributes for and challenges in starting and operating a successful enterprise;
  - facilitate the school-work transition as a result of a better understanding of functions and operations of enterprises.

  More information about KAB can be found at: www.knowaboutbusiness.org.

- ***ILO: Gender and Entrepreneurship Together: GET Ahead for Women in Enterprise: Training Package and Resource Kit (Geneva, 2004).***

  The GET training package promotes enterprise development among low-income and low-literate women and their families involved in a small scale individual, family or group business. It differs from conventional business training materials by highlighting essential entrepreneurial skills from a gender perspective; and it is designed as a set of modules with practical learning-by-doing exercises. The training methods are participatory, and use real life experiences of participants.

There is no easy answer as to which of these manuals are most suitable for programmes targeting child labourers and other vulnerable adolescents.

- The SIYB Level One kit has been simplified to support widespread usage.

- The KAB training package has been mainstreamed into national curriculums in several countries for the 15-17 year old target group and is considered well placed for this age group.

- The GET Ahead manual has been used very successfully with child labour households in many countries.

Box 20: The modules (or competency areas) of entrepreneurship training

- Understanding and drafting a business plan.
- Understanding and drafting a marketing strategy.
- Estimating the amount of sales.
- Costing goods and services.
- Planning production and purchases.
- Understanding and deciding on investments.
- Calculating profits.
- Payment of taxes (VAT).
- Deciding about the legal form of the business, including a cooperative structure.
- Understanding and acquiring needed permits.
- Assessing the environmental impact of the planned business.[27]
- Forecasting finances, including the use of basic accounting tools.
- Assessing and preventing occupational safety and health risks, including improvement of workplace environment and productivity.
- Separating family affairs and business.
- Planning staff needs (although this may not be an immediate issue for the potential small-scale entrepreneurs).
- The rights of women entrepreneurs to equal access to property, financial and business support, and business opportunities.
- Issues of specific interest to entrepreneurs with disabilities.

Source: ILO: Start and Improve Your Business (SIYB) training programme.

It would also be possible to combine certain elements from these three materials.   There have for example been excellent experiences with using the GET Ahead manual together with a simplified SIYB business plan.[28] As the responsible project manager, you need to study these manuals and decide which of them – or elements of them – will be most

effective based on the characteristics of your target groups and the local context.

What should be included in entrepreneurship training? Becoming a good entrepreneur requires quite specific skills, and not everyone has the set of skills that are needed to become a successful entrepreneur. See Box 20 for a list of the modules that need to be included in entrepreneurship training.

Practical implementation of a programme on entrepreneurship training: The delivery of training will require specialist support. If a suitable agency exists in your project area, you may subcontract entrepreneurship training and post-training support (see Section 5.2) to this agency. If you are **not able** to find an agency with the required competencies the ILO resource *"How to guide" on economic reintegration on child soldiers[29]* recommends that you identify and train a local agency who then in turn can train project beneficiaries in entrepreneurship development and follow-up the project's enterprise start-ups. The training of the selected agency should be done by an agency or individual specialized in training of trainers in the field of entrepreneurship development, such as an SIYB Master Trainer. Such an agency/individual may be contracted from outside the project area for the limited period of time required for training the implementing agency.

This guide suggests that entrepreneurship training is provided to your beneficiaries through a three-step approach as indicated in Figure 12. The next section will walk you through each of these three steps.[30]

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27   See UNEP, ILO, IOE, ITUC: *Green jobs: Towards decent jobs in a sustainable, low-carbon world* (Nairobi, ILO, 2008).

28   Validation Workshop, Jakarta, Indonesia, May 2012.

29   ILO-IPEC and ITC-ILO: *"How-to" guide...,* (2010), op. cit., p. 116.

30   These steps are mainly building on the "Start your Business" segment of the ILO SYIB training package.

Figure 12: Key steps in provision of entrepreneurship training
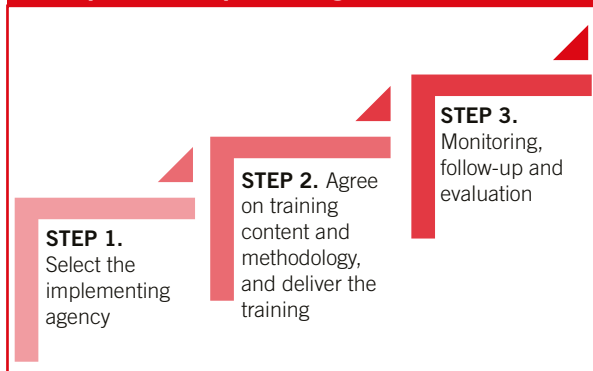
STEP 1. Select the implementing agency

STEP 2. Agree on training content and methodology, and deliver the training

STEP 3. Monitoring, follow-up and evaluation

STEP 1   Selec theimplementing agency

- Revisit the assessment of your potential partners (Section 3.2) in relation to entrepreneurship training. You can use the following selection criteria:

  Partner agency:

  - experience in training and follow-up of small-scale enterprise start-ups;

  - ability to ensure entrepreneurship training and follow-up activities of small-scale entrepreneurs;

  - financial and organizational sustainability;

  - provides their graduates opportunity to test for nationally recognized certificates;

  - credibility in the eyes of the community.

  Trainer:

  - have theoretical and practical knowledge and experience about the creation and running of small-scale enterprises;

  - be familiar with the local economic context, including networks of entrepreneurs and BDS providers;

  - be capable and willing to work with children;

  - be sensitive to specific concerns of girl/women entrepreneurs;

  - be sensitive to equity issues and specific needs of entrepreneurs with disabilities.

- Select the competent agency. In this, you will face one of the following scenarios:

  - You will identify a competent agency/trainer/BDS provider in your area that can work with your project throughout all stages of entrepreneurship training and post-training support to new entrepreneurs. If so, you could consider subcontracting the entrepreneurship training and follow-up components of your project to him/her/the BDS organization, provided that he/she has all the necessary qualifications indicated above.

  - In the event that there is no competent agency/trainer/BDS provider, you need to first identify a competent agency based on the selection criteria listed in the point above, which will be your implementing agency. Secondly, you need to identify a master-trainer who can conduct a training of trainers' course for your selected implementing agency.

STEP 2   Agree on training content and methodology and deliver the training

- Establish the training programme and training methodology with the implementing agency (and the master-trainer if relevant). In doing so, you need to ensure the following:

  - ensure that the entrepreneurship training course covers the elements listed in Box 20 above;

  - establish training hours and venues convenient for all participants.

- Entrepreneurship training should not be structured as a theoretical course, but be organized in modules around the development of individual business plans.

- Entrepreneurship training should be interactive. Business games, role plays and exercises should be used to simulate real business situations. Meetings with established and successful entrepreneurs should be facilitated.

- Entrepreneurship training should be accessible to different educational levels represented in the group of trainees, including a methodology adapted to illiterate trainees.[31]

- Ensure participation of girls on an equal basis in the training and safeguard their voice and opinions about training content and methods. (See Box 12) Ensure participation of beneficiaries with disabilities. (See Box 13).

- Provide an end of training certificate to all participants, including master craftspersons and employers.

STEP 3 Monitoring, follow-up and evaluation

- Monitor and evaluate the training process and performance.

- Record progress of each trainee in his/her individual monitoring form (see Section 3.4, Step 6).

- The final output of the entrepreneurship training course should be a basic individual business plan for all potential small-scale entrepreneurs. The business plans should be examined during the training period for their:

  - economic viability;

  - market compatibility;

  - technological manageability;

  - further employment impact;

  - environmental impact; and

  - absence of barriers (or inclusion of strategies to overcome such barriers) for girl/women entrepreneurs.

The individual business plans will be the basis for the subsequent follow-up support during start-up and consolidation of the new businesses.

Questions for group discussion
Entrepreneurship training

- *Do you think that everyone has the potential to be a successful entrepreneur? Discuss why/why not.*

- *What are your experiences from providing entrepreneurship training to adolescents? What are the particular difficulties that this age group might face when starting and running a business?*

- *Have you used any of the ILO tools like KAB, SIYB or GET Ahead? Do you think they are relevant to the needs of children with a child labour profile and that they are pitched at an appropriate level?*

- *What skills do you think that a good trainer on entrepreneurship shall possess?*

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[31] The ILO SIYB methodology includes the kit "SIYB Level One" which promotes an integrated entrepreneurship development approach for poor and illiterate people. It borrows from the existing packages, responding to each stage of business development: business idea generation; preparation of the business plan; and start-up and consolidation. It covers all aspects covered by the general SIYB programme. In the User Manual, text is replaced by images and illustrations.

Post-training support for wage employment and new entrepreneurs

5

The actual vocational and entrepreneurship training is only one component of a successful training programme. It might be of no use to train children in carpentry if they don't know how to link up to workshops where they could find work, or if they cannot access credit to buy or rent the tools needed to go into self-employment.

Continued support is therefore needed after the training has been completed. Post-training support is critical to ensure that training leads to employment. Or as someone described it: post-training is the bridge between the world of training and the world of work.[32] One of the main differences of providing post-training support to vulnerable children compared to adults is that they require much more guidance after completing the training as well as encouragement and mentoring.

The TREE Manual indicates that post–training support may include the following:

- assistance with job placement and linkages with employers;

- support to small business start-up;

- support for accessing credit;

- business development services including linkages with markets, quality testing, business advisory services, business incubators, transportation, bulk purchasing, technology transfer, ICT,

design services, fashion forecasting, tax and other regulatory compliance support services, etc.;

- support to the formalization of informal micro- enterprises and business groups including cooperatives;

- follow-up visits to graduates to monitor their progress and advise them on their employment and business endeavours, including issues of occupational safety and health;

- support in the creation of sustainable community structures (business associations, self-help groups, savings and credit groups, etc.); and

- linking with and mainstreaming into local economic development programmes and the formal sector in general.

Different post-training services are needed for those of your beneficiaries seeking wage employment and those seeking a future in self-employment.

5.1 Support services for wage employment

This guide recommends that you use a three-step process to support those of your beneficiaries who are seeking wage employment. These three steps are summarized in Figure 13.

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[32]   Validation workshop, Uganda, June 2012.

Figure 13: Key steps in supporting access to secure wage employment

STEP 1. Getting access to wage employment

STEP 2. Project support during initial wage employment period

STEP 3. Monitoring. follow-up, evaluation and impact assessments

STEP 1 Getting access to wage-employment

The process of searching for jobs starts well ahead of graduating from the training: it begins at the mapping of the potential partners (Section 3.2) and the vocational orientation exercises (see Section 3.4). Here are the key issues to keep in mind and steps to follow:

- If there are public sector employment agencies in your target areas, discuss with them the training programme and possible local labour market opportunities.

- If there are no public or private employment agencies (sometimes referred to as job placement services), with the capacity to place trainees, you should discuss placement with the following:

  - public administrations in charge of public-private partnerships;

  - in some countries, ministries of labour run offices with technical capacity and resources aimed for employment creation;

  - public administrations that may be running employment programmes for specific groups;

  - international aid agency projects for job placement. Such agencies sometimes set up employment services for their own needs;

  - directly contact potential employers and their organizations to explore employment opportunities.

- Involve all these actors from the start of your project so they are familiar with its objectives, and inform them about the numbers of beneficiaries with acquired qualifications, competencies and certificates.

- Working through public-private partnerships (PPP) (see Box 15) is becoming a more popular way to find employment for groups who for different reasons have difficulties entering the labour market. Review your areas and see if there are any PPPs that you can benefit from.

- Assess the employment options and ensure that they are in line with decent work requirements (see Box 2) and non-hazardous (see Step 4, Section 3.1) making them acceptable employment options for below 18 year olds.

- It is important to give the new graduates publicity. After graduation from training, a ceremony could be held with potential employers.

- After appropriate employment options have been found for the graduate, he/she may need assistance to write an application letter and train for how to behave in an interview situation.

- If it proves really difficult to find employment through channels described above, you can consider offering incentives to employers for hiring the beneficiaries of your training (see Box 21).

Box 21: Possible incentives to private sector employers for employment of project beneficiaries

If it is difficult for some of your trainees to find employment, you could consider offering some of the following incentives to employers in return for hiring the trainees:

- provision of equipment, tools (master craftspersons);
- information about existing financial services, including micro-insurance, and how to get access to these services (master craftspersons);
- supplementary coaching of project beneficiaries by the project during the initial employment phase;
- assistance and information on OSH issues (e.g. elimination of hazards, risk assessments, information and training on ILO work improvement tools such as WISE and WISH) (master craftspersons and formal sector employers);
- contacts to formal sector enterprises (master craftspersons);
- participation in non-formal basic education (master craftspersons);
- participation in management training (master craftspersons and formal sector employers).

Source: ILO-IPEC and ITC-ILO: "How-to" guide on economic reintegration - Children Formerly Associated with Armed Forces and Groups (Turin, ILO, 2010), p. 185.

STEP 2 **Project support during initial wage employment period**

- During an initial period, the new employee should be able to access certain project services, such as mentoring, continued technical coaching and basic education and life skills. The duration, frequency and nature of this support should be specified in the employment contract.

STEP 3 **Monitoring, follow-up, evaluation and impact assessments**

- Register the outcome of the search for employment in the individual monitoring forms (see Section 3.4, Step 6) including those cases where project beneficiaries abandon their employment.

- During the employment period when the employee is still in touch with the project (see Step 2), you should monitor the conditions (including OSH conditions) to make sure they remain acceptable through regular visits to the workplace. As part of designing your programme you therefore need to specify the frequency of monitoring visits and who will be responsible. Annex 6 provides a sample of a simple health and safety risk monitoring form that can easily be adapted for any economic sector where children are employed.

Questions for group discussion
Support services for wage employment

- *How do you define "post-training" services?*
- *What post-training services do you think are most crucial for graduates seeking wage employment?*
- *If there are no public or private employment agencies/job placement agencies in your area, what actors are available that can help you place the graduates from your employment programmes?*
- *Offering incentives to employers is a way to help your graduates to find employment. The resource guide lists a few such initiatives. Discuss if these are realistic within the framework of your project.*
- *What do you do if you find that some of your graduates are working in conditions that are likely to be hazardous and unsafe?*

5.2 Support services for new entrepreneurs

Supporting young and inexperienced new entrepreneurs – during start-up and consolidation of their businesses is very important for their success.

This section will help you to design programmes responsive to the needs of your entrepreneurs-to-be in starting, operating and managing a business that is profitable and sustainable. Box 22 suggests the most important areas for support.

Start-up and working capital are key requirements to establish and run an enterprise. However, capital is a resource to which most of the poor, particularly children, have limited or no access to, at all. Since, by definition, your target groups are poor working or at risk children, they might not have sufficient funds of their own to start up a small business. Box 23 provides a discussion on how to handle the need for start-up capital for new entrepreneurs.

With guidance from the SIYB model, this guide suggests that entrepreneurship training is provided to your beneficiaries through a three-step approach as indicated in Figure 14. The next section will walk you through each of these four steps.

Figure 14: Key steps in provision of support services to new entrepreneurs

STEP 1.
Identification and coordination of partners

STEP 2.
Installation of the new business

STEP 3.
Monitoring. follow-up, and evaluation
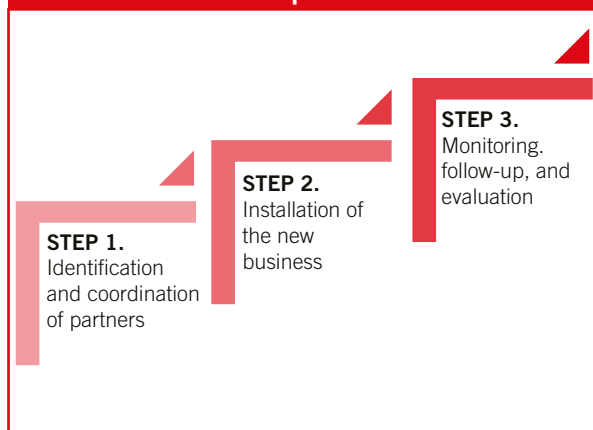
Box 22: Key areas where new entrepreneurs need support

- **Installation:** Physical and administrative installation of the business, including assistance in the choice of a suitable workplace, administrative procedures and purchase of equipment.

- **Information:** Information collected during the local economic and social assessment phase on markets, business opportunities, available resources and services, laws and regulations, and consumer trends should be made available to the new entrepreneurs.

- **Management skills:** Participants received a training on business management skills upgrading as part of the training programme (see Box 20).

- **Technical support:** New entrepreneurs often need to have continued access to technical support during the consolidation of their business.

- **Local business networks:** New entrepreneurs need to have access and to be integrated into local business networks. Ensure the contact with suppliers' networks, market and trade organizations, transport providers, and financial institutions.

- **Children with disabilities:** If you have children with disabilities among your trainees, they need additional, tailor-made support depending on their disability. Disabled persons' organizations can help you with this task.

- **Local gender-related barriers:** Identify and assess local gender-related barriers to the establishment and growth of enterprises developed by your project's female entrepreneurs – including unequal access to property, financial and business support, markets, business networks, or business opportunities or other barriers and inequalities. Design strategies and activities to overcome such barriers. Women's organizations and associations of women entrepreneurs can provide support in this area.

Source: ILO-IPEC and ITC-ILO: "How-to" guide..., (2010), op. cit.

ⓘ KEY RESOURCES

- *ILO: Count us in! How to make sure that women with disabilities can participate effectively in mainstream women's entrepreneurship development activities (Geneva, 2008).*

  It is a set of guidelines than can easily be adapted to any programme working on disability and entrepreneurship, including disabled children.

- *ILO: Improve Your Exhibiting Skills: A Training Guide (IYES) (Geneva, 2005).*

  A training guide developed by the ILO's Women's Entrepreneurship Development programme (ILO-WED) to use in trade fair training workshops for women entrepreneurs. It aims to enhance women's capacity to access and participate in trade fairs, in part through the organization of women-only trade fairs, as well as through their participation in regular shows and events.

- *ILO: Organizing Promotional Events For Women Entrepreneurs: A Guide "Month of the Women Entrepreneur" (MOWE) (Geneva, 2007).*

  This publication developed by ILO-WED aims to assist organizations involved in the promotion of women entrepreneurs through events that highlight their role and contribution in socio-economic development.

- *ILO: Action My Business Growth: Trainers Guide (Pretoria, 2011).*

  A ILO-WED training tool designed to aid decision making for business growth. It is accompanied by a Participants Guide.

Box 23: Need for start-up and working capital among new entrepreneurs

There are several factors limiting a young persons access to credit. In most countries formal money lending institutions do not provide loans to people below the age of 18. Many would also argue that it is not appropriate to extend credit to the 15-17 year olds as they have not yet reached a maturity to manage loans and letting them enter into a debt situation could have a strong negative impact on them. Instead, projects should find alternative ways to decrease the need for capital. Some examples are given below:

- reduce the amount of initial capital needed (e.g. smaller scale of production, less/cheaper tools);
- increase the contributions from the graduates themselves;
- provide some of the inputs needed (e.g. start-up toolkits or contribution to rent for a limited period, etc.) from your project budget;
- facilitate group formations. If a number of entrepreneurs join or create a business group, they can pool the required resources from all members within the group;
- establish equipped workshops where the new entrepreneurs can receive costumers;
- set up equipment centers/equipment funds where the new entrepreneurs can lend or rent equipment for short periods.

STEP 1 Identification and coordination of partners

As discussed in Section 4.3, for the sake of consistency, it is advisable to contract partner(s) to be responsible for services throughout both the provision of entrepreneurship training and the post-training support for the new entrepreneurs. Section 4.3 also suggested that as the knowledge of the local context is so important, if an agency with the required competencies is not available locally, it is better to rely on an external master-trainer (such as an ILO SIYB, KAB or GET Ahead

trainer) to train a local agency so that it is able to fill these requirements, rather than to bring in an external partner. Relevant steps include:

- The entrepreneurship training and follow-up of budding businesses can be done by several partners working together if it is beneficial. The important point is that the new entrepreneurs should receive the tailor-made support they need (see Box 22) in order for their enterprises to be successful.

- Partners can be both sought from government departments, enterprise development organizations, international and national donor organizations, employers' and workers' organizations, management training institutes and associations of artisans among others.

- If some of your beneficiaries are planning to set up cooperatives, you need to ensure that your partner is familiar with the specific principles and procedures of cooperatives.

You might also find the resources in the following box of particular interest and at EMP/COOP website.[33]

- Define roles and responsibilities of all partners involved so that there is no overlapping of responsibilities or confusion of roles.

- Negotiate and sign contracts with partners stipulating responsibilities and timeframe of services.

> ### (i) KEY RESOURCES
>
> - **ILO: Managing your agricultural cooperative (My.COOP) – An online training course.**
>   My.COOP is a web-based community where you will have access to all resources after having registered. Registration is free and is done on-line at: http://moodle.itcilo.org/mycoop.
> - **ILO-IPEC, EMP/COOP, ICA: Cooperating out of child labour – Harnessing the untapped potential of cooperatives and the cooperative movement to eliminate child labour (Geneva, 2009).**
>   This publication discusses cooperative values, principles and philosophy and how they link to the elimination of child labour.
> - **ILO-IPEC, EMP/COOP, ICA: Training resource pack for agricultural cooperatives on the elimination of hazardous child labour (Geneva, 2009).**
>   This publication aims to help cooperative leaders, employees, and members ensure that cooperative business operations and supply chains are child labour-free.

STEP 2 Installation of the new business

- Find solutions to the issues of start up capital to cover equipment, rent, etc. among the new entrepreneurs. Review Box 23 for possible solutions.

- Assist the new entrepreneurs in finding suitable places for the location of their businesses. Criteria for suitable workplaces should include affordable rent, availability of electricity and water supply, location (close to customers), etc.

- Assist or ensure assistance in legal, regulatory and administrative procedures (licensing, registration, etc.). Be aware of restrictions that may result from the fact that some of the new entrepreneurs may still be legal minors.

- Ensure that workplaces and tools do not present safety and health hazards.

- Ensure that the budding entrepreneurs are aware of, and linked up to the business development services that you have made available through your partner(s) (i.e. those listed in Box 22).

- Organize trade fairs and exhibitions to promote products and/or services of the project's small-scale entrepreneurs.

- Provide specific support needed by disabled entrepreneurs.

- While there are no general rules for the duration required for follow-up services for enterprise start-ups, the ILO SIYB programme estimates that a follow-up period of up to one year is necessary for poorly literate new entrepreneurs.

- It is important to give the new entrepreneurs publicity. After graduation, a ceremony could be held with potential clients/costumers.

STEP 3 **Monitoring, follow-up and evaluation**

- Monitor that the partners are providing BDS support to the new entrepreneurs in line with contracts and based on individual needs.

- Monitoring that the young women entrepreneurs have full control over their business should be part of the follow-up process throughout the whole installation and consolidation process. Pay attention to gendered division of labour in programme design.

- Conditions (including OSH conditions) of the new entrepreneur should be closely monitored through regular visits to the work place. As part of designing your programme you therefore need to specify the frequency of monitoring visits and who will be responsible for them.

- At the end of the project, register the outcomes of the new enterprises in the individual monitoring forms (see Section 3.4, Step 6), including those cases where project beneficiaries abandon their enterprises.

- Monitoring/follow-up might also be needed beyond the lifetime of the project. In that case, you need to identify an appropriate body who can take over this responsibility when the project has ended.

- Provisions should be made during project planning to provide resources and designate agencies to carry out post-project evaluations and impact assessments (see Chapter 6).

✎ *Questions for group discussion*
Support services for new entrepreneurs

- *What post-training services do you think are most crucial for new entrepreneurs? Which agencies in your project area can provide these services?*

- *Start-up and working capital are key requirements to establish and run an enterprise. However, capital is a resource to which most of the poor, particularly children, have limited or no access to. How you can assist a trainee to get his business up and running?*

- *Do you think that new entrepreneurs below the age of 18 should be linked to credit facilities (i.e. microfinance institutions, village banks, savings and loan associations, etc.)? Discus why/why not.*

- *Cooperatives play a major self-help role particularly in rural areas. Why can it be a good idea to promote the children with a child labour background to form cooperatives?*

Monitoring and evaluation 6

This part of the guide will address monitoring and evaluation of training programmes for out of school adolescents. The terms monitoring and evaluation are often used jointly. However, as the following sections will show, they refer to activities that are quite different. Monitoring and evaluation systems support those involved in project implementation, encourage internal reflection, and the development of communication systems within projects and programmes.[34]

Specific suggestions for monitoring and evaluation of the various training and post-training interventions are discussed under each previous section, the material in this chapter is more general.

This chapter builds on ILO resources concerning monitoring and evaluation.

Children's participation in many activities, including monitoring and evaluation, is being increasingly encouraged, because it is seen as a means of achieving better and more effective programs while providing children with important learning experiences and increasing their life skills.

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[34]   ILO: *Technical Cooperation Manual.* Internal document (Geneva, 2010).

KEY RESOURCES

- ***IBRD/WB: Measuring Success of Youth Livelihood Interventions: A Practical Guide to Monitoring and Evaluation (Washington, 2012).***

  This guide is jointly produced by the International Bank for Reconstruction and Development (IBRD), the World Bank, the Youth Employment Network, the International Youth Foundation and the Understanding Children's Work (UCW) programme. The guide provides an introduction to the topic of monitoring and evaluation and to its practical application in the youth livelihood field, and is complemented by online resources, including examples of indicators, survey instruments, and terms of reference specific to the youth livelihoods field.

Box 24: Advantages of involving children in monitoring and evaluation

- Incorporating views of children can make the project more efficient and effective.
- Children's participation can increase their social and communication skills and self–confidence.
- Through participation in monitoring and evaluation (M&E) activities children can learn in terms of civic values, analytical and critical thinking, communication, cooperation, negotiation and problem–solving.

- Children's participation can improve their status within families and communities.
- Adults learn a lot about the views, needs, priorities and abilities of children.
- It can provide the evaluation process with new information and insights from the perspective of the primary beneficiaries themselves.

Source: Plan International: Monitoring and evaluating with children (a short guide) (Lomé, 2006).

6.1 Monitoring

Monitoring is an ongoing process that tracks progress of a project and project components with the primary objective of enabling management to take corrective action when required. It also provides data for reporting purposes.[35] Monitoring is mainly concerned with the use of inputs, the carrying out of activities and the delivery of outputs by the project, and basically has the following functions:

- to provide information to project managers on a continuous basis about planned and actual developments. When irregularities are detected, adjustments can be made within the parameters of the project document;

- to involve collecting and analyzing data to verify that resources are used as intended, activities implemented according to plan, expected products and services are delivered, and that intended beneficiaries are reached; and

- to provide the foundation for evaluation. It is difficult to conduct an evaluation without information about actual progress and quality of implementation.

This guide recommends that you use a four-step process to build and utilize your monitoring system. These four steps are summarized in Figure 15.

STEP 1 Identify indicators, establish a baseline and set targets

The first elements in the development of a monitoring system include the identification of indicators, establishment of baseline, and setting of targets. The work plan and in

Figure 15: Key steps in monitoring

STEP 1. Identify indicators, estabilish a baseline and set targets

STEP 2. Collect data

STEP 3. Estabilish a monitoring and reporting sustem

STEP 4. Aggregate and analyze information and prepare report

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35   Ibid.

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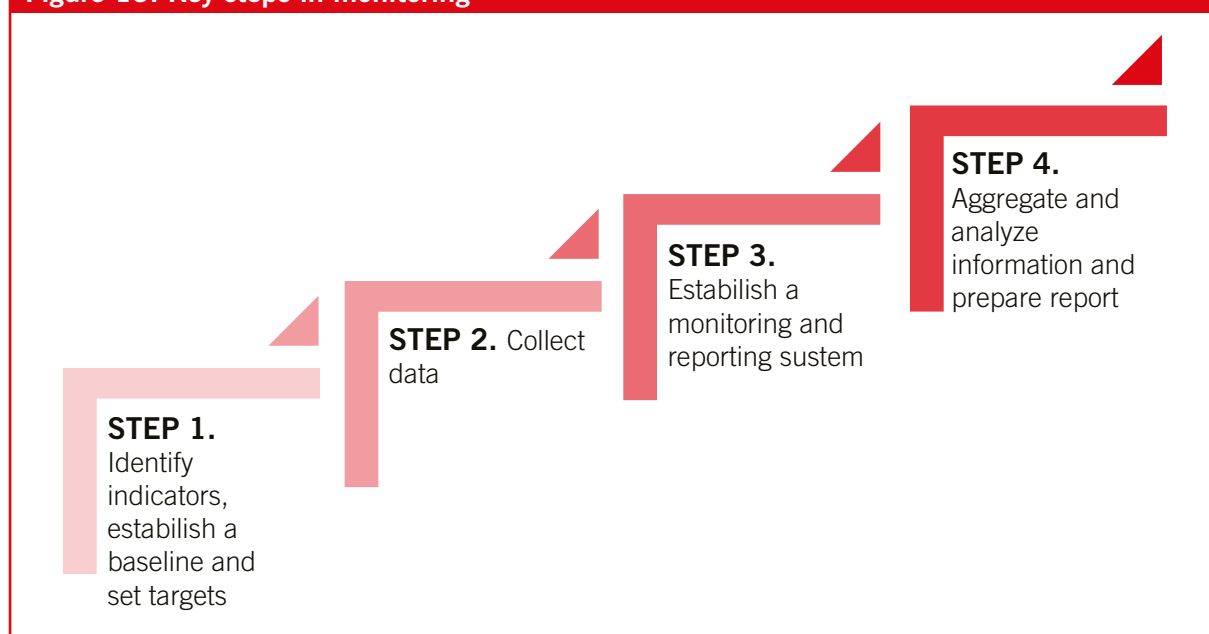
particular a project monitoring plan are your key tools for monitoring:

- **indicators** are a crucial element of a monitoring system as they drive the subsequent data collection, analysis, and reporting. Without clear indicators, monitoring or evaluation activities lose their capacity to compare a programme's actual progress with what was projected and agreed upon. Even though there are no absolute principles about what makes a good indicator, the commonly cited "specific, measurable, attributable, realistic and targeted" (SMART) characteristics can be useful;

- **establish a baseline for each indicator:** the baseline tells us the value of an indicator at the beginning of the implementation period so that you can define realistic targets and measure future progress against the situation at the start;

- **define targets:** when you know the baseline for each indicator, you can also set realistic targets.

STEP 2 Collect data

The selection of indicators to be used for your monitoring system depends not only on the project structure and objectives, but also on the availability of data and the costs involved in collecting it.

- As part of your project monitoring plan, you also need to decide the **frequency and timing** of monitoring activities.

- It is important to define who is responsible for the monitoring and data collection.

- Risks and assumptions are factors that you cannot control but are likely to affect the success of your intervention (e.g. weather, political stability, local security situation, support from local stakeholders, etc.).

Monitoring risks and assumptions should be part of your monitoring system.

- You need to estimate the costs involved with your monitoring system so that you can properly budget for it (see Box 25).

- Data collection activities should be administered in a way that protects the rights and interests of the beneficiaries.

Box 25: Cost of monitoring systems

Monitoring systems can be expensive and it is important that you estimate the costs involved so that you can budget for it and make informed decisions about what to include. In addition to fixed costs (computing hardware and software, staff) there are also variable costs that include training local enumerators, contracting outside consultants, and publicizing findings.

STEP 3 Establish a monitoring and reporting system

After a full logical framework with indicators, data collection tools, and assumptions has been developed, the following tasks will help you to prepare for monitoring:

- an important component of your monitoring database is the database developed in Step 4 under Section 3.3, including the monitoring forms for each of your beneficiaries (see Section 3.4, Step 6). If your project includes a DBMR[36] component, these are likely to be the same, or at least very closely connected. Qualitative data is often collected in PDF, Word or Excel format and easily stored in a folder dedicated for monitoring. **For quantitative data,** you could consider using Excel or, if your needs are more advanced, Microsoft Access or even SPSS or Stata if your project requires sophisticated statistical analysis;

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[36] Direct beneficiary monitoring and reporting (DBMR) System is a requirement in ILO-IPEC child labour programmes.

- collect the data according to the chosen methods and enter it into your database. Existing processes such as participant registration or attendance records should be leveraged to minimize the data collection burden.

STEP 4 Aggregate and analyze information and prepare report

- The methods and formats for aggregating and analyzing data depend on the reporting formats and information needs. Decisions on how to use monitoring data should start very early in the design process.

- If the monitoring database is complex, it may be beneficial to employ an experienced database manager to develop the database and to train others in its use.

- We need to learn from and act on the data that results from the analysis.

Questions for group discussion
Monitoring

- *How do you understand the concept of "monitoring"? Why do we monitor projects?*

- *What are the costs related to monitoring?*

- *Many say that an indicator should be "SMART". What is a SMART indicator?*

- *What are your experiences from involving children in your monitoring and evaluation activities? What are the advantages and disadvantages of doing so?*

6.2 Evaluation

Project evaluation is a systematic and objective assessment of an ongoing or completed project. Its aim is to determine the relevance and level of achievement of project objectives, effectiveness, efficiency, impact and sustainability. Evaluations also

feed lessons learned into the decision making process of project stakeholders.[37]

There are different types of evaluations, and what evaluation design you should choose, depend on your information needs. Evaluations may also take place at different stages of a project cycle. More detailed information on evaluation methods and forms of evaluation can be found in the references listed. Some of the main points from the ILO's definition of key evaluation criteria is provided in Box 26.

Box 26: key evaluation criteria

- **Relevance of the project:** Relevance refers to the extent to which the objectives of a development intervention are consistent with beneficiaries requirements, country needs, global priorities and partners and donors policies.

- **Validity of project design:** the extent to which the project design is logical and coherent.

- **Project progress and effectiveness:** the extent to which the projects' immediate objectives were achieved, or are expected to be achieved, taking into account their relative importance.

- **Efficiency of resource use:** A measure of how economically resources/inputs (funds, expertise, time, etc.) are converted to results.

- **Effectiveness of management arrangements**: The extent to which management capacities and arrangements put in place support the achievement of results.

- **Impact orientation and sustainability of the project:** The strategic orientation of the project towards making a contribution towards broader, long term, sustainable changes. The likelihood of results being sustained, scaled up or replicated by partners after major assistance has been completed.

This guide recommends that you use a three-step process when evaluating your training programmes. These three steps are summarized in Figure 16 and this chapter will guide you through each of them.

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[37]   ILO: *Technical Cooperation Manual,* (2010), op. cit., p. 171.

Figure 16: Key steps in evaluation

STEP 1.
Agree on the evaluation questions

STEP 2.
Decide which form of evaluation to chose

STEP 3.
Identify the evaluator(s) who will conduct the evaluation
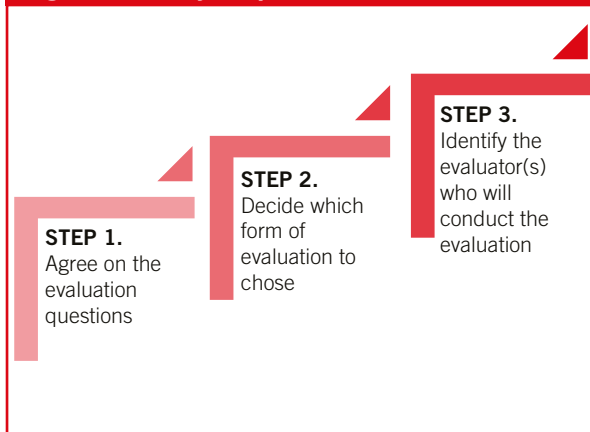
STEP 1 Agree on the evaluation questions

The first step in conducting an evaluation is defining the evaluation questions, i.e. what you want to get out of the evaluation. Do you for example want to know more about how well your project is being implemented, whether your project is meeting its objectives, or whether your beneficiaries are actually better off as a result of your intervention?

Make sure you identify the audience for the evaluation and what that audience wants to know. Some evaluations may be demanded within the organization by management. Donors or policymakers may require others. Internal and external information needs may be different, leading to different evaluation questions. Involving stakeholders in defining and prioritizing your evaluation questions is therefore crucial.

STEP 2 Decide which form of evaluation to chose

The type of evaluation may depend on where you are in the project cycle. If you are doing a mid-term evaluation, questions are likely to be aimed at seeing if the project is "on track". For final evaluations you are likely to end up with a more complex evaluation with questions to establish impact.

STEP 3 Identify the evaluator(s) who will conduct the evaluation

When you have finalized the TOR for your evaluation, it is time to select the evaluator – or team of evaluators – who will conduct the evaluation:

- the profile and qualifications of the consultant will depend on the type of evaluation you have selected. If you have a complex evaluation with elements from several types of evaluations, you might need to have a team of evaluators; and

- nationality is also an issue to consider when selecting evaluators – it is often useful to have a combination of national and international expertise within the evaluation team.

Questions for group discussion
Evaluation

- *Why do we evaluate projects?*
- *Evaluations take different forms depending on why they are conducted. Discuss what elements are most relevant for your own project and why?*
- *Evaluations conducted mid-term are often designed differently from those conducted at the end of projects. Why is that? Discuss why this is the case and give examples of questions to be included in mid-term evaluations, and questions that typically should be included in final evaluations.*
- *What is an impact assessment and do you have any experience from conducting this kind of evaluation?*
- *What are the desired qualifications when selecting an evaluator, or a team of evaluators?*

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ILO Decent Work Agenda website. Visit: http://www.ilo.org/global/about-the-ilo/decent-work-agenda/lang--en/index.htm.

ILO International Programme on the Elimination of Child Labour (IPEC) website. Visit: http://www.ilo.org/ipec.

ILO Managing your agricultural cooperative – A Training Package Online (My.COOP). Visit: http://moodle.itcilo.org/mycoop. A web-based ILO community on cooperatives where you are given access to all resources after having registered. Registration is free.

ILO Start and Improve your Business (SIYB) Programme. Visit: http://www.ilo.org/siyb. The SIYB package is one of the biggest global management training systems used for the support of micro and small enterprises.

ILO Know about business (KAB) training programme. Visit: http://www.knowaboutbusiness.org.

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Annex 1. Definitions of key concepts

Apprenticeship: Any system by which an employer undertakes by contract to employ a young person and to train him or have him trained systematically for a trade for a period of which the duration has been fixed in advance and in the course of which the apprentice is bound to work in the employer's service. *(Recommendation No. 60, ILO, 1939)*

Business development service: Services that improve the performance of the enterprise, its access to markets, and its ability to compete. The definition of "business development services" (...) includes a wide array of business services, both strategic and operational. Business development services are designed to serve individual businesses, as opposed to larger business community. *(Business Development Services for Small Enterprises: Guiding Principles for Donor Intervention, Committee of Donor Agencies for Small Enterprise Development, 2001)*

Child: A "child" as any person "below the age of 18 years". *(Convention on the Rights of the Child (CRC), United Nations, 1990)*

Child labour: Is work performed by children who are under the minimum age legally specified for that kind of work.

Decent work: Productive work for women and men in conditions of freedom, equity, security and human dignity. Decent work involves opportunities for work that is productive and delivers a fair income; provides security in the workplace and social protection for workers and their families; offers better prospects for personal development and encourages social integration; gives people the freedom to express their concerns, to organize and to participate in decisions that affect their lives; and guarantees equal opportunities and equal treatment for all. *(Toolkit for Mainstreaming Employment and Decent Work, UN System Chief Executives Board for Coordination (CEB), 2007)*

Employment: The employed comprise all persons about a specified age who during the reference period were either (i) at work or (ii) with a job or enterprise but not at work (i.e.) persons temporarily absent from work). Persons at work are defined as persons who during the reference period performed work for a wage or a salary, or for profit or family gain, in cash or in kind, for at least an hour. *(Resolution concerning statistics of the economically active population, employment, unemployment and underemployment, ICLS, 1982)*

Gender: While sex refers to the biological differences between females and males and which are universal, gender refers to social attributes and opportunities associated with being a female or a male and the relationships between women and men, girls and boys. These attributes, relationships and opportunities are socially constructed and learned in a socialization process. They vary across time and space, between societies and cultures. They are therefore context-specific and can be modified.

Gender roles: Gender roles are what a society or culture constructs and prescribes as proper roles, behaviour and personal identities for women and men. Gender roles and characteristics affect power relations between women and men at all level and can result in inequality in opportunities and outcomes for some groups. Gender roles often associate women with femininity and men with masculinity, with the later given higher value.

Gender equality: Equality between men and women entails the concept that all human beings, both men and women, girls and boys, are free to develop their personal abilities and make choices without the limitations set by stereotypes, rigid gender roles and prejudices. Gender equality means that the different behaviour, aspirations and needs of women and men are considered, valued and favoured equally. Gender equity means fairness of treatment 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. *(ABC of women worker's rights and gender equality, ILO, 2007)*

Minimum working age: ILO Convention No. 138 defines a range of minimum ages below which no child should be allowed to work and stipulates that: (a) the minimum age for employment should normally not be less than 15 years , but exemptions can be made for developing countries which may fix it at 14; (b) the minimum age for permitting light work should be not less than 13 years, but developing countries may fix it at 12; c) the minimum age for admission to hazardous work should not be less than 18 years, but under strict conditions may be permitted at 16. *(Convention No. 138, ILO, 1973)*

Vocational (career) guidance: The OECD Career Guidance Policy Review defines it as "services and activities intended to assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers". This definition includes making information about the labour market and about educational and employment opportunities more accessible by organizing it, systematizing it and having it available when and where people need it. It also includes assisting people to reflect on their aspirations, interests, competencies, personal attributes, qualifications and abilities and to match these with available training and employment opportunities. The term career guidance is replacing the term vocational guidance in high-income countries. Vocational guidance is focused upon the choice of occupation and is distinguished from educational guidance, which focuses upon choices of courses of study. Career

guidance brings the two together and stresses the interaction between learning and work. *(Career Guidance – A resource handbook for low- and middle-income countries, ILO, 2006)*

Vocational training: The expression vocational training means any form of training by means of which technical or trade knowledge can be acquired or developed, whether the training is given at school or at the place of work. *(ILO Recommendation No. 57, 1939).* Training is not an end in itself, but a means of developing a person's occupational capacities, due account being taken of the employment opportunities, and of enabling him to use his abilities to the greatest advantage of himself and of the community; it should be designed to develop personality, particularly where young persons are concerned. *(Recommendation No. 117, ILO, 1962).* For the purpose of this Recommendation, the qualification of the terms guidance and training by the term vocational means that guidance and training are directed to identify and developing human capabilities for a productive and satisfying working life and, in conjunction with the different forms of education, to improve the ability of the individual to understand and, individually or collectively, to influence working conditions and the social environment. *(Recommendation No. 150, ILO, 1975)*

Worst forms of child labour: Article 3 of ILO Convention No.182 defines the worst forms of child labour as: (a) all forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict; (b) the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances; (c) the use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties; (d) work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children. *(Convention No. 182, ILO, 1999)*

Youth: Within the UN system, young people are identified as those between 15 and 24 years of age. However, this can vary considerably between one context and another. Social, economic and cultural systems define the age limits for the specific roles and responsibilities of children, youth and adults. Cultural expectations of girls and boys also affect the perception of them as adults, such as the age of marriage, circumcision practices and motherhood.

Annex 2. Proposed agenda for a four-day training workshop and generic group exercises

Training on skills and livelihood for out of school youth		
Time	**Day 1**	**Day 2**
	INTRODUCTION & PRE-TRAINING	**TRAINING OPTIONS**
08:30 - 08:45	Registration	Summary of day 1
08:30 - 10:30	**Official Opening Remarks** **Workshop objectives and methodologies** **Introduction of participants and listing expectations**	**SESSION IV** **Pre-training – Part 2** (a) Vocational orientation and counselling; and (b) capacity building of partners **Group work 2 including report back**
10:30 – 11:00		
11:00 - 13:00	**SESSION I** **Conceptual frameworks** Introduction to key conceptual frameworks including Decent Work, international instruments on skills development, child labour, and occupational safety and health as they refer to skills and livelihood training for out of school youth **National legal frameworks** National legislation on TVET, education, child labour, etc.	**SESSION V** **Training options – Part 1** (a) Introduction to training alternatives, including the concept of 'modular approach, financial aspects of training, participants with special needs; and (b) life skills and informal basic education **Group work 3**
13:00 – 14:00		
14:00 - 15:45	**SESSION II** **Pre-training – Part 1** (a) Introduction to pre-training; (b) identification of local economic opportunities; (c) identification and assessment of potential partners; and (d) identification of training participants **Introduction to group work 1**	**SESSION VI** **Training options – Part 2** (a) Introduction to vocational training including PPPs, trade testing and certification and cooperatives; (b) Center-based vocational training; (c) community-based, mobile and outreach vocational and livelihood training; and (d) formal and informal apprenticeship training **Introduction to group work 4**
15:45 – 16:00		
16:00 - 17:30	**SESSION III** **Group work 1 (cont.) including report back**	**SESSION VII** **Group work 4 (cont.)**

Day 3	Day 4
POST-TRAINING	**MONITORING AND EVALUTION**
Summary of day 2	Summary of day 3
SESSION VIII **Training options – Part 3** Entrepreneurship training **Group work 5 (including presentations on the outcomes from group work 3-5)**	**SESSION XII** **Monitoring and Evaluation** **Introduction to group work 7**
SESSION IX **Post-training** (a) Introduction to post-training; (b) support services for wage employment; and (c) Support services for new entrepreneurs, including access to credit **Introduction to group work 6**	**SESSION XIII** **Group work 7 (cont.)**
SESSION X **Group work 6 (cont.)**	**SESSION XIIII** **Development of individual action plans** **Conclusions** **Evaluation** **Closure**
SESSION XI **Group work 6 report back**	

Introduction to group works

- Divide the participants into four groups on geographical basis, i.e. participants from the same district/province/country will work together.

- Each group should select one moderator, one note taker and one person who will present the conclusions of the exercises to the plenary. These roles can change for the different group works.

- The participants will remain in these groups throughout all seven exercises, as the work they will do in one exercise will be the basis for the next.

- The group exercises will be based on the profiles of the two children, Mega and Kofi, presented below. The aim of these seven group exercises is to develop comprehensive training programmes including monitoring and evaluation components for each of these two children which are not hazardous but in line with all decent work requirements.

- Two of the groups will work with Mega's profile and the other two groups on Kofi's. The groups will remain with the same child through out the seven group exercises.

Profile 1: Mega

Mega is a 15-years old girl. Nine month ago she graduated from primary 7 with top grades. Her family lives in a rural area 3 km outside a district capital city. Her father was employed full time as a welder in a workshop. The family also sell some produce from the 0,5 acres of land that the family owns. Six month ago, Mega's father died in a traffic accident. This impacted the economic situation of the household tremendously as he was the main breadwinner. Mega's mother now support the family by accepting laundry and cleaning jobs where she can find them, in addition to the work on the farm. Despite

her promising school performance, Mega had to drop out of school to help her mum look after her two younger brothers (8 and 4 years old) and is now considering to accept an offer to work as a waitress in a small hotel in the district capital. Mega used to be a happy and easy going girl with many friends, but due to the loss of her father and the impact it has had on her family, she is dispirited and sees little hope for her future. Mega does not know what she wants to be when she grows up, but she would like to learn English and computers.

Profile 2: Kofi

Kofi is a 16-year old boy that dropped out of P3 when his parents cold no longer afford to send him to school. Kofi lives with his mother, father and three siblings in a poor neighbourhood just outside the capital city of his country. When he was a child he fell sick in polio and his right leg was paralyzed. He can walk short distances with the support of a cane. Kofi's father is a fisherman and his mother cooks some of the catch and sells in the local market with a low profit. Kofi spends most of his time idle but does occasionally help his mother cleaning and cooking the fish when she needs extra help. Even with his handicap he is confident and an appreciated member of the local community due to his enthusiasm and cheerfulness. Kofi dreams about being a doctor when he grows up.

Group work 1 – Technical session on pre-training – Part 1

This group exercise covers the following sections in the guide:

(a) introduction to pre-training;

(b) identification of local economic opportunities;

(c) identification and assessment of potential partners; and

(d) identification of training participants.

Tasks

There are many different tools that can be used for identification of local economic opportunities. For this exercise, you will be using the community profile survey, consumer demand survey and the market opportunity survey (see Annex 3).

- Review the profile of the child you are responsible for, either Kofi or Mega. The target group for your project is children who are vulnerable to child labour and exploitation. Based on what you know about the factors contributing to vulnerability (see Box 5), ***do you think that Mega and/or Kofi are eligible for support under your project? Discuss why or why not***.

- Please select two areas that the members in your group are familiar with, and that are typical to the areas where Mega and Kofi live. Fill in the three surveys based on your selected geographical area.[38] Based on this exercise, produce a list ***with 5-7 potential local employment options***. When you are working through the three survey tools, there will be cases where you don't have enough information at hand. I these cases, fill the gaps based on your common knowledge of the area/country where you work. Please do not spend too much time on filling in the survey tools (max 20 min). Instead, review them quickly and focus on sections that are important to help you identify the employment options.

- Present your conclusions in plenary.

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[38] The purpose of this exercise is not to complete every single section of these three survey tools. The aim is primarily to get familiar with these kinds of tools and see how they are constructed.

Group work 2 – Technical session on pre-training – Part 2

This group exercise covers the following sections in the resource guide:

(a) vocational orientation and counselling; and

(b) capacity building of partners.

Tasks

In the profile of the child you are responsible for, either Kofi or Mega, you will find information about their individual capacities and constraints as well as aspirations for their future. Review the list of (5-7) local employment options for the child that you are responsible for that was the result of the completion of the three surveys you worked on in the previous group exercise.

- What are the potential local employment options that would fit his/her profile? Please use the format proposed in the below matrix to record your conclusions.

- Review each potential employment option and discuss if it is inline with the requirements for decent work.

- Imagine that you are having a discussion with Mega or Kofi about his/her respective employment projects. The final decision what employment project to focus on will require compatibility between all the columns.

- Present your conclusions in plenary.

Group work 3 – Technical session on training options – Part 1

This group exercise cover the following sections in the resource guide:

(a) introduction to training alternatives, including the concept of modular approach, financial aspects of training, participants with special needs; and

(b) life skills and informal basic education

Introduction

Group work 3, 4 and 5 are closely connected. Through these three exercises you will be developing a comprehensive and individualized training programme for the child you are responsible for, i.e. either Kofi or Mega.

Remember that the ILO advocates for an integrated, modular training approach that includes elements of informal basic education, life skills, vocational and livelihood skills and entrepreneurship training depending on the individual needs of each participant.

Tasks

- Review the conclusions from group work 2 on the final employment project for the child you are responsible for, i.e. either Mega or Kofi, and his/her capabilities and constraints.

	Capacities	Constraints	Initial project idea	Realistic local opportunities	In line with decent work requirements (yes/no)?	Conclusion: i.e. final employment project
Kofi or Mega				1.		
				2.		
				3.		
				4.		
				5.		
				6.		

- Develop a training programme for the child you are responsible for, i.e. either Mega or Kofi. You need to specify how long the training should be (in hours, days, weeks or month), whether it will be full time or part time, and develop the format for the curricula.

- As this technical session discussed informal basic education and life skills, you should be more specific about the content of these sessions, while vocational/livelihood training and entrepreneurship training you can indicate as empty boxes.

- Presentation of the outcomes of exercise will be done at **the end of group work 5**.

Group work 4 – Technical session on training options – Part 2

This group exercise cover the following sections in the resource guide:

(a) introduction to vocational training including PPPs, trade testing and certification and cooperatives;

(b) center-based vocational training;

(c) community-based, mobile and outreach vocational and livelihood training; and

(d) formal and informal apprenticeship training

Introduction

As noted above, group work 3, 4 and 5 are closely connected. Through these three exercises you will be developing comprehensive and individualized training programme for the child you are responsible for, i.e. either Kofi or Mega.

Tasks

- Review the training programme that you developed in the previous exercise. The content of the blocks on vocational/livelihood training are still blank. Please provide more detailed information on the

content of these session based on what you have learned during the presentations. Please consider the following:

- Review the employment projects that you agreed on in group work 3. Are these still valid for the child you are responsible for, i.e. either Kofi or Mega?

- What would be the best modality to deliver the vocational/livelihood training (i.e. formal or non-formal VTCs run by the public sector/NGO; community based training, out-reach/mobile training; or formal/informal apprenticeship).

- What are the hazards associated with the employment project and what can be done to eliminate risks (see Step 4, Section 3.1 for guidance if needed)?

- Presentation of the outcomes of exercise will be done at the end of group work 5.

Group work 5 – Technical session on training options – Part 3

This group exercise cover the following section in the resource guide: Entrepreneurship training.

Introduction

As noted above, group work 3, 4 and 5 are closely connected. Through these three exercises you will be developing comprehensive and individualized training programme for the child you are responsible for, i.e. either Kofi or Mega.

Tasks

- Review the training programme for Mega/Kofi that you have been developing during the previous sessions. The content in the sessions on entrepreneurship training has been left blank. It is now your task to provide more detailed information for these session based on what you have learned during the presentations if and as you think is relevant.

- Review the boxes on gender responsive training (Box 12 in the resource guide) and inclusion on trainees with disability (Box 13 in the resource guide). How much of this is relevant to the child you are responsible for? Do u need to make any revisions to their curriculum to facilitate their special needs if any?

- Review all components of Kofis/Megas curriculum again. Are you satisfied with it or are any changes needed? If so, revise accordingly and finalize.

- Present the outcomes of group work 3, 4 and 5.

Group work 6 – Technical session on post-training

This group exercise cover the following sections in the resource guide:

(a) introduction to post-training;

(b) support services for wage employment; and

(c) support services for new entrepreneurs, including access to credit.

Tasks

- Based on the available types of post-training services, propose an optimal package of services to be provided to the child you are responsible for, i.e. Kofi or Mega, that will help him/her find safe and decent employment.

- Based on your experiences from working in geographical areas similar to those here Mega and Kofi lives, what potential partners might be available to provide these services? Review Box 4 in the resource guide on suggested criteria for selection of partner organizations. Please respond to the following questions:

  - What would be the strength and weaknesses of the available partners?

  - What training (if any) can your project offer to the partner agencies to mitigate some of their weaknesses?

- Present the outcomes of the group work.

Group work 7 – Technical session on monitoring and evaluation (M&E)

This group exercise cover the following sections in the resource guide:

(a) monitoring; and

(b) evaluation.

Tasks

- Project objectives are the basis for the development of indicators. Review the proposed objective below. Does it reflect the training programme and package of post-training services that you have developed for Mega and Kofi? If no, please revise and propose language for another objective.

- Project objective: At the end of the project, 1000 out of school youth aged 15-17 have found safe and decent wage- or self employment by a) providing them with individualized training programmes; and b) necessary post-training services.

- Your next task is to draft a set of indicators that will help you to measure your progress towards the objective.

- Remember that indicators should be SMART, i.e. Specific, to measure the information required as closely as possible, Measurable, to ensure that the information can be readily obtained, Attributable, to ensure that each measure is linked to the project's effort, Realistic, to ensure that the data can be obtained in a timely fashion, with reason- able frequency, and at reasonable cost, and Targeted to the objective population.

- Based on your knowledge on the likely situation in your country, suggest what would be a realistic baseline for each indicator.

- Define realistic targets for each indicator that would result in achievement of the project objective. The targets should be defined for (a) mid-term, and (b) end of project.

- Box 26 in the resource guide provides an overview of various types of evaluations. The type of evaluation design you choose depend on your information needs. In most cases evaluations combines elements from several evaluation types. What elements would you like to see used in the final evaluation of your project? Explain why.

- Present the outcomes of the group work.

Annex 3. Test-point for initial review of potential services and skills products

Economic impact	• Might the envisaged economic activity produce additional income for the beneficiary and, if so, how great can be the increase in existing income e.g. 10, 20 or 30 per cent, etc.? • What if the investment and working capital come from a loan? Financial viability is determined by the ability of the activity to generate enough income to achieve economic viability and repay any money borrowed for investment and working capital, over a specified period of time. • If the activity is judged to be economically and financially viable, can the required training be provided in a cost-effective manner? Can the required instructors and equipment be obtained? Are the required training materials available, etc.?
Training issues	• What are the training needs of the anticipated economic activity (e.g. technical skills, soft skills training)? • Who are the potential trainees? What are their interests? Groups or individual trainees? • Who are the training providers and potential instructors? How are they going to be recruited? Do they have the skills to address the needs of the target groups? • What are the estimated training costs? Can training be organized at a cost to the institutions? If not, what alternative ways are there to finance training? • Is training equipment locally available and relevant? If not, how could training equipment be provided/purchased?
Raw materials / production inputs	• Are the raw materials locally available? Determine their (estimated) quantity and quality, seasonality and the environmental implications of their use. • Are other inputs available, e.g. electricity, water, fuel? • Who owns the raw materials? Are they accessible and available for the economic activity and its in- tended 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 re- sources or changes in their cost?
Production technology	• What is the technology to be used by the economic activity? Is it labour intensive? • What are the tools and equipment needed? How can they be obtained? What about maintenance, repairs and parts – are they available locally? What are the costs? • Where will the economic activity be located in relation to the market? How big is the area needed for the workshop? Who will own the area? Is it presently available? Will it be bought or rented? How much is the purchase price/rental? How long will it be available? Will it need power (electricity) and water – are the connections there already, will it be expensive? Is there even a need for an independent workshop or can it be located in the owner's house?
Management and organization	• How will the business be organized (e.g. self- employment, cooperative, other type of group enterprise), how many workers, type of workers – family labour, wage workers, etc.? How will it be managed? By whom? • What will be the involvement of the graduates? Their families? The community? • Who are the support agencies/organizations to be involved in the economic activity? Are they willing and able to provide support?

Investment requirements	• How much initial investment is estimated to be needed? How much fixed capital and how much working capital? • Where can the capital be found? See Box 23: Need for start-up and working capital among new entrepreneurs for suggestions on how to solve issues related to need of capital among new adolescents entrepreneurs.
Marketing	• Which products are to be manufactured? What are the product designs? Where do they come from and are they readily available? If not, who will prepare the design? At what quantity and quality will the products be manufactured? Will they be marketable? • What about the pricing? Taking production costs and profit margins into consideration, can the price compete with similar products in the market? • What and where will be the market outlets for the products? Will they be sold in the community? In the district? Elsewhere? What is the extent of the demand? • Who are the target consumers/buyers? What is the cost of transport to the market (if outside the community)? • Will the products need quality control? Pack- aging? 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?
Decent work and occupational safety and health	• Does the identified opportunities respect the fundamental principles and rights at work, freedom of association and collective bargaining, freedom from discrimination, and freedom from forced and bonded labour? • Does the identified opportunity satisfy other components linked to decent work: adequate remuneration, social protection, and sustainability? • Is there are hazardous work list in your country? If so, make sure that the identified economic opportunities does not appear on this list. • If there is any risk that the child will be exposed to work related hazards when producing the identified products or services, you need to do a risk assessment and identify ways to reduce the risks. See step 4, Section 3.1 for more on risk assessments.
Other issues	• Does the envisaged business have any legal and social implications? Are any permits or licences required? Will they be difficult to obtain? • Are there any gender, disability or diversity issues involved? Are there any environmental issues involved? Are there any relations with present or future development plans for the region/locality? • Will the business help the community (e.g. by increased employment and incomes through links with other local activities)? • What institutional and professional support is needed for the business? Is it available? Reliable? Affordable? • Are there relevant government services available in the project area (e.g. extension services, rural development organizations, technical training school etc.)? After initial discussion with the local TREE committees and the communities, and on the basis of the information gathered in these surveys, possible areas for wage employment and new enterprises can be suggested. A preliminary list of potential income- generating activities and possible wage employment opportunities should be drawn up for further examination in the feasibility studies. Only when the outcome of these studies confirms the feasibility of the economic activities can training programmes be prepared on the basis of training needs assessments.

Annex 4. A methodology to assess informal apprenticeship systems for potential interventions[39]

STEP 1. Identifying apprenticeship trades

A rapid field assessment addressing questions to owners of small businesses helps determine the trades and occupations where apprenticeship is prevalent. It enquires about:

- the way skills are acquired;

- the status of young people in the business;

- a general idea of the training content;

- the importance of a training agreement;

- the duration of the apprenticeship period.

Rapid assessment to identify trades and occupations that are taught by means of informal apprenticeship (see Appendix).

STEP 2. Selecting occupations for an in-depth analysis

After having identified occupations that feature informal apprenticeship, specific trades or occupations need to be selected for a more in-depth study of the practices in informal apprenticeship. The selection of occupations for the research should be based on the following two criteria:

- The occupation has a good potential for growth and development helping to increase motivation, supply and demand for apprenticeship as well as returns to apprenticeship training. This could be due to potential links to national or international value chains or the contribution of certain apprenticeship trades to other national development

goals such as clean water and sanitation, expanding infrastructure, etc. The occupation should not face market saturation and be generally attractive to the target group.

- The selection should be gender-balanced so that female-dominated occupations are also included. Informal apprenticeship is often characterized by strong occupational segregation and many occupations are male-dominated while some are female-dominated. Particular attention needs to be paid to select trades and occupations that include both young women and men as apprentices.

Preferably, this information should be matched with a literature review of suitable documents on the economic perspectives of the respective region, such as national development strategies, sector assessments, national skills development strategies and so forth. This **assessment of economic opportunities** is required for all kinds of skills development offers, and is not limited to the context of informal apprenticeship.

Ideally, the proposed occupations for further analysis should be validated by local stakeholders.

STEP 3. Understanding rules and practices of informal apprenticeship in the selected occupations

For any type of intervention, it is critical to understand how informal apprenticeship is organized, why and under what conditions apprentices join a workshop, and how apprentices become employable. Interventions should make use of the existing informal apprenticeship system by building on its strengths, and improve it by addressing

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[39] This methodology is adapted from ILO: *Upgrading informal apprenticeship* (2012), op. cit.

some of its weaknesses. Interventions should by all means avoid changing the existing motivations of businesses to train or create imbalances between beneficiary apprentices and other apprentices.

The following checklist is meant to guide the collection of information on informal apprenticeship practices in the selected occupations. For each occupation, a separate checklist should be filled in.

What you should know	How to ask	Information obtained?
Responsible person in a business for negotiating the apprenticeship contract/ agreement	Who concludes apprenticeship agreements?	
Common apprenticeship period	Does the apprenticeship agreement include a fixed apprenticeship period/ duration? How long is it? If not, how long is the usual period of apprenticeship?	
Financing arrangements	Does the apprentice/parents have to pay any fee for the training? How much? When is it paid? Do the apprentices receive money for their work (e.g. pocket money, wage)? How much? Do apprentices receive extra money from clients (on top of the wage/pocket money)?	
Collaboration between enterprises through business associations or networks	Are there business associations or networks through which businesses collaborate? Do businesses cooperate with other businesses to train apprentices?	
Conditions of apprenticeship	What is included in the apprenticeship agreement? (Working time, trial period, working clothes, tools to bring, liability in case of damage, right to leave, protection in case of accidents or illness)	
Access requirements	Do businesses require a minimum level of general education from apprentices? What factors are considered important for selecting apprentices?	
Motivations of master crafts persons to train	Why do businesses decide to train apprentices? Why do apprentices join a workshop? Is apprenticeship considered a means for gainful employment?	
Occupational health and safety at the workplace	Did any of the workers or apprentices in the business have any injury at work during the past 6 months? Are apprentices made aware of work-related risks? Do master crafts persons explain measures how to protect from work-related risks?	
Discrimination based on gender, disability, HIV/AIDS, ethnic group, religion, etc.	How many apprentices with disabilities/ from ethnic group/ religion, etc. are trained in businesses? If numbers are very small, why is it the case?	
End of apprenticeship	How is the end of the apprenticeship determined? Is there a skills test? Is there a special graduation event? Do apprentices receive a certificate or credentials?	
Links with other training providers	Do business owners/ master craftspersons participate in skills upgrading or business related courses? Do apprentices participate in formal skills upgrading courses?	
Employability of apprentices	Where do apprentices usually work after completing the apprenticeship (within same business, in formal economy, other small businesses, self-employed)?	

Information can be obtained through interviews or focus group discussions with:

- associations organizing businesses for the selected occupations;

- individual businesses (business owners, master crafts persons);

- apprentices;

- apprentices' parents; and

- community-based organizations, youth groups, etc.

The information obtained above will help determine how informal apprenticeship can be used as a means to provide and improve skills training for disadvantaged youth.[40] Interventions should build on the current practices in place, in particular concerning apprenticeship period and financing arrangements, in order not to distort businesses' motivations to train.

APPENDIX

Rapid assessment to identify trades and occupations that are taught by means of informal apprenticeship

Do not read out text in *italics.*

Questions to address to owners of small businesses:

Male O   Female O   (please tick)

What is your profession? _____

1) How can young people learn to become a _____ [profession mentioned in previous question]?
   (MULTIPLE ANSWERS POSSIBLE)

   (a) They can learn the skills in a business like this one.
   (b) They can follow a course at a training centre.
   (c) They can learn from their parents, relatives or friends.

If answer is 1(a) or includes 1(a), please continue:

2) If a young person learns in your business, what is the young person's status in the business? (ONE ANSWERS POSSIBLE)

   (a) Learner.
   (b) Learner and worker.
   (c) Worker.
   (d) No status at all – casual visitor.

If answer is 2(a) or 2(b), please continue.

If answer is 2(c), young people are usually employed as low-skilled workers for a low salary or pocket money. They start with simple tasks and learn on-the-job. There is, however, no commitment by the master craftsperson to train them.

If answer is 2(d), young people are allowed to work in the business and can come and leave whenever they want. While they are in the business, they can learn from those that are working there. However, master craftspersons also do not commit to training them.

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[40] ILO: *Increasing the employability of disadvantaged youth - Skills for Employment Policy Brief* (Geneva, 2011).

3) **What does the training cover?**
(ONE ANSWERS POSSIBLE)

   (a) All skills relevant for this trade.   *Go to question 5*

   (b) Only the skills that the apprentice has asked for.   *Go to question 4*

   (c) Young people learn only particular skills of the trade, namely _____.   *Go to question 4*

   (d) Young people learn everything that the business produces during the time they are in the business.   *Go to question 4*

4) **When the young person leaves the business after completing the training, do you expect them to have learnt sufficient skills to find a job or open their own business?**

   (a) YES.

   (b) NO.

   (c) I don't know.

If answer is 4(a) please continue.

If answer is 4(b) or 4(c) it is questionable if the training can be considered informal apprenticeship. If apprentices ask to learn specific skills (answer 3(b)), they usually pay for this service. If partial skills acquired do not make apprentices employable, the system has considerable weaknesses. This will need to be examined further.

5) **Do you conclude a training agreement with them?**

   (a) YES.

   (b) NO.

If answer is 5(a), please continue.

If answer is 5(b) please enquire further about the way skills are transmitted. This is, however, not an informal apprenticeship system.

6) **How long does the training usually last?**
(ONE ANSWERS POSSIBLE)

   (a) Three years or longer.

   (b) One to three years.

   (c) Six to twelve months.

   (d) Less than six months.

If answer is 6(a) or 6(b), the type of training identified is informal apprenticeship. The young person (or the parents) concludes an agreement with the owner or the master craftsperson that the young person will be trained while working in the business.

If answer is 6(c) or 6(d) it is doubtful if the young person can acquire all skills relevant for the trade in such a short time. However, this will depend on the level of complexity of the skills transmitted. Policy-makers/training experts/project managers need to decide if the training system for this particular occupation should be examined further.

7) **How many male and how many female apprentices do you have on average?**

Number of male apprentices _____

Number of female apprentices _____

Annex 5. Sample of an individual monitoring form[41]

Title of the project: ....

Name of the child: ....

Sex: ....

Birth date: ....

Address: ....

Identification number of the child: ....

Date of entry in the project: ....

Date of exit from the project: ....

If left the project, indicate the reason: ....

			Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
1. Situation in relation to training														
1.1	Currently in professional orientation	Year 1												
		Year 2												
1.2	Currently in informal basic education	Year 1												
		Year 2												
	Participation rate (%)	Year 1												
		Year 2												
	Did he/she complete the courses with success? (yes/no)	Year 1												
		Year 2												

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[41]   Adapted from ILO-IPEC and ITC-ILO: *"How-to" guide...*, (2010), op. cit.

1.3	Field of vocational training	Year 1																
		Year 2																
	Length of the training (in hours/weeks or month as applicable)	Year 1																
		Year 2																
	Currently in vocational training	Year 1																
		Year 2																
	Participation rate (%)	Year 1																
		Year 2																
	Did he/she complete the training with success? (yes/no)	Year 1																
		Year 2																
1.4	Currently in formal/non-formal apprenticeship (yes/no)	Year 1																
		Year 2																
	Length of the training	Year 1																
		Year 2																
	Participation rate (%)	Year 1																
		Year 2																
	Did he/she complete the training with success? (yes/no)	Year 1																
		Year 2																
1.5	Currently in entrepreneurship training (yes/no)	Year 1																
		Year 2																
	Length of the training (in hours/weeks or month as applicable)	Year 1																
		Year 2																
	Participation rate (%)	Year 1																
		Year 2																
	Did he/she complete the courses with success? (yes/no)	Year 1																
		Year 2																
2. Situation related to the employment																			
2.1	Currently employed by an employer	Year 1																
		Year 2																
	Sector/field	Year 1																
		Year 2																
	Participation rate (%)	Year 1																
		Year 2																
	Contribution of the project to the salary paid by the employer to the child	Year 1																
		Year 2																
	Monitoring by the implementing agency	Year 1																
		Year 2																

2.2	Currently creating/ managing an individual micro business	Year 1															
		Year 2															
	Sector/field	Year 1															
		Year 2															
	Monitoring by the implementing agency	Year 1															
		Year 2															
2.3	Currently member of a business group/ cooperative/ association	Year 1															
		Year 2															
	Sector/field	Year 1															
		Year 2															
	Participation rate (%)	Year 1															
		Year 2															
	Monitoring by the implementing agency	Year 1															
		Year 2															
3. Additional services provided by other partners																	
3.1	Food	Year 1															
		Year 2															
3.2	School equipment	Year 1															
		Year 2															
3.3	Microfinance support	Year 1															
		Year 2															
3.4	Psychosocial support	Year 1															
		Year 2															
3.5	HIV/AIDS support	Year 1															
		Year 2															
3.6	Medical/health services	Year 1															
		Year 2															
3.7	Legal assistance	Year 1															
		Year 2															
3.8	Other support	Year 1															
		Year 2															

Annex 6. Sample of a simple health and safety risk monitoring form

Workplace and employer information: Employed in local restaurant, performing various tasks									
Tasks	*Hazards*	*Rating*	*Removal strategy*	*Monitoring visits*					
Taking orders		1	None needed – task OK for youth	1	2	3	4	5	6
Bringing food	Heavy loads, slipping, rushing	3	Load limit of 5 kgs. A "no pressure" policy is posted.	OK	Policy not observed	OK			
Clearing tables	Heavy loads, broken glass	3	(as above)	OK	OK	OK			
Assembling salads		1	None needed – task OK for youth						
Frying chicken	Hot stove/ pans/boiling grease	5	Off limits. Mark fryer with a "no touch" sticker	Policy not observed	Policy not observed	OK			
Making French fries	Boiling grease	5	Off limits. Mark fryer with a "no touch" sticker	OK	OK	OK			
Closing up		2	None needed – task OK for youth						
Cleaning the floor		1	None needed – task OK for youth						
Counting the cash	Burglary, travel home at night	4	Off limits. Shorter work day or earlier start.	Still too late	OK	OK			
General conditions									
Having a valid contract	Abuse			OK	OK	OK			
Agreed working hours being followed	Too long working hours, lack of rest periods causing drowsiness			Not consistently	Not consistently	Not consistently			
Salary being paid as per contract	Underpayment			OK	Delayed payment	Delayed payment			
Signed:									
Date:				Feb 15 2011	May 14 2011	Aug 10 2011			

Annex 7. Sample tools for the indentification of market opportunities

(From the ILO TREE Manual)

1. Community Profile Survey Form

Site/Community ....

District ....

Province ....

Part I. Community general description

A. Population of the programme site

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

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

B. Geographical features

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

2. Villages near the programme site	Distance (km)
....	....
....	....
....	....
....	....
....	....

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

☐ by road (describe type) ....

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

4. Natural land/ water resource   Comment

☐ River/stream

☐ Lake/sea

☐ Swamps

☐ Farming land

☐ Grazing land

☐ Mining source

☐ Forests

5. General landscape

☐ Flat   ☐ Hilly   ☐ Mountainous

C. Climate

	Season	Period
a) Rainy		
b) Dry		

D. Educational facilities

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

* Other: specify

E. Credit sources for small/informal activities

1. Local

Name	Type*	Location	Comments

2. Outside the community

Name	Type*	Location	Comments

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

F. Available services

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

G. Economic and social organizations supporting small-scale activities

Part II. Gender analysis

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

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

Part III. Raw materials and other production inputs

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

AGRICULTURE INPUTS

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

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

3. Fishing	Score	Comments
Boats		
Fish source		
Nets		
Engines		
*		

* Other: specify

4. Forestry	Score	Comments
Soft Woods		
Hard Woods		
Tools		
*		

NON-FARM ACTIVITY

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

6. Crafts	Score	Comments
Raw materials		
Tools		
Workshops		
*		

7. Clothing/textiles	Score	Comments
Cloth		
Tools		
Workshop		
*		

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

9. Services	Score	Comments
Repair shops		
Construction		
*		

* Other: specify

10. Retailing	Score	Comments

11. Others: Tourism?	Score	Comments

FACTORY

12. Within the programme site	Score	Comments

Part IV. Present sources of income

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

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

| Activity | As major role in the activity | | | | As minor role in the activity | | | |
| | Men | | Women | | Men | | Women | |
	Number	Income per year	Number	Income per year	Number	Income per year	Number	Income per year
2. Animal husbandry (cont.)								
e) Chicken								
f) Rabbits								
g) *...............								
h) *...............								
3. Fishing								
a) Fresh water fish								
b) *...............								
4. Forestry products								
a) Firewood								
b) Charcoal								
c) Fruits								
d) Mushrooms								
e) *...............								
f) *...............								

NON-FARM ACTIVITIES

| Activity | As major role in the activity | | | | As minor role in the activity | | | |
| | Men | | Women | | Men | | Women | |
	Number	Income per year	Number	Income per year	Number	Income per year	Number	Income per year
5. Food processing								
a) Meat								
b) Fish								
c) Sweets/candy								
d) Cakes								
e) Juices								
f) *...............								
g) *...............								
6. Crafts								
a) Wood/bamboo								
b) Rattan								
c) Leather								
d) Fibers								
e) Metal work:								
Precious								
Iron								
Tin								
Others								
f) *...............								

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

Factories that employ local residents and average earnings per month

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

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

Part V. Potential for employment creation

A. Possible uses of unused/abundant local raw materials

Raw material	Potential product(s)

B. Development projects in/near the community
(Classify status N = Now; S = Soon; P = Planned)

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

C. Factories looking for workers
(Classify status N=Now; S=Soon; P=Planned)

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

2. Consumer Demand Survey Form

Village(s) ....

District ....

Province ....

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

Unsatisfied demand for products

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

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

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

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

Activity	Reason for dissatisfaction (1,2,3 or 4)	Activity	Reason for dissatisfaction (1,2,3 or 4)

Economic activity product demand sample

I. CROP PRODUCTION

A. Processed raw material

a) Fertilizer _____ _____ c) Others:

b) Pesticide _____ _____ _____ _____

c) Weedicide _____ _____ _____ _____

B. Tools/Equipment

a) Weeder _____ _____ f) Bamboo basket _____ _____

b) Pick & shovel _____ _____ g) Others:

c) Rake _____ _____ _____ _____

d) Cultivator _____ _____ _____ _____

e) Sprayer _____ _____ _____ _____

C. Services

a) Blacksmith (for tools/equipment) _____ _____ b) Others:

_____ _____

_____ _____

II. POULTRY RAISING

A. Processed raw material

a) Feeds _____ _____ c) Others:

b) Feed supplements _____ _____ _____ _____

_____ _____

B. Tools/Equipment

a) Brooder _____ _____ e) Incubator _____ _____

b) Feeding trough _____ _____ f) Others:

c) Drinking trough _____ _____ _____ _____

d) Heater _____ _____ _____ _____

C. Services

a) Carpentry _____ _____ d) Others:

b) Tinsmithing _____ _____ _____ _____

c) Electrical _____ _____ _____ _____

D. Others

a) Poultry house _____ _____ d) Others:

b) Disinfectant _____ _____ _____ _____

c) Charcoal _____ _____ _____ _____

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

3. Market Opportunities Survey Form for Producers

Village / Community

District

Province

Date of interview   **Interviewer's name**

Producer   **Product(s)**

I. Unsatisfied demand of local consumers

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

_____ per _____

B. Unsatisfied demand for this product

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

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

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

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

C. Reasons for inability to satisfy demand

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

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

☐ .... outdated/inefficient technology

☐ .... low quality of products

☐ .... high cost of production

☐ .... design and/or style are inappropriate

☐ .... others (specify):

....

....

....

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

II. Potential for expanding/improving production

A. Willingness to expand/improve production

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

B. Percentage increase if production is expanded/improved

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

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

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

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

1. ....   4. ....

2. ....   5. ....

3. ....   6. ....

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

D. Need for workers in case of expansion/improvement

If you go on and expand/improve your production, will you need: ☐ additional workers?

☐ to train your current workers?   ☐ no additional workers or training of current workers? (go to Section III)

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

Number	Type of Worker	Number	Type of Worker
....	....	....	....
....	....	....	....
....	....	....	....
....	....	....	....

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

Number	Type of Worker	Number	Type of Skill
....	....	....	....
....	....	....	....
....	....	....	....
....	....	....	....

III. Sources of financing/technical assistance

A. Sources of financing

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

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

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

B. Sources of technical assistance

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

Source	Location

1. Government Agency

2. NGOs

3. Others

IV. Other producers of similar products

A. Estimated number of producers in the community

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

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

Name of producer   **Location**

....

....

....

....

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

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

☐ .... lack of raw materials   ☐ .... outdated/inefficient technology

☐ .... not enough sources   ☐ .... high cost of production

☐ .... lack of finances to buy more   ☐ .... low quality of products

☐ .... lack of tools/equipment   ☐ .... design and/or style are inappropriate

☐ .... outdated/old implements   ☐ .... others (specify):

☐ .... not enough implements to produce more

☐ .... not enough suppliers to buy from   ....

☐ .... not enough finances to buy more   ....

☐ .... needs more workers (specify type):   ....

    ....

    ....

    ....

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

V. Potential for employment creation

A. Suggestion for utility of unused/abundant raw materials

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

Raw material   **Potential product(s)**
(list from the Community Profile Survey Form)

....

....

....

....

....

....

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

Product   **Why?**

....

                                               ....

                                               ....

....

                                               ....

                                               ....

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

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

Product   **Why is it needed?**

....

                                               ....

                                               ....

....

                                               ....

                                               ....

....

                                               ....

4. Market Opportunities Survey Form for Traders

Village / Community ....

District ....

Province ....

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

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

I. Unsatisfied demand of local consumers

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

.... per ....

B. Unsatisfied demand for this product

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

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

☐ .... quantity asked

☐ .... quality lower than what customers want

☐ .... design/style inappropriate

☐ .... prices too high

☐ .... others (specify):

....

....

....

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

C. Reasons for inability to satisfy demand

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

☐ .... not enough stocks available

☐ .... sources cannot supply quantities ordered

☐ .... lack of finance to buy more stocks

☐ .... sources cannot supply higher quality product

☐ .... sources cannot supply design/style wanted

☐ .... purchase costs from suppliers are high

☐ .... lack of transport to bring the product from its source to community

☐ .... others (specify):

....

....

....

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

D. Sources (suppliers) of the product

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

☐ local producers

☐ local wholesaler/retailer

☐ nearby towns/provincial capital

☐ regional trading centre

☐ national capital city

II. Potential of local production

A. Actions local producers could take to improve production

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

☐ increased availability of raw materials

☐ better and/or more tools/equipment

☐ better production technology

☐ more and/or better skilled workers

☐ updated design and/or style

☐ others (specify):

....

....

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

☐ enough to satisfy the local demand?

☐ more than enough to satisfy the 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 the Community Profile Survey Form)	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

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)   ☐ others (specify):

☐ offices

☐ production business establishments   ....

....

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

☐ individuals/families   ☐ intermediaries*:

☐ production business establishments   ☐ middlemen

☐ labour contractors   ☐ wholesalers

                                                       ☐ retailers

                                                       ☐ others (specify):

                                                       ....

                                                       ....

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

4. Where are the main target buyers located?

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

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

....

....

....

....

B. Competitors

Current producers of the good(s) or service(s) are from:

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

III. Production

A. Raw materials/production inputs

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

Input needed	Main source	Specific location, available
....	....	....
....	....	....
....	....	....
....	....	....

2. Tools/equipment

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

B. Sources of technical assistance in production

Skills needed   Available locally

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

.... ☐ Yes ☐ No

.... ☐ Yes ☐ No

.... ☐ Yes ☐ No

.... ☐ Yes ☐ No

2. If skills are available locally:

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

If yes, which type of workers are available:

....

....

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

....

....

C. Product identification

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

If yes, what is/are this/these?

....

....

....

B. Sources of technical assistance in production

Skills needed   **Available locally**

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

....   ☐ Yes   ☐ No

....   ☐ Yes   ☐ No

....   ☐ Yes   ☐ No

....   ☐ Yes   ☐ No

....   ☐ Yes   ☐ No

IV. Financing

A. Sources of financing

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

Funding source   **Location**

....

....

....

....

....

V. Personnel/Management

A. Type of organizational set-up

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

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

B. Potential difficulties

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

1) ....

2) ....

3) ....

4) ....

5) ....

C. Summary of proposed new economic activities

New economic activity	Main reason for recommendation	Skills training needed?
		☐ Yes ☐ No
		☐ Yes ☐ No
		☐ Yes ☐ No
		☐ Yes ☐ No
		☐ Yes ☐ No
		☐ Yes ☐ No