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LOCAL ECONOMIC RECOVERY IN IRAQ

● ● ● ● Learning material for practitioners



LOCAL ECONOMIC RECOVERY IN IRAQ

LEARNING MATERIAL FOR PRACTITIONERS



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Local Economic Recovery in Iraq. Learning Material for Practitioners

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USER GUIDE

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USER GUIDE

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INTRODUCTION

Within the framework of the UNHCR project “Protection and assistance to persons of concern in Iraq”, a number of implementing partners¹ are engaged in promoting and facilitating the reintegration of Ahwazi returnees while providing basic services to their hosting communities in Iraq. The ILO participates in the project through a training component to build the capacities of UNHCR staff and its implementing partners based on a Local Economic Recovery (LER) approach

This learning material is one of the outputs of this cooperation. It is especially addressed to community-based rehabilitation and recovery practitioners in Iraq. They are mainly staff of International Non-Governmental Organizations (INGOs) who are in charge of facilitating and implementing Quick Impact Projects (QIPs) and Income Generating Activities (IGAs). It is hoped that the capacity-building activities based on this material will enable practitioners to mainstream LER concerns and principles into their operations.

As a participatory and area-based approach to post-war recovery, LER provides context specific solutions to poverty and socio-economic vulnerability based on local resources, assets and opportunities while maximizing the employment creation potential of local, national and international investments for rehabilitation and reconstruction. Eventually, the mainstreaming of LER concerns and principles into current community-driven recovery initiatives will lay the foundations for decent living and working conditions in Iraq.

Content

This package offers material for a three-day-training workshop. It covers the following topics:

- An introduction to the LER approach in a post-war context (Module 1)
- The preparation of a LER strategy through territorial diagnosis and institutional mapping (Module 2)
- Community mobilization and facilitation of the consensus-building (Module 3)
- Operational recommendations and coordinated action plans for livelihoods support and LER (Module 4)

Learning approach

The modules include individual and group activities that facilitate the application of the learning to each participant's specific context. The proposed training methodology is practice oriented and highly participatory, building upon participants' experience, expertise and current tools

Case studies are presented as possible instruments to be used and/or adapted for daily operations and models to refer to in order to find solutions and define strategies. By no means, this learning material pretends to be exhaustive in this regard.

At the end of the learning process, participants will be equipped with new knowledge, skills and adapted tools for mainstreaming and applying LER in their daily operations. Particularly, they will have outlined an action plan, synthesizing how they will mainstream LER concerns and principles into their daily operations.

¹ International Non-Governmental Organizations (INGOs) including: Millennium Relief and Development Services (MRDS), Intersos, Danish Refugee Council and War Child.

GENERAL OBJECTIVES

By the end of the learning process, participants will have:

- o Examined the major features of the Local Economic Recovery (LER) approach as well as the implications of applying it in Iraq;
- o Gained knowledge and methodologies to analyze existing resources of your territory and employment potential for reintegration opportunities;
- o Determined how to facilitate multi-stakeholders dialogue and build up consensus around a LER initiative;
- o Drafted operational recommendations and coordinated action plans for livelihoods support and LER in Iraq.

SELF-ASSESSMENT (PRE and POST)

The questions proposed in this self-assessment exercise are related to the contents of the learning package.

Participants are invited to fill in the questionnaire before starting the learning process to:

- identify and become conscious of the knowledge and skills they already possess in relation to Local Economic Recovery in a post-war context;
- overview the mayor concepts and contents that will be tackled during the learning process.

At the end of the learning process, learners should fill in the questionnaire again to:

- define to what extent they have learned and acquired new knowledge and skills.



Instructions

a) Answer to closed questions, indicating how you feel in terms of knowledge and/or skills.

Please note that the rating grid goes from **1** (you do not possess any knowledge and/or skills to answer to the question and/or perform the required function) to **4** (you possess very good knowledge and skills: you can answer without problems and/or perform the required function).

No knowledge No skills	Little knowledge Few skills	Good knowledge Good skills	Very good knowledge Very good skills
1	2	3	4

b) When you can, answer the open questions to explain your opinion better.

	1	2	3	4
MODULE 1: LOCAL ECONOMIC RECOVERY IN A POST-WAR CONTEXT				
1. Can you identify direct and indirect effects of the conflict in Iraq, visualizing the relationship between them?				
2. Why employment and territorial capital are relevant in rebuilding a post-war society?				
3. What are the major features of the Local Economic Recovery (LER) approach?				
4. What are the main steps of the LER process?				
5. Explain why a reintegration strategy should be based on a labour market assessment.				

	1	2	3	4
MODULE 2: GETTING PREPARED FOR A LER STRATEGY: TERRITORIAL DIAGNOSIS AND INSTITUTIONAL MAPPING				
1. What is the Territorial Diagnosis and Institutional Mapping (TDIM)?				
2. What is the purpose of a TDIM?				
3. What are the various steps of the TDIM methodology?				
4. Describe what would be the advantages of a recovery strategy for your territory, designed on the basis of the findings of a TDIM.				
	1	2	3	4
MODULE 3: FACILITATE MULTI-STAKEHOLDER DIALOGUE AND CONSENSUS-BUILDING				
1. Can you explain why a multi-stakeholder dialogue is necessary, describing its potential benefits?				
2. What are the roles and prospective contributions of the local stakeholders of your territory?				
3. Can you see obstacles and/or favorable conditions for the development of a forum in your territory?				
4. What role should cover the facilitators of multi-stakeholder dialogue in Iraq?				
5. Describe the activities that a forum in your territory should undertake.				

GLOSSARY²

BUSINESS DEVELOPMENT SERVICES	A wide range of non-financial services used by entrepreneurs to help them operate efficiently and develop their businesses. Focuses on promoting the access to and use of these services by micro, small, and medium scale enterprises. May include training, consultation services, marketing services and information resources that help firms gain access to services usually enjoyed only by larger firms.
CASH-FOR-WORK	Short-term temporary employment where workers receive their remuneration in cash with the aim of generating provisional employment rapidly and inject cash into the community. ³
COMMUNITY CONTRACTING	An agreement between a community-based organization and an external funding or support agency to implement a development project for the benefit of the community. ⁴
DECENT WORK	Decent work sums up the aspirations of people in their working lives. It involves opportunities for work that is productive and delivers a fair income, security in the workplace and social protection for families, better prospects for personal development and social integration, freedom for people to express their concerns, organize and participate in the decisions that affect their lives and equality of opportunity and treatment for all women and men. ⁵
DECENTRALIZATION	The process by which political, fiscal and administrative powers are transferred to local and/or sub-national governments.
DEVELOPMENT	An integrated process in which all dimensions of a given reality – economical, social, political, cultural – are achieving their objectives making the most of their potentialities, controlling the dynamic of the process and ensuring that all are benefiting from the resources and services produced. Development means that human beings are improving their capacities and therefore widening their possibilities of choice and enhancing their quality of life. ⁶
ECONOMY OF SCALE	Economies of scale occur when larger firms are able to lower their unit costs while the scale of production of a good or service grows. This may happen for a variety of reasons. A larger firm may be able to buy in bulk, it may be able to organize production more efficiently, and it may be able to raise capital cheaper and more efficiently. ⁷
ECONOMY OF SCOPE	Economies of scope occur when the joint production of a basket of complementary goods and services costs less than the production of single goods and services. ⁸
EMERGENCY PUBLIC EMPLOYMENT SERVICES	A range of services that aim at matching demand and supply on the local labour market in the short, medium and long term. ⁹
EMPLOYABILITY	Relates to portable competencies and qualifications that enhance an individual's capacity to make use of the education and training opportunities available in order to secure and retain decent work.
EMPLOYMENT INTENSIVE INVESTMENT	Aims at orienting infrastructure investments towards the creation of higher levels of productive employment and towards the improvement of access to basic goods and services for the poor. This combined use of local participation in planning with the utilization of locally available

² Most definitions come from the ILO thesaurus 2005 <http://www.ilo.org/public/libdoc/ILO-Thesaurus/english/index.htm> or are defined by the authors unless stated otherwise.

³ ILO, Employment for peace (CD ROM), Short guide on CFW.

⁴ ILO, Employment for peace (CD ROM), Short guide on community contracting

⁵ <http://www.ilo.org/public/english/decent.htm>

⁶ Gasser M., Piñeiro J., Coto Moya L.G., *Generar procesos de Desarrollo Económico Local mediante Cooperativas*, ITC ILO, Turín 2005;

⁷ Up cit.

⁸ Up cit.

⁹ ILO, Employment for peace (CD ROM), short guide on EPES.

	skills, technology, materials, and appropriate work methods has proven to be an effective and economically viable approach to infrastructure works in conflict-affected and developing countries. ¹⁰
FOOD-FOR-WORK	Short temporary employment in works of public benefit, where workers receive up to 50% of their remuneration in kind. FFW can also be provided in the form of voluntary self-help community activities, that directly benefit labourers. FFW is carried out in circumstances where food is scarce and wages low or market mechanisms are not operating. ¹¹
GENDER ROLES	Learned expectations and behaviours in a given society, community or social group that determine the type of activities that are seen as 'male' or 'female'.
GOVERNANCE	The manner in which power and authority are exercised by both public and private bodies. Covers management, legal framework, accountability and transparency.
HIDDEN UNEMPLOYMENT	Refers to the labour force not reported as unemployed because it is not actively seeking work for one reason or another.
HUMANITARIAN ASSISTANCE	See RELIEF.
INCOME GENERATING ACTIVITIES	A range of activities in support to livelihoods and community development aimed at restoring belongings, land and capital of households and usually including (in-kind) grants.
INFORMAL ECONOMY	The informal economy absorbs workers who would otherwise be without work or income. It represents a growing labour force mainly consisting of women and youth. The informal economy is characterized by the lack of social protection, representation, property rights, access to legal and judicial system, neither to public infrastructure and services. ¹²
INSTITUTIONAL MAPPING	An exercise to identify "who is doing what", e.g. the different stakeholders and development organizations that are operating in a territory, their objectives and activities. An institutional mapping is usually part of a broader territorial diagnosis.
KEY INFORMANT	A knowledgeable individual from the community or target population who can provide essential information on a requested topic / activity.
LABOUR MARKET	A system consisting of employers as buyers and workers as sellers, the purpose of which is to match job vacancies with job applicants and to set wages.
LABOUR-BASED INFRASTRUCTURE PROJECTS	Short and medium term infrastructure works that generate employment and income by maximizing the use of available unskilled labour. ¹³
LABOUR-BASED TECHNOLOGY	A technology that applies a labour/equipment mix that gives priority to labour, supplementing it with appropriate equipment where necessary for reasons of quality or cost. While producing or maintaining infrastructure to a specified standard in a cost-effective manner, people are employed under fair working conditions. It is in this respect important to distinguish between an optimum and efficient use of labour, as opposed to a maximum, and possibly inefficient use. ¹⁴
LIVELIHOOD	A livelihood comprises the capabilities, assets (stores, resources, claims and access) and activities required for a means of living.
LOCAL ACTORS	Group of people, organizations, associations or local institutions (local trade unions, government, employers' associations, cooperatives, women associations, environmental groups, universities, banks, religious institutions, etc.) which have their activities in the same territory and therefore have interest in the process of local economic

¹⁰ <http://www.ilo.org/public/english/employment/recon/eiip/about/index.htm>

¹¹ ILO, Employment for peace, Short guide on FFW.

¹² <http://www.ilo.org/public/english/employment/infeco/>

¹³ ILO, Employment for peace, Short guide on LBIP

¹⁴ <http://www.ilo.org/public/english/employment/recon/eiip/about/lbt.htm>

	and social development of that territory. ¹⁵ They are also called local stakeholders.
LOCAL ECONOMIC DEVELOPMENT	A participatory development process that encourages partnerships between the main private and public stakeholders at the local level and enables the joint design and implementation of a common development strategy. The overall objective is to base economic activity on social conditions and local resources, rather than vice-versa. LED makes use of regional capabilities and local competitive advantages in a global context. This holistic approach creates linkages across conventional policy areas and integrates local, national and international levels. ¹⁶
LOCAL ECONOMIC RECOVERY	A participatory and area-based approach to post-war recovery that provides context specific solutions to poverty and socio-economic vulnerability based on local resources, assets and opportunities while maximizing the employment creation potential of local, national and international investments for rehabilitation and reconstruction.
LOCAL FORUM	The dialogue body that brings together key actors from various sectors and with different interests with the final aim of fostering coordination and cooperation among them.
LOCAL LEVEL	The sub-national or territorial level where one finds a critical mass of inhabitants, resources and organizations representing public and private sectors as well as civil society. Depending on the country specific context, "local" can refer to an urban settlement, municipality, district, province or a region. ¹⁷
LOCAL STAKEHOLDERS	See LOCAL ACTORS
MICRO-FINANCE	The provision of financial services (e.g. credit, savings, micro-insurance, leasing) in a sustainable way to micro-entrepreneurs and other individuals with low incomes, who do not have access to commercial financial services. ¹⁸
MULTI-STAKEHOLDER DIALOGUE	Dialogue among a wide range public and private actors with a stake in the socio-economic recovery and development in a given territory, which enables the brainstorming of ideas, exchange of information, discovery of new solutions, preparation of shared proposals, creation of partnerships and promotion of actions.
NETWORK	The whole of personal contacts, direct and indirect, between the actors' representatives. The contacts influence and determine the type of 'institutional' relationship built between the actors. ¹⁹
PARTICIPATORY APPROACH RECOVERY	An approach that guarantees that all entities/people involved influence and share the control of initiatives, decisions and resources. The phase that follows/overlaps the relief phase and precedes/overlaps the development phase in the transition from war to sustainable peace and development. It aims at repairing/constructing basic infrastructure, improving living conditions and revitalizing local economies in preparation to reintegration and settlement through IGAs, QIPs, skills training, short term employment creation, etc.
REHABILITATION	The phase that follows/overlaps the relief phase in the transition from war to sustainable peace and development with the objective to restore (temporarily) the delivery of basic services. ²⁰
RELIEF	The immediate assistance phase in the transition from war to sustainable peace and development with the objective to save lives and meet immediate basic needs of war-affected populations (e.g.

¹⁵ Up cit.

¹⁶ <http://www.ilo.org/led>

¹⁷ DELNET, *Strategies for Local Development* Final draft, ITC ILO, Turin, January 2006

¹⁸ ILO, *Employment for peace, Short guide on microfinance*.

¹⁹ Up cit.

²⁰ Battistin F., *Learning about Local Economic Recovery in crisis situations*, unpublished draft, ILO, August 2006

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	food, shelter, medical and emotional care). ²¹ This is also called humanitarian assistance.
SOCIAL CAPITAL	Set of elements of the social structure that affects relations among people and includes social norms, attitudes, values, language and culture, family ties and community.
SOCIAL DIALOGUE	Includes all types of negotiation, consultation or exchange of information between or among representatives of governments, employers and workers on issues of common interest relating to economic and social policy.
TERRITORIAL CAPITAL	The set of endogenous resources that lays the basis for LER and LED and includes: - human capital, - natural capital, - social, cultural and institutional capital, and - economic and financial capital²²
TERRITORIAL DIAGNOSIS	The analysis and definition of the actual status of the local economy, its physical resources, actors and the dynamic between the actors.
UNDEREMPLOYMENT	Underutilization or inefficient use of a worker's skills, qualifications or experience, or where the worker is unable to work as many hours as he or she is willing to.

²¹ Idem.

²² Up cit.

ACRONYMS

BDS	BUSINESS DEVELOPMENT SERVICES
CAFF	CHILDREN ASSOCIATED WITH FIGHTING FORCES
CDC	COUNTY DEVELOPMENT COMMITTEE
CFW	CASH-FOR-WORK
CPPP	COMMUNITY PUBLIC PRIVATE PARTNERSHIP PROGRAMME
DDRRP	DISARMAMENT, DEMOBILIZATION, REHABILITATION AND REINTEGRATION PROGRAMME
DTI	DEPARTMENT OF TRADE AND INDUSTRY
ECOMIL	ECONOMIC COMMUNITY OF WEST AFRICAN STATES (ECOWAS) MISSION IN LIBERIA
ECOWAS	ECONOMIC COMMUNITY OF WEST AFRICAN STATES
EIIP	EMPLOYMENT INTENSIVE INVESTMENT PROJECTS
EPES	EMERGENCY PUBLIC EMPLOYMENT SERVICES
FFW	FOOD-FOR-WORK
GDP	GROSS DOMESTIC PRODUCT
IDPs	INTERNALLY DISPLACED PERSONS
IGAS	INCOME GENERATING ACTIVITIES
ILO	INTERNATIONAL LABOUR OFFICE
ILO	INTERNATIONAL LABOUR ORGANIZATION
IM	INSTITUTIONAL MAPPING
INGO	INTERNATIONAL NON-GOVERNMENTAL ORGANIZATION
IR	IRRIGATED FARMS
LBIP	LABOUR-BASED INFRASTRUCTURE PROJECTS
LBT	LABOUR-BASED TECHNOLOGY
LED	LOCAL ECONOMIC DEVELOPMENT
LEDA	LOCAL ECONOMIC DEVELOPMENT AGENCY
LER	LOCAL ECONOMIC RECOVERY
LIPA	LIBERIA INSTITUTE OF PUBLIC ADMINISTRATION
LMOS	LIBERIA MARKET OPPORTUNITIES SURVEY
MSEs	MICRO AND SMALL ENTERPRISES
MRDS	MILLENNIUM RELIEF AND DEVELOPMENT SERVICES
NBEG	NORTH BAHR EL-GHAZAL STATE (SUDAN)
PPP	PUBLIC-PRIVATE PARTNERSHIP
RF	RAIN-FED FARMS
SMEs	SMALL AND MEDIUM-SIZED ENTERPRISES
SPGE	SUB-COMMITTEE ON PRODUCTIVE AND GAINFUL EMPLOYMENT
SRC	SETTLEMENT RECOVERY COMMITTEES
SWOT	STRENGTHS, WEAKNESSES, OPPORTUNITIES AND THREATS
TDIM	TERRITORIAL DIAGNOSIS AND INSTITUTIONAL MAPPING
UN	UNITED NATIONS
UNDP	UNITED NATIONS DEVELOPMENT PROGRAMME
UN HABITAT	UNITED NATIONS HUMAN SETTLEMENTS PROGRAMME
UNHCR	UNITED NATIONS HIGH COMMISSIONER FOR REFUGEES
UNICEF	UNITED NATIONS CHILDREN'S FUND
UNMIL	UNITED NATIONS MISSION IN LIBERIA
UNOPS	UNITED NATIONS OFFICE FOR PROJECT SERVICES

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UNHCR, *HANDBOOK FOR REPATRIATION AND REINTEGRATION ACTIVITIES*, UNHCR, GENEVA, MAY 2004

LINKS

A SELECTION OF USEFUL LINKS ON LER IN POST-WAR CONTEXTS AND RELATED TOPICS :

DANISH REFUGEE COUNCIL

[HTTP://WWW.DRC.DK/](http://www.drc.dk/)

ELDIS -GENDER, PEACE-BUILDING AND RECONSTRUCTION

[HTTP://WWW.ELDIS.ORG/GENDER/PEACEBUILDING AND RECONSTRUCTION.HTM](http://www.eldis.org/gender/peacebuilding_and_reconstruction.htm)

ILO AND CRISIS RESPONSE AND RECONSTRUCTION

[HTTP://WWW.ILO.ORG/CRISIS](http://www.ilo.org/crisis)

ILO AND DECENT WORK

[HTTP://WWW.ILO.ORG/PUBLIC/ENGLISH/DECENT.HTM](http://www.ilo.org/public/english/decnt.htm)

ILO AND EMPLOYMENT INTENSIVE INVESTMENT

[HTTP://WWW.ILO.ORG/EIIP](http://www.ilo.org/eiip)

ILO AND LED

[HTTP://WWW.ILO.ORG/LED](http://www.ilo.org/led)

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INTERSOS

[HTTP://WWW.INTEROS.ORG/](http://www.intersos.org/)

MILLENNIUM RELIEF AND DEVELOPMENT SERVICES

[HTTP://WWW.MRDS.ORG/](http://www.mrds.org/)

PROMOTION OF ECONOMIC RECOVERY PROJECT IN SOMALIA (PERPS)

[HTTP://WWW.UN-SOMALIA.ORG/COUNTRY_TEAM/ILO.ASP](http://www.un-somalia.org/country_team/ilo.asp)

UNHCR AND REINTEGRATION AND LOCAL SETTLEMENT

[HTTP://WWW.UNHCR.ORG/CGI-BIN/TEXIS/VTX/ADMIN/OPENDOC.HTM?TBL=ADMIN&ID=3B52ACB4F](http://www.unhcr.org/cgi-bin/texis/vtx/admin/opendoc.htm?tbl=ADMIN&id=3B52ACB4F)

UN HABITAT AND TRAINING AND CAPACITY BUILDING FOR GOOD LOCAL GOVERNANCE AND SUSTAINABLE URBAN DEVELOPMENT (INCLUDING LED)

[HTTP://HQ.UNHABITAT.ORG/PROGRAMMES/TCBB/ABOUT_US2005.ASP](http://hq.unhabitat.org/programmes/tcbb/about_us2005.asp)

UNDP AND CRISIS PREVENTION AND RECOVERY

[HTTP://WWW.UNDP.ORG/BCPR/](http://www.undp.org/bcpr/)

UNIFEM- A PORTAL ON WOMEN, PEACE AND SECURITY

User Guide

Local Economic Recovery in Iraq - Learning material for practitioners

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ANNEX 1: NOTE FOR THE FACILITATOR

This training and learning material has been designed for face-to-face courses and workshops. Each module can be used for a session of 90' minutes, half day or a full day of training.

Modules 1, 2, and 3 contain:

- the **technical brief**, including the core technical contents;
- individual and group learning **activities**;
- a **Power point presentation**.

Case studies and **tools** are integrated in the learning contents and often used as basis for learning activities.

Technical brief: it constitutes the basis of the session/s, but it can be adapted to specific contexts and enriched with additional contents, tools, examples and references.

Individual and group activities: they can be modified according to specific target and needs. If necessary, time and tasks can be tailored, as long as they are still coherent with the proposed learning objectives.

Power point presentation: it synthesizes the key contents of the module, highlighting the relations among them. Additional slides may be added for more detailed explanations.

Module 4 helps participants to plan their future actions, on the basis of the knowledge and skills gained through the learning process. The facilitator should ensure that sufficient time is allocated, so that participants review the whole learning process, synthesize the concepts, making the appropriate links to their reality and outline their LER strategy. Module 4 should enable participants to build a bridge between the workshop and their daily work.

As **annexes to this Guide**, the facilitator can find the time-table proposed for a 3-day workshop and the corresponding session plans. These tools aim at guiding the facilitator from the beginning to the end of the training process. As the modules, these tools can be modified, according to specific needs. Any change in the modules, particularly in the activities, may imply a change in the organization of time and the session plan.

ANNEX 2: TIME-TABLE						
COURSE		YEAR	LANGUAGE OF THE COURSE	FROM:	TO:	PLACE
WORKSHOP ON LOCAL ECONOMIC RECOVERY FOR PRACTITIONERS IN IRAQ		2006	ENGLISH			KUWAIT
	↓ DAY 1		↓ DAY 2		↓ DAY 3	
8:30 ⇕ 9:00			EVALUATION OF DAY 1		EVALUATION OF DAY 2	
9:00 ⇕ 10:15	WELCOME AND OFFICIAL OPENING PRESENTATION OF THE PARTICIPANTS AND FACILITATORS		MODULE 2: TERRITORIAL DIAGNOSIS AND INSTITUTIONAL MAPPING (TDIM): PURPOSES AND STEPS ANALYSIS OF THE SCOPE OF A TERRITORY		OBSTACLES AND FAVORABLE CONDITIONS FOR A MULTI-STAKEHOLDER DIALOGUE THE ROLE OF MULTI-STAKEHOLDER DIALOGUE FACILITATORS	
	COFFEE BREAK		COFFEE BREAK		COFFEE BREAK	
10:45 ⇕ 12:30	PRESENTATION OF THE PARTICIPANTS' EXPECTATIONS, THE PROGRAMME AND THE METHODOLOGY OF THE WORKSHOP LER GLOSSARY MODULE 1: SOCIAL AND ECONOMIC IMPACT OF THE CONFLICT AT THE LOCAL LEVEL		DEFINITION OF A TDIM TEAM AND ITS FUNCTIONS STEPS OF THE TDIM METHODOLOGY		MODULE 4: HOW TO GO ABOUT IT: OPERATIONAL RECOMMENDATIONS AND ACTION PLANNING FOR LER	
	LUNCH BREAK		LUNCH BREAK		LUNCH BREAK	
14:00 ⇕ 15:30	THE MAJOR FEATURES OF THE LER APPROACH		PROPOSING A LER STRATEGY BASED ON TDIM FINDINGS		HOW TO GO ABOUT IT: OPERATIONAL RECOMMENDATIONS AND ACTION PLANNING FOR LER	
	COFFEE BREAK		COFFEE BREAK		COFFEE BREAK	
15:45 ⇕ 17:00	THE MAJOR FEATURES OF THE LER APPROACH AND ITS STEPS		MODULE 3: THE IMPORTANCE OF A MULTI-STAKEHOLDER DIALOGUE		EVALUATION OF THE WORKSHOP CLOSING	

ANNEX 3: SESSIONS PLAN

WORKSHOP ON LOCAL ECONOMIC RECOVERY FOR PRACTITIONERS IN IRAQ SESSIONS PLAN

	 DAY 1
SESSION 1	
9:00	WELCOME AND OFFICIAL OPENING
⇅	PRESENTATION OF THE PARTICIPANTS AND FACILITATORS
10:15	
COFFEE BREAK	
SESSION 2	
10:45	PRESENTATION OF THE PARTICIPANTS' EXPECTATIONS, THE PROGRAMME AND
⇅	THE METHODOLOGY OF THE WORKSHOP
12:30	LOCAL ECONOMIC RECOVERY APPROACH: TERMS AND ACRONYMS
	SOCIAL AND ECONOMIC IMPACT OF THE CONFLICT AT THE LOCAL LEVEL
LUNCH BREAK	
SESSION 3	
14:00	ACTIVITY 1.a:
⇅	DIRECT AND INDIRECT EFFECT OF THE CONFLICT AT THE LOCAL LEVEL
15:15	EMPLOYMENT AND TERRITORIAL CAPITAL: KEY MEANS IN REINTEGRATION AND RECONSTRUCTION
	ACTIVITY 1.b:
	THE MAJOR FEATURES OF THE LER APPROACH
COFFEE BREAK	
SESSION 4	
15:30	ACTIVITY 1. b:
⇅	THE MAJOR FEATURES OF THE LER APPROACH
17:00	THE STEPS OF THE LER PROCESS

SESSION N. 1		PRESENTATION OF THE PARTICIPANTS AND FACILITATORS	
DURATION: ⌚ 45'			
WHAT YOU NEED: Flip charts and markers.			
GENERAL OBJECTIVE: Build nice working relationships.			
SPECIFIC OBJECTIVES	CONTENTS	METHODS AND MEDIA	STEPS AND ACTIVITIES
1.1 Enable everyone to present him or herself. 1.2 Break the ice and facilitate communication. 1.3 Investigate how participants perceive the reintegration work they do.	1. Participants' and facilitators' names, characteristics and views.	1. Individual presentation based on the preparation of a flip chart stating name, surname and nick name (if the case) and a representation of how they perceive their daily fieldwork.	1. ICE-BREAKING/PRESENTATION ACTIVITY²³ ⌚ 45' ▪ Each participant is given a marker and a flip chart. ▪ The facilitator asks participants to: ○ Write their name and surname (and how they are called, if the case); ○ Write the name of their organization; ○ Specify the region/district/municipality where they work; ○ Draw a picture of: - an item/object they have used a lot recently in their work (e.g.: a computer, a pen, a car, a radio, a watch, etc) or; - an object that can symbolize their approach to the fieldwork they do. ▪ Participants have 10-15 minutes to prepare their presentation. ▪ Each participant (and the facilitator) introduces him/herself and explains the reasons behind the item/object drawn: - why they use it a lot in their daily reintegration work or - why that objects symbolizes the work they do.

- ²³  **TIP 1 FOR THE FACILITATOR:** We suggest the facilitator and the other resources involved in the workshop to also undertake the activity, in order to promote a feeling of “equality” in the classroom.

SESSION N. 2		EXPECTATIONS, OBJECTIVES AND AGENDA.	
		GLOSSARY. IMPACT OF A CONFLICT AT THE LOCAL LEVEL	
DURATION: ⌚105'			
WHAT YOU NEED: Empty cards of two different colors (at least 10 for each color); flyer and timetable; Glossary cards; Technical brief 1 and Power point projector.			
GENERAL OBJECTIVES: ▪ Make sure that participants share the same expectations and these correspond to the set learning objectives. ▪ Set the basis for a common language. ▪ Introduce the subject matter, by examining the impact of a conflict on social and economic conditions at the local level.			
SPECIFIC OBJECTIVES	CONTENTS	METHODS AND MEDIA	STEPS AND ACTIVITIES
1. Share expectations in relation to the workshop.	1. Participants' expectations.	1. Group activity on the expectations, using colored cards.	1. EXPECTATIONS ACTIVITY ⌚ 30' ▪ The facilitator distributes colored candies to make groups (5 different colors to have 5 groups). Participants move to compose the groups²⁴. ▪ The facilitator distributes 4 cards to each group of two different colors (e.g. two green cards and two red cards) ▪ The facilitator writes on the board the two following questions: 1. What do I expect to learn from this workshop? 2. How can I contribute to this workshop? ▪ Within each group, participants discuss the questions and find two answers for each of them. ▪ The facilitator explains participants that they have to write the answers to the same question on the cards of the same color (e.g. the two answers to question 1 are written on the two green cards). ▪ The facilitator collects the cards and analyzes the cards while collecting them (in silence). ▪ The facilitator reads loudly the answers and groups them in 3 or 4 clusters, according to their core message. The cards can be grouped independently to their colors (the question they are related to).

²⁴  **Tip 2 for the facilitator:** IN ORDER TO FACILITATE THE INTERACTION AND THE COMMUNICATION, WE SUGGEST TO MOVE THE CHAIRS AND THE TABLES AND COMPOSE 'ISLANDS' OF WORK, BY GROUPING 2 OR 3 TABLES TOGETHER AND HAVING PARTICIPANTS SITTING IN A CIRCLE AROUND THE 'ISLANDS' (WITH 25 PARTICIPANTS, WE SUGGEST TO HAVE 5 'ISLANDS' THAT WILL ENABLE THE WORK OF 5 GROUPS).

2.1 Match the participants' expectations with the set learning objectives. 2.2 Present the workshop's contents and agenda. 3. Clarify the meaning of the terms and acronyms used. 4. Examine direct and indirect effects of a conflict that can damage the local socio-economic structure.	2.1 Description of the workshop (the flyer). 2.2 Agenda of the workshop (the time-table). 3. The LER glossary and acronyms. 4. Social and economic impact of the conflict at the local level.	2. Facilitator's presentation of the flyer and timetable. 3. Plenary activity on the glossary, using two-color cards. 4. Facilitator's presentation using a Power point.	2. PRESENTATION OF THE FLYER AND TIME-TABLE ⌚ 15' ▪ The facilitator asks participants to have a look at the flyer. ▪ On the basis of the clusters of the expectations, the facilitator reads and explains the learning objectives. The facilitators clarify to which extent the objectives respond to the expectations, which expectations can be satisfied and which cannot. ▪ The facilitator explains briefly which contents will be tackled to reach the objectives. ▪ The facilitator asks participants to have a look at the time-table in order to examine which activities will be undertaken during the 3-day workshop. 3. ACTIVITY ON THE GLOSSARY ⌚ 30' ▪ The facilitator has a bunch of two-color cards. On each card there is a term (or acronyms) or a definition corresponding to one of the terms (or acronyms). (E.g. all terms/acronyms are on blue cards and all definitions are on yellow cards). ▪ The facilitator mixes the cards and gives to each participant a blue and a yellow card (one card with a term – or acronyms - and one card with a definition). ▪ The facilitator asks one of the participants to read the blue card he/she has got (the term or acronyms) and all the others have to look at the definition they have to see if they have the appropriate one. ▪ Once the right definition is found, the term/definition cards are put on the wall. 4. FACILITATOR'S INPUT ⌚ 30' - The facilitator, using a Power point presentation and referring to the Technical brief 1, explains conflict's direct and indirect effects on social and economic conditions at the local level.
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SESSION N. 3		BECOMING FAMILIAR WITH THE LER APPROACH IN A POST-WAR CONTEXT		
DURATION: ⌚ 90'				
WHAT YOU NEED: Technical brief 1, cards and marker; Power point projector; Liberia case study, flip charts, empty colored cards and markers.				
GENERAL OBJECTIVE: - Analyze the social and economic impact of the conflict in Iraq, at the local level. - Start the identification of the major features of the LER approach.				
SPECIFIC OBJECTIVES	CONTENTS	METHODS AND MEDIA	STEPS AND ACTIVITIES	
1. Identify conflict's direct and indirect effect that can be fund in the Iraq context and visualize the relationship between them.	1. Social and economic impact of the conflict at the local level.	1. Group activity on identifying examples of the conflict's impact in Iraq.	1. ACTIVITY 1.a: DIRECT AND INDIRECT EFFECTS IN IRAQ ⌚ 30' ▪ The facilitator informs participants that they can work with the colleagues setting next to them, making 5 groups of 5 people. ▪ The facilitator asks participants to have a look at Table 1.a and Graph 1.a (of Technical brief 1) and then go to Activity 1.a. (module 1). He/she reads the activity in a loud to clarify objectives, tasks and time available. ▪ The facilitator distributes markers and colored cards to groups. ▪ When “<i>Phases a</i>” of Activity 1.a is completed, the facilitator moderates “<i>Phase b</i>” by: - o enabling each group to present; - o asking questions for further explanations and stressing concepts and implications.	
2. Recognize the relevance of employment and territorial capital in rebuilding a post-war society.	2. Employment and the territorial capital as means to enable reintegration in and reconstruction of war-affected localities.	2. Facilitator's presentation using a Power point.	2. FACILITATOR'S INPUT ⌚ 30' - The facilitator, using a Power point presentation and referring to Technical brief 1, explain the value and role of employment in rebuilding a post-war society and introduces the LER and LED as approaches based on the territorial capital.	
3.1 Define the major features of the LER approach.	3. 1 Case study: “Labour market and skills training assessment in Liberia”.	3. Group activity on the proposed case study and using selected tools.	3. ACTIVITY 1.b: MAJOR FEATURES OF THE LER APPROACH ⌚ 30' ▪ On the basis of the participants' list and the results of the Presentation activity, the facilitator composes the groups for Activity 1.b. The groups should be heterogeneous and satisfy the following criteria:	

3.2 Compare tools currently in use in Iraq for reintegration operations to LER tools.	3.2 Tools used in Iraq reintegration operations. 3.3 Labour Market Opportunity Survey Tools, taken from the “Liberia” case.		- o In each group all organizations are represented. - o The number of women and men is, possibly, balanced. - o Silent and outgoing personalities are opportunely mixed. ▪ Once the participants have composed the groups, the facilitator asks participants to go to Activity 1.b (module 1). He/she reads the activity in a loud to clarify objectives, tasks and time available. ▪ The facilitator distributes the flip charts, markers and colored cards to groups and reminds participants how to use them, according to the instructions spelt out in Activity 1.b. ▪ The facilitator informs participants that they can start working and stays there to help groups that ask for clarifications. ▪ When “<i>Phases a and b</i>” of Activity 1.b are completed, the facilitator moderates “<i>Phase c</i>” by: - o enabling each group to present; - o asking questions for further feedback - o coming in with additional technical contents and stressing concepts and implications; - o providing feedback.
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SESSION N. 4		BECOMING FAMILIAR WITH THE LER APPROACH IN A POST-WAR CONTEXT	
DURATION: ⌚ 90'			
WHAT YOU NEED: Flip charts, empty colored cards and markers; Technical brief 1 and Power Point projector.			
GENERAL OBJECTIVES: ▪ Gain familiarity with the LER process, in a post- war context and start a reflection on how to apply it in Iraq.			
SPECIFIC OBJECTIVES	CONTENTS	METHODS AND MEDIA	STEPS AND ACTIVITIES
1. Start a reflection on how to apply the LER approach in Iraq.	1. Contents of Activity 1.b	1. Group activity on the proposed case study (Liberia) and using selected tools.	1. ACTIVITY 1.b: MAJOR FEATURES OF THE LER APPROACH ⌚ 60' ▪ Participants complete Activity 1.b, started in the previous sessions.
2. Examine the steps of the LER process.	2. The STEPS of the LER process	2. Facilitator's presentation using a Power point.	2. FACILITATOR'S INPUT ⌚ 30' - The facilitator, using a Power point presentation, referring to Technical brief 1 and on the basis of the results of the previous activities and debates, explains the steps of the LER process
3. Start a reflection on the key messages and evaluate Day 1.	3. Two questions asked by the facilitator.	3. 'Questions and answers' technique.	3. EVALUATION OF DAY 1 - The facilitator writes on the board the two following questions: - o What did I learn? - o How can I use it in my fieldwork? - The facilitator explains to participants that they should think of two answers for each of the question; the morning after, before start working, there will be a small session on evaluating and highlighting the key messages of Day 1.

	↓ DAY 2
8:30 ⇅ 9:05	EVALUATION OF DAY 1
SESSION 1	
9:00 ⇅ 10:15	TERRITORIAL DIAGNOSIS AND INSTITUTIONAL MAPPING (TDIM) : PURPOSE AND STEPS ACTIVITY 2.a: WHAT'S THE SCOPE OF YOUR TERRITORY?
COFFEE BREAK	
SESSION 2	
10:45 ⇅ 12:30	ACTIVITY 2.b: WHO COULD BE PART OF YOUR TDIM TEAM? WHAT SHOULD THE TEAM DO? STEPS IN CARRYING OUT THE TDIM
LUNCH BREAK	
SESSION 3	
14:00 ⇅ 15:15	ACTIVITY 2.c: PROPOSE A LER STRATEGY BASED ON TDIM FINDINGS
COFFEE BREAK	
SESSION 4	
15:30 ⇅ 17:00	WHAT IS A MULTI-STAKEHOLDER DIALOGUE? WHY IS IT SO IMPORTANT?

SESSION N. O	EVALUATION OF DAY 1
DURATION: ⌚ 30'	
WHAT YOU NEED: Empty colored cards and markers.	
GENERAL OBJECTIVE: Evaluate Day 1 and highlight its key messages.	
ACTIVITY:	▪ The facilitator distributes colored candies to make groups (5 different colors to have 5 groups). Participants move to compose the groups²⁵. ▪ The facilitator distributes 4 cards to each group of two different colors (e.g. two green cards and yellow red cards) ▪ Within each group, participants discuss the answers they have found to the last questions asked the previous day by the facilitator: What did I learn? How can I use it in my fieldwork? ▪ The participants elaborate two answers for each question, as synthesis of the group's findings. ▪ The facilitator explains participants that they have to write the answers to the same question on the cards of the same color (e.g. the two answers to question 1 are written on the two green cards). ▪ The facilitator collects the cards and analyzes the cards while collecting them (in silence). ▪ The facilitator reads loudly the answers and groups them in 3 or 4 clusters, according to their core message. The cards can be grouped independently to their colors (the question they are related to). ▪ The results of the activity will be : - o a sense of the learning gained by participants during Day 1; - o a synthesis of the key messages of Day 1.

²⁵  **Tip 3 for the facilitator:** KEEP MIXING THE GROUPS, ACCORDING TO DIFFERENT CRITERIA OR NO CRITERIA, HELP PARTICIPANTS TO PRACTICE THEIR ABILITY OF WORKING IN A TEAM, WITH DIFFERENT PEOPLE, FACILITATE THE CONSTRUCTION OF GOOD WORKING RELATIONSHIPS AND OF A CONDUCIVE LEARNING ENVIRONMENT, ENHANCE CREATIVITY AND PRODUCTIVITY.

SESSION N. 1		CARRYING OUT A TERRITORIAL DIAGNOSIS AND INSTITUTIONAL MAPPING	
DURATION: 🕒 75'			
WHAT YOU NEED: Technical brief 2, Power point projector; Flip charts and markers.			
GENERAL OBJECTIVE: Be involved in the process of carrying out a TDIM			
SPECIFIC OBJECTIVES	CONTENTS	METHODS AND MEDIA	STEPS AND ACTIVITIES
1.1Analyze the purpose of Territorial Diagnosis and Institutional Mapping (TDIM). 1.2 Describe the various steps of the TDIM methodology.	1.1 The purpose of TDIM. 1.2 An overview of the steps of the TDIM methodology.	1. Facilitator's presentation using a Power point.	1. FACILITATOR'S INPUT 🕒 30' - The facilitator, using a Power point presentation and referring to Technical brief 2: - o presents the purpose of the a TDIM; - o provides an overview of the main steps and - o focuses on the first step: 'Definition of the territory.'
2. Help participants to reflect on the scope of their territory of intervention and the favorable conditions that can be exploited.	2. Criteria and favorable conditions to define the scope of a territory (Table 2.a)	2. Group activity (the groups are composed by people who work on the same territory).	2. ACTIVITY 2.a: WHAT IS YOUR TERRITORY OF INTERVENTIONS? 🕒 45' ▪ The facilitator asks participants to go to Activity 2.a (module 2).He/she reads the activity in a loud to clarify objectives, tasks and time available. ▪ The facilitator distributes markers and flip charts. ▪ During the exercise, the facilitator's assists the groups. A plenary is not necessary: each group will keep its definition of the scope of their territory as a tool for next work.

SESSION N. 2		CARRYING OUT A TDIM	
DURATION: ⌚ 90'			
WHAT YOU NEED: Flip charts and markers; Technical brief 2 and Power point projector.			
GENERAL OBJECTIVE: Be involved in the process of carrying out a TDIM			
SPECIFIC OBJECTIVES	CONTENTS	METHODS AND MEDIA	STEPS AND ACTIVITIES
1.1 Facilitate a reflection on who could be part of a team for a TDIM in their territory.	1. Technical brief and Tool 2.a	1. Group activity using Tool 2.a (the groups are the same ones of Activity 2.b)	1. ACTIVITY 2.b: SETTING UP A TDIM TEAM ⌚ 60' ▪ The facilitator asks participants to go to Activity 2.b (module 2). He/she reads the activity in a loud to clarify objectives, tasks and time available. ▪ The facilitator distributes markers and flip charts. ▪ During the exercise, the facilitator's assists the groups. ▪ When "<i>Phase a</i>" of Activity 1.b is completed, the facilitator moderates "<i>Phase b</i>" by: - o enabling each group to present; - o providing feedback.
1.2 Facilitate the preparation of the ToRs of the TDIM team.			
2. Examine the steps that the TDIM team has to undertake.	2. Carry out a preliminary socio-economic analysis; institutional mapping; in-depth analysis; data process and report compilation.	2. Facilitator's presentation using a Power point.	2. FACILITATOR'S INPUT ⌚ 30' - The facilitator, using a Power point presentation and referring to Technical brief 2, explains how to carry out: - o a preliminary socio-economic analysis; - o an institutional mapping; - o an in-depth analysis of economic sectors and business linkages; - o data process; - o the report compilation.

SESSION N. 3		CARRYING OUT A TDIM	
DURATION: 🕒 90'			
WHAT YOU NEED: Sudan case study, flip-charts and markers			
GENERAL OBJECTIVE: - PREPARE THE OUTLINE OF A LER STRATEGY, ON THE BASIS OF THE ANALYSIS OF THE FINDINGS OF A TDIM.			
SPECIFIC OBJECTIVES	CONTENTS	METHODS AND MEDIA	STEPS AND ACTIVITIES
1.1 Analyze the TDIM findings of a selected case (Sudan). 1.2 Prepare the outline of a LER strategy, on the basis of the analysis of the findings of the TDIM.	1. Case study 2: “TDIM in Aweil counties in Sudan”.	1. Group activity on the proposed case study (Sudan). (The groups are composed by hazard.)	1. ACTIVITY 2.C: PROPOSE AN LER STRATEGY BASED ON TDIM FINDINGS 🕒 90' ▪ The facilitator distributes colored candies to make groups (5 different colors to have 5 groups). Participants move to compose the groups. ▪ The facilitator asks participants to go to Activity 2.c (module 2). He/she reads the activity in a loud to clarify objectives, tasks and time available. ▪ The facilitator distributes markers and flip charts to groups. ▪ The facilitator inform participants <i>when</i> they can start Task 3 (of <i>Phase a</i>) and have a look at the Annex, with the recommendations outlined in the case study. ▪ When “<i>Phase a</i>” of Activity 2.c is completed, the facilitator moderates “<i>Phase b</i>” by: ○ enabling each group to present; ○ asking questions for further explanations and stressing concepts and implications; ○ providing feedback.

SESSION N. 4		FACILITATE MULTI-STAKEHOLDER DIALOGUE AND CONSENSUS-BUILDING	
DURATION: 🕒 90' WHAT YOU NEED: Technical brief 3, Power point projector; Flip charts and markers. GENERAL OBJECTIVE: - Recognize the value of the forum in a LER strategy as a representative nucleon of all entities and movements in the territory.			
SPECIFIC OBJECTIVES	CONTENTS	METHODS AND MEDIA	STEPS AND ACTIVITIES
1.1 Justify the need for and potential benefits of multi-stakeholder dialogue. 1.2 Identify the roles and prospective contributions of local stakeholders. 2. Identify the actors that should be involved in dialogue and decision-making bodies to compose a sustainable forum for a LER strategy for their territory.	1.1 Definition of a multi-stakeholder dialogue. 1.2 Explanation of its importance. 1.3 Roles and contributions of the actors. 2. Technical brief 3, Tools 3.a, b and c.	1. Facilitator's presentation, using a Power point. 2. Group activity (groups are composed as for Activities 2.a and 2.b.)	1. FACILITATOR'S INPUT 🕒 20' - The facilitator, using a Power point presentation and referring to Technical brief 3, explains: - o What is a multi-stakeholder dialogue; - o Why it is so important; - o What are the roles and contributions; - o What a forum is. 2. ACTIVITY 3.a: WHO SHOULD BE PART OF THE DIALOGUE AND DECISION-MAKING BODIES? 🕒 70' ▪ The facilitator asks participants to compose the groups as for Activities 2.a and 2.b. ▪ The facilitator asks participants to go to Activity 3.a (module 3). He/she reads the activity in a loud to clarify objectives, tasks and time available. ▪ The facilitator distributes markers and flip charts to groups. ▪ When "Phases a" of Activity 3.a is completed, the facilitator moderates "Phase b" by: - o enabling each group to present; - o asking questions for further explanations and stressing concepts and implications; - o providing feedback.

3. Start a reflection on the key messages and evaluate Day 2.	3. Two questions asked by the facilitator.	3. 'Questions and answers' technique.	3. EVALUATION OF DAY 2 - The facilitator writes on the board the two following questions: - o What did I learn? - o How can I use it in my fieldwork? The facilitator explains to participants that they should think of two answers for each of the question; the morning after, before start working, there will be a small session on evaluating and highlighting the key messages of Day 2.
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	↓ DAY 3
8:30 ⇅ 9:05	EVALUATION OF DAY 2
SESSION 1	
9:00 ⇅ 10:15	OBSTACLE AND FAVORABLE CONDITIONS FOR LOCAL DIALOGUE INSTITUTIONALIZING THE DIALOGUE AT THE LOCAL LEVEL ACTIVITY 3.b: WHAT DO THE DIALOGUE FACILITATORS? WHAT DOES THE FORUM DO?
COFFEE BREAK	
SESSION 2:	
10:45 ⇅ 12:30	HOW TO GO ABOUT IT: OPERATIONAL RECOMMENDATIONS AND ACTION PLANNING FOR LER
LUNCH BREAK	
SESSION 3	
14:00 ⇅ 15:15	HOW TO GO ABOUT IT: OPERATIONAL RECOMMENDATIONS AND ACTION PLANNING FOR LER
COFFEE BREAK	
SESSION 4	
15:30 ⇅ 17:00	EVALUATION AND CLOSURE

SESSION N. O	TITLE: EVALUATION OF DAY 2
DURATION: ⌚ 30'	
WHAT YOU NEED: Empty colored cards and markers.	
GENERAL OBJECTIVE: Evaluate Day 2 and highlight its key messages.	
ACTIVITY:	▪ The facilitator distributes colored candies to make groups (5 different colors to have 5 groups). Participants move to compose the groups²⁶. ▪ The facilitator distributes 4 cards to each group of two different colors (e.g. two green cards and yellow red cards) ▪ Within each group, participants discuss the answers they have found to the last questions asked the previous day by the facilitator: What did I learn? How can I use it in my fieldwork? ▪ The participants elaborate two answers for each question, as synthesis of the group's findings. ▪ The facilitator explains participants that they have to write the answers to the same question on the cards of the same color (e.g. the two answers to question 1 are written on the two green cards). ▪ The facilitator collects the cards and analyzes the cards while collecting them (in silence). ▪ The facilitator reads loudly the answers and groups them in 3 or 4 clusters, according to their core message. The cards can be grouped independently to their colors (the question they are related to). ▪ The results of the activity will be : - o a sense of the learning gained by participants during Day 2; - o a synthesis of the key messages of Day 2.

²⁶  **Tip 3 for the facilitator:** KEEP MIXING THE GROUPS, ACCORDING TO DIFFERENT CRITERIA OR NO CRITERIA, HELP PARTICIPANTS TO PRACTICE THEIR ABILITY OF WORKING IN A TEAM, WITH DIFFERENT PEOPLE, FACILITATE THE CONSTRUCTION OF GOOD WORKING RELATIONSHIPS AND OF A CONDUCIVE LEARNING ENVIRONMENT, ENHANCE CREATIVITY AND PRODUCTIVITY.

SESSION N. 1		FACILITATE MULTI-STAKEHOLDER DIALOGUE AND CONSENSUS-BUILDING	
DURATION: 🕒 90'			
WHAT YOU NEED: Technical brief 3 and Power point projector; Flip charts and markers.			
GENERAL OBJECTIVE: - Determine the role of multi-stakeholder dialogue facilitators as well as the purpose and activities of a forum (in a given territory).			
SPECIFIC OBJECTIVES	CONTENTS	METHODS AND MEDIA	STEPS AND ACTIVITIES
1.1 Recognize possible obstacles and favourable conditions for the development of a local forum. 1.2 Examine the reasons to institutionalize multi-stakeholder dialogue at the local level.	1.1 Obstacle and favorable conditions for local dialogue. 1.2 Examples of multi-stakeholder dialogues from the world.	1. Facilitator's presentation, using a Power point and a 'questions and answers' technique.	1. FACILITATOR'S INPUT 🕒 30' - The facilitator, using a Power point presentation, referring to Technical brief 3 and using a 'question and answers' technique , explains: - o What are the obstacles and favorable conditions for local dialogue; - o The process of institutionalizing multi-stakeholders dialogue.
2.1 Determine the role of multi-stakeholder dialogue facilitators. 2.2 Reflect on the purpose and activities of a forum.	2. Facilitating multi-stakeholder dialogue.	2. Group activity (groups are composed as for Activities 3.a).	2. ACTIVITY 3.b: WHAT DO THE DIALOGUE FACILITATORS DO? WHAT DOES THE FORUM DO? 🕒 60' ▪ The facilitator asks participants to compose the groups as for Activity 3.a ▪ The facilitator asks participants to go to Activity 3.b (module 3).He/she reads the activity in a loud to clarify objectives, tasks and time available. ▪ The facilitator distributes markers and flip charts to groups. ▪ When "<i>Phases a</i>" of Activity 3.b is completed, the facilitator moderates "<i>Phase b</i>" by: - o enabling each group to present; - o asking questions for further explanations and stressing concepts and implications; - o providing feedback.

SESSION N. 2		OPERATIONAL RECOMMENDATIONS AND ACTION PLANNING FOR LER	
DURATION: 🕒 90'			
WHAT YOU NEED: Technical brief 4; Flip charts and markers.			
GENERAL OBJECTIVE: - Draft an action plan for LER (for a given territory)			
SPECIFIC OBJECTIVES	CONTENTS	METHODS AND MEDIA	STEPS AND ACTIVITIES
1.1 Identify LER strategic domains and corresponding interventions. 1.2 Share lessons learned and recommendations for LER. 1.3 Propose operational recommendations for LER in Iraq.	1.1 LER strategic domains and basic concepts. 1.2 List of possible interventions.	1.1 and 1.2 Facilitator's presentation, using the flip chart and the 'brainstorming' technique. 3. Group activity (Groups are composed as in the previous activity)	1. FACILITATOR'S INPUT 🕒 30' - The facilitator, using a flip chart, a 'brainstorming' technique and referring to Technical brief 4, shares with the participants: - examples of LER strategic domains and corresponding interventions; - lessons learned and operational recommendations for livelihoods support and LER from post-war contexts worldwide; - operational recommendations for the situation in Iraq. 2. ACTIVITY 4.a: REINFORCING LER DIMENSIONS 🕒 60' ▪ The facilitator asks participants to compose the groups as in the previous activity. ▪ The facilitator distributes markers and flip charts to groups. ▪ The facilitator moderates the plenary by: - o enabling each group to present; - o asking questions for further explanations and stressing concepts and implications; - o providing feedback.

SESSION N. 3		OPERATIONAL RECOMMENDATIONS AND ACTION PLANNING FOR LER	
DURATION: 🕒 90'			
WHAT YOU NEED: Flip charts and markers			
GENERAL OBJECTIVE: - Draft an action plan for LER (for a given territory)			
SPECIFIC OBJECTIVES	CONTENTS	METHODS AND MEDIA	STEPS AND ACTIVITIES
1. To make the link between the theory and the practice. 2. To finalize the work of contextualizing the knowledge and skills acquired in terms of LER strategies. 3. To systematize the knowledge and skills acquired into a proposal for action.		Group activity 4.b (Groups are composed as in the previous activity)	ACTIVITY 4.b: PLANNING FOR LER 🕒 90' ▪ The facilitator asks participants to compose the groups as for the previous activity and distributes markers and flip charts. ▪ This is the moment when participants have to be proactive and use the knowledge and skills gained to propose an LER strategy for their territory. They particularly need the help of the facilitator. He/she should seat with the different groups and help them to ensure that their plans are coherent and realistic. ▪ The facilitator moderates the plenary by: - o enabling each group to present; - o asking questions for further explanations and stressing concepts and implications; - o providing feedback.

SESSION N. 4		TITLE: EVALUATION AND CLOSING	
DURATION: ⌚ 60'			
WHAT YOU NEED: Evaluation questionnaires, papers and markers			
GENERAL OBJECTIVE: - To evaluate the level of the satisfaction of the participants			
SPECIFIC OBJECTIVES	CONTENTS	METHODS AND MEDIA	STEPS AND ACTIVITIES
1. To evaluate 'informally' the activity, by giving participants the opportunity to express their opinions about it. 2. To evaluate 'formally' the activity, by using evaluation questionnaires.		1. An evaluation game 2. Distribution and completion of the evaluation questionnaires	1. INFORMAL EVALUATION ⌚ 20' - The facilitator prepares two big papers. One is with a smiling and happy face, while the other one shows an unhappy, crying face. - The facilitator puts the two papers on two chairs and asks participants to come and seat on one of the chair, explaining the reasons of their selection. - Participants come and express their feelings in relation to the training course: the achievement of the objectives, the learning contents, the methods, the facilitator's competences, etc. 2. FORMAL EVALUATION ⌚ 20' - The facilitator distributes the evaluation questionnaires and explains how to fill them in. - The questions should be related to the different components of the training: objectives, contents, learning strategy, human resources, logistics, etc. - Participants fill in the questionnaire and give it back. 3. CLOSING ⌚ 20' - The facilitator closes the activity by expressing his/her opinion in relation to it.



International
Labour
Organization

LOCAL ECONOMIC RECOVERY IN A POST-WAR CONTEXT

- **MODULE 1**
- **MODULE 2**
- **MODULE 3**
- **MODULE 4**

LOCAL ECONOMIC RECOVERY IN IRAQ
Learning material for practitioners

MODULE 1 - LOCAL ECONOMIC RECOVERY IN A POST-WAR CONTEXT

CONTENTS

- ❖ **Learning objectives**
- ❖ **Technical brief 1**
- ❖ **Case study: Labour market and skills training assessment in Liberia**
- ❖ **Activities**
- ❖ **Tools**
- ❖ **Power point presentation**



LEARNING OBJECTIVES

By the end of this learning module, you will be able to:

- Identify direct and indirect effects of the conflict in Iraq, visualizing the relationship between them.
- Recognize the relevance of employment and territorial capital in rebuilding a post-war society.
- Situate the LER approach on the relief-development continuum.
- Explain the objectives of a reintegration strategy based on a labour market assessment (on the basis of a case).
- Define the major features of the Local Economic Recovery (LER) approach.
- Describe the steps of the LER process.

**TECHNICAL BRIEF 1: LOCAL ECONOMIC RECOVERY IN A POST-WAR CONTEXT****1. Social and economic impact of the conflict at the local level**

Transition from war to sustainable peace is not a smooth, predictable and linear process.

In most conflict-affected countries the post-war context is unstable and characterized by fallbacks and hurdles to overcome in terms of violence, recovery and reintegration. Also, the progress in “return to normalcy” usually differs from one area to another within one country. The signature of the peace agreement is usually the starting point for humanitarian organizations to scale up their activities and extend assistance to new areas and groups, for example in support to return and reintegration. At this stage, the national government, other national stakeholders and the international community begin assessing the impact of the conflict in preparation to the formulation of appropriate responses to sustain long-lasting peace.

Conflicts result in direct and indirect effects that can pervasively damage the socio-economic structure and conditions of an area.

With respect to direct effects, wars cause loss of lives, massive displacements of population, a destruction of physical infrastructure (roads, bridges, communication, power and water supply systems and social infrastructure (houses, schools, hospitals, etc.)). As a consequence of these direct effects, the population has no or little access to basic services (e.g. water, electricity), social services and lose their jobs and productive assets and with that their source of income. Eventually, the vulnerability of the population increases, especially for women, children, youth and disabled persons.

The table below provides a detailed (but not exhaustive) overview of the multiple direct and indirect effects on the social and economic conditions at the local level.

Table 1.a: Direct and indirect effects on social and economic conditions at the local level¹

FEATURES OF POST-WAR CONTEXT	DESCRIPTION OF THE NEED/PROBLEM
DIRECT EFFECTS	
Changed population base	Wide death toll, massive population movements (IDP's, refugees, returnees) ultimately result in a change of the population base
Partial or total destruction of local infrastructure	Damaged infrastructure (e.g. transport, public utilities, communication and social facilities) hamper access to basic services (water, electricity), social services (health care, education) and disrupt social and economic activity
INDIRECT EFFECTS	
Loss of jobs and livelihoods and increment of unemployment rate	The breakdown of social and economic life during the conflict results in massive unemployment and underemployment in formal and informal settings in both rural and urban areas. Also, training and other labour-related institutions are weakened and/or destroyed and cannot anymore support the revival of the labour market.
Growing informal economy	When formal economic mechanisms, institutions and regulatory bodies are not functioning due to the conflict, much or most of the population is likely to be engaged in informal and subsistence activities.
Lack or shortage of goods and services (including raw materials)	This is due to interruption of production, to loss/damage of products/crops, to damage of inputs and productive assets (storage sites, markets, irrigation systems, equipment & machinery, etc) and disrupted economic and commercial linkages (e.g. import, export, supply chains, lack of labour)
Lack of access to available goods and services	This is generally due to limited access to markets because of lack of support/transport infrastructures and security
Distortion of the markets and prices	Scarcity of goods and services in the markets result in an increase in prices. This happens particularly in certain sectors that are essential to satisfy basic needs and to support recovery, namely the agro-food and construction sectors. These experience a mismatch between demand and supply.
Increase of illegal activities	Smuggling of arms and cultivation and trade in illegal natural resources such as timber, precious stones or drugs, often backed by the warlords and factions who where parties to the conflict, may continue long after formal peace has been declared. In the absence of legitimate employment opportunities, individuals may be compelled to engage in illegal activities as their only available means of existence.
Changing social capital, lack of trust and information	Conflict changes social capital, i.e. the set of elements of the social structure that affects relations among people and includes social norms, attitudes, values, language and culture, family ties and community. Especially in case of civil wars, distrust between formerly opposed factions, remains longtime

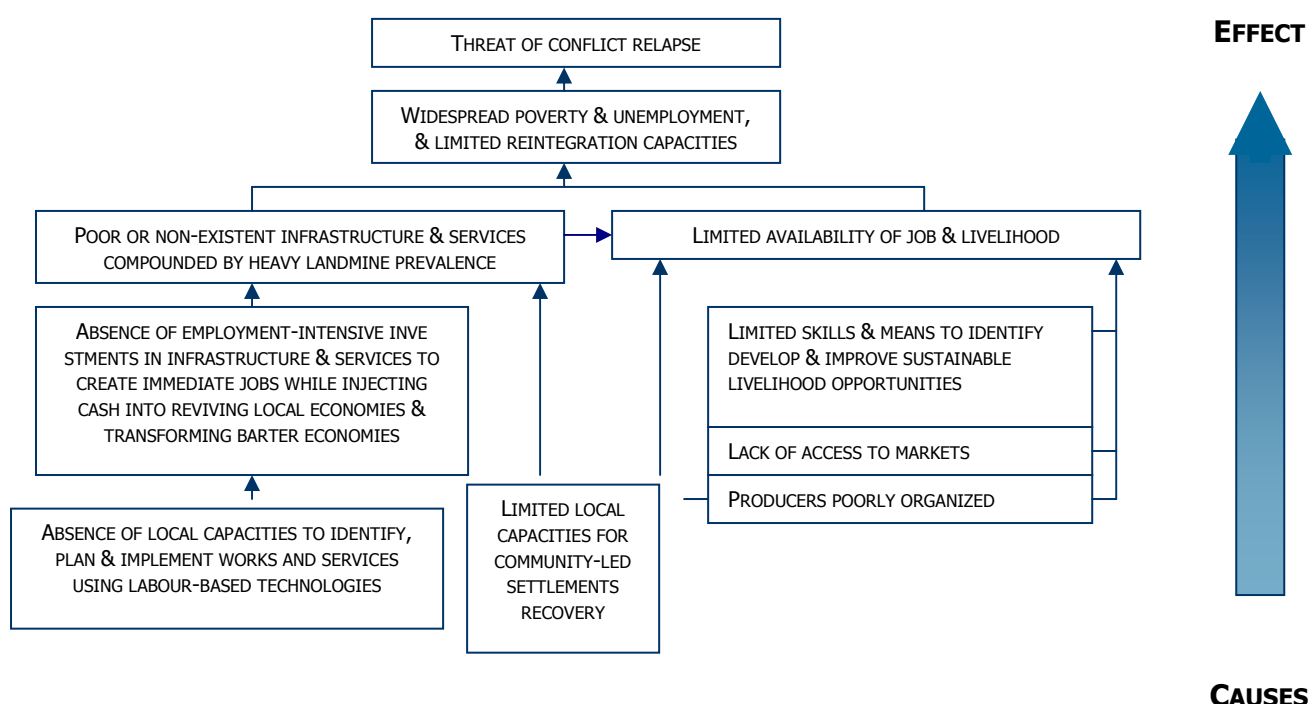
¹ Adapted from : Battastin F., *Learning about Local Economic Recovery in Crisis Situations*, ILO (unpublished draft) and Goovaerts P., Gasser M., Belman Inbal A., *Demand-driven approaches to support in post-war contexts. A joint ILO-WB study*, Geneva, 2006.

	after peace agreements have been signed. Hence, communication networks are disrupted and information on local circumstances, opportunities and needs is lacking.
Lack of skilled human resources	Most conflict-affected countries experience a significant drain of qualified and skilled human resources that seek refuge from violence elsewhere in the country or abroad. In some conflict-affected countries, a lack of pre-war investment in human resources due to poverty and/or discriminative policies against a certain region or population groups, exacerbate the post-war need for skilled human resources.
Shifting gender roles	Many women happen to become head of households, since they lost their husband or he got injured. The post-war society is often not yet prepared to insert women with such new responsibilities and professional experiences. In some countries, girls and women became combatants. They usually learned new skills in the fighting forces while at the same time they may have suffered from sexual abuse. Most women ex-combatants experience great difficulties in their reintegration. Also women that were victim of sexual abuse and crimes in civil life are often socially stigmatized and traumatized. In other cases, when the head of household loses his wife, particular attention needs to be given to him in order to support him to face the challenge of working while also taking care of his children and other dependants.
Lack/disruption of social safety nets	Especially women, youth, children, the displaced and the disabled are exposed to disrupted social protection and social safety nets and risk social exclusion. Hardship of circumstances, desperate need for earning an income exacerbate their vulnerability and can make them victim of exploitation in the labour market.
Low consumer purchasing power	By losing their job and their material possessions, people are deprived of their income source, thus reducing their purchasing power as consumers. In addition to that, the rising prices reduce the real value of their savings and of their income, when available.
Lack of credit and investment capital	The disruption of formal and informal monetary flows makes that local economies fall back to ex-changes in kind. For example, food, labour, services become trade items in order to survive. The lack of cash or capital (including in the form of grants or informal credit) affects the capacity of buying raw material and, in general, running businesses.

Most effects caused by armed conflict are inter-related and can reinforce each other. For example, the lack of jobs and income drives people to subsistence activities in order to survive. Subsistence activities are characterized by their informal character, low income and low productivity. They aggravate the already weakened consumer purchasing power, which in its turn hampers the revival of the local economy and job creation.

The complexity of the inter-related effects of conflict can be demonstrated in a graph. For example Graph 1.a below synthesizes the relationships between the effects of a conflict on the social and economic conditions at the local level in the Sudanese context.

Graph 1.a: Hierarchy of settlement recovery problems in Sudan²



Activity 1.a: Direct and indirect effects of the conflict in Iraq at the local level³.

2. Employment as a means to enable reintegration in and reconstruction of war-affected localities.

Employment is key in rebuilding the post-war society. Employment offers an alternative to fighting for ex-combatants and lessens frustration of people that have been dependent on external aid and hand-outs for long periods, thus contributing to lasting peace.

Moreover, income will increase purchasing power and investments and hence inject local economies with monetary flows. For example, using local small businesses, local labour and local materials in reconstruction efforts can boost the creation of employment opportunities. Efforts should be made to reinforce the local supply side, for example by providing business services to entrepreneurs, building institutional capacity of key economic support organizations and by enhancing the employability of local labour.

² UN/HABITAT & UNDP, *S/Sudan Integrated Settlements Recovery*, June 2006

³ Go to chapter 'Activities' of this module.

Module 1: Local Economic Recovery in a post-war context

Local Economic Recovery in Iraq – Learning material for practitioners

Employment is a multi-dimensional concept. It is related to education, training, planning, social affairs, social protection, labour standards, finance, all economic sectors (e.g. construction, agriculture), etc.

Consequently, and ideally, employment promotion requires an integrated and coordinated approach at policy level as well as at the operational level. For example at the national policy level there is a need for dialogue and coordination involving ministries, workers' and employers' organizations.

At the operational level in localities, it is important to involve all actors that have a stake in the local economy, such as local authorities, traditional leaders, cooperatives, women organizations, vocational training centres, banks and micro-finance institutions, business associations, etc.

In the post-war context this is an enormous challenge as most of national and local actors have been severely weakened and are hardly operational. In conflict-affected countries in Central America, South-East Asia, Southern and East Africa as well as in South-eastern Europe, the **Local Economic Recovery (LER)** and **Local Economic Development (LED)** approaches have demonstrated their effectiveness in **creating employment opportunities** and **reviving local economies** through the involvement of a wide range of stakeholders.

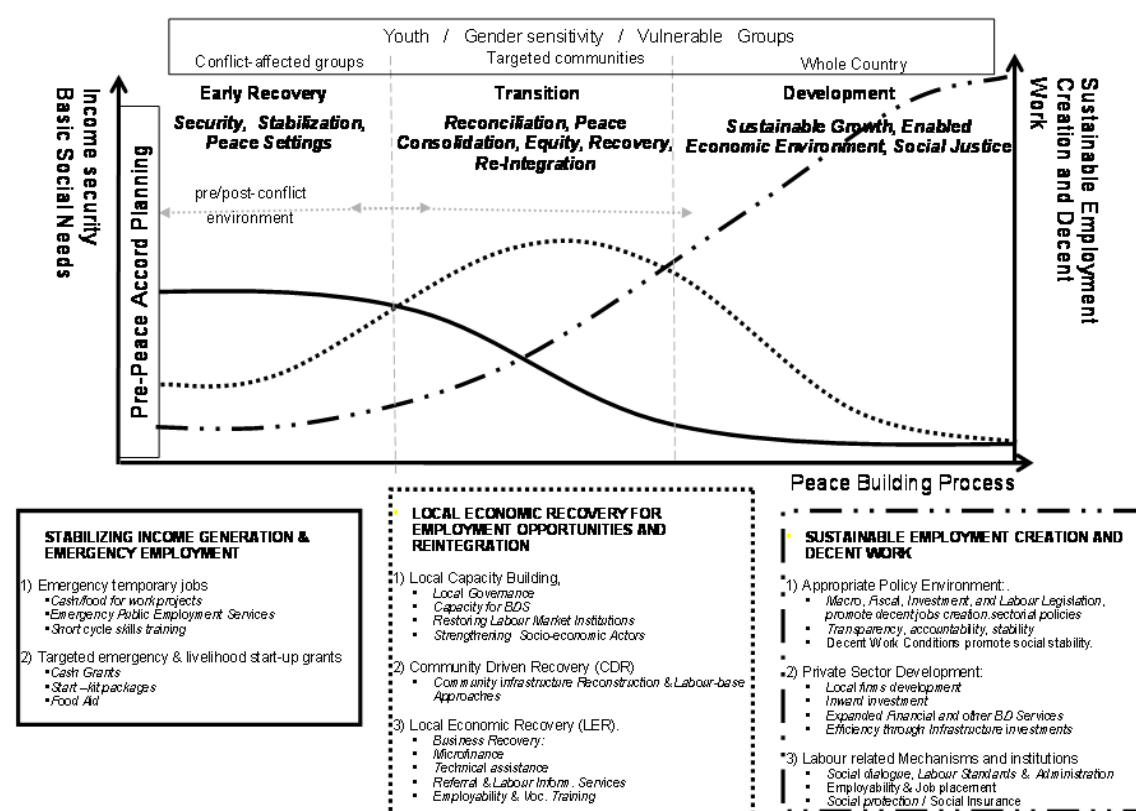
LER and LED approaches set in motion a participatory, bottom-up process in which local stakeholders reach a consensus about development priorities and strategy with the aim of creating an enabling local environment for job creation and economic development.

The LER approach bridges the gap between relief and development, whereas the LED approach builds on LER activities once the context has stabilised and is conducive to longer term interventions.

The relief-development continuum helps to identify the various (partially) overlapping and inter-related phases of the transition process and corresponding needs and responses.

The graph below shows the position of the LER and LED approaches on the continuum and the type of interventions supported by them.

Graph 1.b: Elements for an UN-wide policy on socio-economic dimension of post conflict



While humanitarian assistance is indispensable to attend to basic affected- people's needs and to provide relief in contexts of destruction and disruption, **early recovery and recovery lay the foundations for decent living and working conditions**. When one reads the graph horizontally, it shows that the early recovery and recovery phases precede the reconstruction efforts that in general are initiated by the national governments after 18-24 months from the beginning of relief efforts. The several phases partially overlap and are strongly interrelated to each other, since one prepares the ground and is a platform for the subsequent phase. When one looks at the graph vertically, the holistic dimension of LER becomes clear. LER focuses on recovery-type interventions and needs to integrate and build upon all humanitarian, rehabilitation and recovery activities whilst helping to prepare the ground for development interventions. This is in line with the widely acknowledged insight that integration and coordination of early recovery efforts are of vital importance in order to speed-up the transition from war to peace. Hence, systematic information sharing and coordination among all humanitarian and recovery actors are necessary to reach greater coherence. It is for this reason that the creation of an intergovernmental Peace-building Commission and related structures were proposed as part of the overall UN Reform in 2005.⁴ In addition, LER supports a broad-based consultation and coordination at the local level, contributing to peace consolidation among local communities.

3. How can we define LER?

LER is a participatory and area-based approach to post-war recovery that provides context-specific solutions to poverty and socio-economic vulnerability based on local assets and opportunities while maximizing the employment creation potential of local, national and international investments for rehabilitation and reconstruction.

The territory, its endogenous resources - e.g. the resources that are coming from within the territory - and external investments of government and development agencies (for example in the construction sector) are the basis for the formulation of LER strategies and initiatives. Compared to approaches focusing on specific target groups, the territorial focus allows for taking into account the broader local economic setting. As such, LER offers the prospective of making better use of local resources and external investments. For example, using local labour and raw material in the construction of a school will enhance the economic impact of the investment that was originally focused on getting children back to school.

The territory should be seen as a social matrix of relationships between stakeholders, and between stakeholders and their physical environment, resources, culture and history and their organizations, enterprises and institutions. The set of endogenous resources is also referred to as “**territorial capital**” which includes:

- **Human capital:** local entrepreneurs and workers as a whole who have a particular level of knowledge, abilities and skills that allow them to manage, guide or develop their work in connection with various socio-economic activities and ventures in the territory;
- **Natural capital:** the local environment, parks, natural resources, raw materials, water and energy and the environmental goods and services provided by the natural environment. Natural capital can be used as a differentiating element in LER initiatives while taking into account the need for their preservation.
- **Social, cultural and institutional capital:** the set of rules and values that govern interaction between people, including institutions that regulate and govern society. Institutions, meanwhile, are more than just organizations, since they also embody social and cultural agreements and norms, rules (both formal and informal), and networks established among different stakeholders to make a community work.

⁴ See: UN General Assembly, *In larger freedom: towards development, security and human rights for all. Report of the Secretary General*, 21 March 2005, p.31-32
Module 1: Local Economic Recovery in a post-war context
Local Economic Recovery in Iraq – Learning material for practitioners

Local traditions, history and culture have strong implications in terms of how hierarchies are structured within society and how power is distributed. Also, religion determines for example people's vision and attitude towards the future. Hence, social, cultural and institutional capital plays a crucial role in identifying key informants and stakeholders as well as in defining LER interventions.

- **Economic and financial capital:** the different types of enterprises or units responsible for production and finance, the means of production, the technology and technological equipment used and the tools, installations and basic infrastructure and equipment to improve efficiency and productivity⁵.

In the previous section 1, we have seen that conflict impacts negatively on the various aspects of territorial capital. On the other hand, the post-conflict context offers an extra dimension to territorial capital: the presence of international agencies, NGOs and development organizations that run projects and programmes in the territory. The expertise and financial resources, or so-called “**recovery capital**” brought in by these organizations, constitutes a temporary but essential impulse to territorial capital in the post-war context.

LER is to remove the obstacles that prevent territorial capital from working properly, as well as to strengthen it when it is weak.

The definition of the territory is different in each country and does sometimes even differ from one territory to another within the same country. So the specific context determines the entry point for LER initiatives and can be an urban settlement, a municipality, a rural district, a province or a region. Key in defining the “local level” is that the territory constitutes a critical mass of human, natural, social and economic capital. In other words, the territory should be big enough to encompass an adequate quantity of resources that can bring about meaningful local economic development: and the territory should be small enough so that people have a sense of belonging to it.

Broad-based consultation and dialogue involving stakeholders from the public and private sector as well as civil society representatives result in the definition of LER strategies and initiatives.

These consultations are based on principles of equity and inclusiveness that are particularly sensitive in the post-war context. Disregarding the shift in gender roles as well as local tensions (e.g. land disputes, ethnic or religious tensions) would run the risk of being counterproductive for peace consolidation. Therefore, a well-balanced representation of all stakeholders is crucial in creating local ownership of the reconciliation, reconstruction and development process.

LER is a comprehensive and integrated response to post-war reintegration and reconstruction challenges. **It focuses on producing immediate and visible results through short-term interventions such as Income Generating Activities (IGAs) and Quick Impact Projects (QIPs).** Groups that should directly benefit from these interventions include IDPs, refugees, ex-combatants, returnees, female-headed households and war-disabled persons. Attention should be paid to guaranteeing social equity and stability. Depending the socio-cultural context, the prioritizing of certain groups (such as newcomers in a locality or ex-combatants) may not be well perceived by other community members. Also, LER interventions can target groups that are less affected by the conflict and can contribute to local economic recovery such as existing businesses. Generally, LER is engaged in removing main bottlenecks impeding the smooth conduction of economic activities, as well as in optimizing and re-orienting public investments towards labour-intensive methodologies and local economic revival. As we have seen, the multi-faceted dimension of employment promotion requires a comprehensive and integrated approach involving interventions in various areas such as local governance, human resource development, small and medium enterprise development, infrastructure development and

⁵ Adapted from: Albuquerque F., Learning material for promoters of LED+E, Module 3, ITC ILO, Turin 2006.

basic services. As such, LER interventions should in the long term converge into a solid foundation for LED.

Coordination and partnerships: The LER process should seek to enhance networks between actors at the local, national and international levels and facilitates the integration of local priorities in national economic recovery strategies and programmes. The responsibilities for the implementation of LER strategies need to be shared through multi-stakeholder partnerships and networks. Such coordination mechanisms deter local, national and international stakeholders from do-it-alone and isolated interventions while supporting the legitimacy and sustainability of the recovery and reintegration process.

Activity 1.b: The major features of the LER approach⁶

4. Steps in the LER process

LER can be considered as a process that involves various steps that are described below. This description should not be interpreted in a dogmatic way. Instead, depending on the local context, these steps should be flexible and seen as a continuous process.

- i. **Taking stock of the recovery needs, local resources and opportunities:** the objective of this step is to acquire knowledge about the local economic and social needs and resources. It comprises a rapid needs assessment and preliminary analysis of the major socio-economic and political data of the territory, particularly through statistics and surveys. This is also called “**territorial diagnosis**”. This diagnosis usually includes an institutional mapping that focuses on the objectives and activities of the different local stakeholders and development organizations and the dynamics among them.
- ii. **Sensitizing:** The objective of this step is to generate participation and social dialogue. During this phase, local actors begin to assume ownership of the development process. They are brought into the decision-making process through a series of meetings, workshops and field visits that enable them to become familiar with the LER approach and with other local actors. Bringing the actors together also enables them to share their knowledge of the local environment and represents a first step towards the creation of a Local Forum that will identify local needs and ways to respond to different post-war challenges to which the population is confronted.
- iii. **Promotion of a Local Forum:** This step brings local stakeholders around one table, helping to build trust, encouraging innovation, promoting the creation of social networks and contributing to conflict resolution. The final objective of this step is to foster coordination and cooperation among local stakeholders. The Local Forum is composed of the most important local stakeholders and its responsibilities include: the formulation of the LER strategy and interventions; the coordination of the local resources; knowledge sharing and ensuring the transparency of the LER process.
- iv. **Design of an LER Strategy:** The local stakeholders carry out a SWOT analysis, based on the results of the “stock taking” exercise. The LER strategy outlines, the vision, objectives and action plan in the long, medium and short terms. This plan provides concrete suggestions regarding specific activities through which the local stakeholders can reach their common development objectives. The strategy is a means to achieve the effective mobilization of local resources by encouraging investments with the highest rate of socio-economic return.

⁶ Go to chapter 'Activities' of this module.

- v. **Coordination among local implementing bodies:** The local stakeholders are charged with coordinating and implementing the LER strategy and interventions according to their competences, resources and capacities. This is particularly challenging in war-affected environments where local institutions and organizations are hardly operational. In this setting, efforts should focus on reinforcing the capacities. In some cases, new implementing bodies need to be set up such as employment information centres, economic development agencies or business centres.
- vi. **LER interventions:** A wide range of LER interventions can be envisaged in the post-war context: individual livelihood support, community-based projects, labour-based reconstruction, skills and business training, and micro-credit schemes.

Box 1 Examples of LER activities

- Temporary provision of grants to enterprises in strategic sectors to counteract the high mortality rate of businesses and subsequent job losses in the immediate post-war context (Lebanon, 2006)
- Rehabilitation of roads, irrigation schemes, water storage reservoirs and reforestation through labour-based methods and community contracting for immediate employment and income generation (Somalia, 2002)
- Organize a mobile training unit that provides Start Your Business and Improve your Business training to existing and future entrepreneurs (Kosovo, 2001)
- Set-up an (pilot) Employment Information Service Centre to provide job seekers (war-affected youth) with information and referral services related to self-employment and training opportunities, including a labour market information database with skills profiles of job seekers, details of skill shortages and information on training institutions (Sierra Leone, 2001)
- In-kind, cattle revolving fund for rural livelihoods in areas of return where households reimbursed their in-kind loan by means of 2nd generation animals (Croatia, 1996)

- vii. **Monitoring and evaluation:** this takes place at various stages of the LER process. Usually, the implementing partners, ideally assisted by representatives of local stakeholders and beneficiaries are monitoring progress. The evaluation of LER interventions or the process as a whole has the objective to study whether the expected results have been achieved. It can provide useful feedback for adaptation of the approach. Monitoring and evaluation information should be shared with beneficiaries and local stakeholders in order to guarantee transparency. This is especially relevant in the post-war context where tensions about the use of scarce resources are likely to exist.

**CASE STUDY: LABOUR MARKET AND SKILLS TRAINING ASSESSMENT IN LIBERIA⁷****CASE STUDY: LABOUR MARKET AND SKILLS TRAINING ASSESSMENT IN LIBERIA**

This case study demonstrates how one can carry out an employment centred assessment for a specific vulnerable group while taking into account the broader economic and institutional environment.

** INTRODUCTION**

In 2004-2005, the ILO and UNICEF jointly undertook a labour market and skills training assessment in Liberia to identify reintegration opportunities for Children Associated with Fighting Forces (CAFF). This case study provides a brief introduction on the post-war context in Liberia at the time of the assessment. Further, it highlights the methodological aspects of the assessment, main lessons learned as well as recommendations for a reintegration strategy.

POST-WAR CONTEXT

Despite its wealth of natural resources, Liberia has experienced a past of endemic poverty, misrule and conflict. Since 1980, Liberia has experienced ten years of military rule and fourteen years of fratricidal civil war followed. A peace agreement was signed in 2003. Since then, a sub-regional peacekeeping force (ECOMIL) has been deployed and a UN mission (UNMIL) established. A transitional government took over until presidential elections took place late 2005. In January 2006, Ellen Johnson-Sirleaf became the first democratically-elected female Head of State in the history of the African continent.

The Liberian economy is extremely weak with a GDP per capita of 163 US\$ in 2001. The dismal economic situation severely affects the lives of its 3.4 million people. Over 76% of them live below the poverty line. There are 500'000 Internally Displaced Persons (IDPs) and about 150'000 Liberian refugees. In addition, Liberia hosts about 49'000 refugees from neighbouring countries Sierra Leone and Cote d'Ivoire. The number of ex-combatants and their dependants is estimated at 38'000 and there are around 15'000 CAFF.

Most of the social, transport and productive infrastructure is destroyed. This affects Liberians in accessing basic social services and generating income. Also, the security situation hampers a free flow of persons and goods. Only 55% of males and 40.6% of females are currently economically active. About 80% of them are estimated to be unemployed; there is even more hidden unemployment or underemployment. The majority of people are currently working in the informal economy that inherently suffers from low productivity and poor job quality. Informal economy operators lack adequate business skills, marketing services, access to credit, transport and storage facilities. About 80% of the population derives their livelihood from farming. Low absorption capacity of the local economy and hard competition makes it difficult for returned ex-child combatants to find work in their home / settlement communities.

⁷ Source: ILO/UNICEF, *Labour market and skills training assessment: Mapping of reintegration opportunities for children associated with fighting forces. A report covering Liberia*, February 2005

LABOUR MARKET AND SKILLS TRAINING ASSESSMENT METHODOLOGY

The objective of the assessment is to identify viable areas for skills training and apprenticeships to increase the employability of the former CAFF to be integrated through the Disarmament, Demobilization, Rehabilitation and Reintegration Programme (DDRRP). The study is expected to contribute to the enhancement of the quality of life of children and women that were associated with fighting forces and to rebuild the Liberian economy through the revitalization of the informal economy.

The assessment team was composed of an international ILO consultant specialized in socio-economic reintegration of ex- (child) combatants, and a national consultant from the Liberia Institute of Public Administration (LIPA). LIPA provided expertise in conducting institution, market and training needs assessments.

For reasons of security and related accessibility problems to travel inside the country, the study was carried out in two phases. Phase one concentrated on reintegration opportunities in the capital Monrovia and surroundings. Within two months, the results of the second phase were added to the report to cover all of Liberia.

The assessment consisted of the following steps:

1. Assess the impact of the conflict on the economy and identify the most promising areas of employment and economic growth in the short and longer term)
2. Map occupations that are in demand on the local labour market and assess whether they are suitable to ex-CAFF considering their educational background and the necessity to protect them from child labour and hazardous forms of work
3. Determine who the major service providers are and assess their capacity
4. Develop, in collaboration with the service providers, the outline of a training curriculum for each sector
5. Make an estimate of cost per trainee
6. Recommend assistance packages to transition the participant from training into the labour market
7. Develop an overall strategy for the economic reintegration of former CAFF

The assessment activities included:

- A study of secondary sources such as national census, economic surveys, publications of development organizations, etc.
- Consultations with a wide range of stakeholders such as
 - o key ministries in charge of youth, skills training and employment
 - o local business managers and trade associations
 - o members of the wider development community
 - o groups and individuals of the potential target audience
- Survey among former and current providers of vocational skills training to assess:
 - o their course offer,
 - o capacity to train in marketable skills
 - o capacity to adapt programmes to the diverse needs of former CAFF
 - o capacity to position graduates of their programmes on the labour market
- Market opportunity surveys among producers (goods & services) and traders operating in the informal economy. For security reasons, this survey was carried out in four out of fifteen counties.

LESSONS LEARNED

- Vocational training has a better chance to result in lasting employment if courses are based on the current skills demand of the local labour market;
- Lack of employment makes ex-(child) combatants more vulnerable to fall back into violence and fighting;
- Training should start as soon as possible after the conflict. It can be undertaken in asylum and in (re)integration situations;

- Restore information on economic opportunities and economic networks is essential in matching supply and demand on the local labour market and local goods/services market. Examples that have proved to be successful in other war-affected countries included: employment information centres, business centres, price boards on the market place and radio programmes;
- Training alone does not create jobs but it strengthens employability. When it is combined with Income Generating Activities (IGAs) it will substantially increase the success and impact of both skills-training and IGAs;
- An integrated and area-based approach building synergies with other projects in support to employment and labour absorption capacity (e.g. microfinance, business development services, labour-based works) will reboost local economies and increase reintegration opportunities.



RECOMMENDATIONS

On the basis of its findings, the assessment recommends a reintegration strategy that supports:

- A diversified offer of skills training as no economic sector has been identified as “the reintegration solution” and saturation on the local labour market should be avoided;
- The provision of training and services that enhance employability such as remedial counselling, functional literacy, numeracy and business education;
- The acceptance of CAFF in their communities through a focussed and coordinated effort of various development organizations in these communities. Such area-based initiatives should use a variety of local trainer providers and traditional apprenticeship and informal learning systems;
- The rehabilitation of skills training providers in terms of infrastructure, human resources, curricula development and learning material;
- The development of Small and Medium-sized Enterprises (SMEs) as they usually create more jobs than larger enterprises and have a better chance of succeeding since the market is still small. As the SME sector picks up, these enterprises can become apprenticeship places and mentors of starting business people;
- The involvement of local small businesses in (re)construction initiatives by making competitive bidding processes accessible to them.

**ACTIVITIES****Activity 1.a:
Direct and indirect effects of the conflict in Iraq at the local level****Objectives:**

- Reflect on the effects – direct and indirect - of the conflict in Iraq, at the local level.

**Tasks:**

This is a 2-phase activity:

Phase a) - Group work**TIME AVAILABLE: 15'**

1. Within your group, provide an example from Iraq for 2 or 3 features of the post-war context as described in Table 1.a "Direct and indirect effects on social and economic conditions at the local level"⁸ – as indicated to you by the facilitator. Write each example on a colored card.
2. Would you add any direct or indirect effect to those listed in Table 1.a, when considering the Iraq context? Would you leave out any of the effects?
3. Analyze Graph 1.a "Hierarchy of settlement recovery problems"⁹ and define if it can represent the Iraq context or modify it, according to your knowledge and experience in the field.

Phase b) – Plenary**TIME AVAILABLE: 15'**

1. Stick the cards on the wall and read the examples identified by your group, specifying if you would make any change to Table 1.a and Graph 1.a.
2. Listen carefully to the findings of the other groups, providing feedback, when needed.

**Final outcomes:**

- o A series of organized examples taken from the Iraq reality that can serve as a preliminary analysis of the territory.
- o Adapted table and graph that can be used as tools in next-step activities.

⁸ Go to chapter "Technical brief" of this module.

⁹ Go to chapter "Technical brief" of this module.

Activity 1.b: The major features of the LER approach



Objectives:

- Compare the approach generally used in Iraq for implementing reintegration activities to the LER approach.
- Identify the major features of the LER approach in a post-war context.
- Investigate how the LER approach can help to identify and promote employment opportunities for returnees in Iraq.



Tasks:

This is a 3-phase activity:

Phase a) - Group work



TIME AVAILABLE: 30'

1. Examine carefully the case study: "Labour market and skills training assessment in Liberia"¹⁰.
2. Discuss the major differences that you can identify in the approach applied in Liberia, compared to the approach you use in your reintegration work.
3. On the basis of the results of your discussion, complete Table 1.b in order to visualize the major features that characterize your approach and the LER approach.

Table 1.b

	THE APPROACH YOU USE	THE LER APPROACH
WHAT IS THE TARGET?		
WHAT IS THE TIME PERSPECTIVE?		
WHAT SECTOR/S IS/ARE TACKLED (EDUCATION; HEALTH, SOCIAL, EMPLOYMENT, ETC.)		
IS IT NEEDS-ORIENTED OR EXISTING RESOURCES/POTENTIAL- ORIENTED?		
IS IT LABOUR MARKET ORIENTED?		
ARE THE KEY ACTORS INVOLVED IN THE DECISION-MAKING PROCESS?		
ARE THE INTERVENTIONS STAND-ALONE OR INTEGRATED?		
WHAT ELSE?		



Complete Table 1.b on a flip-chart, to share the results of your discussion with the rest of the class, during Phase c.

¹⁰ Go to chapter 'Case study' of this module.

Phase b) –Group work

 TIME AVAILABLE: 30'

1. Analyze carefully Tools 1.a and 1.b.: “Village Selection Guide” and “Profiling the family” (currently used in Iraq) as well as Tools 1.c. and 1.d. “Liberia Market Opportunities Surveys (LMOS) - Form for Producers and Form for Traders” (used in Liberia)¹¹.
2. Define the objectives of Tools 1.a and 1.b as well as of Tools 1.c and 1.d, specifying which qualitative and quantitative information they enable to collect.
3. Answer the following questions:
 - a. Have you ever used similar “Labour Market Opportunities Survey” tools in your reintegration operations? If yes, briefly explain how the collected information has been used.
 - b. How do you think that qualitative and quantitative information related to the labour market could facilitate reintegration and the implementation of IGAs and QIPs?
 - c. Taking into account your answers, would you integrate, in Tools 1.a and 1.b, questions related to the labour market survey? In particular:
 - *Tool 1.a: “Assessment Visit Report” - “Potential for livelihoods and child protection”*: Would you find useful to dispose of information on the existing resources and employment potential of the territory? What for?
 - *Tool 1.b: “Social capital questionnaire”*: Would you find useful to dispose of complementary information that tells you about the “territorial capital”¹²? What for?



Write the objectives of the Tools and the answers to the proposed questions on colored cards¹³, to share the results of your discussion with the rest of the class, during *Phase c*.

Phase c) – Plenary

 TIME AVAILABLE: 30'

1. Present the major features you have identified as characteristic of the LER approach, in comparison with the approach you are currently using. (Table 1.b)
2. Present the answers to the proposed questions.



Final outcomes:

- o A synthesis of the major features of the LER approach in a post-war context.
- o Awareness raised on the implications of applying the LER approach and using its tools.

¹¹ Go to chapter ‘Tools’ of this module.

¹² Please consult the ‘Glossary’ for the definition of “Territorial capital”.

¹³ The objectives of the Tools should be written on cards of the same colours; answers to questions a, b and c should go on cards of different colours as well. Having the answers to the same question on cards of the same colour will facilitate the synthesis of the results during the plenary.



Tool 1.a: Village Selection Guide

1 ST PHASE – IDENTIFYING POTENTIAL VILLAGES THROUGH KEY INFORMANTS (5 TH -9 TH FEBRUARY)		
PURPOSE: THIS WILL ENABLE US TO: ○ COLLECT INFORMATION ○ AVOID CREATING EXPECTATION AMONG COMMUNITIES ○ TARGET OUR FIELD VISITS ○ MITIGATE SECURITY RISKS ASSOCIATED WITH ASSESSMENT VISITS ○ INVOLVE STAKEHOLDERS ○ TRIANGULATE INFORMATION ○ COORDINATE ACTIVITIES	PROCESS: 1. IDENTIFY KEY INFORMANTS AMONG MoDM, UNHCR, INGOs, LNGOs AND LOCAL GOVERNMENT 2. ARRANGE INTERVIEWS AND TAKE WITH YOU INFORMATION ABOUT THE PROGRAMMES AND A LOCAL MAP TO MARK THE VILLAGES 3. EXPLAIN WAR CHILD'S OBJECTIVE 4. EXPLAIN THE OBJECTIVE OF THE PROGRAMME 5. EXPLAIN THE VILLAGE SELECTION CRITERIA TO THEM 6. EXPLAIN WE ARE COLLECTING INFORMATION ABOUT VILLAGES THAT MAY FULFIL THESE CRITERIA 7. ASK THEM TO NOMINATE A MAXIMUM OF 10 VILLAGES THAT THEY BELIEVE FULFIL THESE CRITERIA 8. ENSURE THEY JUSTIFY AND EXPLAIN THEIR ASSERTIONS 9. ASK THEM FOR THE NAMES OF COMMUNITY LEADERS AMONG THESE VILLAGES 10. COMPLETE A VILLAGE PROFILE RECORD SHEET. 11. AFTER THE ALL THE KEY INFORMANT INTERVIEWS, COMPARE AND CONTRAST THE INFORMATION YOU RECEIVE FROM DIFFERENT KEY INFORMANTS 12. LOOK AT WHICH OF THE VILLAGES MENTIONED ARE CLUSTERED 13. VERIFY SECURITY OF ROUTES AND VILLAGES WITH SECURITY INFORMANTS 14. MAKE A QUALITATIVE JUDGEMENT OF WHICH 10 VILLAGES TO SHORTLIST FOR ASSESSMENT VISITS 15. PLAN ASSESSMENT VISITS FOR FOLLOWING WEEK	
CRITERIA AND INDICATORS		
LACK OF A PROTECTIVE ENVIRONMENT FOR CHILDREN	POTENTIAL FOR IMPACT	COORDINATION
○ LACK OF ADEQUATE LIVELIHOODS FOR FAMILIES ○ LACK OF PUBLIC UTILITIES (WATER, ELECTRICITY, SANITATION) ○ LACK OF ACCESS TO EDUCATION AND MEDICAL CARE ○ POOR QUALITY SHELTER (MUD AND REED SHELTER) ○ RURAL ○ POPULATION AFFECTED BY, OR RECOVERING FROM, DISPLACEMENT (RETURNEE AFFECTED AND POSSIBLY ALSO INCLUDING IDPs) ○ HIGH NUMBER OF UNACCOMPANIED FEMALE HEADED HOUSEHOLDS	○ STABLE POPULATION ○ SMALL POPULATION (C.2000) ○ ACCESS TO MARKETS ○ ACCESSIBLE (1HR FROM NASSIRIYAH, GOOD ROADS, SECURE ROUTE) ○ SECURE (NO RECORD OF VIOLENT CONFLICT RESOLUTION INTERNALLY OR EXTERNALLY, NOT POLITICAL) ○ EVIDENCE OF SOME COMMUNITY (HARMONY WITHIN THE VILLAGE) ○ COOPERATIVE STAKEHOLDERS ○ EXISTING SKILLS AND CAPACITIES TO BUILD ON (HUMAN CAPITAL) ○ NATURAL RESOURCES FROM WHICH LIVELIHOODS CAN BE DERIVED (NATURAL	○ MARSH ARAB COMMUNITY ○ NO OVERLAP WITH OTHER DEVELOPMENT ACTORS ○ CLUSTERED OR SEQUENCED

	CAPITAL) ○ TRUSTWORTHY COMMUNITY	
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2 ND PHASE – SELECTING VILLAGES THROUGH ASSESSMENT VISITS (12 TH -16 TH FEBRUARY)		
PURPOSE ○ INITIATE CONTACT WITH THE COMMUNITY ○ EXPLAIN THE PROGRAMME AND ASSESS REACTION ○ VERIFY INFORMATION GATHERED IN 1ST PHASE ○ GATHER ADDITIONAL INFORMATION ○ START COLLECTING BASELINE DATA	PROCESS: 1. COMPLETE A TRAVEL PLAN FOR THE ASSESSMENT VISIT AND TAKE WITH YOU THE RELEVANT KEY INFORMANT INTERVIEW RECORDS 2. IDENTIFY COMMUNITY LEADERS (3-5 PERSONS; DO NOT CONDUCT A COMMUNITY MEETING) 3. EXPLAIN WE ARE ON AN ASSESSMENT VISIT – WE ARE NOT MAKING A COMMITMENT 4. EXPLAIN WAR CHILD'S OBJECTIVE 5. EXPLAIN THE OBJECTIVES AND SCOPE OF THE PROGRAMME 6. EXPLAIN WHAT IS OUTSIDE THE SCOPE OF THE PROGRAMME 7. EXPLAIN THAT THE PROGRAMME WILL RUN IN TWO PHASES 8. EXPLAIN THAT THE VILLAGES THAT PARTICIPATE IN THE PROGRAMME HAVE TO MEET CERTAIN CRITERIA – WE HAVE LIMITED RESOURCES 9. EXPLAIN OUR EXPECTATIONS OF THE COMMUNITY 10. COMPLETE A VILLAGE PROFILE RECORD SHEET 11. IDENTIFY UNACCOMPANIED FEMALE HEADED HOUSEHOLD, A KEY INFORMANT ON CHILDREN (E.G. TEACHER), AND A RESPECTED FEMALE WILLING TO TALK 12. MEET WITH THESE KEY INFORMANTS TO GATHER MORE INFORMATION 13. CONDUCT A LOW-PROFILE BUT COMPREHENSIVE WALK AROUND THE COMMUNITY	
	CRITERIA AND INDICATORS	
LACK OF A PROTECTIVE ENVIRONMENT FOR CHILDREN	POTENTIAL FOR LIVELIHOODS AND CHILD PROTECTION IMPACT	COORDINATION
1ST PHASE INDICATORS: ○ LACK OF ADEQUATE LIVELIHOODS FOR FAMILIES ○ LACK OF PUBLIC UTILITIES (WATER, ELECTRICITY, SANITATION) ○ LACK OF ACCESS TO EDUCATION AND MEDICAL CARE ○ POOR QUALITY SHELTER (MUD AND REED SHELTER) ○ RURAL ○ POPULATION AFFECTED BY, OR RECOVERING FROM, DISPLACEMENT ○ HIGH NUMBER OF UNACCOMPANIED FEMALE HEADED HOUSEHOLDS ADDITIONAL INDICATORS: ○ EVIDENCE OF CHILD PROTECTION ISSUES (VIOLENCE,	1ST PHASE INDICATORS: ○ STABLE POPULATION ○ SMALL POPULATION (C.2000) ○ ACCESS TO MARKETS ○ ACCESSIBLE (1HR FROM NASSIRIYAH, GOOD ROADS, SECURE ROUTE) ○ SECURE (NO RECORD OF VIOLENT CONFLICT RESOLUTION INTERNALLY OR EXTERNALLY, NOT POLITICAL) ○ EVIDENCE OF SOME COMMUNITY (HARMONY WITHIN THE VILLAGE) ○ COOPERATIVE STAKEHOLDERS ○ EXISTING SKILLS AND CAPACITIES TO BUILD ON (HUMAN CAPITAL)	1ST PHASE INDICATORS: ○ MARSH ARAB COMMUNITY ○ NO OVERLAP WITH OTHER DEVELOPMENT ACTORS ○ CLUSTERED OR SEQUENCED

EXPLOITATION, ABUSE AND NEGLECT) ○ EVIDENCE OF BREAKDOWN OF SOCIAL AND FAMILY STRUCTURES THAT PROTECTED CHILDREN	○ NATURAL RESOURCES FROM WHICH LIVELIHOODS CAN BE DERIVED (NATURAL CAPITAL) ○ TRUSTWORTHY COMMUNITY ADDITIONAL INDICATORS: ○ COOPERATIVE COMMUNITY LEADERS ○ ACCEPTANCE OF THE SCOPE OF THE PROGRAMME ○ ACCEPTANCE OF TARGETING ○ OPENNESS TO DISCUSSING CHILD PROTECTION ISSUES ○ OPENNESS TO CHILD PARTICIPATION ○ OPENNESS TO FEMALE PARTICIPATION	
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ASSESSMENT VISIT REPORT

VILLAGE NAME		DATE OF VISIT	
LOCATION			
VISIT CONDUCTED BY			
CONTACT NAME IN VILLAGE		TELEPHONE	
LACK OF A PROTECTIVE ENVIRONMENT FOR CHILDREN			
1 ST PHASE INDICATORS	EVIDENCE		
○ LACK OF ADEQUATE LIVELIHOODS FOR FAMILIES			
○ LACK OF PUBLIC UTILITIES (WATER, ELECTRICITY, SANITATION)			
○ LACK OF ACCESS TO EDUCATION AND MEDICAL CARE			

○ POOR QUALITY SHELTER (MUD AND REED SHELTER)	
○ RURAL	
○ POPULATION AFFECTED BY, OR RECOVERING FROM, DISPLACEMENT	
○ HIGH NUMBER OF UNACCOMPANIED FEMALE HEADED HOUSEHOLDS	
ADDITIONAL INDICATORS	EVIDENCE
○ EVIDENCE OF CHILD PROTECTION ISSUES (VIOLENCE, EXPLOITATION, ABUSE AND NEGLECT)	
○ EVIDENCE OF BREAKDOWN OF SOCIAL AND FAMILY STRUCTURES THAT PROTECTED CHILDREN	
POTENTIAL FOR LIVELIHOODS AND CHILD PROTECTION IMPACT	
1ST PHASE INDICATORS	EVIDENCE
○ STABLE POPULATION	
○ SMALL POPULATION (C.2000)	

○ ACCESS TO MARKETS	
○ ACCESSIBLE (<2HRS FROM NASSIRIYAH, GOOD ROADS, SECURE ROUTE)	

POTENTIAL FOR LIVELIHOODS AND CHILD PROTECTION IMPACT (CONTINUED)	
1 ST PHASE INDICATORS	EVIDENCE
○ SECURE (NO RECORD OF VIOLENT CONFLICT RESOLUTION INTERNALLY OR EXTERNALLY, NOT POLITICAL)	
○ EVIDENCE OF SOME COMMUNITY (HARMONY WITHIN THE VILLAGE)	
○ COOPERATIVE STAKEHOLDERS	
○ EXISTING SKILLS AND CAPACITIES TO BUILD ON (HUMAN CAPITAL)	
○ NATURAL RESOURCES FROM WHICH LIVELIHOODS CAN BE DERIVED (NATURAL CAPITAL)	
○ TRUSTWORTHY COMMUNITY	
ADDITIONAL INDICATORS	EVIDENCE

○ COOPERATIVE COMMUNITY LEADERS	
○ ACCEPTANCE OF THE SCOPE OF THE PROGRAMME	
○ ACCEPTANCE OF TARGETING	
○ OPENNESS TO DISCUSSING CHILD PROTECTION ISSUES	
○ OPENNESS TO CHILD PARTICIPATION	
○ OPENNESS TO FEMALE PARTICIPATION	
COORDINATION	
1ST PHASE INDICATORS	EVIDENCE
○ MARSH ARAB COMMUNITY	
○ NO OVERLAP WITH OTHER DEVELOPMENT ACTORS	

○ CLUSTERED OR SEQUENCED	
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KEY INFORMANT INTERVIEW RECORD

KEY INFORMANT		DATE OF INTERVIEW	
ORGANISATION			
INTERVIEW CONDUCTED BY			
LACK OF A PROTECTIVE ENVIRONMENT FOR CHILDREN			
1 ST PHASE INDICATORS	EVIDENCE		
○ LACK OF ADEQUATE LIVELIHOODS FOR FAMILIES			
○ LACK OF PUBLIC UTILITIES (WATER, ELECTRICITY, SANITATION)			
○ LACK OF ACCESS TO EDUCATION AND MEDICAL CARE			
○ POOR QUALITY SHELTER (MUD AND REED SHELTER)			
○ RURAL			

○ POPULATION AFFECTED BY, OR RECOVERING FROM, DISPLACEMENT	
○ HIGH NUMBER OF UNACCOMPANIED FEMALE HEADED HOUSEHOLDS	
ADDITIONAL INDICATORS	EVIDENCE
○ EVIDENCE OF CHILD PROTECTION ISSUES (VIOLENCE, EXPLOITATION, ABUSE AND NEGLECT)	
○ EVIDENCE OF BREAKDOWN OF SOCIAL AND FAMILY STRUCTURES THAT PROTECTED CHILDREN	
POTENTIAL FOR LIVELIHOODS AND CHILD PROTECTION IMPACT	
1ST PHASE INDICATORS	EVIDENCE
○ STABLE POPULATION	
○ SMALL POPULATION (c.2000)	
○ ACCESS TO MARKETS	
○ ACCESSIBLE (<2HRS FROM NASSIRIYAH, GOOD ROADS, SECURE ROUTE)	

POTENTIAL FOR LIVELIHOODS AND CHILD PROTECTION IMPACT (CONTINUED)	
1 ST PHASE INDICATORS	EVIDENCE
○ SECURE (NO RECORD OF VIOLENT CONFLICT RESOLUTION INTERNALLY OR EXTERNALLY, NOT POLITICAL)	
○ EVIDENCE OF SOME COMMUNITY (HARMONY WITHIN THE VILLAGE)	
○ COOPERATIVE STAKEHOLDERS	
○ EXISTING SKILLS AND CAPACITIES TO BUILD ON (HUMAN CAPITAL)	
○ NATURAL RESOURCES FROM WHICH LIVELIHOODS CAN BE DERIVED (NATURAL CAPITAL)	
○ TRUSTWORTHY COMMUNITY	
ADDITIONAL INDICATORS	EVIDENCE
○ COOPERATIVE COMMUNITY LEADERS	
○ ACCEPTANCE OF THE SCOPE OF THE PROGRAMME	

○ ACCEPTANCE OF TARGETING	
○ OPENNESS TO DISCUSSING CHILD PROTECTION ISSUES	
○ OPENNESS TO CHILD PARTICIPATION	
○ OPENNESS TO FEMALE PARTICIPATION	
COORDINATION	
1ST PHASE INDICATORS	EVIDENCE
○ MARSH ARAB COMMUNITY	
○ NO OVERLAP WITH OTHER DEVELOPMENT ACTORS	
○ CLUSTERED OR SEQUENCED	

AFTER WE HAVE FINALISED THE VILLAGES WE WILL WORK WITH, WE WILL CONDUCT PARTICIPATORY RESEARCH WHICH WILL GO INTO THESE ISSUES IN MORE DEPTH WITH THE COMMUNITY

Tool 1.b: Profiling the family

BEFORE COMPLETING THE APPLICATION FORM, IT IS IMPORTANT TO UNDERSTAND THE FAMILY. THIS WILL HELP YOU BUILD UP A BASIC UNDERSTANDING OF THE FAMILY.

FAMILY PROFILE

FATHER:		MOTHER:	
CIVIL ID:		CIVIL ID:	

CIRCLE ALL THOSE THAT APPLY	RETURNEE IDP HOUSEHOLD	CURRENT IDP HOUSEHOLD	RETURNEE REFUGEE HOUSEHOLD	SINGLE HEADED HOUSEHOLD	DISABLED CHILD IN THE HOUSEHOLD
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	FIRST NAME	AGE	GENDER M/F	IN SCHOOL √/X	NEVER ENROLLED √/X	REASON	DROPPED OUT √/X	REASON	HOW DOES HE / SHE CONTRIBUTE TO THE HOUSEHOLD'S LIVELIHOOD?	IS THIS: 0 FULL TIME 0 IN HOLIDAYS 0 BEFORE / AFTER SCHOOL	DOES HE / SHE SHOW ANY BEHAVIOURAL PROBLEMS (READ LIST BELOW)
1											
2											
3											
4											

5											
6											
7											
8											

POSITIVE BEHAVIOURS IN CHILDREN							CONCERNING BEHAVIOURS IN CHILDREN				
0 CONSIDERATE OF OTHER PEOPLE'S FEELINGS 0 SHARES READILY WITH OTHER CHILDREN (TREATS, TOYS, PENCILS ETC) 0 GENERALLY OBEDIENT, USUALLY DOES WHAT ADULT REQUESTS 0 HELPFUL IF SOMEONE IS HURT, UPSET OR FEELING ILL 0 HAS AT LEAST ONE GOOD FRIEND 0 GENERALLY LIKED BY OTHER CHILDREN 0 KIND TO YOUNGER CHILDREN 0 OFTEN VOLUNTEERS TO HELP OTHERS (PARENTS, TEACHERS, OTHER CHILDREN) 0 THINKS THINGS OUT BEFORE ACTING 0 SEES TASKS THROUGH TO THE END, GOOD ATTENTION SPAN							0 RESTLESS, OVERACTIVE, CANNOT STAY STILL FOR LONG 0 OFTEN COMPLAINS OF HEADACHES, STOMACH-ACHES OR SICKNESS 0 OFTEN HAS TEMPER TANTRUMS OR HOT TEMPERS 0 RATHER SOLITARY, TENDS TO PLAY ALONE 0 MANY WORRIES, OFTEN SEEMS WORRIED 0 CONSTANTLY FIDGETING OR SQUIRMING 0 OFTEN FIGHTS WITH OTHER CHILDREN OR BULLIES THEM 0 OFTEN UNHAPPY, DOWN-HEARTED OR TEARFUL 0 EASILY DISTRACTED, CONCENTRATION WANDERS 0 NERVOUS OR CLINGY IN NEW SITUATIONS, EASILY LOSES CONFIDENCE 0 OFTEN LIES OR CHEATS 0 IS PICKED ON OR BULLIED BY OTHER CHILDREN 0 STEALS FROM HOME, SCHOOL OR ELSEWHERE 0 GETS ON BETTER WITH ADULTS THAN WITH OTHER CHILDREN 0 MANY FEARS, EASILY SCARED				

CHILDREN'S PHYSICAL HEALTH

QUESTIONS	✓/X	NOTES
COMPARED TO OTHER CHILDREN IN THE VILLAGE, ARE YOUR CHILDREN'S HEALTH BETTER, WORSE OR THE SAME?		
COMPARED TO OTHER CHILDREN IN THE VILLAGE, ARE YOUR CHILDREN'S WEIGHTS HIGHER, LOWER OR THE SAME?		
COMPARED TO OTHER CHILDREN IN THE VILLAGE, ARE YOUR CHILDREN TALLER, SHORTER OR THE SAME HEIGHT AS OTHER CHILDREN?		
IN THE LAST 6 MONTHS, HAVE ANY OF YOUR CHILDREN BEEN ILL? WHAT WITH?		

CURRENT LIVELIHOOD PROFILE						
HOUSEHOLD PRODUCTION		GIFTS		INCOME FROM EXCHANGE (OF PRODUCTS OR LABOUR)		ASSETS (MATERIAL ASSETS, ANIMALS, TOOLS)
REGULAR		REGULAR		REGULAR		
IRREGULAR		IRREGULAR		IRREGULAR		
ESTIMATED VALUE PER YEAR (ID)		ESTIMATED VALUE PER YEAR (ID)		ESTIMATED VALUE PER YEAR (ID)		

LIVELIHOODS BACKGROUND	
QUESTIONS	ANSWERS

1. WHAT PREVIOUS LIVELIHOODS HAVE YOU HAD AND LOST? WHY WAS THIS LIVELIHOOD LOST?	
2. WHAT SKILLS DO YOU HAVE?	

COPING STRATEGIES	
QUESTIONS	ANSWERS
1. HOW DOES YOUR FAMILY RESPOND WHEN ONE OF YOUR INCOME SOURCES STOPS? E.G. NO CASUAL LABOUR OPPORTUNITIES.	
2. HOW DOES YOUR FAMILY RESPOND WHEN THERE IS AN ADDITIONAL, UNFORESEEN EXPENDITURE NEED? E.G. HEALTH EMERGENCY.	
3. IN THE LAST 3 YEARS, HAVE THERE BEEN ANY BIG CHANGES OR EVENTS THAT DECREASED THE ECONOMIC WELFARE OF THE HOUSEHOLD?	
4. HOW DID THE HOUSEHOLD RESPOND TO THESE CHALLENGES?	
5. DO YOU EVER BORROW MONEY? FOR WHAT PURPOSES?	
6. DO YOU HAVE ANY SERIOUS DEBTS? IF SO WHAT PLANS DO YOU HAVE TO PAY THESE?	

EXPENDITURE			
ASK THE FAMILY EITHER: ☐ TO TELL YOU HOW THEY SPEND THEIR INCOME IN THE YEAR; OR ☐ TO DIVIDE 20 STONES / COUNTERS ACCORDING TO HOW THEY SPEND THEIR INCOME			
PURCHASING FOOD		MEDICAL TREATMENT	
BUYING AGRICULTURAL SUPPLIES		EDUCATION COSTS	
POWER – ELECTRICITY, GAS, FUEL		TRANSPORT	
WATER		PAYING DEBTS	
CLOTHING		OTHER	

CONSUMPTIONS									
FOOD ITEMS	DURING THE YEAR, WHAT DOES YOUR FAMILY CONSUME?					SOURCE OF FOOD ITEM			
	DAILY √/x	WEEKLY √/x	MONTHLY √/x	INFREQUENTLY √/x	NEVER √/x	RATION	PURCHASE	PRODUCTION	COMBINATION
RICE, PASTA AND POTATOES									
CEREALS AND BREADS									
SUGAR									
VEGETABLES									
TEA / COFFEE									
MEAT (NON-POULTRY)									
CHICKEN									
EGGS									

FISH									
MILK & MILK PRODUCTS									
COOKING OIL									

APPLICATION FORM

NOW YOU HAVE A BETTER UNDERSTANDING OF THE FAMILY, COMPLETE THE APPLICATION FORM WITH THEM. USE THE INFORMATION FROM THE PROFILE TO HELP YOU DECIDE ON THE APPROPRIATE LIVELIHOOD AND SET PERFORMANCE INDICATORS.

LIVELIHOOD IDEA USE THESE CRITERIA TO HELP THE APPLICANT: ☐ THE LIVELIHOOD MUST BE APPROPRIATE TO THE LOCAL CONTEXT AND MARKET DEMAND. ☐ THE APPLICANT MUST HAVE THE NECESSARY SKILLS OR MUST BE ABLE TO ACQUIRE THEM EASILY. ☐ THE APPLICANT MUST HAVE REALISTIC PLANS FOR MANAGING THE LIVELIHOOD. ☐ EMPHASISE THAT THIS IS ABOUT DEVELOPING A SUSTAINABLE LIVELIHOOD. IT IS NOT ABOUT BEING GIVEN AN AMOUNT OF MONEY AND TRYING TO SPEND IT ALL.	
WHAT IS YOUR IDEA FOR A LIVELIHOOD?	
WHY HAVE YOU CHOSEN THIS IDEA?	
WHAT SKILLS DO YOU NEED FOR THIS ACTIVITY?	
WHAT TRAINING WOULD LIKE TO HELP YOU?	
WHAT RAW MATERIALS DO YOU NEED?	
ARE THESE AVAILABLE TO YOU LOCALLY?	

HOW WILL THIS LIVELIHOOD IMPROVE HOUSEHOLD PRODUCTION?	
HOW WILL THIS LIVELIHOOD GENERATE INCOME?	
WHO WILL BUY YOUR PRODUCTS / SERVICES?	
HOW MUCH ARE PEOPLE WILL TO PAY FOR YOUR PRODUCTS / SERVICES?	
WHERE WILL YOU SELL YOUR PRODUCTS?	
HOW WILL YOU GET YOUR PRODUCTS THERE?	
HOW MUCH COMPETITION WILL THERE BE FOR YOUR PRODUCTS / SERVICES?	
WHAT RECURRING COST WILL YOU HAVE? E.G. TRANSPORT, REPAIR, RENT, LABOUR, RAW MATERIALS.	
HOW WILL YOU PAY FOR THESE?	

BENEFICIARY'S CHILD SUPPORTIVE PERFORMANCE INDICATORS
--

HELP THE APPLICANT IDENTIFY AT LEAST 5 PERFORMANCE INDICATORS.

WHAT IMPACT DO YOU WANT THIS TO HAVE ON YOUR CHILDREN? E.G. IMPROVE DIET E.G. IMPROVE HEALTH E.G. IMPROVE SCHOOL ATTENDANCE	HOW WILL YOU MEASURE THIS? E.G. PROVIDE MILK DAILY E.G. RAISE MONEY FOR MEDICAL EXPENSES E.G. RAISE MONEY FOR PURCHASE OF CLOTHES FOR SCHOOL
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
APPLICATION ENDORSEMENT (COMPLETE AFTER REVIEWING THE APPLICATIONS AS A TEAM WITH THE VILLAGE COMMITTEE)	
SUPPORTER NAME:	SIGNATURE:
SUPPORTER NAME:	SIGNATURE:
YOUR NAME:	SIGNATURE:
VILLAGE COMMITTEE MEMBER NAME:	SIGNATURE:
LIVELIHOODS TEAM LEADER'S NAME:	SIGNATURE:

SOCIAL CAPITAL QUESTIONNAIRE

COMPLETE THIS WITHOUT THE VILLAGE COMMITTEE MEMBER PRESENT.

QUESTIONS & PURPOSE	QUANTITATIVE RESPONSES	QUALITATIVE RESPONSES
1. IN THE LAST 12 MONTHS HAVE YOU BEEN A LEADER OR AN ACTIVE MEMBER OF ANY TYPES OF COMMUNITY GROUPS? <i>(PURPOSE: MEASURE ACTUAL CURRENT CONNECTIONS BETWEEN PEOPLE IN THE COMMUNITY.)</i>	☐ MORE THAN ☐ ONE ☐ No ☐ DON'T KNOW	
2. IN THE LAST 12 MONTHS HAVE THIS GROUP GIVEN YOU ANY EMOTIONAL SUPPORT, USEFUL INFORMATION, ECONOMIC HELP OR ASSISTANCE DOING SOMETHING? <i>(PURPOSE: MEASURE THE QUALITY OF THEIR CONNECTIONS TO GROUPS BY THE SUPPORT THEY RECEIVED.)</i>	☐ MORE THAN ☐ ONCE ☐ No ☐ DON'T KNOW	
3. IN THE LAST 12 MONTHS HAVE ANY INDIVIDUALS (LOCAL OR FOREIGNERS) GIVEN YOU ANY EMOTIONAL SUPPORT, USEFUL INFORMATION, ECONOMIC HELP OR ASSISTANCE DOING SOMETHING? <i>(PURPOSE: MEASURE THE QUALITY OF THEIR CONNECTIONS TO INDIVIDUALS BY THE SUPPORT THEY</i>	☐ MORE THAN ☐ ONCE ☐ No ☐ DON'T KNOW	
4. IN THE LAST 12 MONTHS HAVE YOU JOINED TOGETHER WITH ANY OTHER COMMUNITY MEMBERS TO ADDRESS A PROBLEM OR COMMON ISSUE? <i>(PURPOSE: MEASURE THE ROLE AND DEGREE OF COLLECTIVE ACTION IN RESPONSE TO PROBLEMS OR</i>	☐ MORE THAN ☐ ONCE ☐ No ☐ DON'T KNOW	
5. IN THE LAST 12 MONTHS HAVE YOU TALKED WITH A LOCAL AUTHORITY OR GOVERNMENT ORGANISATION ABOUT ANY PROBLEM IN THIS COMMUNITY? <i>(PURPOSE: MEASURE THE CONNECTIONS FORMED OUTSIDE THE COMMUNITY.)</i>	☐ MORE THAN ☐ ONCE ☐ No ☐ DON'T KNOW	

QUESTIONS & PURPOSE	QUANTITATIVE RESPONSES	QUALITATIVE RESPONSES
6. IN GENERAL, CAN THE MAJORITY OF THIS COMMUNITY BE TRUSTED? <i>(PURPOSE: MEASURE HOW PEOPLE FEEL ABOUT THE SOCIAL RELATIONSHIPS IN THEIR COMMUNITY.)</i>	☐ ALWAYS ☐ SOMETIMES ☐ No ☐ DON'T KNOW	
7. IN GENERAL, DO THE MAJORITY OF THE PEOPLE IN THIS COMMUNITY GET ALONG WITH EACH OTHER? <i>(PURPOSE: MEASURE THE LEVEL OF SOCIAL HARMONY - FRIENDLINESS. THIS IS NOT THE SAME AS TRUST.)</i>	☐ ALWAYS ☐ SOMETIMES ☐ No ☐ DON'T KNOW	
8. IN GENERAL, DO YOU FEEL YOU ARE REALLY PART OF THIS COMMUNITY? <i>(PURPOSE: MEASURE THE INTERVIEWEE'S SENSE OF</i>	☐ COMPLETELY ☐ MOSTLY ☐ No ☐ DON'T KNOW	
9. IN THE LAST 12 MONTHS HAVE YOU HAD ANY DISPUTES OR CONFLICTS WITH ANY OTHER MEMBERS OF THIS COMMUNITY? <i>(PURPOSE: MEASURE PREVALENCE OF DISPUTE / CONFLICT AFFECTING RESPONDENTS.)</i>	☐ MORE THAN ☐ ONCE ☐ No ☐ DON'T KNOW	
10. DO YOU THINK THAT A MAJORITY OF THE PEOPLE IN THIS COMMUNITY WOULD TAKE ADVANTAGE OF YOU IF THEY GOT A CHANCE? <i>(PURPOSE: MEASURE WHETHER SOCIAL RELATIONSHIPS ARE EXPLOITATIVE OR RECIPROCAL. ALSO CHECKS RESPONDENTS ARE NOT ANSWERING WITHOUT THINKING BECAUSE THIS IS A NEGATIVE QUESTION.)</i>	☐ ALWAYS ☐ SOMETIMES ☐ No ☐ DON'T KNOW	

Tool 1.c: Liberia Market Opportunities Survey (LMOS) - Form for Producers¹⁴

Two different forms have been developed for the Market Opportunities Survey: one for producers and one for traders as the questions they need to be asked are slightly different. The LMOS for producers Form provides information on the situation of the producers of particular goods/services.

Village/ Community:..... District:.....
County:.....

Date of interview: Producer:.....Product/s:
.....

Name of
Interviewer:.....

1. Unsatisfied demand for local consumers

A. What is your business average volume of production for _____ (type of product) per day/ week/ month / cycle?

B. Unsatisfied demand for this product

Are there situation where you are not able to meet the demand of some of your current or potential customers for the product? Yes [] No []

(If respondent immediately answers none, ask him/her to think of the past few weeks or cycle. If the answer is still none or not any more, go to Section II)

C. Which of the following specific type/s of demand/s by the customers for your product are you able to satisfy?

..... Quantity asked;

.....Quality lower than what consumers want;

.....Design/style inappropriate;

.....Others (specify)

.....

(If the respondent has more than one answer, ask him/her to put the answers in order from 1 to 5, with 1 as the most common customers)

D. Reasons for inability to satisfy demand

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

..... lack of raw material

..... not enough source to buy

..... lack of finances to buy more

..... difficulty in transporting raw materials

..... lack of tools/ equipment

¹⁴ Some additional lines for answers that were included in the original surveys have been omitted here

- outdated/ old implements
- not enough implement to produce more
-no source to buy more
-need more workers (specify type)
- lack of information on raw material
-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)

2. 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. Per cent increase if production is expanded/improved

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

C. Actions to be taken to insure success in expanding production.

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

(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 she/he 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 to 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

.....

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

3. Sources of financial and 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 business funding)

%	Source	Location
.....	Self	
.....	Family.....	
.....	Relatives.....	
.....	Friends:.....	
.....	Coop:	
.....	Rural bank:	
.....	Church:	
.....	Others:	

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
Government Agency:		
NGOs:		
Consultants:		
Others		

4. 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

..... About how many

- B. If you know some of the producers, can you tell me the names of some of them and where they can be found?

Names of Producers	Location
--------------------	----------

-
- C. Common problems of producers relating to inability to meet demand of local buyers.

Earlier you gave some reasons why you are not able to meet all the demands of some of your customers. Which of these reasons do you think are problems, which the other producers also have?

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

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

5. 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 opinion, what products could be made out of them?

Raw material

(List from CP)

Potential

.....

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?

Tool 1.c: Liberia Market Opportunities Survey (LMOS) - Form for Traders

Two different forms have been developed for the Market Opportunities Survey: one for producers and one for traders as the questions they need to be asked are slightly different. The LMOS for producers Form provides information on the situation of the producers of particular goods/services.

Village/Community:..... District:.....
County:.....

Date of interview: Trader:.....Product/s:

Name of Interviewer:.....

1. Unsatisfied demand of local consumers

A. What is your business average sales volume for _____ (type of product) per day/week/month/cycle?

B. Unsatisfied demand for the product

Are there situations where you are not able to meet the demand of some of your current or potential customers for the product? ☐ No

(If respondent immediately answers none, ask him/her to think of the past few weeks or cycles. If the answer is still none or not any more, go to Section II) ☐ Yes

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

☐ quantity asked

☐ quality lower than what customers want

☐ design/style inappropriate

☐ prices too high

☐ others (specify):

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

C. Reasons for inability satisfy demand

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

☐ not enough stocks available

☐ sources cannot supply quantities ordered

☐ lack of finances 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 stock of the product?

☐ local producers

☐ local wholesaler/retailer

☐ nearby towns/provincial capital

☐ national capital city

☐ neighboring country

2. Potential of local production

A. Actions local producers could take to improve production

i. 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):

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

☐ enough to satisfy local demand

☐ more than enough to satisfy local demand

☐ not enough to satisfy local demand

☐ acceptable to their consumers

C. Suggestion for use of unused/abundant raw materials

i. 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

Potential products

.....

ii. If you were to begin production type of business, which two of the products you mentioned above would you produced?

Product

Why

.....

D. Other new product (s) that can be profitably produced?

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

Product	Why is it worth producing?
.....	

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

.....

3. Potential economic activities

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 good/s or service/s in the community this 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 is not being met by suppliers and/or producers

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

☐ others (specify)

.....

D. Source (s) of information

Specific source	Contact person, if any
i. Agency	
ii. Business enterprise (s)	
iii. 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?
.....	

4. Marketing

A. Product

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

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

☐ individuals/families (ultimate users)

☐ offices

☐ production business establishments

☐ others (specify):
.....

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

☐ individuals/families

☐ households

☐ production business establishments

☐ labor contractors

☐ intermediaries:¹⁵

☐ middlemen

☐ wholesalers

☐ retailers

☐ others (specify)

iv. Where are the main target buyers located?

Area

Specific location

☐ local community

.....

☐ surrounding communities

.....

☐ district capital

.....

☐ adjacent towns

.....

☐ provincial capital

.....

☐ regional trading center

.....

☐ adjacent regions

.....

☐ others (specify):

.....

.....

.....

¹⁵ Many enterprises sell their goods or services to different channels of marketing, such as intermediaries, who in turn sell the products to the ultimate users

- v. 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 center	
☐ adjacent regions	
☐ others (specify):	

Production

A. Raw materials/production inputs

- i. 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
.....		

ii. Tools/equipment

Item	Source
Tools	
Equipment	
Spare parts	
Repair/maintenance service	

B. Sources of technical assistance in production

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

Skills needed	Availability locally	
	Yes	No
.....	☐	☐
.....	☐	☐
.....	☐	☐
.....	☐	☐
.....	☐	☐
.....	☐	☐
.....	☐	☐

1. If skills are available locally:

- a. Are there unemployed workers with the skills who can be hired for new enterprises?
- ☐ Yes ☐ No
- If so, which type of workers are available?
- b. If there are, do any of the skills available locally need improvement?
- B. 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 so, what is/are this/ these?

IV. Financing

A. Sources of financing

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

Funding source

Location

V. Personnel/Management

A. Type of organization 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.....

Summary of Proposed New Economic Activities

New Economic activity

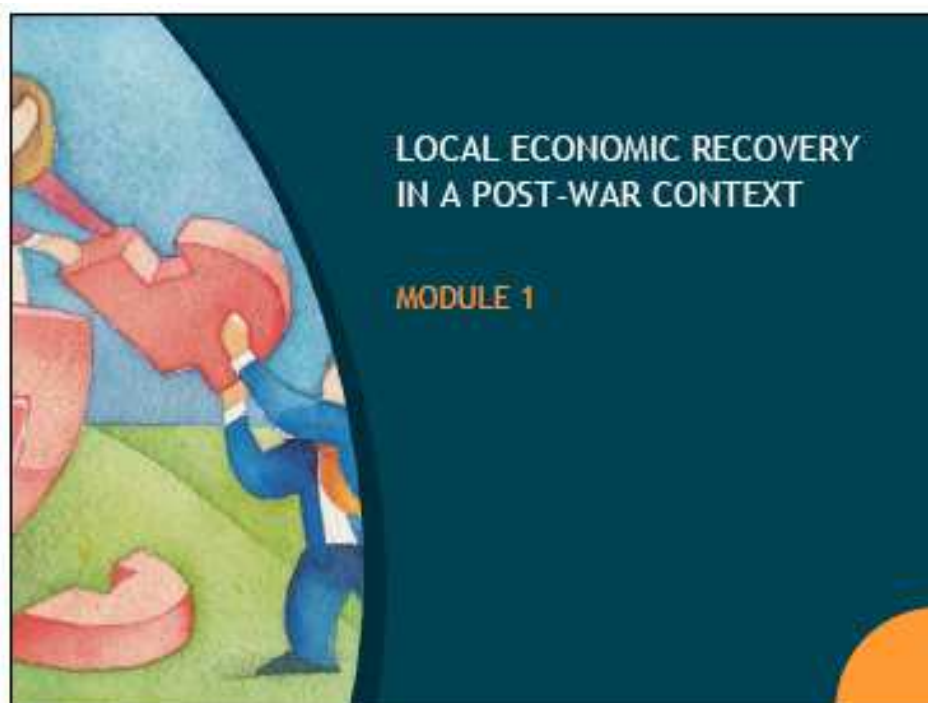
Main reason for

Skills training

Recommendation

needed?

Y/N



SOCIAL AND ECONOMIC IMPACT OF THE CONFLICT AT THE LOCAL LEVEL

- TRANSITION from war to sustainable peace is not a smooth, predictable and linear process.
- CONFLICTS result in DIRECT and INDIRECT effects that can damage socio-economic structure

2



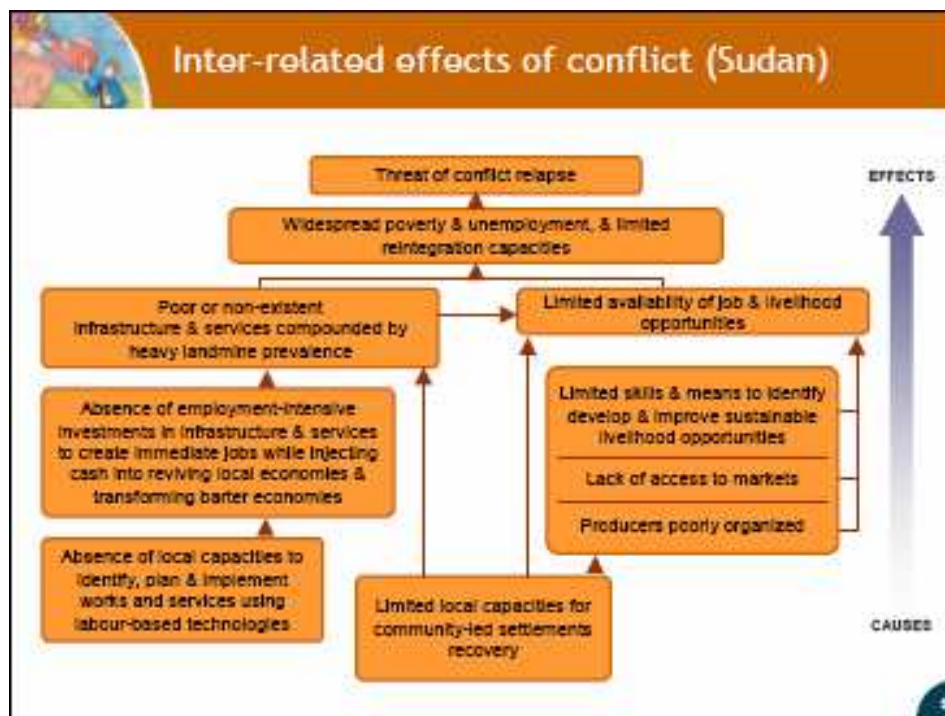
DIRECT EFFECTS

- Changed population base
- Partial or total destruction of local infrastructure



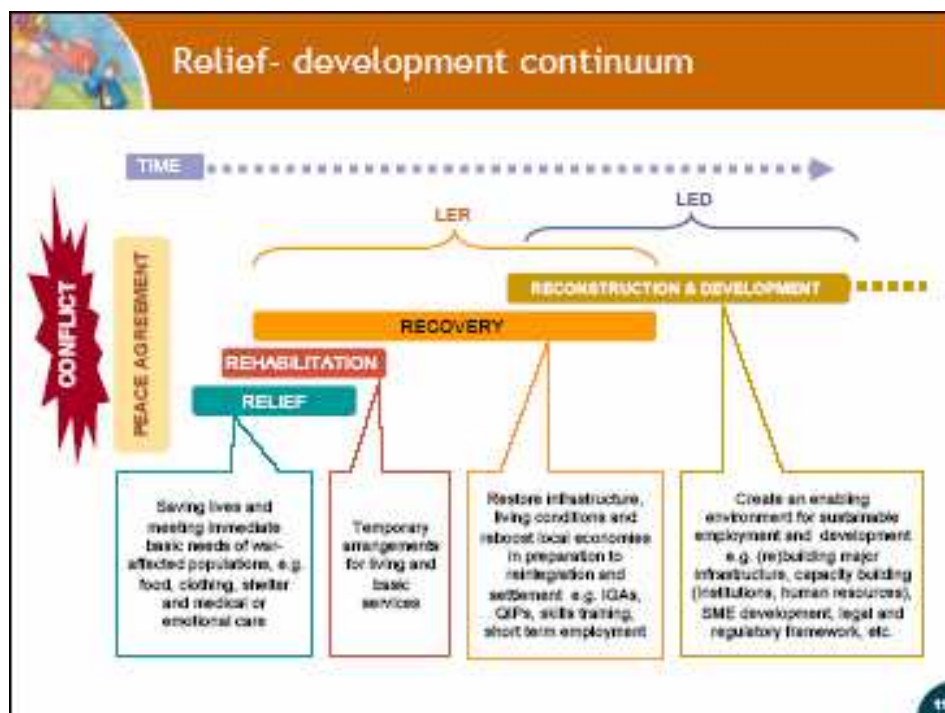
INDIRECT EFFECTS

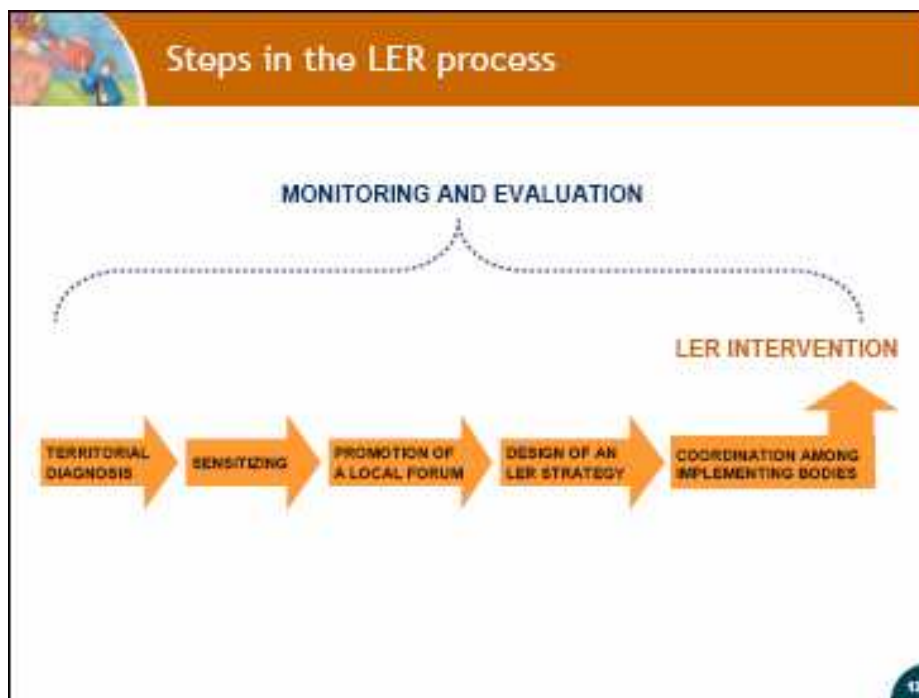
- Loss of jobs and livelihoods and increment of the unemployment rate
- Growing informal economy
- Lack of shortage of goods and services
- Lack of access to available goods and services
- Distortion of the markets and prices
- Increase of illegal activities
- Changing social capital, lack of trust and information
- Lack of skilled HR
- Shifting gender roles
- Lack/disruption of social safety nets
- Low consumer purchasing power
- Lack of credit and investment capital













International
Labour
Organization

A stylized illustration in a teal color palette. It depicts a person in a suit placing a puzzle piece into a large globe that is shaped like a puzzle. Several other puzzle pieces are scattered on the ground around the globe. The scene is set against a background of stylized hills.

GETTING PREPARED FOR A **LER** STRATEGY: TERRITORIAL DIAGNOSIS AND INSTITUTIONAL MAPPING

-  **MODULE 1**
-  **MODULE 2**
-  **MODULE 3**
-  **MODULE 4**

LOCAL ECONOMIC RECOVERY IN IRAQ
Learning material for practitioners



MODULE 2 - GETTING PREPARED FOR A LER STRATEGY: TERRITORIAL DIAGNOSIS AND INSTITUTIONAL MAPPING

CONTENTS

- ❖ **Learning objectives**
- ❖ **Technical brief 2**
- ❖ **Case study: TDIM in Aweil counties in Sudan**
- ❖ **Activities**
- ❖ **Tools**
- ❖ **Power point presentation**

**LEARNING OBJECTIVES**

By the end of this learning module, you will be able to:

- Explain the purpose of Territorial Diagnosis and Institutional Mapping (TDIM).
- Describe the various steps of the TDIM methodology.
- Analyze the findings of a TDIM.
- Prepare the outline of a LER strategy on the basis of the results of the findings of a TDIM (from a case study).

**TECHNICAL BRIEF 2: CARRYING OUT A TDIM****1. What is Territorial Diagnosis and Institutional Mapping (TDIM)?**

TDIM is a methodology to collect, process and analyze data about the territory, its resources and actors. TDIM is carried out at the start of the LER process and provides a basis for all its following steps.

2. The purpose of TDIM

TDIM will help to improve the key stakeholders' understanding of local realities, it is also useful to have an overview of the organizations and institutions that have an influence over the economic recovery.

The TDIM results should be used to:

- Sensitize local stakeholders by giving them sufficient information about the territory, its assets and resources with a view to increasing the understanding of the local context for supporting sustainable reintegration
- Formulate proposals for IGAs and QIPs and the genesis of longer term LER and eventually LED strategies;
- Give advice on how existing national economic recovery strategies and programmes can be adjusted towards more economically, socially and environmentally sustainable development in the long term;
- Monitor and assess the ongoing performance and final outcomes of LER interventions

3. Steps in carrying out the TDIM**i) Define the territory**

The first step of the TDIM methodology is to define the territory to be covered by the TDIM and future LER interventions. It implies that a consensus has been reached on the selection criteria previously. Especially in the post-war context this can be a sensitive exercise. If not carried out in a transparent way, it may even risk exacerbating existing tensions on the distribution of (scarce) resources.

As shown in table 2.a below, one method to identify the suitable scope of the territory (e.g. small like a municipality, intermediate like a district or big like a governorate) is to balance the possibility to find favourable conditions for each of the three territorial dimensions (small, intermediate, big). For example, the favourable condition belonging to the criterion “impact” is: “the possibility to target the LER intervention to a specific group”. This is likely to happen in a small territory, less likely to happen in an intermediate territory and impossible in a big territory. The assessment of a

complete set of criteria and corresponding favourable conditions will point out the most appropriate territorial scale (Table 2.a).

Table 2.a: Criteria and favourable conditions to define the scope of a territory¹

CRITERIA	FAVORABLE CONDITIONS	TERRITORY		
		SMALL TERRITORY (MICRO)	MEDIUM (MESO)	BIG (MACRO)
Impact	Possibility to address the intervention to a well defined group of beneficiaries.	+	+/-	-
Knowledge	Closeness and shared cultural values; Continuous interaction between local actors.	+	+/-	-
Coordination	Small population; Small number of local actors; Few activities to coordinate; Reduced geographical distances between actors.	+	+/-	-
Governance	Capacity of the institutions to effectively respond to the needs of the population and the enterprises; Possibility of participating and influence on the decisions and verify the effects of the implementation of the policies (transparency); Financial and decisional autonomy of the local administrative body.	+/-	+	-
Economy of scope	Possibility of offering a set of goods and services which are complementary; Possibility of creating territorial nets.	+/-	+	+
Local "voice" at the national level	Economic and/or political weight of the territory at the national and international level; Financial resources available in local institutions; Capacity of influencing political and socioeconomic decisions at the national level.	+	+/-	+
Economy of scale	Several enterprises that specialize on the same sector or in similar sectors to offer the same or similar goods and services.	+	+/-	+

+ Feasible

+/- Not very feasible

- Not feasible at all

Activity 2.a: What is your territory of intervention?²

¹ Gasser M., *Generar procesos de Desarrollo Económico Local mediante Cooperativas*, Didactical unit A.1.3, pag. 6, ITC ILO, Turín 2005

² Go to chapter 'Activities' of this modules



In the post-war context however, it is not always necessary (or possible) to define the territory. In practice it often happens that national governments indicate priority areas or areas of high concern. Also, the mandates of humanitarian and development organizations, and criteria of the donor community may determine the target areas or target groups. But even in these situations, one should pay attention to the fact that LER is an area-based approach that requires a strategic territory. In other words, a territory that is big enough to offer an amount of resources that allows for meaningful economic and social activities and small enough so that people can identify with its (cultural, economic and/or administrative) borders. Only the presence of a critical mass of resources allows for a holistic approach that can tackle effectively the various dimensions of employment in recovery efforts. For example, a community-based approach cannot address planning and investment issues that go beyond the community level like in the case of secondary infrastructure. For such decisions one needs to take into account the broader socio-economic context, such as urban-rural linkages, the existence of investment projects in neighbouring communities, etc. Hence, the territorial approach involves both vertical -between national policies and local priorities- linkages and horizontal connections between communities (or between districts, etc.)

ii) Define the terms of reference for TDIM and set up the TDIM team

The second step of the TDIM exercise is to define the terms of reference and to set up the team who will carry out the TDIM.

The terms of reference for a TDIM exercise determine how the TDIM will be carried out given the particular circumstances in the territory. The methodological aspects will need to be elaborated in detail and should include:

- Background and objectives of the TDIM
- Time frame and the specific outputs and tasks that need to be completed
- Tools and checklists that can be used
- A list of key informants and information sources
- Criteria for the selection of the TDIM team

Ideally TDIM is a highly participatory exercise but in the post-war context the involvement of community members in all steps of the TDIM can be difficult to achieve. Working with communities in assessing the available resources and potential in their territory is a time-consuming undertaking. It requires preparation to bring on board local leaders and it involves training of the community members on the TDIM methodology. Such a lengthy process is difficult to reconcile with the pressure for quick and visible responses to rehabilitation and recovery needs. Consequently, an expert TDIM team may be set up and participation of the community members may take place through brief awareness raising sessions and sample-based surveys and interviews.

The TDIM team is generally composed of 3-4 persons: a lead expert (international or national) and national / local consultants who are experienced and / or trained in data-collection, data-processing and data-analysis. Involving consultants who are from the area and speak the language is an added advantage. Furthermore, support personnel like translators and drivers are part of the team.

Activity 2.b: Setting up a TDIM team



Tool 2.a: Basic data collection and institutional mapping in preparation for the establishment of two LEDAs in Eastern Slavonia and Sisak County - Terms of reference for a TDIM.³

iii) Carry out a preliminary socio-economic analysis

The collection of general socio-economic data is the third step in the TDIM exercise.

It includes:

- relevant macro-economic data
- demographic information
- employment and self-employment indicators
- information about the state of the infrastructure
- natural resources and environment
- information on the legal and regulatory framework related to:
 - incentives/funds and mechanisms for investments in social and economic sectors
 - decentralization,
 - banking and micro-financial services (credit, micro-finance),
 - professional organizations and associations
- Institutional / political information (administrative boundaries, composition of municipal structures, etc.)

Where possible, the collected data should be processed in comparative tables, maps and illustrated with pictures, etc. However, in the post-conflict context, accurate and up-to-date data are usually scarce. In this case, one will need to look for alternative sources, such as humanitarian organizations that maintained a presence during the conflict.⁴ In this respect, information sharing among organizations can contribute tremendously to data collection and can make recovery efforts more informed, demand-driven and coordinated.

Tool 2.b: Territorial diagnosis and institutional mapping: information requirements⁵

iv) Carry out an institutional mapping

The institutional mapping exercise enables development partners to respond easily to requests from entrepreneurs and others for information on ongoing or planned recovery and development initiatives in the territory.

This information can be used to create synergies between initiatives and, later on, as a tool with which to build consensus around priority areas for intervention. The information contained in the database can be presented in tailor-made packages. Some of the information may already be available, but not in a structured way. If the information is packaged well (for example in the form of “yellow pages” or a directory), it is not only useful to development partners, but also to local economic support organizations.

The IM should set out to:

- Create an exhaustive map of local stakeholders in a broad range of social, economic and political sectors;
- Establish a profile of these influential stakeholders in terms of their mission, objectives, field of action, jurisdiction, geographical coverage, etc.;

³ Go to chapter ‘Tools’ of this module

⁴ For checklists and advice on setting up, conducting and reporting on rapid needs assessment in a crisis situation see ILO, Crisis Response Rapid Needs Assessment Manual, ILO, Geneva, 2001.

⁵ Go to chapter ‘Tools’ of this module.



- Assess the adaptability and flexibility of existing institutions and organizations;
- Analyze the dynamics among the most important local stakeholders in order to grasp where cooperation lacks and where synergies are most likely;
- Facilitate coordination between existing programmes, institutions and organizations, as well as identify services that do not yet exist.

Tool 2.c : Where to find information for the territorial diagnosis⁶

v) Carry out an in-depth analysis of economic sectors and business linkages

In order to assess further the focus of (possible) LER interventions in the future, it is necessary to identify the priority areas of intervention. This is step 5 of the TDIM methodology. However, in some cases this step is not part of the TDIM exercise and comes at the later stage of the LER process (e.g. the formulation of the LER strategy). Sectoral assessments can be carried out with key local stakeholders on the basis of a SWOT analysis or through additional more in-depth and detailed surveys.

Further data on the business in the territory and the linkages among them and with suppliers and markets outside the territory enables to identify needs for rehabilitation of productive assets, financial services and (non-financial) business development services. These additional data will also tell more on the growth and employment creation potential of local businesses as well as possibilities for apprenticeships and on-the-job training.

During this step one can also consider which organizations and institutions are most likely to become key stakeholders and partners of the LER initiatives. One needs to assess their respective human, material and financial capacities in order to see what their respective roles and contributions could be.

Tool 2.d: Resource mapping

Tool 2.e: Sectoral analysis of the farming sector⁷

vi) Compile the TDIM report

The sixth step of the TDIM consists of presenting the data into a consolidated report.

The compilation of the TDIM report is the sixth and final step. The report is an important document for all following stages of the LER process. It may also help in answering questions regarding choices and selections made (in terms of key areas of interventions, target groups, etc.) For the write up of the report, a report format will be used. Usually adaptation to the standard format is necessary as every territory is unique and provides different information and emphases.

Based on the findings and qualitative analysis and impressions of the TDIM team, the report presents preliminary conclusions and recommendations on the implementation level of the LER process. The implementation level ranges from a minimum approach to LER to a fully-fledged LER process enclosing all phases as discussed in Module 1. The following questions can guide the conclusions of the team:

- o A minimum approach to LER, restricted to strategic coordination of international organizations and funds and focussed on the preparation of complementary recovery efforts for the future, is required – if so, explain why: Lack of accessibility of the territory (due to landmines, insecurity, etc.)? Overall political situation? Other (explain)?
- o A medium implementation level of the LER process is required at this point of time – if so, explain why: Prevailing drought? Social tensions? Weak development institutions? More

⁶ Go to chapter 'Tools' of this module

⁷ Go to chapter 'Tools' of this module



- information studies needed? Limited availability of international and national recovery funds for the territory? Other (explain)?
- o An LER process can be initiated immediately – if so, explain why: Can the community take advantage of an LER process? Is the community committed to development and progress? Strong leadership? Organized civil society? Presence of socio-economic support programmes? Other (explain)?

Questions that guide the recommendations of the team can relate to:

LER forum: Should the territory have its own forum or should it be part of another forum or institution? What are the reasons for this?
How should this Forum be established and why, and who should be in the Forum and why?

Further studies: What if any follow-up studies need to be completed and why?

Follow-Up Actions: What other follow-up actions are desirable and why?

The conclusions and recommendations are an input to the decision-making process of the community, other stakeholders and partners.

Box 2.a summarizes the major components of the report:

Box 2.a: Standard report format⁸	
1. EXECUTIVE SUMMARY	
2. INFORMATION AND ANALYSIS	
	2.1 General situation assessment 2.2 Capacity assessment for constituents, partners and others 2.3 Sectoral assessment for programme planning 2.4 Economic gaps relevant to the territory 2.5 Socio-economic information 2.6 Legal & regulatory framework 2.7 Socio-economic dynamics 2.8 Expressed needs of the community 2.9 Local contacts and study resource persons
3. DEVELOPING CONCLUSIONS AND RECOMMENDATIONS	
	3.1 Conclusions 3.2 Recommendations
4. ANNEXES	
	(Study Methodology, Map of the territory, Resource Map, Seasonal Calendar and Selection of Photos)

⁸ ILO, *Progressive Interventions, TDIM Rural TDIM kit for rural & urban satellite TDIM report compilation Somaliland*, June 2004



An agreement should be reached whether the full or shortened version of this report should be presented and when.

Activity 2.c: Propose a LER strategy based on TDIM findings⁹

⁹ Go to chapter 'Activities' of this module



CASE STUDY 2: TDIM IN AWEIL COUNTIES IN SUDAN

This case study demonstrates how one can carry out and use the findings of a TDIM in making recommendations for local recovery and development in conflict-affected, mainly rural areas.

INTRODUCTION

In 2006, UNDP, UN-HABITAT and the Irish enterprise development agency *Progressive Interventions* carried out a TDIM in the five Aweil counties that form most of North Bahr El-Ghazal State (NBEG) in Sudan. The overall objective was to reactivate a programme of responsive interventions funded from the Sudan Recovery and Development Programme that will enable the authorities and communities of Aweil to make a permanent transition from post-conflict relief (and high dependency on humanitarian aid) to sustainable recovery and development.

The case study provides a brief introduction on the post-war context in NBEG State at the time of the assessment. Further, it highlights the methodological aspects of the TDIM and main lessons learned. Finally, it resumes the recommendations for locally-driven recovery and development contributing to the Sudan peace process and the reduction of poverty.

POST-WAR CONTEXT

NBEG state, situated in the North-South Sudan “transitional” zone, is particularly badly affected by civil-conflict. Virtually the entire population was uprooted and displaced during the conflict. The asset base for most households had been eroded due to constant insecurity, flooding and drought. Hence food production has practically come to a standstill. There is a lack of basic infrastructure and services (e.g. clean water, sanitation). Moreover, the presence of landmines hampers transport and trade activities and increase insecurity. Following the cease-fire in 2002, the displaced populations started to return to the area in large numbers (and this continues) putting additional pressure on the already scarce resources. Consequently, there is a high dependency upon humanitarian aid. There are limited skilled and qualified human resources and institutional capacities and means to accelerate community-led settlements recovery.

TDIM methodology

The TDIM team was composed of three consultants (international and national) of the Irish enterprise development agency, *Progressive Interventions*.

Initially, the required output was a study profile just for Aweil Centre and the TDIM was therefore conducted in Aweil town and environs. During the study it became clear that strong economic linkages exist between Aweil Centre and the surrounding Aweil counties. It also appeared that livelihoods in the other counties were more severely affected. Therefore, it was decided to cover all five Aweil counties. As a consequence the TDIM took longer than was foreseen at the outset.

Data was collected through field visits and interviews with selected persons (decentralized and local government officials, farmers, fishermen, honey collectors, traders, carpenters, tailors, etc.). For this purpose the team used the Rural Data Collection Tool Kit¹⁰. The overall situation analysis was done by the TDIM team. The assessments of the communities and economic sectors were based on SWOT analyses in which local resource persons participated. The team used the Rural Data Analysis Tool Kit for this part of the TDIM. Finally, the finding of the TDIM were consolidated in the TDIM report based on the Rural Report Compilation Tool Kit.

¹⁰ Please find the whole document in the CdRom.

MAIN FINDINGS

- The current population of the five Aweil Counties combined is estimated by the community to be in excess of 1.2 million people: the vast majority are returnee residents from 2002 to date.
- The most vulnerable special target groups are recent returnees, poor women-headed households, unemployment youth and smaller numbers of Darfur IDPs.
- The early trade recovery in 2002 that accelerated with the Consolidated Peace Agreement (CPA) in 2004 has slowed because of poor food production due to untimely inputs, pests, diseases and adverse rains and to rising imported commodity prices.
- There is a very high dependency on cultivation for food security and incomes: there are only marginal wage labour opportunities and no public works programmes.
- Infrastructure and services for economic recovery and decent living conditions are either destroyed, mined or non-existent: the once important north-south Babanusa-Wau railway needs substantial reconstruction investment, feeder roads are in dreadful condition (and virtually impassable during the rainy season), and there are grossly insufficient water points and consequently inadequate access to safe water.
- There is a high prevalence of landmines especially along the railway, feeder and link roads and around Aweil Town.
- Farming is the most important economic sector followed by livestock, both of which can be adversely affected annually by low or excessive rainfall (resulting in flooding in the latter case).
- Other livelihood activities include petty trade in fresh and dried fish, wild honey and wild foods, charcoal, local building materials and local edible oils.
- The main market centres are Aweil Town, which has a bad sanitation problem, Warawar market for livestock auctions and in Aweil East County there is a commodities' market (e.g. salt, clothing, soap and beer) that come from North Sudan, Uganda and Kenya.
- There are no technical training services and no credit services.
- The authorities have County-level transitional action plans of which the implementation status and progress are unknown. There are no current recognizable community-led recovery programmes.
- There are many potential opportunities for employment-intensive investments.
- Market opportunities appear to exist for expanded Aweil productive sectors in North Sudan and Uganda as well as local, inter-county and inter-state opportunities: specific opportunities and strategies to exploit these however need to be clarified through further research.

LESSONS LEARNED

- The TDIM methodology should be applied in a flexible way as every study area is unique (even within one country). The local reality may be different than expected from at the outset and consequently methodological adaptations can be required.
- It would be inappropriate to target just one of the Aweil counties for recovery programming in isolation because there are very strong inter-county economic recovery relationships and because the needs of vulnerable groups appear to be greater in the other four counties.
- Clear immediate priorities for economic recovery are infrastructure (railway, roads and water), food production and livelihood support. This requires a mix of area-based and community level interventions that result coordinated programming and participatory action planning.
- In order to maximize the impact of investment flows, an employment centred approach with a focus on small business development is necessary

**RECOMMENDATIONS**

- A good proportion of road and water infrastructure can be addressed through employment-intensive investments implemented through community contracting. This would provide the quality assets that the population needs for sustained economic recovery while creating jobs and injecting cash into the fragile local economy. Also, these investments need to be complimented by simultaneous employment-intensive human resource skills development.
- To lay early foundations for long term livelihood development and job creation, there is a need to provide technical assistance and small-scale seed capital support to farmers, fishermen, craftsmen and traders. These inputs need to be complimented by simultaneous activities for developing cadres of local technical and business skills trainers.

**ACTIVITIES****Activity 2.a:****What is your TERRITORY of intervention?****Objectives:**

- Reflect on the scope of your territory of intervention.
- Decide if you are making the most of its possible favorable conditions.
- Reflect on how the impact of your organization can be increased, by enlarging the scope of your interventions, on the basis of the local economic context.

1**Tasks:****Group work****TIME AVAILABLE: 30'**

1. Sit with colleagues who normally work in the same territory and analyze Table 2.a (in the Technical brief 2). On the basis of the table, answer to the following questions:
 - a. Would you consider your territory small, medium or big?
 - b. What are the favorable conditions you can find in your territory? Are there others that are not mentioned in the table?
2. List your findings on a flip-chart.
3. Discuss if it could be appropriate and advantageous to enlarge the scope of your intervention, for example, including other actors.

**Final outcomes:**

- o Preliminary analysis and definition of the scope of the territories of interventions.



Activity 2.b: Setting up a TDIM team



Objectives:

- Identify experts that could be part of a Territorial Diagnosis and Institutional Mapping team in your territory.
- Prepare the Terms of Reference (ToRs) for the TDIM team that will perform in your territory.



Tasks:

This is a 2-phase activity:

Phase a) - Group work



TIME AVAILABLE: 40'

1. With the colleagues of Activity 2.a, identify the experts that could participate in the TDIM exercise and who could be the leader of the team.
2. Prepare the ToRs for this TDIM team, using the components that constitute the ToRs template in Tool 2.a¹¹. That is to say, specify:
 - I. THE BACKGROUND AND OBJECTIVES:
 - In which context will the team work? What for?
 - II. THE GEOGRAPHICAL COVERAGE:
 - What is the scope of the territory?¹²
 - III. WHAT WILL BE THEIR MAJOR TASKS:
 - What activities will they have to undertake in order to achieve the set objectives?
 - IV. OUTPUTS:
 - What are the data/qualitative information/results expected?
 - V. DURATION:
 - VI. STARTING DATE:
 - VII. INSTITUTIONAL ARRANGEMENTS:
 - Who will be the supervisor?
 - Who will be the sponsor?



List the experts that could be part of the team and report the ToRs on a flip-chart, to them with the rest of the class, during Phase b.

Phase b) – Plenary



TIME AVAILABLE: 20'

1. Present the ToRs of the TDIM team that will operate in your territory to the rest of the class, in order to collect suggestions for improvement.



Final outcomes:

- o A tentative identification of a TDIM team and its terms of reference.

¹¹ Go to chapter 'Tools' of this module.

¹² Please, refer to the results of Activity 2.a



ACTIVITY 2.c: Propose an LER strategy based on TDIM findings



Objectives:

- Analyze the findings of a TDIM.
- Prepare the outline of a LER strategy on the basis of the analysis of the findings of the TDIM.



Tasks:

This is a 2-phase activity:

Phase a) - Group work



TIME AVAILABLE: 70'

1. Examine carefully the case study: "TDIM in Aweil counties in Sudan".
2. Imagine that you were involved in a TDIM exercise. The outcomes have been presented and discussed with the key local stakeholders. They have agreed on its recommendations and requested that a LER programme covering the 5 Aweil counties will be formulated.

On the basis of a careful analysis of the findings of the TDIM, the lessons learned and the recommendations, define:

- I. THE OVERALL OBJECTIVE OF THE LER STRATEGY
 - II. THE PURPOSE¹³
 - III. THE EXPECTED RESULTS¹⁴ (AT LEAST 3)
 - IV. THE ACTIVITIES (AT LEAST 3 FOR EACH RESULT)
3. Compare your proposal with the recommended recovery programme developed in Sudan (Annex for Activity 2.c).
 4. What are the main differences / similarities?

Phase a) - Plenary



TIME AVAILABLE: 20'

1. Present to the class the main differences / similarities between your proposal and the presented in the Sudan case study.



Final outcomes:

- o An example of LER strategy outline, based on TDIM findings.

¹³ In some organizations this is also referred to as "immediate objective".

¹⁴ In some organizations this is also referred to as "outputs".

Annex for Activity 2.c: Sample recommended recovery programme Sudan

Overall Objective: Contribute to the Sudan peace process through locally-driven recovery and development contributing to the reduction of poverty.

Purpose: Contribute to the creation of new jobs and livelihoods.

Target Results		Activities
1	Authorities and communities empowered to assess needs and develop, agree, implement and monitor area-based and community-level recovery action plans, and to contribute to development of national area-based and community-driven recovery processes and institutional frameworks.	(1.1.) Assist the County Development Committee (CDC) to assess/review needs and priorities, and to develop, agree and implement area-based action plans; (1.2) assist the CDC and target communities to establish local fora/committees for community-led integrated settlements recovery programming; (1.3) provide responsive group building to local community economic actor groups; (1.4) facilitate linkages between the CDC and target communities for monitoring information and for community engagement in community-led recovery process and institutional framework development
2	Employment intensive investment projects implemented through community contracting in conjunction with related capacity building to provide quality infrastructure assets, livelihood environment conditions and services for economic recovery while creating immediate job opportunities and injecting cash into reviving local economies.	(2.1) assisting the CDC and Settlement Recovery Committees (SRCs) to plan and agree annual employment-intensive investment portfolios and complete project planning tasks; (2.2) assisting the CDC and SRCs to implement the employment intensive projects; (2.3) increasing the availability of skilled local Employment Intensive Investment Projects (EIIP) human resources and service providers for planning, supervising, implementing and monitoring and evaluating employment-intensive investments.
3	Market-led enterprise and livelihood opportunities created and improved.	(3.1) complete additional research and studies to identify specific product, service and value-chain opportunities with market potential and the needs of local actors to take advantage of these; (3.2) deliver responsive skills training and seed capital financing support to target actors; (3.3) increase the availability of skilled local Business Development Services (BDS) providers; (3.4) develop and implement an action plan for increasing the availability of employment, technical, business and market news and information.



TOOLS

Tool 2.a: Basic data collection and institutional mapping in preparation for the establishment of two LEDAs in Eastern Slavonia and Sisak County – Terms of reference for a TDIM team.

Background and objectives

Within the framework of the Rehabilitation and Social Development Programme for the war-torn areas in Croatia, three Local Economic Development Agencies (LEDAs) have been established in Sbenik-Knin, Eastern Slavonia and Sisak County.

Since Eastern Slavonia and Sisak County were new areas for the RSD Programme, data (including statistics) had to be collected and organized on the socio-economic situation, legal and policy framework (for example the new investment law for Vukovar county) and a map of administrative boundaries (reflecting the most war-affected municipalities) drawn up. For the most part, the organization of already available information was the immediate objective.

As LEDAs are associations in which organizations/institutions from the public and private sectors are represented, the first step during the pre-launch phase was the *institutional mapping exercise*.

This set out to make an inventory of the most important territorial organizations, institutions, training programmes, agricultural support institutions, producers' associations, NGOs, and other bodies.

On the basis of this information, key stakeholders in local economic development were identified and specific regional development sectors became more evident, as did ways of improving coordination between the different organizations/institutions/programmes.

The report was one of the documents with which the LEDA working groups operated in order to determine the LEDAs' territorial management, main services, and other responsibilities.

Two studies were carried out: one in Eastern Slavonia (Osijek County and Vukovar County) and one in Sisak County. As in Sisak County, a regional development plan was elaborated by IMO with the gathering of basic data directly based on this plan.

Geographical coverage

- **Osijek County:** The focus of the study is on Baranja, the most war-affected region in the county, and on programmes/organizations/institutions covering the whole county, war-affected municipalities or targeting conflict-affected groups in particular.
- **Vukovar County:** The focus is on Vukovar town and EC target municipalities.
- **Sisak County:** The focus is on Sisak, Petrinja and the most war-affected municipalities.

Tasks

Under the supervision of the ILO Geneva, UNOPS and in collaboration with IMO-Zagreb, the consultant carried out the following tasks:



- To collect, through research on available resources (annual reports, legislation, internet and other documentation), basic data on the socio-economic situation, the legal and policy framework and administrative structures according to Annex I;
- To collect, through interviews/questionnaires, information on the organizations/institutions/programmes according to Annex II;
- To organize and analyse the information and present it in a "user-friendly" way (maps, tables, overviews, annexes, etc.).

Output

For each region, the results of the study were presented in a report containing descriptive sections illustrated with tables, maps and statistics. The completed questionnaires were attached to the report.

The final report was in English.

Duration

The consultancy studies took three weeks to complete (including submission of the report). The consultant was also available for improvements after submission of the report.

Dates

September 2000.

Institutional arrangements

ILO supervised the studies and briefed the consultants by telephone.

IMO advised on potential consultants (University of Osijek, Local Democracy Agency) and briefed the consultant(s) in detail on existing sources of information and contacts. UNOPS contracted the consultants and covered the costs on an output basis (including transportation, communication, editing, etc.).

ANNEX I Basic data collection

In the report the following issues were addressed. (It is important to use the most recent figures/information and to *refer to the situation before the war.*)

Socio-economic situation of the region

- Number of inhabitants, refugees, returnees, IDPs in EU target municipalities and main towns (shown if possible on a map or in graphic form);
- Employment/unemployment figures and profiles (unemployed, economically active population, sectoral (un)employment, informal sector);
- Level of education;
- Average income per capita at county level;
- Gross product at county level;
- Main economic activities/sources of income (employed, self-employed, self-subsistence activities);
- Main industries (sector, state-owned/privatized, future prospects: planned reconstruction/investment or to be closed down);



- Micro-enterprises and SMEs/handicrafts (sectors, number, how many employees, capital, when started);
- Main markets/economic centres in the region, clusters;
- Economic growth potential and opportunities in the region (according to provisions of institutions, planned national/foreign, public/private investments, expanding sectors, demand/supply of goods and services).

Legal and policy framework and administrative structures

- Map(s) reflecting administrative boundaries (counties, towns, municipalities);
- Laws, regulations or economic development policies in the region that support the most war-affected areas, cross-border areas or any other specific areas (for example the recently adopted Vukovar investment law, industrial zones, productive/economic infrastructure).

ANNEX II Institutional mapping: List of organizations

The institutions and organizations to be approached operate in the socio-economic sector, are officially registered and include:

- The public sector;
- Decentralized departments of the Ministry for SMEs;
- County departments for economy, agriculture and labour/social affairs;
- Town/municipal departments for economy, agriculture and labour/social affairs;
- Chambers of Commerce;
- Employment offices;
- Agricultural counselling services;
- Regional representatives of the National Consultant Network;
- Colleges and universities.

The private sector (profit) or semi-private sector

- Chambers of Handicrafts;
- Cooperatives;
- Producers' associations (sectoral, product-based or other);
- Farmers' associations;
- Technology centres;
- Business incubators;
- Banks;
- Research and training institutions.

The private sector (non-profit)

- Centres for SMEs;



- Employers' organizations;
- Trade unions/workers' organizations;
- Returnees' associations;
- Village committees;
- Women's associations;
- Minority associations;
- Church organizations (for example CARITAS);
- International NGOs (for example ASB, Local Agency for Democracy).

Any other organization providing financial (credit, grants) or non-financial services for entrepreneurs (starting up a business) or for economic/agricultural/reconstruction activities.

ANNEX II Institutional mapping: Questionnaire

Interviews based on the questionnaire below were conducted in the institutions/organizations. A more detailed questionnaire was sent out as well, but this was used depending on time constraints. Questions that were not relevant for a particular institution were left open.

NAME OF ORGANIZATION	
CONTACT DETAILS	
NAME AND FUNCTION OF CONTACT PERSON	
ADDRESS	
TEL./FAX/E-MAIL/WEBSITE	
TYPE OF INSTITUTION/LEGAL STATUS	
PUBLIC, PRIVATE/FOR PROFIT, SEMI-PRIVATE, ASSOCIATION/NGO, INTEREST GROUP, OTHER	
CREATED IN (YEAR)	
MAIN OBJECTIVE/MISSION (WHY WAS THE ORGANIZATION CREATED?)	
MAIN FIELD(S) OF ACTIVITY	
EDUCATION, TRAINING, FINANCIAL SUPPORT SERVICES, NON-FINANCIAL SUPPORT SERVICES, INFORMATION, TECHNOLOGY TRANSFER, RESOURCE MOBILIZATION, CONFLICT PREVENTION/RESOLUTION, SOCIAL WELFARE, AWARENESS CREATION/LOBBYING, OTHER	
TARGET GROUP/CLIENTS/MEMBERS (FOR WHOM?)	
GEOGRAPHICAL AREA OF INTERVENTION (WHERE?)	
MAIN OPERATIONAL ACTIVITIES (ONGOING)	
TOTAL BUDGET FOR OPERATIONAL ACTIVITIES (PER YEAR OR IF LESS THAN ONE YEAR, PER ACTIVITY PERIOD)	
PLANNED ACTIVITIES (INDICATE SHORT, MEDIUM OR LONG TERM)	
AMOUNT AND SOURCE OF FUNDING FOR PLANNED ACTIVITIES	

Tool 2.b: Territorial diagnosis and institutional mapping: Information requirements

1. SOCIO-ECONOMIC DATA AND DYNAMICS (Ideally gathered at Kecamatan and district level, if not regional level)	Where to find this information
Relevant macro-economic data	
o Average income per capita	
o Minimum wage	
o Basic food basket cost	
o Inflation and devaluation rate	
o Sectoral GDP (gross district product)	
Population	
o Total	
o Urban	
o Rural	
o Ethnic composition (where appropriate)	
o Literacy	
o Level of education	
Employment and self-employment	
o EAP (economically active population)	
o Sectoral employment (industry, agriculture, etc.)	
o Unemployment	
o Wage-earners	
o Entrepreneurs	



o Informal sector (estimated)	
Infrastructure	
o Buildings	
o Streets	
o Railways	
o Airports	
o Ports	
Natural resources and environment	
o General geographical features of the area	
o Water	
o Natural parks	
o Cultural/historical sites	
o Climate	
o Sea	
o Rivers	
o Fauna/Flora	
o Raw material and mineral resources	
2. LEGAL AND REGULATORY FRAMEWORK	
Legal framework for decentralization regarding Incentives /funds /mechanisms for investments in social and economic sector	
County and municipal laws and regulations	
Special promotional framework	
o Small and micro-enterprises	
o Farm development	

o Agricultural development	
o Fishing development	
o Tourism	
o Industrial or other sectoral development	
o Investment attraction/place marketing	
o Other relevant categories	
Banking legislation	
Legislation for the creation, financing and administration of associations and professional organizations	
o Civil society entities	
o Entrepreneurial associations	
o Cooperatives	
o Other relevant associations/organizations	
Register legislation	
3. ADMINISTRATIVE / POLITICAL INFORMATION	
Administrative boundaries (represented in a map)	
Local and decentralized institutions dealing with social and economic development	
Detailed composition of municipal structures, including human and physical resources	
Detailed composition of decentralized county structures supporting local government	
NGOs with ongoing or planned activities dealing with social and economic development	
Private sector organizations	
o Chambers of Commerce	
o Producers' associations	



o Cooperatives	
o Banks	
o Micro-finance institutions (MFIs)	
o Schools, training institutions and universities	
o Research institutions	
NGOs and grassroots/community-based organizations	
o Education	
o Gender issues	
o Youth	
o Environment	
o Economic development	
o Community development	
o Poverty alleviation	
o Planning	
o Vulnerable groups (etc.)	
• Internally displaced persons	
• Returnees	
• Refugees	
• Immigrants	
• Indigenous peoples	
• Other relevant groups	
Employers' and self-employed persons' associations	
Trade unions	
Organizations for management of common services	

o Business development services ¹⁵	
• Market access	
• Infrastructure	
• Policy/advocacy	
• Input supply	
• Training and technical assistance	
• Technology and product development	
o Finance/micro-finance	
• Loans	
• Insurance	
• Other relevant matters	
o Irrigation systems	
o Mechanical pool	
o Storage facilities	
o Other relevant matters	
Political Parties	
Religious organizations and entities	
Traditional Authorities	
4. ONGOING / PLANNED DEVELOPMENT INITIATIVES	
International cooperation programmes with activities in the social and economic sectors	
o Infrastructure	

¹⁵ FOR FURTHER INFORMATION REGARDING THE DIFFERENT BDS CATEGORIES, SEE THE "SEEP GUIDE TO BUSINESS DEVELOPMENT SERVICES AND RESOURCES" WEBSITE: WWW.SEEPNETWORK.ORG/BDSGUIDE.HTML



o Technical assistance	
o Credit	
o Training	
o Tools and equipment	
o Business services	
o Other relevant matters	
National/regional/local investment plans impacting on the social and economic environment	
Private initiatives related to key strategically economic sectors	
o Shipping	
o Fishing	
o Tourism	
o Electro-mechanics	
o Other relevant sectors	
Decentralized investment programmes for social and economic infrastructures	
Preferential lines of credit available in the market	
5. SOCIO-ECONOMIC DYNAMICS IN THE AREA	
Businesses operating in the area	
Intra-firm cooperation and synergies/industrial clusters	
o Between firms within/outside the territory	
• Number of firms	
• Number of employees	
o Intra/infra-sectoral cooperation	

• Importance of sector(s)	
• Development of sector(s)	
Economically dynamic segments	
o Expanding segment(s)	
o Declining segment(s)	
Economically dynamic areas	
o Expanding area(s)	
o Declining area(s)	
Socially sensitive segments	
o Nature of problem	
o Origin of problem	
Socially sensitive areas	
o Nature of problem	
o Origin of problem	
Cooperation among private and public actors	
o Institutions/firms	
o Nature of cooperation	



Tool 2.c : Where to find information for the territorial diagnosis

The public sector

Ministry of Labour
Ministry of the Economy and Finance
National Institute for Statistics
Decentralized departments of the Ministry for SMEs
County departments for economy, agriculture and labour/social affairs
Town/municipal departments for economy, agriculture and labour/social affairs
Chambers of Commerce
Employment offices
Agricultural counselling services (extension services)
Regional representatives of the National Consultant Network
Colleges and universities

The private sector (profit) or semi-private sector

Chambers of Handicrafts
Cooperatives
Producers' associations (sectoral, product-based or other)
Farmers' associations
Fishers' Associations
Technology centres
Business incubators
Banks
Research and training centres

The private sector (non-profit)



Centres for Small and Medium Enterprises (SMEs)

Employers' organizations

Trade unions/workers' organizations

Returnees' associations

Village committees

Women's associations

Minority associations

Religious organizations

International NGOs

Any other organization providing financial (credit, grants) or non-financial services for entrepreneurs (starting up a business) and / or for economic/agricultural/reconstruction activities.

Any others important for the area

Traditional Authorities

International Agencies and their local partners

Humanitarian Information Centre (HIC)

UN Coordinator for Humanitarian Assistance

Means for collecting information

Desk review of databases and statistics

Surveys

Informal discussion meetings

Workshops and seminars

Focus groups

On-on-one interviews

**Tool 2.d: Resource mapping & Community information¹⁶**

- ☐ Team Member #1: Assist community representatives from urban municipalities in listing of resources
- ☐ Team Member #1: Make requests for available Secondary data
- ☐ Team Member #1: Assists community to draw the map and asks the questions.
- ☐ Team Member #2: Writes the answers.

NAMES – LOCAL RESOURCE PERSONS:	1.	11.
	2.	12.
	3.	13.
	4.	14.
	5.	15.
	6.	16.
	7.	17.
	8.	18.
	9.	19.
	10.	20.

START THE RESOURCE MAP.....

- ☐ Urban Municipality:
 - o Use flip charts for mapping of urban resources and include comments on perceived value of resource.
- ☐ Rural and Rural Satellite
 - o Use different coloured markers for different things on the map.
 - o Use pencils to write-in any important notes on the resource map.
 - o **Team member #1** draws a line in the middle of the flip chart (about half the length of the page showing where the road direction to the major towns are, and then draws the mosque (not too big – remember the map has to cover the wider community).
 - o Hand the marker to a community member and **follow the resource map checklist below** drawing the items into the map as the checklist is read out.

RESOURCE MAP CHECKLIST #3.1 – BUILDINGS/FACILITIES & SERVICES
(Community Member draws or lists the Buildings/Facilities on the Map)

BUILDING/ FACILITY	No. as relevant	QUESTIONS if relevant	ANSWERS/NOTES
MOSQUE			
MUNICIPALITY		3.1.1 Has it a radio?	YES / NO
POLICE POST		3.1.2 Has it (a) Radio? (b) Jail?	(a) YES / NO (b) YES / NO
SCHOOLS		3.1.3 How is it financed? (Y/N) Who gets educated? (Y/N)	Community? INGO? Children of Village? Pastoralists?
QUORANIC SCHOOL			
MCH		3.1.4 How many (a) Qualified doctors? (b) Qualified nurses?	(a) (b)
HEALTH POST			
VET CLINIC		3.1.5 How many (a) Qualified vets? (b) Trained vet assistants?	(a) (b)
PUBLIC TOILET FACILITIES			

¹⁶ ILO & Progressive Interventions, *Territorial Diagnosis & Institutional Mapping Tool Kit for Urban, Rural & Urban Satellite – Somaliland*, June 2004



BUILDING/ FACILITY	No. as relevant	QUESTIONS if relevant	ANSWERS/NOTES
TRAINING INSTITUTIONS		Training categories offered Number of institutions per training offer What training levels?	
BUSINESS CLUSTERS		Why are the clusters located in that area?	
COMMERCIAL SERVICES			
PRIVILEGED ENTERPRISES whose role in specific sectors is crucial for the sector trade, survival and/or control		What factors makes this enterprise(s) have the advantaged position?	
Others (List):		Questions/Answers - As Relevant	

RESOURCE MAP CHECKLIST #3.2 – BUSINESSES IN THE TOWN
(Informed Municipality Agent or Community Member prepares the listing and/or Draws the Buildings)

TEAM MEMBER #1		TEAM MEMBER #2	
TYPE	No.	QUESTIONS if relevant	ANSWERS/NOTES
TEA SHOPS		3.2.1 What else do tea shops sell? (qat, food, clothes, other)	
FOOD SHOPS			
CLOTHES SHOPS			
QAT CHEW HALL			
OTHER SHOPS		DESCRIBE	
RADIOPHONE/ MONEY TRANSFER - Postal Services - Parcel Services		3.2.2 a. How many of the community benefit from remittances? b. Where do remittances mostly come from? c. Do they come from migrant workers or Diaspora? d. What are the factors affecting their location	ANS (a) % households ANS (b): ANS ©:
TRANSPORT SERVICES		How many centralized parking spaces are available	
FUEL STATIONS		Brief description on what are the existing supply, distribution and market chains	
MAIN QAT TRADER		As above	
L/STOCK BROKERS		As above	
PHARMACIES		As above	
TEXTILES - Tailors - Fabric finishing (tie and dye; batik, etc.) - Weaving - Soft furnishings		As above	
SHOE MAKERS		As above	
CONSTRUCTION INDUSTRY,		Are there any recently arising and current issues specific to the sector?	



TEAM MEMBER #1		TEAM MEMBER #2	
TYPE	No.	QUESTIONS if relevant	ANSWERS/NOTES
ARTISANAL AND MAINTENANCE SERVICES - Masons - Brick making - Electrical installation - Gen. electricians - Plumbing			
METAL WORK - Blacksmiths - Welding and fabrication - Aluminium Fabrication		Brief description on what are the existing supply, distribution and market chains	
MECHANIC			
REPAIRS			
RETAIL MARKET FACILITIES - Crops, vegetable, Fruits and cereal trading		What factors influence their location?	
GRAIN MILLING		What factors influence their location?	
HANDCRAFTS			
ART AND DESIGN			
POULTRY AND EGGS			
MILK AND DAIRY PRODUCT		Brief description on what are the existing supply, distribution and market chains	
SMALL SCALE MANUFACTURING - Food processing		Brief description on what are the existing supply, distribution and market chains	
ICT SERVICES - Mobile Telephony - VOIP - Cyber Cafes - FM Radio????		a. What factors influence their location? b. Do Expansion opportunities exist? If yes name them.	
OTHER (List)		QUESTIONS/ANSWERS as relevant	

3.3 How would you describe the town/village (tick/describe as relevant):

Large municipal with public utility services (water supply, electricity, plumbing, waste disposal)

Large municipality with no public utility services

(a) Small main town/village with cluster of houses and several shops.

(b) Small main town/village with cluster of houses and a few shops.

(c) Other – describe:

**Tools 2.e: Sectoral analysis: the Farming sector¹⁷**

- ☐ TEAM MEMBER #2 ASKS THE QUESTIONS BELOW
- ☐ TEAM MEMBER #1 WRITES THE ANSWERS BELOW

NAMES – LOCAL RESOURCE PERSONS:	1. 2. 3. 4. 5. 6.
--	----------------------------------

13.1 FARMS

13.1 (RURAL COMMUNITY MEMBER DRAWS FARMING AREAS)

13.1.1 WHAT TYPE OF FARMS – RAIN FED OR IRRIGATED? WHERE ARE THEY LOCATED? IS FARMING/INCREASING OR DECREASING AND WHY?

13.2 FOR THE URBAN TDIM – REQUEST COMMUNITY MEMBERS TO NAME ALL THE SOURCES OF FARM PRODUCE USED IN THE TOWN AND THE TYPE OF DELIVERY TRANSPORT THAT IS USED.

FARM PRODUCE SUPPLY SOURCE	HAND CARRIED	WHEEL BARROW	HAND PUSH-CART	DONKEY CART	PASSENGE R VEHICLE	TRANSPOR T HIRE	OTHER (DESCRIBE)

13.2.1 NAME THE SOURCE AND CROPS OF FARM PRODUCE SUPPLIED FROM OUTSIDE SOMALILAND. IS SUPPLY FROM OUTSIDE SOMALILAND INCREASING OR DECREASING AND WHY?

13.2 PRODUCTION & MARKETING**13.2.1(A) PRODUCTION**

13.2.1.1 HOW MANY OF WHAT TYPE OF FARMS ARE IN THE IMMEDIATE VILLAGE AREA?

- ☐ RAIN-FED FARMS:
- ☐ IRRIGATED FARMS:

13.2.1.2 ARE ALL THE FARMS FARMED? IF NOT, WHAT PERCENTAGE IS FARMED?

13.2.1.3 WHAT IS THE AVERAGE FARM SIZE (HECTARES) IN THE IMMEDIATE TOWN/VILLAGE AREA?

- ☐ RAIN-FED FARMS:
- ☐ IRRIGATED FARMS:

13.2.1.4 IS THE CROP PRODUCTION AND SUPPLY ADEQUATE FOR THE TOWN SUPPLY (YES/NO)

¹⁷ Territorial Diagnosis & Institutional Mapping, 2004, op.cit.



13.2.1.5 How do seasonal production fluctuations affect supply to the town on

- AVAILABILITY
- PRICE
- OTHER EFFECTS (NAME THEM)

13.2 1.6 ARE THE WATER RESOURCES USED BY IRRIGATED FARMS ADEQUATE? IF ADEQUATE CAN THE AVAILABLE WATER RECOURSES BE USED TO SUPPORT IRRIGATION OF INCREASED FARMING ACTIVITIES?

13.2 1.7 WHAT KIND OF INCREASE IN FARMING CAN THE AVAILABLE WATER RESOURCES SUPPORT?
(EXAMPLE X2: X3: X10 ETC)

13.2.1.4 INFORMATION FOR FARMING IN OUTLYING VILLAGES:

IR = IRRIGATED FARMS; RF = RAIN-FED FARMS						
NAME OF VILLAGE	NO. FARMS		% FARMED		AVG FARM SIZE	
	IR	RF	IR	RF	IR	RF

13.2.1.5 CROP PRODUCTION INFORMATION FOR WIDER COMMUNITY – TOWN AND OUTLYING VILLAGES:

CROPS GROWN (TICK AS RELEVANT)		VARIETY (LOCAL OR OTHER NAME)	FARM TYPE (RF=R/FED; IR=IRRIGATED)		MONTHS OF CULTIVATION	MONTHS OF HARVESTING	MAIN USE (TICK)	
ENGLISH	SOMALI		RF	IR			HOME	SAL E
MAIZE		YELLOW						
		WHITE						
SORGHUM								
WHEAT								
POTATO								
COWPEA								
BEANS								
TOMATO								
ONION								
WATERME LON								
CHILLI								
CARROT								
CABBAGE								
LETTUCE								
BEETROO T								



SPINACH								
LEMON	LIIN							
GUAVA	SAYTUUN							
PAPAYA	CAMBE							
ORANGE								
APPLE	TUFAAX							
POMEGRANATE	RUMAAN							
BANANA								
PEACH	FARSUG							
OTHER:								

13.2.1.6 EXPLAIN WHERE FARMERS GET SEEDS, INSECTICIDES/PESTICIDES AND TOOLS FROM (WHO SUPPLIES THEM) AND HOW THEY PAY FOR THESE:

13.2.1.7 ARE THERE SEASONAL LABOUR OPPORTUNITIES IN FARMING? DESCRIBE – WHAT MONTHS AND WHERE LABOUR COMES FROM.

13.2.1.8 WHAT IF ANY CROPS ARE DECLINING IN PRODUCTION AND WHY?

13.2.1.9 WHAT IF ANY CROPS ARE INCREASING IN PRODUCTION AND WHY?

13.2.1.10 DO FARMERS STORE CROPS? WHICH CROPS AND WHAT STORAGE METHODS?

13.2.1.11 WHO ARE THE 3 MOST SKILLED FARMERS IN THE AREA?

13.2.2 (B) MARKETING

13.2.2.1 COMPLETE THE TABLE BELOW AS RELEVANT:

CROPS (TICK AS RELEVANT)	WHERE SOLD MOSTLY		PRICE INFORMATION	
			UNIT OF SALE (PIECE, KILO, TON, TRUCK LOAD)	UNIT SALE PRICE
	LOCALLY (TICK)	OTHER TOWNS (WRITE NAMES)		
MAIZE YELLOW				
MAIZE WHITE				
SORGHUM				
WHEAT				
POTATO				
COWPEA				
BEANS				
TOMATO				



ONION				
WATERMELON				
CHILLI				
CARROT				
CABBAGE				
LETTUCE				
BEETROOT				
SPINACH				
LEMON				
GUAVA				
PAPAYA				
ORANGE				
APPLE				
POMEGRANTE				
BANANA				
PEACH				
OTHER:				

13.2.2.2 **OF THE ABOVE, WHICH ARE THE MOST IMPORTANT CASH CROPS PRODUCED BY FARMERS IN THE WIDER COMMUNITY AREA – LIST IN ORDER OF IMPORTANCE 1, 2, 3, 4, ETC:**

13.2.2.3 **FOR CROPS THAT ARE SOLD TO BIGGER TOWNS, EXPLAIN HOW PRODUCE IS TRANSPORTED FROM FARMS AND MARKETING (TICK/EXPLAIN AS RELEVANT):**

- (A) FARMERS BRING INDIVIDUALLY TO THE TOWN (HOW – CARRY THEMSELVES, HAVE DONKEYS/CAMELS, OTHER) FOR TRUCKING.
- (B) TRUCKS ARE SENT TO INDIVIDUAL FARMS BY: (I) LOCAL MERCHANTS; OR, (II) MERCHANTS FROM BIGGER TOWNS.
- (C) TRUCKS ARE SENT TO CENTRAL COLLECTION POINTS BY: (I) LOCAL MERCHANTS; OR, (II) MERCHANTS FROM BIGGER TOWNS.
- (D) FARMERS SELL DIRECTLY TO MERCHANTS IN BIGGER TOWNS WHO SEND TRUCKS.
- (E) FARMERS SELL TO LOCAL MERCHANTS/BROKERS WHO SELL ON TO MERCHANTS IN BIGGER TOWNS.
- (F) FARMERS BULK UP THEIR CROPS FOR MARKETING, HIRE TRANSPORT AND SELL DIRECTLY TO MERCHANTS IN BIGGER TOWNS.
- (G) OTHER – EXPLAIN:

13.2.2.4 **EXPLAIN THE MARKETING CHAIN FOR CROPS SOLD LOCALLY (TICK/EXPLAIN AS RELEVANT):**

- (A) FARMERS BRING INDIVIDUALLY TO THE TOWN (HOW – CARRY THEMSELVES, HAVE DONKEYS/CAMELS, OTHER).
- (B) FARMERS SELL TO WHOLESALERS THAT SELL TO SHOPS.
- (C) FARMERS SELL DIRECTLY TO SHOPS.
- (D) FARMERS SELL DIRECTLY TO PRIVATE CUSTOMERS.
- (E) FARMERS WIVES SELL IN THE TOWN AS PETTY TRADERS.
- (F) OTHER – EXPLAIN:



13.2.2.5 *DO FARMERS/TRADERS GET REGULAR INFORMATION ON DEMAND/PRICES IN THE MAIN TOWNS? HOW?*

13.2.2.6 *ARE THERE SURPLUS PRODUCTS AND PERIODS? WHAT PRODUCTS? WHEN? WHAT HAPPENS THE SURPLUSES?*

13.2.2.7 *NAME THE 3 FARM CROPS THAT HAVE THE HIGHEST SURPLUS (INCLUDE FRUITS AND VEGETABLES)*

13.2.2.8 *WHO ARE THE MAIN 1-3 CROP TRADERS/BROKERS (SPECIFY WHICH) IN THE TOWN AREA AS RELEVANT?*

13.2.2.9 *IMPORT CROPS? WHO ARE THE TRADERS AND WHOLESALERS?*

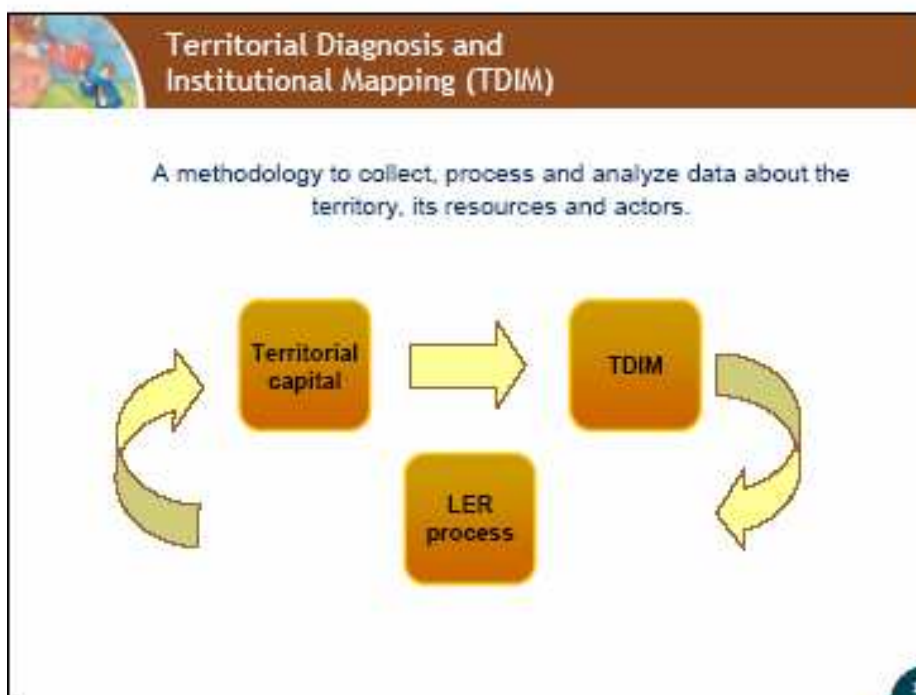
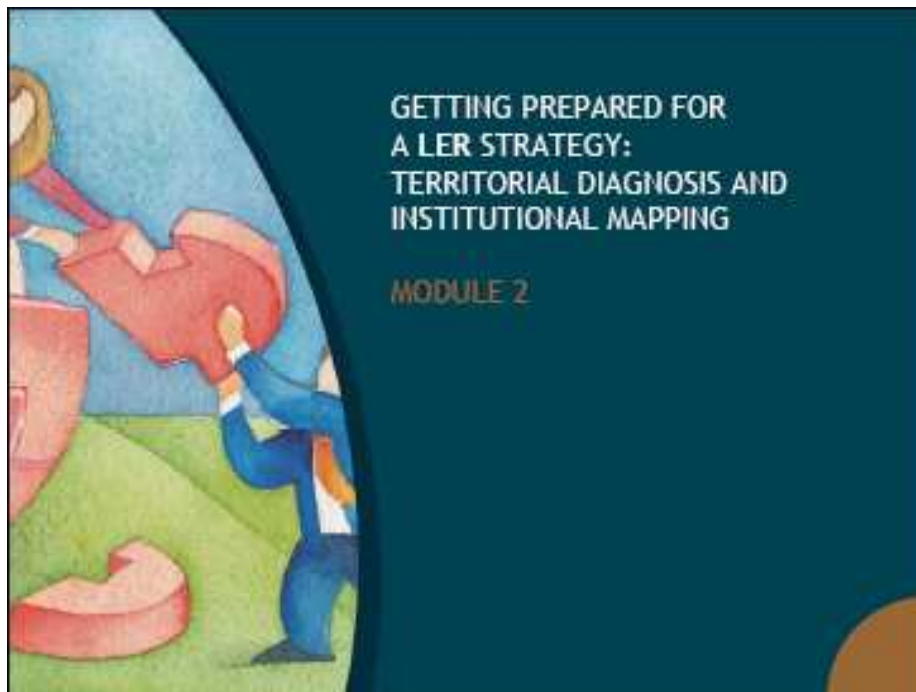
13.2.2.10 *ARE THERE ANY FARMERS ASSOCIATIONS OR SELF-HELP GROUPS? IF SO PROVIDE DETAILS ON BACK OF THIS PAGE –NAME, WHEN FOUNDED, AIMS, NUMBER OF MEMBERS, WHAT THEY DO, KEY CONTACT PERSON, ETC.*

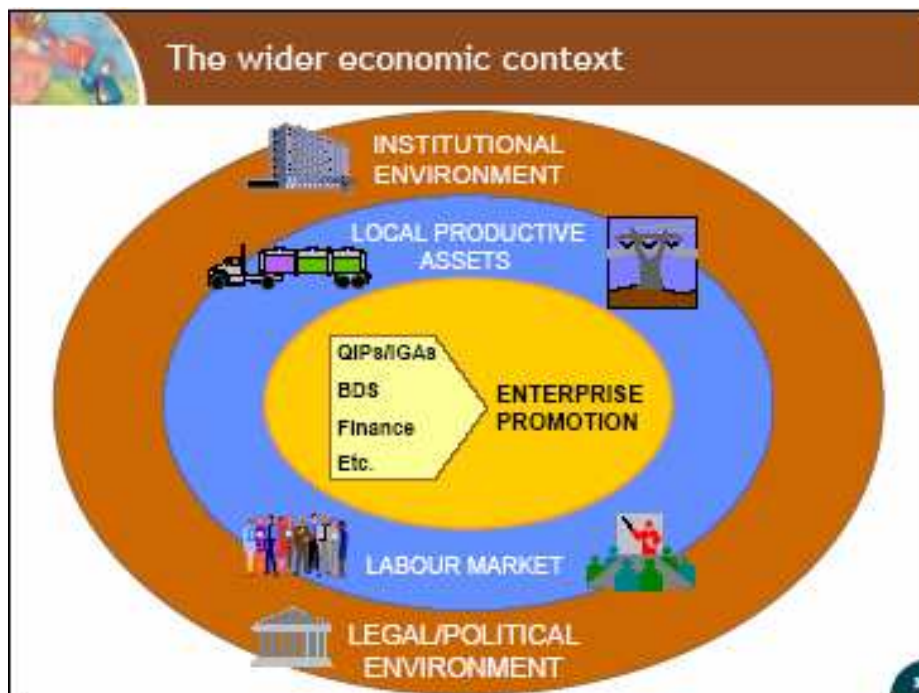
13.3 VALUE ADDITION

13.3.1 *IS THERE ANY VALUE ADDITION IN THE AREA TO CROPS – E.G. MILLING/GRINDING SERVICES, PRODUCTION OF JUICES, JAMS AND PASTES, PRODUCTION OF SUN-DRIED FRUIT, ETC? IF SO, DESCRIBE WHO PRODUCES WHAT PRODUCTS OR PROVIDES WHAT SERVICES, WHAT THE PRODUCTS AND SERVICES COST, WHERE THEY ARE SOLD AND ANY OTHER RELEVANT INFORMATION.*



POWER POINT PRESENTATION





1) Define the territory

Criteria	Favorable conditions	Territory		
		Small territory (micro)	Medium (meso)	Big (macro)
Impact	Possibility to address the intervention to a well defined group of beneficiaries.	+	+/-	-
Knowledge	Closeness and shared cultural values; Continuous interaction between local actors.	+	+/-	-
Coordination	Small population; Small number of local actors; Few activities to coordinate; Reduced geographical distances between actors.	+	+/-	-
Governance	Capacity of the institutions to effectively respond to the needs of the population and the enterprises; Possibility of participating and influence on the decisions and verify the effects of the implementation of the policies (transparency); Financial and decisional autonomy of the local administrative body.	+/-	+	-
Economy of scope	Possibility of offering a set of goods and services which are complementary; Possibility of creating territorial nets.	+/-	+	+
Local "voice" at the national level	Economic and/or political weight of the territory at the national and international level; Financial resources available in local institutions; Capacity of influencing political and socioeconomic decisions at the national level.	+	+/-	+
Economy of scale	Several enterprises that specialize on the same sector or in similar sectors to offer the same or similar goods and services.	+	+/-	+

2) Define ToR and team

- Background and objectives
- Time frame: outputs and tasks
- Tools and checklists
- List of key informants and sources
- Criteria for the selection of the team



3) Preliminary socio-economic analysis

- relevant macro-economic data
- demographic information
- employment and self-employment indicators
- information about the state of the infrastructure
- natural resources and environment
- information on the legal and regulatory framework related to:
 - incentives/funds and mechanisms for investments in social and economic sectors
 - decentralization,
 - banking and micro-financial services (credit, micro-finance),
 - professional organizations and associations
- Institutional / political information (administrative boundaries, composition of municipal structures, etc.)



4) Carry out an institutional mapping

- Create an exhaustive map of local stakeholders in a broad range of social, economic and political sectors;
- Establish a profile of these influential stakeholders in terms of their mission, objectives, field of action, jurisdiction, geographical coverage, etc.;
- Assess the adaptability and flexibility of existing institutions and organizations;
- Analyze the dynamics among the most important local stakeholders in order to grasp where cooperation lacks and where synergies are most likely;
- Facilitate coordination between existing programmes, institutions and organizations, as well as identify services that do not yet exist.





5) In-depth analysis of economic sectors and business linkages

- Post-conflict growth sectors: agriculture, construction, ...
- Support to market functioning (input supply, market access, purchasing power)
- Identify needs for rehabilitation of productive assets, finance and business development services



6) Compile TDIM report

Executive summary

2. Information and analysis
 - 2.1 General situation assessment
 - 2.2 Capacity assessment for constituents, partners and others
 - 2.3 Sectoral assessment for programme planning
 - 2.4 Economic gaps relevant to the territory
 - 2.5 Socio-economic information
 - 2.6 Legal & regulatory framework
 - 2.7 Socio-economic dynamics
 - 2.8 Expressed needs of the community
 - 2.9 Local contacts and study resource persons
3. Conclusions and recommendations
 - 3.1 Conclusions
 - 3.2 Recommendations
4. Annexes
 - Study Methodology, Map of the territory, Resource map, Seasonal calendar and Photos



International
Labour
Organization

FACILITATE MULTI-STAKEHOLDER DIALOGUE AND CONSENSUS-BUILDING

- MODULE 1
- MODULE 2
- MODULE 3
- MODULE 4

LOCAL ECONOMIC RECOVERY IN IRAQ
Learning material for practitioners



MODULE 3 - FACILITATE MULTI-STAKEHOLDER DIALOGUE AND CONSENSUS-BUILDING

CONTENTS

- ❖ **Learning objectives**
- ❖ **Technical brief 3**
- ❖ **Activities**
- ❖ **Tools**
- ❖ **Power point presentation**



LEARNING OBJECTIVES

By the end of this learning module, you will be able to:

- Justify the need for and potential benefits of multi-stakeholder dialogue.
- Identify the roles and prospective contributions of local stakeholders.
- Recognize possible obstacles and favorable conditions for the development of a local forum.
- Consider various modes of institutionalizing multi-stakeholder dialogue.
- Define the role and the functions that facilitators of multi-stakeholder dialogue should cover in Iraq.
- Reflect on what activities a forum should undertake.



TECHNICAL BRIEF 3: FACILITATE MULTI-STAKEHOLDER DIALOGUE AND CONSENSUS-BUILDING¹

1. What is multi-stakeholder dialogue?

Multi-stakeholder dialogue is the mechanism that ensures the participative design, coordination and monitoring and evaluation of the LER interventions. It involves a broad range of local public and private development actors that have a stake in economic recovery at based on equity and inclusiveness.

As such, multi-stakeholder dialogue has an important potential to contribute to reconciliation, especially where previously opposed groups are sitting at the same dialogue table. Eventually, a common vision on the recovery of the territory is a precondition for sustainable peace consolidation.

2. Why is multi-stakeholder dialogue important?

At the local level, interests are represented by a variety of organizations, public institutions and other interest groups. Depending on the local context, participants in local social dialogue on LER strategy could include: local government, decentralized line ministries, local branches of trade unions, employers and small business associations, cooperatives, chambers of commerce, BDS providers, micro-finance organizations, vocational training institutions, community leaders and representatives, religious leaders, returnee committees, NGOs, universities / research centres, etc. In some post-conflict countries, donors and/or international organizations are also actively taking part in the dialogue on LER, especially at the start of the dialogue process.

The variety of actors involved in LER and their often diverging views and interests on for instance priorities and beneficiaries make participatory decision-making a challenging task. There usually are numerous sensitive issues and (latent) conflicts that need to be addressed in the post-war context such as land disputes, pressure on scarce resources, changing power structures and shifting gender roles. If these questions are neglected and not tackled in a transparent and equitable way, the sustainability of LER initiatives may be jeopardized. This is not to say that multi-stakeholder dialogue solves all problems. But through the joint identification of common objectives and subsequently a consensus-based LER strategy, it contributes to peace consolidation. Moreover, the “organization” and communication of the different groups and stakeholders of a territory is in itself a major output of the LER process as it builds social capital. Obviously, this is of particular relevance in post-conflict where social and professional networks and institutions have been eroded.

Transparent decision-making on resource allocation and distribution is extremely important in the post-war context that usually is characterized by mistrust among population groups. Also, participating in the decision-making process encourages people to take their lives in their own hands again. Moreover, it increases the responsiveness of LER initiatives. Information flows will increase which facilitates coordination and a cost-effective use of resources, partnering and networking among development actors at the local level.

Finally, local dialogue is not an inward looking and isolated process but should be connected to decision making at the national level concerning recovery investment programmes, etc. The aim is to

¹ Sections 1-5 are merely adapted, unless stated otherwise, from: Carlien van Empel, *Outline of training modules on social dialogue and local economic development*, ILO (LED Programme, IFP/Dialogue), Final Draft (unpublished), March 2006

improve the linkages between national and local government, so that they see each other as partners in the recovery process, rather than as competitors for resources and authority.

3. Participating in multi-stakeholder dialogue: roles and contributions

A pre-condition to have meaningful local dialogue is that all interested groups are well represented.

In this respect, special attention should be paid to groups that risk to be excluded from consultation processes because they are not well organized or because of other socio-cultural reasons. Examples include: women, youth disabled persons, displaced workers, rural workers, home workers and other informal economy operators and workers. It is precisely in the post-conflict context that new power relations emerge. In some territories, “winners” and “losers” are clearly distinguishable; in others such changes are subtler and less visible. In both situations, one should avoid that the dialogue shall institutionalize or sustain unequal power relations. On the contrary, inclusive dialogue is way to address such inequalities. Therefore, community facilitators should grasp the opportunity to foster the participation of the less “traditional” or visible groups (see also section 4 below).

The roles and contributions of the most common categories of local dialogue participants (local government, private sector organizations, civil society organizations and international actors) can be summarized as follows.

Local government is key in initiating and facilitating local social dialogue. The role and success of local government depends to a great extent on the enabling dialogue environment provided by national and/or regional government. Local government can organize the practical and logistical aspects of dialogue (e.g. invitations, agenda, accommodation) and ensure the implementation of dialogue outcomes such as adjusting regulations, allocating resources according to concerns raised and linking up with national policy makers. However, involving private sector and civil society organizations in decision-making processes is not yet common practice everywhere. In such cases, the know-how and means of local government to structurally organize local social dialogue can be reinforced.

Private sector organizations are important local dialogue partners. Private sector representatives can provide information on labour demand, obstacles in the business environment, and in the end become implementing partners of the LER strategy. In most post-war economies, the private sector is for an important part made up by informal activities. Operators in the informal economy are most often not organised. If existent, such organizations are normally characterized by fragility, structural constraints and limited effectiveness. They are rarely officially registered or recognized and therefore have limited access to and influence over relationships with the institutions and enterprises of the formal economy or with the public authorities. Only in a small (albeit growing) number of cases are they affiliated to formally structured national or international organizations of employers, chambers of commerce, trade unions or cooperatives.² However, in the post-war context, national level federations also have a limited operational capacity and might be non-existent at the local level.

Civil society organizations bring a variety of information and interests at the dialogue table that otherwise may be overlooked. Examples include: gender equity, environmental protection, health issues and other community matters. Also, they can become key implementing partners of the LER strategy. Here. It should be taken into account that in NGOs may lack representation as they are not member-based or may lack democratic control.

In some countries, there is also a need to involve traditional authorities (e.g. village chiefs, religious leaders), as they remain very important in organizing the life of people at the local level. For example,

² ILO, ILC Report VI, Geneva, 2002, p.72

traditional authorities regulate village life, control access to land and settle disputes, among others.³ Therefore, traditional structures may be key in conflict management. However, this is locality specific. In some localities for example, the multiplicity of traditional authorities and chieftaincy disputes make it difficult to have coherent legal/socio-cultural norms or can be a source of conflict.

Finally, members of the donor community and international development organizations usually play a key role in facilitating multi-stakeholder dialogue. Particularly at the start of the dialogue process there is a need for enabling the dialogue through mediation, providing resources for the organization of the meetings and enhancing conflict resolution and dialogue skills. Also, simply assuming the role of neutral observers can be a precious assistance. International actors (and/or their national governmental partners) can build dialogue on concrete development programmes and investments that are supported by them. Tangible interventions that are implemented in the short term are key in launching the dialogue process as they motivate local stakeholders to actively participate. Often it is only at a later stage that the actual value of the multi-stakeholder dialogue, e.g. dialogue both as a means and as an achievement as such, will be fully appreciated by participants. When that point has been reached, local stakeholders generally become the driving engines behind the dialogue process and international actors will take up a less intervening role or will withdraw.

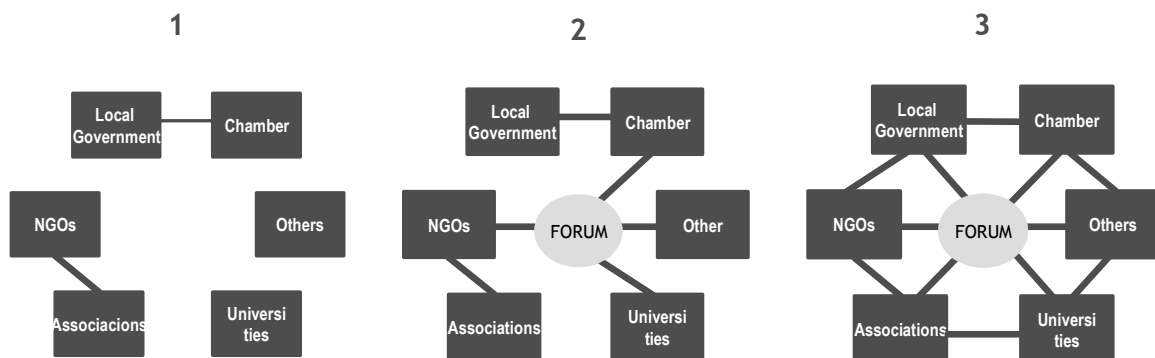
The dialogue between local actors from various sectors and with different interests, which enables the brainstorming of ideas, exchange of information, discovery of new solutions, preparation of shared proposals, creation of partnerships and promotion of actions, is generally called 'forum'.

The creation of a local forum does not happen from one day to the other. It is the result and continuum of pre-war networks and activities and the present social setting of the territory. The TDIM is a useful input to the creation of the forum.

Graph 3.a shows how a forum can be created and its role as 'territorial nucleon':

1. The actors share the same territory, but the communication between them is limited. Few of them collaborate;
2. Some of the actors start exchanging information and collaborate;
3. The forum is the nucleon and the engine, the medium of the continuous and productive communication which involve the actors of the territory, facilitating the creation and the strengthening of networks and the social capital of the territory.

Graph 3.a: The local forum, nucleon of the local actors' networks⁴



³ See for example the Traditional Structures in Local Governance project of the World Bank: <http://web.worldbank.org/WBSITE/EXTERNAL/WBI/WBIPROGRAMS/CESILPROGRAM/0,,contentMDK:20485283~pagePK:64156158~piPK:64152884~theSitePK:459661,00.html>

⁴ Gasser M., *Generar procesos de Desarrollo Económico Local mediante Cooperativas*, Didactical unit A.2.2 pag. 25, ITC ILO, Turin 2005

Activity 3.a: Who should be part of the dialogue and decision-making bodies?**4. Obstacles and favorable conditions for local dialogue**

An important obstacle to local dialogue in the post-war context lies in the fact that the pre-war community structures have been disrupted due to for example changes in the population base and shifting gender roles. For example, women have limited access to education or encounter cultural constraints, which may hamper their effective participation.

Consequently, local organizations may have fallen apart and local actors may lack the means and skills to organize themselves. Also, transformations in the local political configuration can make that certain groups do not have confidence in local government. In the immediate post-war situation, this means that one possibly relies on community representatives and local organizations that lack representation. Therefore, it is important to be aware of existing power relations (based on gender, age, ethnicity, religion, disability, etc.) within a locality in order to avoid reproducing existing, unequal patterns of influence through local dialogue and decision-making.

Other pitfalls in promoting constructive participatory decision-making can be: narrow vested interests that are blocking reforms, a lack of democratic accountability and legitimacy; and politicization, dependency on one driving force (i.e. donor or local leader).⁵

Power point: Questions for reflection (1)

Enabling conditions for constructive multi-stakeholder dialogue are numerous. First of all, there needs to be political will and commitment to engage in dialogue and participatory decision-making by all local actors. Secondly, existing dialogue committees and decision-making bodies should accept to open and enlarge themselves to “new” partners, who for social, cultural or political reasons were not included before. Thirdly, the existence of representative, transparent, accountable organizations increases the legitimacy of the dialogue process and its outcomes. Also, dialogue partners need to have technical competence to engage in debate on wider issues beyond parties’ immediate interests and capacity to deliver and implement. Finally, the existence of democratic foundations in the broader political environment such as the respect for and implementation of freedom of association is essential.⁶ Usually, post-war context is an opportune period for change and increased adherence to democratic principles although such political transitions do take time.

These conditions are hard to achieve in the post-war context and should be considered as long term objectives. However, participation in the design, implementation and monitoring and evaluation of the LER strategy lays the foundations for a more equitable and inclusive development process in the long term.

Power point: Questions for reflection (2)

⁵ Junko Ishikawa, *Key features of national social dialogue: a social dialogue resource book*, ILO, Geneva, 2003, p.12-14.

⁶ Adapted from: Junko Ishikawa, 2003, p.9-12, op.cit.

5. Institutionalizing multi-stakeholder dialogue at the local level

The institutionalization of local dialogue mechanisms contributes to its impact and sustainability. There are multiple ways of organizing and rooting dialogue in the local setting. This is not only an issue in conflict-affected countries, but also relevant in other low, middle and high income countries.

Examples include informal LER/LED fora, LER/LED fora attached to a local government structure, Local Economic Development Agencies (LEDAs) and community-based public-private partnerships.

Institutionalizing dialogue mechanisms is a process that takes time and that most probably cannot be completed in the recovery phase.

Many aspects need to be considered. The first question to be asked is **whether** formalizing dialogue and/or creating an organization is **appropriate** in the given local setting.

In some situations formalizing the dialogue mechanism may not be necessary because there exist already a range of bodies and organizations. Especially in localities where there exists a culture of cooperation and participation an *informal* way of operating can be envisaged, as in the case presented in Box 3.a.

Box 3.a: The Cooperation Pact in the State of Ceará, Brazil⁷

The Cooperation Pact of Ceará is a permanent forum and was created in 1991 out of the involvement of young entrepreneurs in public reforms in the state of Ceará, in the Northern East of Brazil. The Pact's major objective was to facilitate the discussion between employers and government. Later on it included other sectors of the civil society, resulting in network of people, movements and organizations that are interested in the economic, social, political, cultural and environmental development of Ceará.

Through informal meetings the Pact brings together representatives of the public sector, various segments of the private entrepreneurial sector, universities, research institutes, consultants, industrial federations, trade unions, etc. to discuss issues of interest and to raise public awareness and stimulate the search for solutions to local problems.

Initially limited to the capital of the State, the Pact of Ceará covers today the interiors of the State, forming a network of Regional Pacts, sectoral fora (commercial, agricultural, automobile industry, fashion and tourism) as well as thematic fora related to education, health, environment, technology, finance, etc.

The Pact is rooted in an open culture of cooperation and participation. All the entities related to the Pact of Ceará are informal, autonomous and sustainable, articulated in network of private organizations, public organizations and NGOs. The Pact does not have a juridical personality, own sources of finance, nor has it a management and administrative body.

In other situations, weak social capital and decentralization process are not conducive for institutionalizing a LED forum. See Box 3b.

⁷ Albuquerque F., *Learning material for promoters of LED+E*, Module 5, pag.10, ITC ILO, Turin 2006

Box 3.b: LED forum and business centre in the Sandzak region, Republic of Serbia⁸

In 2000, the economic potential of the Sandzak region in southern Serbia was highly affected by years of war and the inherent standstill of the economic transition towards a market oriented economy with a strong SME sector. Social cohesion was considered to be essential for the overall competitiveness of the region, in view of its war-related migration problems, its ethnic sensitivity and cultural particularity within the Republic of Serbia. Mechanisms of participation for different population groups in decisions concerning economic development were almost non-existent.. Therefore, a LED forum and a business centre were established within the framework of an ILO project. The BC was set up as a not-for profit limited company under Serbian law, where as the LED forum was an informal organization composed of representatives of three municipalities, NGOs, a business association, bank and private actors. The forum was set up as an interface between local stakeholders and international / national development initiatives in the region. The business centre provides BDS guided by the overall development priorities for the region that were identified by the forum.

The forum had great difficulties to sustain because of i) the limited decision making power and revenue at the municipal level given the stage of decentralization at that time; ii) the existence of very few NGOs in the region; iii) the weak organizational capacity of stakeholders of the few NGOs and iv) the lacking visibility of the positive impact of dialogue in the short term. Besides, the project had encountered implementation difficulties that jeopardized a strong and continued support to the dialogue process.

The next example demonstrates that decentralization can offer great opportunities for integrating multi-stakeholder dialogue practice into the local government structure (see Box 3.c).

Box 3.c: District Committees on Productive and Gainful Employment in Ghana⁹

The ILO assists the Ghanaian government and social partners in mainstreaming Decent Work and Informal Economy concerns into national policies and the Ghana Poverty Reduction Strategy. The decentralized planning framework provides that district and regional development plans contribute to policy formulation and budgeting at the national level. However, district assemblies and regional government encounter difficulties in providing those inputs because of –among others- a lack of know-how on LED and the absence of a forum bringing together the main local stakeholders in the district.

For this reason, the ILO supports the establishment and functioning of a District Assembly Sub-Committee on Productive and Gainful Employment (SPGE) in two pilot districts in the Central Region.

The SPGEs are recognized under the Law of Local Government. They are composed of elected members and technocrats of the district assemblies, representatives of small (informal) businesses and civil society, including vulnerable groups. SPGE serve as institutions of social dialogue and public/private interface at the local level. The objectives of the SPGEs are:

⁸ For further information on this ILO project see: **Sievers, M., Haftendorn K., Bessler, A., *Business Centres for Small Enterprise Development. Experiences and Lessons from Eastern Europe. SEED workingpaper n°57, ILO, Geneva, 2003, pp.32-34.***

⁹ Cited in: DELNET, *Public-Private Partnerships: a key tool for consolidating social dialogue at the local level*, ITC ILO / DELNET, May 2005 For further information on the Ghana Decent Work Pilot Programme see: Decent Work Pilot Programme www.ilo.org/public/English/bureau/dwpp

- 1) To formulate a consensus based Local Economic and Social Development strategy
- 2) To ensure coordination between the stakeholders in local development in the district
- 3) To promote the creation of strategic partnerships between the public and private sector, contributing to a more efficient use of the scarce resources at the local level.

4) To enhance the transparency of resource allocations and increase the accountability of local government structures

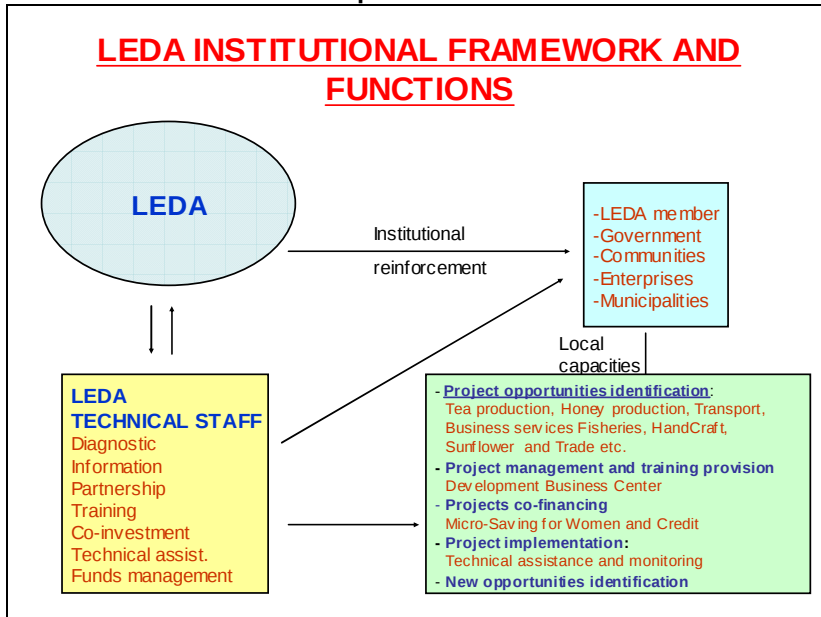
5) To establish institutional and economic linkages with national and international levels.

In cases where there is a lack of economic support agencies and BDS providers, it is important to consider the effectiveness of the current structures and arrangements to see if there is a need to modify existing, or create new institutions. A guiding question in this respect is: what kind of structure could effectively promote economic development through multi-stakeholder dialogue while being socially, institutionally and financially sustainable? Possibly, LEDAs can be set up. They link a jointly developed LER/LED strategy with support services to entrepreneurs and local government.

Box 3.d: LEDAs in Croatia

After the Yugoslav war in the early nineties, Croatia faced various transition and development challenges. The post-war society was torn apart and Croats, Serbs and Bosnian Croats needed to build up their livelihoods together. Reconstruction of infrastructure was also a major priority. Moreover economic development was now oriented to the development of a market economy with an important SME sector. Various internal development agencies (including UNDP, UNOPS and ILO) supported the Croatian government through rehabilitation and reconstruction programmes. Within this framework four LEDAs have been set up to reinforce the local institutional environment, which was ill adapted to promote SMEs and take up new decentralized responsibilities. Today, LEDA in Western Slavonia is today acting as a “one-stop-shop” for information on investment opportunities in the region. It provides information on the labour market, skills, infrastructure and possible linkages of the local business to potential foreign or national investors. The LEDA in Vukovar county, close to the Serbian border, organizes business to business events with the aim to restore economic linkages between Serbs and Croat entrepreneurs from both sides of the border.

Box 3.e: LEDAs in Mozambique¹⁰



Multi-stakeholder dialogue may result in public-private partnerships at the community level that can be formalized through contracts or agreements.

Box 3.e: Community Public Private. Partnership in South Africa¹¹

The Department of Trade and Industry (DTI) of South Africa has identified PPP as a tool for the Black Economic Empowerment policy of the South African government. In 1999 DTI launched the Community Public Private Partnership Programme (CPPP) with the objectives to promote the creation of enterprises and expand the entrepreneurial base in rural and peri-urban communities and integrate them into the mainstream economy. CPPP facilitates partnerships in agri-business & forestry, agro-biodiversity, fishing and mariculture, small-scale mining and tourism. CPPP has facilitated about 35 pilot projects. Through consultations a common strategy is developed. The parties' contribution varies from partnership to partnership and can include:

Community	project initiative, commitment, labour
Municipality	project initiative, land leasing, infrastructure development
National or Provincial	grants, licenses, formation of legal entities
Parastatal foundation	Grants
Companies	joint venture, marketing, sales, collateral, feasibility study, skills

¹⁰ Carlien van Empel, Walter Urbina, Eloisa de Villalobos, *Formulating a national Local Economic Development (LED) policy. The case of Mozambique*, ILO, (unpublished), May 2004

¹¹ Example taken from: DELNET, *Public-Private Partnerships*, original source: www.cppp.org.za

training, land

Within a period of three years, the CPPP has created more than a thousand jobs. CPPP prepares guidelines for further development and branding of best practice models.

6. Facilitating multi-stakeholder dialogue

Facilitation can make participatory activities work effectively through proper structure, focus and support.

It promotes an equitable participation among dialogue partners. In postwar contexts where participatory decision making is a new practice, development agencies and NGOs should be proactive facilitators. Also, dialogue participants/discussion leaders should know of some basic facilitation principles and techniques.

Facilitation provides a conducive environment for discussions and maximizes productivity of consultations. Everybody has something to contribute. Many stakeholders are unaccustomed to meetings and public events and may be reluctant to participate actively (especially the poor and marginalized groups). Nonetheless, every stakeholder has legitimate interests to express, protect and negotiate, as well as important and useful information to contribute. Facilitation should ensure that all stakeholders contribute and gain from participatory cooperation.

Unless structured and focused, consultations do not lead to meaningful results and can, indeed, become counter-productive because of participants' frustration at lack of progress. Facilitation is grounded on principles of a logical discussion process, which mirrors the strategy decision-making process and ensures a clear focus and visible progress.

Tool 3.e,f,g,h about "Participatory meeting and facilitating them"

Activity 3.b: What do the dialogue facilitators do? What does the forum do?

**ACTIVITIES****Activity 3.a:****Who should be part of the dialogue and decision-making bodies?****OBJECTIVES:**

- Define to which extent the current dialogue you are promoting is inclusive and guarantees equity and equal opportunities for all.
- Identify which actors have been left out from the dialogue so far.
- Indicate which actors should be included in the dialogue and in decision-making bodies, explaining the reasons of it.

**TASKS:**

This is a 2-phase activity:

Phase a) - Group work**Time available: 50'**

1. With the same colleagues you have undertaken Activity 2.a and 2.b, considering your territory of intervention and your past field work, answer to the following questions:
 - a. Which actors are actually involved in dialogue and decision-making bodies in Iraq?
 - b. Use Tool 3.a¹² to describe the mission and activity of the actors, define which actors already collaborate with whom and what kind have relationships they have.



Prepare a flip-chart with the table presented in Tool 3.a., completed with your findings.

- c. From the perspective of equity and inclusiveness, which local actors tend to be left out (or whose interests risk to be neglected) in current dialogue and decision-making bodies? Why is that?

- d. After having consulted Tool 3.b¹³, define:

d.1 what would be their contribution in the dialogue;

d.2 what benefit would they gain from the dialogue.



Prepare a flip-chart with the following table (Table 3.a), completed with your findings.

¹² Go to chapter 'Tools' of this module.

¹³ Go to chapter 'Tools' of this module.

Table 3.a: Having all local actors in the dialogue

ACTORS WHICH TEND TO BE LEFT OUT	POTENTIAL CONTRIBUTION	POTENTIAL BENEFIT

- e. If you manage to include the actors you have identified as excluded from the dialogue, would then be easier to guarantee equity and promote equal opportunities for all? Why?

3. The result of your work should provide the list of actors that should be included in a forum for your territory. Use Tool 3.c¹⁴ to verify its sustainability, on the basis of the proposed criteria.

Phase b) - Plenary



Time available: 20'

1. Present your tables to the rest of the class, explaining the results of your discussion and the reasons of your decisions and why you believe that the forum would then be sustainable.
2. Listen to the other groups' presentations and add actors to your table, if necessary.



FINAL OUTCOMES:

- o A list of actors that should be involved in dialogue and decision-making bodies to compose a sustainable forum for a LER strategy for your territory.

¹⁴ Go to chapter 'Tool' of this module.

Activity 3.b:
What do the dialogue facilitators do?
What does the forum do?

**OBJECTIVES:**

- Define the role of the dialogue facilitators and which functions this role implies.
- Outline a Work plan for a forum, to use as an example.

**TASKS:**

This is a 2-phase activity:

Phase a) - Group work**Time available: 30'**

1. With the colleagues of Activity 3.a and on the basis of the list of actors that should be included in the dialogue and decision-making bodies of a LER strategy for your territory (forum), imagine that you are the dialogue facilitators. You should now:
 - a. Define the role you will have to cover: Realize a small brainstorming within your group to set a list of functions of the dialogue facilitator. (Use Tool 3.h: Facilitation techniques – in the chapter 'Tools' - to know more about 'brainstorming').
 - b. Facilitate the preparation of the Work plan of the forum: Imagine that you have to participate in one of the first meetings of the forum and the objective of the day is to prepare the Work plan. Basically, you have to define:
 - o TIME FRAME
 - o ACTIVITIES
 - o WHO IS RESPONSIBLE FOR THE VARIOUS ACTIVITIES
 - o RESOURCES AVAILABLE AND NEEDED
 - o MONITORING MECHANISMS

Considering the list of actors that should be involved and your territory of intervention, briefly develop each of these components in order to be prepared for the meeting and have a reference in the discussion.



Remember that you are there as a facilitator and the Work plan should be prepared by the actors: the Work plan you are preparing should be used as basis for discussions, only.

Phase a) - Plenary**Time available: 30'**

1. Present the list of the functions you have identified as related to the role of a dialogue facilitator.
2. Listen to the other groups' presentations and modify your list, if necessary.
3. Distribute your Work plan to the other groups to exchange proposals and have examples from other territories.

**FINAL OUTCOMES:**

- o A list of the functions that a dialogue facilitator should cover.
- o A set of examples of a forum Work plan.



TOOLS

Tool 3.a: Which actors already collaborate with whom?¹⁵

ACTORS	MISSION AND ACTIVITY	ACTORS WITH WHOM THEY ALREADY HAVE A RELATIONSHIP	QUALITY OF THE RELATIONSHIP (POSITIVE OR NEGATIVE)
Example: Your NGO			

¹⁵ Albuquerque F., *Learning material for promoters of LED+E*, Module 5, pag.24, ITC ILO, Turin 2006

Tool 3.b: Local stakeholders: Possible actors and potential contribution

During the sensitizing phase, interaction among local stakeholders can be stimulated through meetings, presentations, events, etc. During meetings, the potential contribution of local actors to the economic development process will be analysed. There is no exhaustive list of institutions and organizations, nor of the role they can play. Nevertheless the following list mentions some common local/regional organizations and outlines some examples of how they might be involved in a common development effort.

- Farmers' and other producers' associations:

In many countries in transition, farmers' and other producers' organizations play a central role in the local economy. This role is often reinforced by the relatively well-organized network of farmers' cooperatives, veterinarians, agricultural schools and research institutions. Furthermore, agricultural products often constitute the biggest part of the local economy's exports and offer a great potential for economic expansion. Farmers' knowledge and experience may offer great opportunities for the innovation and growth of other sectors, such as the agro-alimentary industry (transformation of agricultural products) and the tertiary sector (agro-tourism).

- Trade unions:

Trade unions can offer their organizational structure and provide important inputs on the needs of the workers. A joint strategy with employers' representatives and government bodies can lead to innovative solutions in fields such as training, employment creation, cooperation, etc. Particularly useful may be their contacts with other union bodies at regional and/or national levels.

- Employers' and self-employed persons' associations:

The active participation of employers and self-employed persons in a local forum is vital. Their entrepreneurial approach, together with their experience and knowledge concerning problems and opportunities in the local employment market, may offer important clues as to what key bottlenecks to development there are and how to overcome them.

- Local government:

The local population elects local governments. In centralized states, these institutions may either not exist at all, or exist merely as decentralized structures of the national government (see below). In their role as political entities they are responsible for the following: identifying new development opportunities; defining economic development priorities; managing local resources: disseminating information, enabling coordination and cooperation at the horizontal as well as vertical levels (institutions at regional and national level); lobbying for the needs of the territory; promoting initiatives aimed at attracting investments, as well as financial resources to the area; monitoring key development and other projects. They also represent a democratic expression of the political options open to the territory. Their participation in the local economic development process is therefore essential.



- Local banks

Local financial institutions play a central role in the local economic development process. Their participation in a local forum is crucial, as their knowledge might reveal important problems and views concerning the provision of finance to the local entrepreneurs. Moreover, financial institutions may be involved in a future micro-credit scheme in cooperation with a guarantee fund.

- Grassroots community organizations and private development organizations:

These organizations are very effective in their ability to voice the needs of the marginalized population (women, returnees, minorities, others) giving them the chance to express more powerfully their view of the conditions in which economic development can affect the general interests of the community.

- Decentralized representatives of the central government:

While the local population elects local government, decentralized representatives of the State are the voice of the local options of national politics in the territory. Particular attention should be given to their involvement in the LED process, as they possess effective ability to mobilize resources. Furthermore decentralized representatives of the central government may play a key role in the lobbying process at the central government level and act as a useful networking actor in the territory.

- Chambers of Commerce:

The provision of economic services and the improvement of the local economic environment are in most cases the main goals of local Chambers of Commerce. Their contribution to the local economic development strategy is particularly important because they generally have a deep insight concerning major trends and problems in the local economy. Another contribution would be their provision of statistical data concerning the local economy (see territorial diagnosis).

- Schools, training institutions and universities:

Most of the regions in transitional economies can count on a number of educational institutions (public and/or private). An active participation of these institutions in a local partnership is highly desirable, insofar as they are able to play an important part in the conception and implementation of a local or regional training and education programme after careful examination and discussion of the local needs in terms of skills and capacities.

- Religious representatives:

Religious institutions play an important social and economic role within many local communities. Their role becomes even more essential in the absence of other public or governmental institutions. The value of the participation of religious representatives in a future local forum lies in its contribution to a better knowledge of social needs, mostly with regard to the socially and economically excluded categories of the local society.



Religious institutions may represent the interests of these groups, as they often lack their own organizational structure.

- Environmental organizations:

NGOs and other local organizations dealing with environmental issues are important participants and actors in a local forum for economic development. Since economic development usually stimulates physical development (building of infrastructure, deforestation, use of energy, etc.), the early consideration of environmental issues helps to reduce the occurrence of unsustainable short-term solutions.

- Media:

Although the media usually has a relatively minor stake in the local economy, its participation in a local forum (either active or with an observer status) carries important advantages in terms of disseminating information concerning local economic development activities. This function is useful in stimulating discussion and participation among local actors. On the other hand, the media also contributes to the transparency of decisions and activities carried out by a future forum for local economic development, thus guaranteeing its sustainability.

- Important!

The above list of actors is neither binding nor exhaustive. It should therefore be extended where possible and if necessary. It is however important that those involved come from both the private and public sectors, and that there is a balance between their interests and influence in the development process. Such a balance might be guaranteed through a numerous presence of stakeholders on the one hand, and the transparency of their interaction on the other.

Tool 3.c: Criteria for the sustainability of a forum¹⁶

CRITERIA	DESCRIPTION
A considerable high number of local actors	How many local actors would be part of the forum of your territory? How many are not part of it? Why? Are there segments of the population which are not represented at all (e.g. women, disable, etc.)? Why?
The public sector and private sector are equally represented	How many representatives of the public and private sectors are there?
The forum is open to new actors	Is it possible for other actors to join the forum? Can informal organizations be part of the forum?
The majority of the socio-economic actors of the territory are presented	Do the involved actors sufficiently represent the socio-economic reality?
What else?	

¹⁶Albuquerque F., 2006, Module 5, pag.25, op.cit.

Tool 3.d: The Statute of a LEDA

The following three Commissions have been established in Croatia:

- Commission I (Legal and organizational aspects)
- Commission II (Territorial aspects)
- Commission III (Services provided by the LEDA)

The table below indicates the operational recommendations that have been prepared with the aim of establishing the first LEDAs in the country).

	COMMISSION I LEGAL AND ORGANIZATIONAL ASPECTS	COMMISSION II TERRITORIAL MANAGEMENT	COMMISSION III SERVICES PROVIDED BY THE LEDA
OPERATIONAL RECOMMENDATIONS	Founders of the LEDA: - Status of the founders (legal and/or physical) - Membership (public, private, international) General outline of the bodies (consulting committee, board of directors, director, assembly, technical departments) Rules and regulations (including the decision-making process, voting) Initial contributions (international funds, stakeholders and other contributions)	Territorial coverage, taking into account economic criteria, socio-cultural homogeneity, demography, administrative borders and war-affected areas Distribution and availability of human, financial and technical resources in order to find synergies and promote complementarity with existing programmes Physical settlement of the LEDA (including headquarters, branches, focal points) according to the presence of actors, communication facilities, networking and availability of services, minimal costs	Type of activities to be provided, e.g. promoting discussions on economic development priorities, resource mobilization, business information dissemination, services orientation, promoting networking capacities, marketing of the region, capacity building, promotion of entrepreneurship, joint complementary services) Nature of financing Role and contribution of existing service providers (networking between stakeholders) Equipment and resources (for example: software, promotional material, trips to international fairs)

Tool 3.e: Checklist for a participatory meeting with the local actors¹⁷

In order to guarantee a participatory approach in the meetings with the local actors, three major components should be taken into account:

- a. The participants (the representatives of the local actors);
- b. The facilitation techniques;
- c. The logistics and the media and material.

When organizing a meeting with local actors, ask yourself the following questions:

A. THE PARTICIPANTS		
	Yes	No
1. Have you selected the people to be invited in an honest way (without personal interests)?		
2. Have you selected the people that really can:		
• Represent actors who are key for the LER strategy?		
• Actively participate?		
3. Have you assured representation of stakeholders who are not formally represented in the local economy or community?		
4. Are they informed about the objectives, agenda, timing and methodology of the workshop?		
5. Do they know that during the meeting a participatory approach will be applied and they will have to actively contribute to produce the expected results?		
6. Any other aspect to take into consideration? Which?		
B. FACILITATION		
7. Have you prepared a written agenda for the meeting and provided it, if possible, to participants?		
8. Have you planned :		
• an opening speech or a welcoming word		
• the presentation		
• an ice-breaking activity which could include the presentation and help people to feel at ease and set		

¹⁷Albuquerque F., 2006, Module 2, pag.26-28, op.cit.

the basis for good working relationships. (See some examples in Tool 3.h)		
9. Have you prepared flip charts (or a presentation) with some suggestions to ensure the success of the meeting (See Tool 3.f), agenda and other information posted where everyone can see them?		
10. Have you considered the importance of being positive and be able to celebrate the success - thank you, congratulations, awards - at the end of the work, and throughout the process as appropriate?		
11. Are you aware of and prepared to avoid traps like starting late - the first meeting is critical - not following the agenda, and allowing some participants to dominate the discussion?		
12. Any other aspect to take into consideration? Which?		
C. FACILITIES		
13. Have you made arrangements for the meeting in a convenient, appropriate location:		
• easy to reach		
• secure		
• comfortable		
• well lit		
• cool in summer and warm in winter		
• enough space for all participants and additional spaces for small group works		
• clean and free of risks (electrical, physical, building materials, noise)?		
• well lit, with good ventilation and acoustics?		
14. Have you checked the possibility of hanging flip charts on the wall?		
15. Have you arranged refreshments for team members?		
16. Have you decided how to arrange the tables in the meeting room in 'U' or similar shape? (See the explanation in Tool 3.g)		
17. Have you prepared a welcoming poster to be put at the entrance?		
18. Have you prepared sign to be put out showing how to get to the meeting room from the entrance of the building?		
19. Any other aspect to take into consideration? Which ones?		

Tool 3.f: Suggestions for a successful meeting¹⁸

SUGGESTIONS	YES	NO
THINK POSITIVELY		
FOCUS ON THE OBJECTIVE OF THE MEETING		
REMIND THAT ALL ARE EQUALS		
ALL PARTICIPANTS HAVE THE SAME RIGHT TO TALK		
THERE SHOULD NO BE ANYONE TO “DOMINATE” THE MEETING		
WHEN PRESENTING YOUR IDEAS AND OPINIONS, BE CLEAR AND PRECISE		
ALL QUESTIONS ARE RELEVANT AND USEFUL		
RESPECT THE TIME		
SWITCH OFF THE MOBILE		
WHAT’S ELSE?		



Invite participants to quickly complete the checklist at the end of the day: it may help them to reflect and do things in a different way in a next meeting.

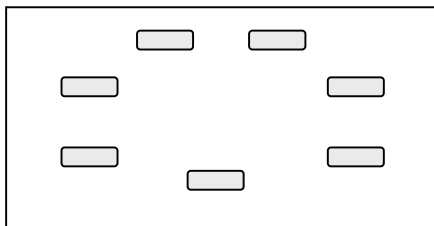
¹⁸ Albuquerque F., 2006, Module 2, pag. 28, op.cit.

Tool 3.g: Organizing the space¹⁹

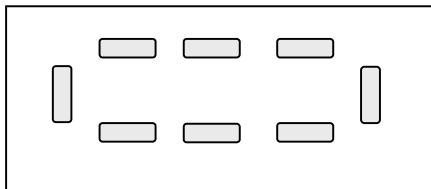
When it comes to organising the physical space for the meeting, you will have to decide on the arrangement of the chairs and tables.

Three different ways of organising the space are shown below for you to choose from. Each organisation of the space will involve some work.

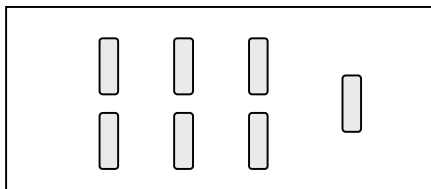
- A *circle*: creates an informal setting and a feeling of equality between the participants and the facilitator. Placing the tables (or chairs) in a circle facilitates group work and participation. If you do not need tables, we suggest using chairs only. This allows freedom of movement and brings the group members closer together because no physical barriers are present.



- A *conference*: sets a relatively formal tone but places everyone at the same level because no distance or differentiation of position puts a barrier between the facilitator or the specialist and the other participants.



- A *class*: creates a formal environment and puts a distance between the participants and the facilitator. This is typical of the conventional way of delivering activities (i.e. the participants play a passive role) but it is not suitable for a participative focus where the participants are called on to play an active role.



¹⁹ Leibowicz, J., Lisa M., *Cuaderno de trabajo del/de la facilitador/a*, ITC/ILO, Turin, 2003

Practical Exercise

Think about the following questions and give your answers:

- What form of spatial organisation would you suggest for your activity and why?
- Is it feasible to apply the organisation you have chosen in the space where you will hold the activity?
- How do you think the group participants will react if the furniture is arranged in an unconventional way?

Tool 3.h: Facilitation techniques²⁰

Participatory facilitation techniques can be grouped in three major categories:

- o Animation and introduction;
- o Analysis;
- o Synthesis.

Table shows their respective aims and some examples:

Table 3.b: Facilitation techniques

Type	Purpose	Methods
a. <i>Animation and introduction</i>	allows a fraternal, participative and horizontal environment to be created during the activity work	- Introduction in pairs and using a spider web - Concentration: remembering something. - Animation: telling a story
b. <i>Analysis</i>	may be used when covering any topic	- Socratic method - Discussion - Simulation - Role play - Brainstorming - Case study
c. <i>Synthesis</i>	develop capacity for synthesis and abstraction about a situation	- Abstraction: figures - Objectivity and subjectivity - Summarise: key words - Chain of associations

²⁰ Soto Cabrera L., *Facilitate face-to-face learning*, Competency-based Training of Trainers Programme (TOT), Module 3, ITC ILO, Turin, 2003

a. Animation and introduction techniques.

These methods promote participation and create a relaxed, intimate environment. For these reasons, we suggest using them at the beginning of the meeting in order to allow participants to mingle and after intense, tiring sessions to draw people together. The abuse of such activities may, however, affect the seriousness of the meeting. For this reason you must be clear about the aim for which you wish these techniques to be used.

- *Introduction in pairs.*

The facilitator asks people to introduce themselves in pairs. The participants pair up and talk to one another for a few minutes, exchanging information of general interest, for example: name, jobs, some personal information, the reason why they are attending the activity and their expectations. Then each participant introduces the other person in the pair to rest of the class.

- *Introduction using a spider web.*

The facilitator must warn the participants of the importance of listening to what everyone says when they introduce themselves. Everyone forms a circle and the facilitator gives one person a ball of string. That person must say their name, where they come from, their work experience, their interest in taking part in the meeting, etc. Then that person takes the end of the string and throws the ball to another colleague, who in turn must introduce themselves in the same way, and so on until all the participants are enmeshed in a sort of spider web. The last person who ends up with the ball of string must give it back to the person who gave it to them, repeating the information given by his or her colleague and the next person in turn must do the same so that the ball goes back the same way but in the opposite direction.

- *Concentration: remembering something.* We suggest using this technique to introduce a problem to make the participants think about it.

The facilitator must suggest a problem (for example: “a women who is now the head of the family and can not find a job”) and asks a participant to say something related to this topic out loud. The rest of the participants state what this situation makes them remember.

- *Animation: telling a story.* This method is used to entertain and relax people and also to prompt them to develop creative and imaginative skills around a specific topic.

The facilitator begins to tell a story about a topic, for example an instance of gender discrimination and, after saying a few words, breaks off to let the next participant take their turn, who then continues before allowing another participant to have a turn and so on.

b. Analysis techniques

The common feature of these methods is that they allow different topics to be worked on in accordance with specific interests. We suggest using them when the aim is to share ideas in an orderly fashion, summarise or synthesise discussions, promote wide-ranging discussion on a topic and establish relationships and interpretations of the topic in question.

- *Socratic method.*

The facilitator asks questions and then reformulates the answers to direct participants towards the desired results.

- *Discussion.*

The facilitator co-ordinates an exchange on the topics raised. This gives rise to answers and the raising of doubts on the basis of specific questions. This method takes time and may be used most effectively with small groups.

Simulation. This method is appropriate for the examination of any topic based on a true-life situation or fact.

It takes the form of an action that places people in a fictitious situation that is, however, close to real life. It is useful because it allows people to experience a situation that could occur. In order to use this method, the facilitator must be very clear about the topic he or she is going to introduce and why this is appropriate at that particular moment. Then the participants have to talk about the topic as though they were the people experiencing it and living through it. The facilitator must provide basic information to allow the people to assume different roles and also guidelines for delivering the simulation.

- *Role play.*

This is similar to the simulation but places emphasis on the attitudes of people, the characteristics of their jobs or professions and the way people think.

- *Brainstorming.* This technique is used to share a set of ideas or knowledge that each of the participants has on a topic.

The facilitator asks a question and people respond from the viewpoint of their own situations and experience without discussing the ideas that emerge. Only during the second stage, when all the responses (or ideas) have been written down on the board or on cards, does the group start to discuss them and then they draw up a summary or reach various conclusions.

- *Case study.* This method involves the participants resolving a set problem.

The people work in small groups and have to study a set problem, discuss it and come up with ideas, possible solutions or interpretations. In this way, people can examine a real situation under the guidance of someone who is competent in the particular topic and see the problems from inside, i.e. they discover aspects and details that would remain hidden if the situation were presented in another way. The facilitator intervenes only if consulted and notes down on the board any significant contributions and possible solutions that emerge during the discussion. A final conclusion is drawn up on the basis of these notes. Once the discussion ends, the points are summarised in the form of problems and suggested solutions. The group then considers the relationships between the cases and solutions - and the real lives of the participants.

c. Methods of synthesis.

These methods enable to develop abilities of abstraction, synthesis and conducting an objective and subjective analysis of a situation.

- *Abstraction:* this method is used to develop a capacity for abstraction in order to differentiate between subjective and personal aspects that are present when we observe a fact or situation and analyse a true situation. The method allows us to introduce basic elements so that we can investigate any aspect of a real situation in a proper, objective manner.

The facilitator gives each participant a sheet with figures and everyone has to draw what comes to mind when they look at the figures. The facilitator notes each opinion on the board. At the end, the activity moves on to a stage of reflection and a discussion is held to consider the fact that there are many different ways of seeing or interpreting one initial drawing. This depends on the different values, approaches, experiences and tastes of each participant.

- *Objectivity and subjectivity.* The application of this method allows us to highlight the difference between objective and subjective. We suggest using this method for training activities, more specifically when analysing the truth behind facts and interpretations.

Any object is chosen and a volunteer is asked to describe it without saying what it is. The participant will generally mix objective and subjective descriptions. The facilitator has to explain the difference between the objective and the subjective, separating one from the other.

- **Summarise:** keywords. This method allows synthesising or summarising the central aspects of an idea. The participants practice summarising their thoughts by selecting the aspects that they consider most important. We suggest using it to develop a particular topic in order to summarise the essential aspects of a discussion or when we begin to consider a topic in order to make a diagnosis of what the participants think about the topic.

The facilitator introduces a problem and asks everyone to write or use a single word (or, if appropriate, a short phrase or drawing) to say what they think about the topic introduced. Afterwards, a short discussion may be held around what each word means to the participant.

- **Chain of associations.** This is used to analyse the different interpretations of a particular term on the basis of the specific experience of the participants. We suggest using this method before or during the activity when tackling a topic in order to see what the group understands by a certain word or at the end of the activity in order to summarise or draw conclusions about a concept that has been studied.

The facilitator chooses certain key words of interest to the group. For example, you could use words or concepts such as “man, woman, equality, gender, discrimination”. People must say other words that have some sort of meaning to them. The facilitator notes down the different relationships that the participants suggest and then uses them as a basis for a discussion of the reasons why one word has been related to the other. At the end, a summary is drawn up of what the group understands by this word.



How are the methods selected?

In order to select the appropriate technique for the various phases of a meeting, the facilitator should take into account the characteristics of the actors and their representatives, the objectives to be achieved, the content to be covered and the available resources.

To find out whether the technique is appropriate, ask yourself the following questions:

Table 3.c: Is the technique appropriate?

	YES	NO
Objectives		
Does the technique help create the conditions necessary to achieve the objectives?		
Target		
Are the characteristics of the technique appropriate to the target?		
Does the technique help the target in achieving the objectives?		
Does the technique help with the assimilation of the content?		
Facilitator		
Are you capable of using this technique? Do you feel at ease with it?		
Does the technique leave space for introducing last-minute changes?		



Resources		
Is the necessary material available?		
Is the necessary physical space sufficient?		
Is there enough time?		

If your answer to any of the above questions is “no”, we suggest to select a different technique.





POWER POINT PRESENTATION



What is multi-stakeholder dialogue?

- the mechanism that ensures participation:
 - Design,
 - Coordination
 - Monitoring
 - Evaluation

of LER interventions.

2



Who participates in multi-stakeholder dialogue?

- A broad range of public and private development actors that have a stake in LER such as:
 - local government, workers' and employers' organizations, business associations, cooperatives, banks, micro-finance institutions, training centers, NGOs, international development agencies
- Principles: inclusiveness, representation and equity

3

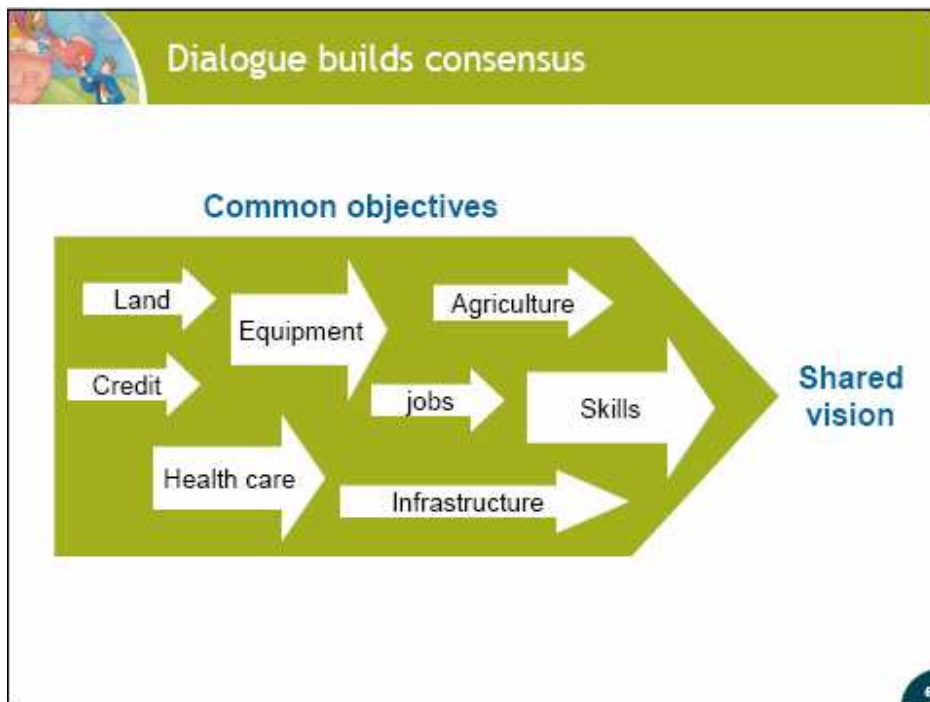


Why multi-stakeholder dialogue?

Divers actors = diverging views



4



Multi-stakeholder dialogue: roles and contributions	
Local government	Initiative & Facilitation & Follow-up <i>Know-how? Politization?</i>
Private sector	Information on labour demand, obstacles in business environment, etc. <i>Representation of informal economy?</i>
Civil society	Variety of information and interests (health care, community, gender equity, environment, etc.) Possible implementing partners <i>Representation: member-based, democratic management?</i>
Traditional authorities	Conflict settlement, access to land, cultural and social norms, etc. <i>Are cultural and social norms shared by everyone?</i>
International development organizations	Observation & Facilitation & Mediation & Capacity building & Resources <i>Donor driven versus local ownership (sustainability) ?</i>

Questions for reflection 1

- Do you agree with the statement that weak representation challenges (local) social dialogue? Is it relevant in Southern Iraq? How could this challenge be addressed?
- Can you think of other possible challenges in organizing local social dialogue?



Questions for reflection 2

- What could be the potential benefits or outcomes of local social dialogue in Southern Iraq?
- How can stakeholders in Iraq contribute to making local social dialogue work?

9



Enabling conditions for legitimate and constructive multi-stakeholder dialogue:

- Political will and commitment
- Openness to « new » partners
- Technical competences
 - Facilitation and dialogue skills, conflict-management
 - General interest versus individual interest
- Existence of representative, transparent, accountable organizations
- Democratic foundations in broader political environment

Long term objectives in post-war context

10



Institutionalizing multi-stakeholder dialogue

Institutionalizing dialogue mechanisms is a process that takes time and that most probably cannot be completed in the recovery phase

Options:

- ☐ Informal process
- ☐ Integration in local government / decentralization framework
- ☐ Enlargement (members + themes) of existing organization
- ☐ Creation of new structure (e.g. LEDA, public-private partnerships, etc.)

11



International
Labour
Organization

HOW TO GO ABOUT IT: OPERATIONAL RECOMMENDATIONS AND ACTION PLANNING FOR **LER**

-  **MODULE 1**
-  **MODULE 2**
-  **MODULE 3**
-  **MODULE 4**

LOCAL ECONOMIC RECOVERY IN IRAQ
Learning material for practitioners



MODULE 4 OPERATIONAL RECOMMENDATIONS AND ACTION PLANNING FOR LER

CONTENTS

- ❖ Learning objectives
- ❖ Technical brief 4
- ❖ Activities



LEARNING OBJECTIVES

By the end of this learning module, you will be able to:

- Provide examples of LER strategic domains and corresponding interventions.
- Acknowledge lessons learned and operational recommendations for livelihoods support and LER from post-war contexts worldwide.
- Identify operational recommendations for the situation in Iraq.
- Plan coordinated and individual actions in support to livelihood rehabilitation and LER in Iraq.



TECHNICAL BRIEF 4: HOW TO GO ABOUT IT: OPERATIONAL RECOMMENDATIONS AND ACTION PLANNING FOR LER

1. LER strategic domains and interventions¹

The impact of the war, the territorial capital as well as the local stakeholders and national and international development actors determine the features of a LER strategy. For this reason, it is not possible to provide a blueprint of “The “ LER strategy. But in spite of the uniqueness of each post-war context, one can distinguish a set of LER interventions that are commonly promoted in post-war territories.

In general terms, a LER strategy aims at rebuilding conflict-affected communities through the:

- Promotion of an **employment conducive environment**. Ideally, such an environment would consist of:
 - o Appropriate policies, strategies, legislation and regulations
 - o A skilled and (self-) employable labour force
 - o Well functioning labour-related institutions and organizations (i.e. labour departments, employment offices, training institutes, etc.)

In the post-war context one can lay the foundations for an employment conducive environment, starting with small scale and local initiatives. Eventually, the lessons learned of these local interventions can be an useful input to national level policy making, public resource allocation, private investment decisions and reforms in the legal and regulatory framework.

- Creation of **short-term employment** by maximizing the employment potential of national and international humanitarian assistance, reconstruction and development programmes.
- Support to **sustainable livelihoods and business promotion** in order to promote self-reliance, income generation, self-employment and longer-term economic development and employment creation.

The interventions that can be envisaged within the above-mentioned strategic domains are shown in table 4.a. From the table one will observe that the strategic domains are not stand-alone components; they are closely linked through the interventions. For example, the QIPs set up by UNHCR and implementing partners focus on community assistance through rehabilitation and refurbishment, income generation and vocational skills. Hence, they contribute to the strategic domains of short-term employment creation (column 2) and employment conducive environment (column 1).

Local stakeholders, national and international development actors should jointly prioritize and build consensus on the interventions needed in the territory based on the TDIM (as was explained in modules 3 and 2). Another decisive factor in the planning of interventions is timing. One should take into consideration the position of the territory on the relief-development continuum. Some interventions require more stability and /or a more advanced institutional framework than others (see module 1).

¹ This section is adapted from the CD ROM “Employment for Peace. ILO tools to rebuild conflict-affected communities”, ILO, 2005, which has been developed in collaboration with UNHCR.

Table 4.a: Strategic domains of a LER strategy and possible interventions²

STRATEGIC LER DOMAINS			
LER INTERVENTIONS	EMPLOYMENT CONDUCTIVE ENVIRONMENT	SHORT TERM EMPLOYMENT CREATION	SUSTAINABLE LIVELIHOODS AND BUSINESS PROMOTION
	Vocational & skills training	Cash for work	IGAs and QIPs
	Emergency public employment services	Food for work	Micro and small enterprise promotion: - Microfinance - Business development services
		Labour-based Infrastructure Reconstruction	
		Community contracting	

The interventions are briefly explained in the following section.

2. Possible interventions

Vocational and skills training³

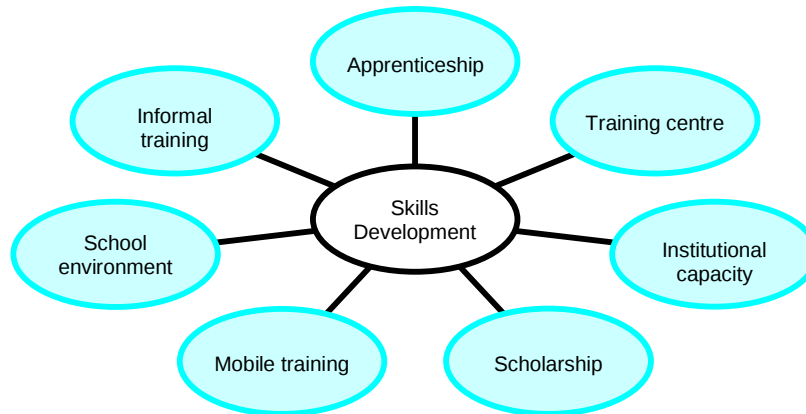
Vocational and skills training involves helping individuals develop technical and entrepreneurial skills in order to increase their employability. Skills training does not create employment but assists individuals to develop skills necessary to earn a livelihood, enhance and sustain their productivity, and improve their flexibility in the labour market. Skills training will also develop social skills. Combining skills training with other interventions such as IGAs, BDS, microfinance and labour-based works increase their respective success and impact.

The graph below presents an overview of the various ways for developing skills. Depending on the local specificities, a combination of delivery mechanisms (e.g. training centre, informal training etc.) can be opted for.

² Adapted from the CD ROM "Employment for Peace. ILO tools to rebuild conflict-affected communities", ILO, 2005, which has been developed in collaboration with UNHCR. On this CD-ROM the interventions are dealt with in more detail and include lessons learned and tools.

³ See for more details: ILO Employment for Peace short guide on vocational & skills training (CD ROM)

Graph 4.a Ways to promote skills development



Emergency public employment services⁴

Emergency public employment services (EPES) is a generic term for a range of services that aim at matching demand and supply on the local labour market in the short, medium and long term. Examples include: register job seekers and vacancies; offer information and counseling on job searching and self-employment; match job seekers to vacancies (including those of development organizations); address the needs of particular groups such as refugees, women, youth, ethnic and minority groups (ensuring equal access to employment opportunities); refer interested persons to training programmes, social services and other relevant employment support initiatives and institutions; and conduct rapid assessments of local labour markets.

EPES are crucial in restoring disrupted communication channels such as media, and informal networks. They are also essential in enabling local job seekers to grasp new employment opportunities that arise from the changed socio-economic context and the inflow of humanitarian and development organizations.

Depending the context, EPES can be provided by a newly created agency or –if existent- through a reinforced local employment agency or similar organization. The EPES initiative should be linked to a national counterpart (such as the Ministry of Labour) and actively supported by LER stakeholders and international development organizations that are present in the locality. Sufficient resources should be available to train EPES staff, equip and rehabilitate the EPES desk or office (this can be at the premises of another public institution).

Cash for work⁵

Cash-for-work (CFW) refers to short-term temporary employment (usually lasting no more than six months), where workers receive their remuneration in cash. CFW is often employed in infrastructure reconstruction or other similar temporary jobs such as harvesting, where workers are paid in short-term intervals. The overall goal is to generate provisional employment rapidly and inject cash into the community.

Targets include potential labourers in the locality – with particular focus on groups with special needs. In order to avoid social tension it is important to make recruitment as open as possible, using quotas (careful that they do not become maximums) and wage setting to attract more workers from groups with special needs.

⁴ See for more details: ILO Employment for Peace short guide on Emergency Public Employment Services (CD ROM)

⁵ Source: ILO Employment for Peace short guide on Cash for work (CD ROM)

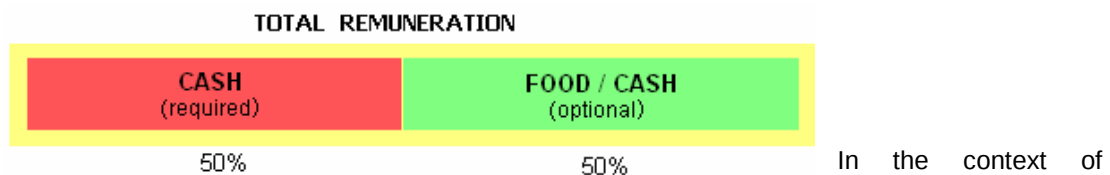
Wage setting should be done carefully. Wages higher than the average local wage can disrupt markets. Other local businesses, in particular poorer ones, might suffer if labourers are drawn away by the prospect of higher wages. Moreover, fixing the wage too high will exclude vulnerable target groups that are rarely incorporated into the average market. Setting a wage lower than the regular labour market will attract more disadvantaged groups. However, it is important that this does not lead to exploitation, particularly in areas where wage labour is not generally available.

Food for work⁶

Food-for-work (FFW) refers to short temporary employment in works of public benefit, where workers receive up to 50% of their remuneration in kind. FFW can also be provided in the form of voluntary self-help community activities, that directly benefit labourers (e.g. irrigation works undertaken by the farmers who will later utilize them). FFW is carried out in circumstances where food is scarce and wages low or market mechanisms are not operating.

Remuneration should always include a cash component which must constitute at least 50% of the minimum wage or where there is none, of the market wage for similar types of work.

Graph 4.b Total remuneration



activities, food is given as an incentive, and not as a wage, to encourage workers to engage in self-help activities. The actual work is voluntary and therefore the limitations concerning food as payment do not apply.

A self-help activity must not only be of direct interest to the worker and but also be regarded as a community benefit and therefore agreed with community participation. When self-help activities are applied for works of wider interest, i.e. going beyond the community interest, for example in the case of constructing larger stretches of roads, or highways, it can result in low quality infrastructure.

Labour-based infrastructure reconstruction⁷

Labour-based infrastructure projects (LBIP) are short and medium term infrastructure works that generate employment and income by maximizing the use of available unskilled labour.

LBIPs are particularly useful in conflict-affected areas where:

- There is an abundant supply of unskilled labour;
- A rapid injection of cash into a community is necessary.
- Building, repair and rehabilitation of essential infrastructure are pressing needs.

⁶ Source: ILO Employment for Peace short guide on Food for work (CD ROM)

⁷ Source: ILO Employment for Peace short guide on Labour-based infrastructure reconstruction (CD ROM)

If implemented correctly, labour-based methods will produce standards similar to or better than equipment based techniques, which favour technology over labour.

Labour-based projects can be up to 50% cheaper than equipment based projects (depending on wage levels and capital costs), and depending on the type of works, generate up to a maximum of 20 times more jobs - with 50-60 percent of investment costs going to wages (mainly unskilled labour). In equipment-based projects wages are typically 5-10% of investment costs, mostly (semi-)skilled labour. In this way labour-based technology (LBT) can inject more cash into a community than equipment-based methods. Moreover, its benefits are multiplied as workers spend their wages locally and fuel other businesses.

Labour-based methods strengthen the socio-economic capacity of populations living in the area. They build-up the vocational skills of workers (when preparing them to undertake technical tasks e.g. training on road building) increasing the value of labour and rate of salaries. LBT develops planning, negotiation and decision-making skills, and promotes capacity-building towards the maintenance and repair of infrastructure. In particular, it can empower groups with special needs, who are often its main target.

Community contracting⁸

Community contracting is an agreement between a community-based organization and an external funding or support agency to implement a development project for the benefit of the community (e.g. minor construction works, solid waste collection or environmental cleaning).

In community contracting, the community, along with the government and other supporting external agencies, has a significant role in the decision-making process. For instance the community can decide on the type of infrastructure improvements to be adopted, according to its perceived needs (with the assistance of a technical support team that defines options and provides technical advice).

A technical team in close consultation with the community can develop a community contract. The type of contract depends on the capacity of the community and its control over the work (e.g. while one community might only be able to take responsibility for labour, other communities might also have the capacity to be in charge of materials, and so on). Types of contract therefore include: community providing labour only (which is relatively simple for the community); community providing labour and materials (with the community more involved and using local resources whilst benefiting the local economy); full contract (where all responsibility lies with the community).

IGAs and QIPs

IGAs and QIPs cover a range of activities in support to livelihoods, reconstruction and community development. Generally, the aim of IGAs is to restore belongings, land and capital of households before they can start saving and engage in more entrepreneurial activities. The main delivery mechanism of IGAs is grants. These are usually made in-kind (e.g. toolkits, small equipment, cattle and input supplies) as the goods on the local market are scarce in the reconstruction phase. However, whenever possible grant providers are recommended to pass by local/national distributors, stock farmers and manufacturers in order to revitalize the local/national economy.

Adequate and transparent vulnerability and selection criteria are of extreme importance in order not to fuel tensions in local communities. For this reason, representatives of beneficiaries may be involved in establishing the criteria and/or identifying beneficiaries. Additionally, including quota can be needed in order to target specific groups such as women or minorities. Finally, grants can be conditioned. For example, beneficiaries can be asked to distribute part of their harvest or, for

⁸ See for more details: ILO Employment for Peace short guide on Community contracting (CD ROM)

craftsmen, give hours of free service to more vulnerable people.⁹

IGAs are particularly justified in the recovery phase. Granting assistance for too long can create a dependency syndrome and distort development initiatives, including micro-credit schemes.

QIPs can target households but are usually community-based through the reconstruction of social and productive infrastructure of community interest (e.g. schools, health and community centers, markets, water supply and warehouses). Such interventions also aim to restore confidence in the future and support settlement and return of displaced persons. Moreover, when QIPs with a reconstruction purpose are connected to employment intensive reconstruction and community contracting short-term employment can be created.

Micro and small enterprise promotion

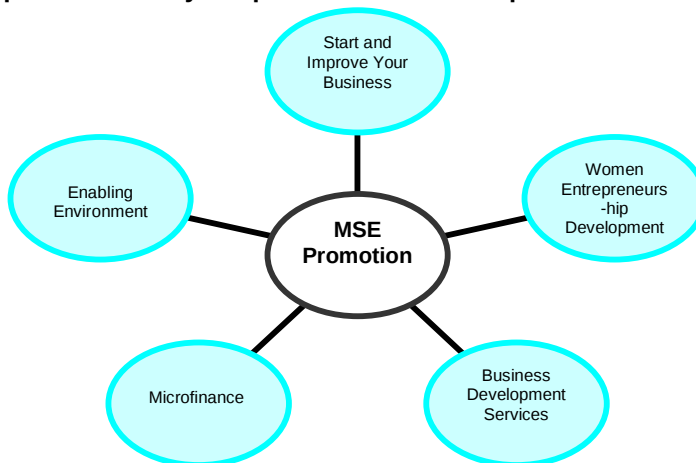
Micro and small enterprises (MSEs) promotion is the provision of support to existing and potential enterprises and entrepreneurs. In the post-conflict context MSEs promotion can be used to generate self-employment and encourage socio-economic recovery.

MSE promotion involves supporting:

- Existing and potential micro and small entrepreneurs. In this case it includes facilitating microfinance and business development services (e.g. market access, input supply, technology and product development, training and technical assistance, infrastructure, etc.)
- Organizations of entrepreneurs such as small business associations
- Business support structures intervening in the MSE environment (local and national government, employers' organizations, workers' organizations, chambers of commerce, local economic development agencies, business centers, etc.).

The graph below presents an overview of various ways of MSE development. A phased and integrated approach combining divers interventions is often most effective.

Graph 4.c: Ways to promote MSE development



⁹ Ton de Klerk, *Financing of Income Generation Activities in the Wake of Conflict*, www.networklearning.org

Microfinance is the provision of financial services (e.g. credit, savings, micro-insurance, leasing) in a sustainable way to micro-entrepreneurs and other individuals with low incomes, who do not have access to commercial financial services. Microfinance is not a grant, lending in kind, business development services or charity. It is a tool that, in the context of conflict-affected communities, uniquely blends the strengths of international relief and development work with the advantage of business and banking.

Launching microfinance services requires:

- A degree of political stability.
- A degree of demographic stability. Populations have to be settled, or at least relatively settled.
- Sufficient economic activity and entrepreneurial spirit in the client community (or there will not be an effective demand for microfinance services).
- A functioning cash economy. CFW and labour-based infrastructure reconstruction are ways to boost the local cash economy to an adequate level before starting microfinance support.

Business Development Services (BDS) cover a wide range of non-financial services used by entrepreneurs to help them operate efficiently and develop their businesses. BDS can relate to market access, policy/advocacy, input supply, training and technology and product development. Public agencies, businesses, NGOs or associations can provide them. There are also less visible transactions through which BDS can be acquired. They can take place informally, for example within the family setting. Also, BDS can be embedded in commercial transactions. For instance, when an entrepreneur buys equipment, he or she can get training how to use it.

In the post-war context BDS are often quasi-inexistent. The approach adopted is then to facilitate access and use of BDS by MSEs with the longer-term objective to create a “BDS market”, e.g. creating a demand for BDS and improving the supply side of BDS. However, market distortion (for example through the direct provision of subsidized or free BDS) might be impossible to avoid in conflict-affected communities where dependency on (free) assistance, outside forces, and security constraints among others are inevitably going to have an impact.

3. Operational recommendations for livelihoods support and LER¹⁰

Based on the findings and lessons learned that have been discussed in the present and previous modules, one can draw the following operational recommendations for the design, planning and implementation of livelihood support and LER interventions:

a) Capitalize on existing resources. A comprehensive mapping exercise of the livelihood, assets and resources for income generation, undertaken by the community group (to the extent possible), should be the cornerstone for all future work. This mapping exercise serves as a foundation for:

- Entry points for livelihoods program design
- Community ownership of its livelihood needs negotiations with donors and government on support programmes;
- Clarification of who is benefiting and who is left out of livelihoods initiatives;
- Identification of marginalized or vulnerable groups and possible support mechanisms

¹⁰ This section is adapted from: Piet Goovaerts, Martin Gasser, Aliza Belman Inbal, *Demand-driven approaches to livelihood support in post-war contexts. A joint ILO/Worldbank study*, ILO/Worldbank, 2006, p.14-23.

- Negotiation with the private sector on opportunities using local resources and skills
- Improved targeting and more efficient use of governmental and international reconstruction and development funds and programmes.

An example of existing resources is formerly successful entrepreneurs. They can transfer knowledge and skills, are likely to be successful in relaunching their enterprises which may have multiplier effects that will eventually help more vulnerable and poorer members of the community. However, in a post-war context, targeting “better-off” members in the community may be perceived as an unjust practice. Therefore, such targeted interventions should be accompanied with a diverse set of community-based support activities and livelihood support of more vulnerable individuals. Another potential resource in post-war localities is remittances of Iraqis living abroad. They can be invested in a credit fund, community rehabilitation works, etc.

b) Tap the employment potential of economic sectors that have an immediate growth and development perspective in the post-war context. For example, in rural areas, agriculture, fishing and related food processing and marketing activities often capitalize on pre-war skills, and can help enhance food security and mitigate “shocks” once food relief is discontinued. Construction is another sector with a strong development potential. Reconstructed infrastructure lays the basis for economic development therefore attracts important donor and government investments. Both sectors bear the added advantage of generally being suitable for low-skilled labour and on-the-job training activities. In addition, the “aid economy” creates short-term employment through the influx of humanitarian and development organizations and funds. This is mainly a service sector that requires a certain level of skills and qualifications. Examples include: transport services, distribution services, surveying and outreach services, medical and sanitary services, translation and computer services and training services.

c) Prioritize grant and credit provision from the outset. Credit is essential to private sector promotion and regeneration of micro- and small businesses. It enables entrepreneurs to grasp immediate post-war opportunities in the sectors described above (agriculture/fishery, construction, servicing the aid-community). As banking structures are weak or non-existent, alternative interventions should be envisaged, such as building upon indigenous credit and savings mechanisms and direct involvement of aid organizations in the management of grant and credit schemes. Also, membership organizations are usually effective vehicles for grant and credit provision, such as small business associations, cooperatives and women groups. At later stage, (potential) financial service providers should be reinforced by setting up a micro-finance organization and/or by supporting local banks.

d) Start small. Starting small is an important strategy for dealing with post-war instability, physical and skilled human resource scarcity and eroded social capital. Small-scale, demand-driven investments enhance flexibility, avoid exaggerated expectations, reduce the price of failure and enable communities to “experiment”, building on and expanding proven successes. Once resources and institutional capacities increase, activities can expand scope.

e) Catalyze information ex-change on livelihoods opportunities. In highly volatile and uncertain post-war environments, community-based approaches have the significant advantage of placing decisions in the hands of those with the greatest knowledge of local history, sensitiveness, opportunities, capacities and needs. Moreover, where high levels of distrust exist, open, transparent processes in which all participants are fully informed can mitigate distrust and facilitate cooperation. Furthermore, the open exchange of economic and employment related information between potential employers, jobseekers and entrepreneurs can bring out useful synergies, possibly between people that would not normally be inclined to work together.

f) Link the local economy with other district economies. For community approaches to be as effective as possible in supporting livelihoods, efforts must be made not only to build up needed networks within communities but also between communities. By establishing such links, useful knowledge can be obtained on regional conditions, opportunities and threats and economic



synergies to capitalize on. For example, wheat farmers in one community may benefit from a grain mill in another. Construction work in one community can use materials supplied by a second community and skilled labour from a third community in the region. Coordinated action between communities can also increase their “voice” vis-à-vis donors and government, enable the development of coordinated livelihood support and economic recovery strategies and facilitate the development of regional, national and even foreign markets for local goods.

g) Partnerships and coordination helps avoid duplication, while permitting programmes to complement each other - maximizing efficiency, sharing of responsibilities, increasing cost-effectiveness, and paving the way for sustainability and local ownership.



ACTIVITIES

Activity 4.a: Reinforcing LER dimensions



OBJECTIVES:

- To formulate proposals to reinforce LER dimensions.



TASKS:

Group work



Time available: 60'

1. Fill in the following table, defining which IGAs and QIPs, among those you are implementing, are not fully contributing to the LER strategic domains, explained in Table 4.a¹¹

IGAS and QIPS	Do not contribute	Contribute partially	Fully contribute

2. Consider those IGAs and QIPs that do not contribute or contribute only partially to the strategic domains and discuss how the LER dimensions can be reinforced.
3. Complete your table by integrating your proposals.

IGAS and QIPS	Do not contribute	Contribute partially
	PROPOSALS FOR IMPROVEMENT:	PROPOSALS FOR IMPROVEMENT:

¹¹ Go to the 'Technical brief'





Prepare a flip-chart with the table completed with your findings.



Activity 4.b: Planning for LER



OBJECTIVES:

- To draft an LER action plan for your territory.



TASKS:

Group work



Time available: 90'

1. Draft your LER action plan, including indications on how you will apply operational recommendations in the Iraq context.

Your plan should include the following elements:

- Description of the context: major challenges, initiatives taken so far, major actors
- Aim and objectives of your proposals
- Time framework
- Key interventions
- Expected results