

# MODULE 1

## Introduction to the Manual and Overview of the TREE Methodology

- Unit: 1.1 Introduction to the TREE Manual
- Unit: 1.2 Description and Overview of the TREE Methodology
- Unit: 1.3 Operational Phases and Components
- Unit: 1.4 TREE Project in Pakistan: “adapting TREE methodology”
- Unit: 1.5 TREE Processes as Adapted by the Project

This TREE Users’ Manual contains the following modules:

You are Here 

Introduction to the Manual and Overview of the TREE Methodology

Institutional Assessment, Organization and Planning

Economic Opportunities and Need Assessment

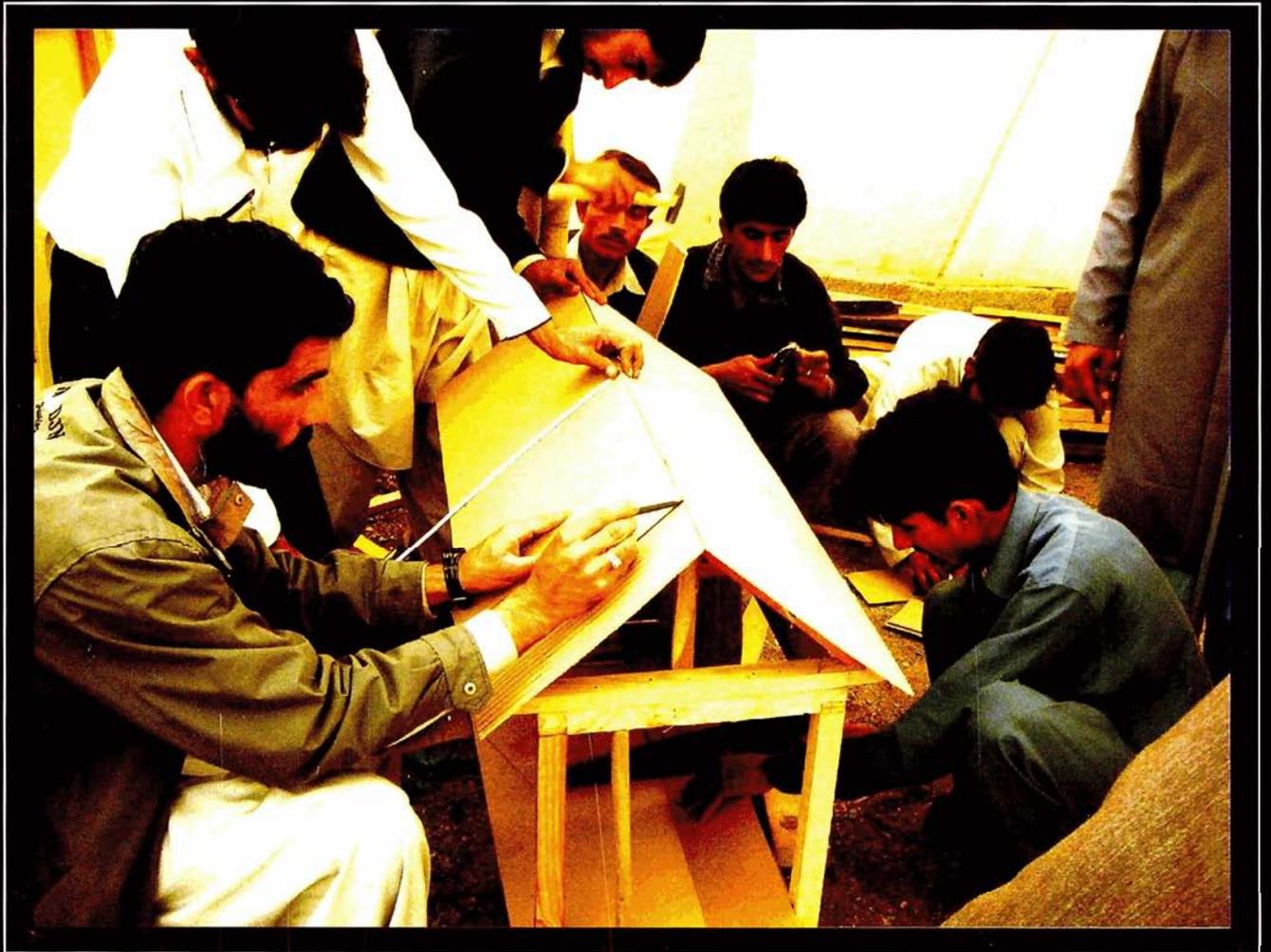
Training Cycle, Design and Delivery

Post - Training Support Services

Monitoring, Evaluation and Research

International Labour Office

Training for Rural Economic Empowerment





**Training for Rural Economic Empowerment**  
**TREE - Pakistan**  
**Users' Manual**

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# Table of Contents

## Module 1 - Introduction to the Manual and Overview of the TREE Methodology

Unit: 1.1	Introduction to the TREE Manual	2
Unit: 1.2	Description and Overview of the TREE Methodology	5
Unit: 1.3	Operational Phases and Components	10
Unit: 1.4	TREE Project in Pakistan: “adapting TREE methodology”	17
Unit: 1.5	TREE Processes as Adapted by the Project	21

## Module 2 - Institutional Assessment, Organization and Planning

Unit: 2.1	Governance Mechanism	28
Unit: 2.2	Staffing Structure and Reporting System	30
Unit: 2.3	Finalizing Strategy, Activities and Developing Work Plans	32
Unit: 2.4	Planning	34

## Module 3 - Economic Opportunities and Need Assessment

Unit: 3.1	Identification of Economic Opportunities	63
Unit: 3.2	Feasibility Studies	69
Unit: 3.3	Project Profile	71
Unit: 3.4	Situation Analysis	72
Unit: 3.5	Program Introduction and Awareness Raising	78
Unit: 3.6	Partners and Beneficiaries: Identification and Selection	80

# Table of Contents

## Module 4 - Training Cycle, Design and Delivery

Unit: 4.1	Determination of Training Needs	163
Unit: 4.2	Designing of Training (DOT)	166
Unit: 4.3	Training Delivery	173
Unit: 4.4	Core Capacity Building Programmes	177

## Module 5 - Post-Training Support Services

Unit: 5.1	Marketing Related Assistance	202
Unit: 5.2	Financial Assistance	204
Unit: 5.3	Creating Sustainable Structures	207
Unit: 5.4	Managerial and Technical Assistance	211

## Module 6 - Monitoring, Evaluation and Research

Unit: 6.1	Monitoring	234
Unit: 6.2	Evaluation	236

# Preface

*Education Training and Lifelong Learning adopted by the 92<sup>nd</sup> session of the International Labour Conference (Geneva, 17 June 2004) calls for innovative approaches in equipping people with knowledge and skills in integration with other partnership initiatives directed towards poverty reduction, economic and employment growth at the local level.*(ILO Recommendation 195 on HRD)

With the above end in view and within the framework of ILO's Decent Work Agenda, Skills and Employability Department of the ILO promotes and provides technical and advisory assistance in the development of national capacities in applying innovative approaches in designing, planning and implementing skills development programmes as part of poverty reduction strategies.

This Manual is a source of information and a guide to practically applying the processes of the ILO-developed Training for Rural Economic Empowerment (TREE) approach to training and employment. Such an approach can ensure that training is indeed linked to employment opportunities and that disadvantaged target groups, including poor women, do realize these benefits and are economically empowered.

The contents specifically reflect the considerable experience recently gained by the TREE-related project being implemented by the ILO, under financial assistance from the US Department of Labor, Bureau of International Labor Affairs (USDOL/ILAB), with the major purpose to improve the social and economic status of the vulnerable groups in Pakistan.

The Manual contains guidelines, examples, annexes and other instruments, which were designed for the above project to assist users (planners and practitioners) on matters related to practical application of the TREE methodology in their on-going or planned activities.

The Manual has been prepared through a *participatory process*' which draws inputs and contributions of key stakeholders and implementers; SKILLS Department of the ILO, Directorate of Vocational Training and Education of the Ministry of Labour, the National Project Team, field implementers-Regional Offices of the NRSP and training centres, and participants.

Under the overall technical supervision of the Project Director, Trevor Riordan, and direct technical guidance of Slava Korovkin, the ILO principal backstopping official/consultant to CBT/TREE-related projects; this manual was prepared by Manzoor Khaliq, ILO-TREE National Project Coordinator in Pakistan, and Roomi S. Hayat, Director, NRSP-Institute of Rural Management. Tahir Waqar, NRSP project manager and Abid Anwar field based team leader of NRSP TREE team, made valuable contribution in the preparation of various tools and instruments contained in the Manual.

ILO Office in Islamabad and SKILLS Department of the ILO would like to express sincere thanks to all these people for undertaking this useful and practical Manual and to the staff of the TREE project and its partners in Pakistan for providing valuable support.

It is hoped that this Manual will be useful in the decision-making process in the area of planning and delivering skills training programmes for poverty reduction in rural areas.



# Abbreviations

ADB	Asian Development Bank
BA	Business Association
BDS	Business Development Services
BMST	Business Management Skills Training
CBO	Community Based Organization
CBT	Community Based Training
CDS	Consumer Demand Survey
CP	Community Profile
CMST	Community Management Skills Training
CO	Community Organization
DCC	District Consultative Committee
GAD	Gender and Development
GBM	General Body Meeting
GBTI	Gazi Barotha Taraqiati Idara
GDP	Gross Domestic Product
HRD	Human Resource Development
ICT	Information Communication Technology
ILAB	Bureau of International labour Affairs
ILO	International Labour Organization
IRM	Institute of Rural Management
LCU	Local Coordinating Unit
LMST	Leadership and Management Skills Training
MES	Modules of Employable Skills
MFI	Micro Finance Institutes
MIS	Management Information System
MOS	Market Opportunities Survey
NAC	National Advisory Committee

# Abbreviations

NCU	National Coordinating Unit
NAVTEC	National Vocational and Technical Education Commission
NRSP	National Rural Support Programme
NGO	Non-Governmental Organization
NPC	National Project Coordinator
NWFP	North West Frontier Province
PAC	Project Advisory Committee
PCM	Project Coordination Meeting
PMP	Performance Monitoring Plan
PMU	Project Management Unit
PRA	Participatory Rural Appraisal
PwD	Persons with Disabilities
RSP	Rural Support Programme
SA	Situation Analysis
TEVTA	Technical Education and Vocational Training Authority
TNA	Training Needs Assessment
ToP	Terms of Partnership
ToT	Training of Trainers
TREE	Training for Rural Economic Empowerment
TTC	Technical Training Centers
TRUGA	Training for Rural Gainful Activities
UNDP	United Nations Development Programme
USDOL	US Department of Labor
VTI	Vocational Training Institutes
WB	World Bank
WSSD	World Summit for Social Development
YPO	Yearly Plan of Operation

# Contents

<b>Unit: 1.1</b>	<b>Introduction to the TREE Manual</b>	<b>2</b>
	1.1.1 Objective of the TREE Manual	2
	1.1.2 Intended users	2
<b>Unit: 1.2</b>	<b>Description and Overview of the TREE Methodology</b>	<b>5</b>
	1.2.1 Mobilizing and empowering partner organizations	5
	1.2.2 Providing demand-driven training	5
	1.2.3 Ensuring training is easily accessible and relevant	6
	1.2.4 Tailored to trainees' needs	7
<b>Unit: 1.3</b>	<b>Operational Phases and Components</b>	<b>10</b>
	1.3.1 Phase I: Initial assessment, organization and establishment	10
	1.3.2 Phase II: Operational Phase	13
	1.3.3 Organizing and empowering local associations	15
	1.3.4 Monitoring and Evaluation	16
	1.3.5 Adaptation	16
<b>Unit: 1.4</b>	<b>TREE Project in Pakistan: "adapting TREE methodology"</b>	<b>17</b>
	1.4.1 Background	17
	1.4.2 Project context	17
	1.4.3 Objectives of the Project	19
<b>Unit: 1.5</b>	<b>TREE Process as Adapted by the Project</b>	<b>21</b>
	1.5.1 TREE Project Organizational Structure	22
<b>Annexes:</b>		
	Annex 1.1 TREE Project Organizational Structure	24
	Annex 1.2 Framework for TREE Pakistan	25
<b>Boxes:</b>		
	Box 1: Trainer's Note 1	
	Box 2: key Principles	
	Box 3: Linking Training to Local Development Strategies	
	Box 4: Post -Training Support Services	
	Box 5: Local Coordinating Unit	
	Box 6: Tree Methodology	
	Box 7: Extract from the World Development Report 2001-0?	
	Box 8: The Tree Process Cycle	



## Unit 1.1: Introduction to the TREE Manual

Skill training coupled with a comprehensive programme of institutional and post training support services has proven to be a potent tool in the fight against poverty. This arrangement can create an environment where people with no access to decent work or hope for a bright future, can carve a new beginning for themselves, a life with dignity and improved social status. This change can open up new ways for social transformation and can help in bringing the disenfranchised people into the mainstream; enabling poor rural women, disenfranchised youth and people with disabilities to become a productive member of the society.

The TREE manual is not a blue print for projects, but a guide developed specifically for planning, designing and implementing training and post-training support programmes to empower poor people and their communities. This manual is a comprehensive document containing strategies, policies, procedures; illustrating systematic step by step process of setting up a skills development programme based on TREE methodology. It contains annexes consisting of training guidelines, MIS screens, project profiles, training material, participant's group work and pro-forma with user friendly instructions set to assist the project managers, implementers or HRD staff to develop animations, conduct analysis, assessment and participant's group work.

The manual is based on the experience gathered from the successful implementation of the TREE methodology under ILO-USDOL technical cooperation assistance project implanted in partnership with National Rural Support Programme in Pakistan. This project has been initiated under the cooperative agreement signed between the US Department of Labor, Bureau of International Affairs (USDOL/ILAB) and the ILO's Skills and Employability Department (EMP/SKILLS) with the strategic development objective of "increased economic opportunities and security in target area". The project has piloted the TREE methodology in two selected districts of the NWFP (Mardan) and Punjab (Attock).

# Unit 1.1: Introduction to the TREE Manual

## 1.1.1 Objective of the TREE Manual

The objective of the TREE manual is to provide practical material in the Pakistani context to build the capacity of partners and field practitioners. To facilitate in utilizing the TREE methodology for assisting the targeted poor communities in obtaining requisite training and support services for economic empowerment. Through exploring income generating opportunities and promoting productive employment.

The manual consists of the following modules:

Module 1: Introduction

Module 2: Institutional Assessment, Organization and Planning

Module 3: Identification of Economic Opportunities

Module 4: Training Design and Delivery

Module 5: Post Training Support Services

Module 6: Monitoring and Evaluation

Each of the modules is further divided into units featuring specific topics. Necessary links between theory and real life situations are explained through examples and trainer's notes.

The TREE methodology provides a “system” and dynamic approach that embodies tested and established concepts, practices, processes and experiences in gender-oriented skills development as part of poverty alleviation strategies. For this reason the user's manual is designed to provide maximum flexibility to the TREE programme implementers as various training and post-training-support situation differ from each other.

As socio - economic situation may vary from province to province, from district to district, actual application of the TREE procedures must be adapted to the social, economic and cultural environments of the specific situation, e.g. certain procedures may have to be changed to conform with prevailing customs, administrative regulations or legal provisions. TREE methodology encourages creativity and resourcefulness to improvise and adapt each of the procedures to the specific situation and needs.

### Box 1: Trainer's note 1

Remember, however, that the fundamental principles underlying the TREE methodology, e.g. mobilizing, organizing and empowering partner organizations at national and local levels, providing demand driven training, developing an integrated plan of post training support services and promoting decent work and equal opportunity, in which the steps of the design, implementation and follow-up processes are carried out, are the basis of the methodology and should be followed.

## 1.1.2 Intended users

It is hoped that this manual will be beneficial to practitioners, government and NGO sector

## Unit 1.1: Introduction to the TREE Manual

implementers, donors and international agencies. Other readers who are interested in understanding this innovative approach for providing opportunities to at disadvantage people will also find it very useful. This manual is specifically developed for the following users:

### **Practitioners**

Such as trainers, implementers and those responsible for managing and designing TREE programme related training courses; so that they can easily understand and further undertake the implementation process of TREE methodology in their planned and/or on-going projects related to poverty alleviation and local economic empowerment/development;

### **Government and NGO sector**

Including constituents implementing partners; to incorporate the methodology, at both levels i.e. policy making and yearly plan of operation (YPO), by facilitating the result oriented approach of the methodology;

### **Donors and International Agencies**

To assist livelihood and poverty reduction programmes in Pakistan.

**Training for Rural Economic Empowerment (TREE)** is a methodology for promoting economic development, empowerment of vulnerable groups with a specific focus on poor rural women, youth and PWDs. It emphasises in particular the crucial role of training as part of an integrated package of actions to create new economic and employment opportunities for the poor, the underemployed, the unemployed and the otherwise disadvantaged. It is a tool that draws on a range of ILO expertise and experiences.

In TREE methodology, skills development is a central objective, but in a manner which is integrated with a range of other necessary and enabling policy and Institutional aspects. Its contents specifically reflect the considerable experience gained by the ILO with technical cooperation programmes related to the ILO-developed Community-Based Training (CBT) methodology, carried out in a number of countries.

The methodology consists of a set of procedures for institutional arrangements and planning among partner organizations at the national and local levels, systematically identifying employment and income generation opportunities at the local/community level, designing and delivering appropriate training programmes and providing the necessary post-training support services. The approach differs from conventional vocational training programmes in three main ways:

## Unit 1.1: Introduction to the TREE Manual

- by identifying potential income generating activities and related training needs before designing the content and duration of specific training programmes;
- by involving the local community and social partners directly in each phase of the identification, design and delivery process;
- by facilitating the necessary post-training support services, including design and facilitation of appropriate credit mechanisms, assistance in formation of rural corporate organizations, assistance and guidance in the use of production technologies, etc. to ensure that individuals or groups can initiate and sustain the income generating activity, and also raise productivity in trade areas for which training was provided.

In brief, TREE addresses the following prime issues of the rural society.

### **Economic**

(by providing rural workers with skills needed to increase incomes and productivity to improve living conditions)

### **Community Empowerment**

(by providing communities with opportunities to contribute to and benefit from collective action and through helping develop their own communities)

### **Social**

(by providing individuals with help to increase his/her ability to effectively deal with social problems in the environment where they live and work)

### **Box 2: Key principles**

TREE combines in one coordinated way four key principles:

- mobilizing and empowering partner organizations at national and local levels,
- providing demand driven training,
- developing an integrated plan of post training support services and
- promoting decent work and equal opportunity.

## Unit 1.2: Description and Overview of the TREE Methodology

### 1.2.1 Mobilizing and empowering partner organizations

An innovative element in the TREE approach is the design of a fully inclusive partnership arrangement at national and local levels, involving the creation of partnership committees and associations which are involved in implementing relevant policies in poverty alleviation and skills development, identifying development opportunities and constraints and help into drive forward and manage the implementation of training programme and post-training employment and income generation solutions.

Actors in partnership committees and local associations work together horizontally in identifying and managing projects and vertically in cooperation with local, regional and national programmes and authorities.

Local partnership committees make use of a wide range of local expertise, as well as ensure full and broad community partnership and collaboration, and typically include employer and worker organisations' representatives, informal sector associations, NGOs, local government agencies, training institutions, women's groups and other relevant actors.

### 1.2.2 Providing demand-driven training

Rather than provide formal training courses according to some predetermined standard curricula, the TREE methodology links training content specifically to locally identified development strategies and projects (see box 3 on the next page).

The idea of integration training provision with complementary services and actions in Economic Empowerment is central to the TREE approach.

An important aspect of securing a demand-driven training capability is the creation of appropriate transmission mechanisms that:

- Identify a need;
- **Relay those needs** to training providers;
- Trigger a quick response to satisfy those needs.

“Identifying a need” requires close monitoring or research of a changing situation. An ability to “relay those needs” requires a close partnership between actors involved in certain productive, developmental and training activities. The ability to “respond quickly” requires a flexible training organisation.

In these situations it is not the training institution alone which takes the lead on deciding which training

## Unit 1.2: Description and Overview of the TREE Methodology

to provide; rather the lead could come from institutions or institutional arrangements such as: an enterprise, a local association, a body representing a sectoral cluster of enterprises that are aware of their members' changing needs, or NGOs which have a mandate to develop, in conjunction with local institutions, local areas or sectors.

In the context of TREE it is expected that local coordinating units will initially take the lead, but as the TREE-related programme matures other arrangements might be developed. It is also likely that the lead agency will utilise the assistance of professional researchers to identify changing needs according to its specifications.

To summarise, there should be appropriate arrangements in place to facilitate understanding of dynamic training requirements, the transmission of that understanding to one or more training agencies and the ensuring of a subsequent flexible, rapid and adequate response.

### Box 3: Linking training to local development strategies

Economic life in rural areas has a dual character, both in terms of livelihood (eg. agro- versus non-agro based), and in respect of skills and knowledge required to earn a living (manual versus entrepreneurial). In most cases, the basic conditions necessary for an economy to work efficiently are not available. There is no formal market structure that could drive the economic development. Therefore, principles such as division of labour, product specialization, or market differentiation cannot provide a basis for training people for sustainable employment and income generation. Hence, in rural empowerment, market development is a key issue. No product has any value nor can it be sold unless there is a demand for it. Similarly, training without the need for it will result in unemployed people with unnecessary skills. Therefore, training and post training support are intertwined. As explained later, the components of TREE are closely related to one other. Training is provided as part of a broader strategy not as an end in itself.

For example, if need is felt for training to operate ICT equipment and the development of ICT skills has been identified as a significant employment opportunity, the appropriate courses will be provided, and if self-employment or running a micro-enterprise is involved then business training will be given.

### 1.2.3 Ensuring training is easily accessible and relevant

In TREE initiatives, great care is taken to ensure that training is tailored to the specific requirements of an employment or income-generating opportunity. Appropriate training agencies provide training in a manner, time and location that enable full access.

Training courses generally are relatively short and focused on the specific goals of the employment,

## Unit 1.2: Description and Overview of the TREE Methodology

income-generating and/or upgrading needs of projects identified by surveys and other means of research.

In many situations where TREE will be implemented, the trainees will not generally expect to become industrial wage-workers although this is possible, but rather self-employed individuals or operators of small-scale businesses. Therefore, training is provided not only on technical skills but also on business, organizational and management skills to operate as self-employed or to run a small business. For the latter, course topics could include business development areas, vis-à-vis: organization of the production process, health and safety, sourcing of equipment and raw materials, social protection mechanisms, book-keeping, cost-price calculation, marketing and financial management.

Self-employed and micro-entrepreneurs alike, as recipients of training in the carrying out of individual activities, are also introduced to the principles of arranging collective solutions to many work and business problems, such as meeting regulatory and quality standards, arranging credit, bulk purchasing, shared use of (ICT) International Communication Technology facilities, and various other forms of possible cooperation between both individuals and businesses.

TREE adapts to the typical employment and income generating schemes to be found in specific locations and recognizes the prevalence of self-employment and micro-enterprises in many contexts, especially those involving the informal sector. The training adapts to this reality and prepares trainees accordingly.

### 1.2.4 Tailored to trainees' needs

The mode of training provision must be flexible enough to be able to cater for the needs of, and be attractive to, people with different characteristics such as particular levels of literacy, languages, education and skills levels, age groups, ethnic groups, PwDs and gender.

For example, the relevance of TREE training for women can be ensured by facilitating participation of women's organisations in planning and implementing programmes at national and local levels, by providing mobile training units near the abodes of women, by providing courses in a time flexible manner to fit in with the women's availability and by ensuring that the content and methodology of courses are sensitive to the needs of the women being trained.

#### i- Developing an integrated network of post-training services

The provision of a full range of post-training services is another key feature of the TREE approach. For this, there are three important aspects:

## Unit 1.2: Description and Overview of the TREE Methodology

- The existence of a full range of competent organisations;
- The ability to provide services in an effective and coordinated way;
- The ability of clients to easily access and afford those services.

Training might have limited to no value unless other supporting mechanisms that can help to achieve the broader development objectives are brought into play. For example, it might be a waste of time training more people to use sewing machines and produce more garments if the products cannot be sold because of transport difficulties, general marketing inadequacies of inappropriate or out-of-fashion design of the garments being produced. It is also useless to provide such training to individuals who cannot afford to buy or rent the sewing machines because of credit limitations. To provide services in an effective way implies that services must be what people need, of an appropriate quality, at a price people can afford and accessible easily.

Consequently actions to address a range of areas necessary for the overall success of the project must be taken. There has to be supporting policy initiatives and the provision of a broad range of post-training advisory, technical and financial support services.

### Box 4: Post-training support services

A full range of services could include (apart from actual training):

Quality testing; technology transfer; finance; business consultancy; marketing and export services; transportation; bulk purchasing; design services; fashion forecasting; ICT; advisor, consultancy and business planning services; tax and other regulatory compliance support services; social protection services; health and safety advice; and others.

Service providers might include:

Government agencies, NGOs, private enterprises, collective or community owned institutions; or employers and workers of self-help associations, including informal sector associations.

The TREE programme requires a full cooperation and coordination between the provision of services and technical support, on one hand, and the key TREE actions of identifying employment and income-earning opportunities and subsequent training requirements and provision, on the other. A local

## Unit 1.2: Description and Overview of the TREE Methodology

coordinating unit/NGO, in this case NRSP, which will collaborate with other relevant government and non-government departments, initiatives and programmes, could play such a role.

### **ii- Promoting decent work and equal opportunity**

Another vital element of TREE is the integration of initiatives aimed at the “socio-economic” sphere to develop adequate mechanisms and the conditions for decent work in the workplace.

The emphasis in the TREE approach on encouraging workers, the self-employed and small firm entrepreneurs to come together in self-help associations and community groups, can facilitate a collective approach to addressing a range of problems, from the provision of credit to improving working and living conditions.

In TREE-related programme partnerships and collaboration are of paramount importance. It is necessary to acquire full and active support from not only technical service institutions, and national and local government actors but also from NGOs and international agencies, vis-à-vis: a willingness to participate in developing staff and institutional capabilities, a willingness to collaborate on local development projects and conditions (such as improvements to buildings and power supplies) which can further project aims and the provision of favourable policy environments.

National laws, regulations and policies are important for the effectiveness of TREE programmes in economic sectors such as monetary, taxation and trade policies and in social domains, such as working and living conditions and the opening up of equal opportunities for women, the disabled and other disadvantaged groups. Efforts must be made to ensure that such laws, regulations and policies are consistent with the TREE approach.

Many of the above issues can be addressed by a Project Advisory Committee and by a Local Partnership Committee. In addition, local and national coordinating unit officers should network and collaborate closely with, local, regional and national government officials/NGOs, international agencies and others NGOs, who are responsible for implementing laws and regulations and who are also establishing their own local development programmes.

## Unit 1.3: Operational Phases and Components

### 1.3.1 Phase I: Initial assessment, organization and establishment

This phase involves three sets of activities:

- Initial assessment;
- Establishing an appropriate governance system;
- Mobilising national and local partners.

#### i- Initial assessment

The application of the approach starts at the institutional level with an initial assessment of the scope of a TREE programme, possibly, but not necessarily, including decisions on target groups and geographical areas. It could entail, among others, discussions on specific target groups (women, or youth, or Chronically unemployed, etc.) and geographical areas and/or sectors. In this respect, it is desirable that the Government has access to the appropriate statistical data and expert knowledge.

There must also be a clear assessment of how the TREE programme is to be financed – whether as short-term pilot project, or as a long-term programme of activities.

#### ii- Establishing an appropriate governance system

Once the initial situational assessment has been carried out and the decision is made to proceed, the primary goal is to create an effective national and local institutional governance system that are able to effectively implement programmes and strategies and ensure that ownership and the drive comes from the local community. Thus, higher-level governance actors are essentially there to support, facilitate and coordinate, rather than to direct and control.

At the national (or provincial) level, a Provincial Advisory Committee (PAC) takes initial strategic decisions on areas, sectors and target groups; institutions involved; prepares and adapts TREE to the specific conditions of the target area(s) and groups; supports Implementation; ensures the involvement of and coordination with all key government departments and programmes and takes overall responsibility for monitoring and evaluation.

This body should contain representatives from a variety of agencies involved in the programme, including relevant non-government and private agencies, as well as employer, trade union and other key organizational representatives, including associations for special target groups, and should have a clear mandate to support inter-agency efforts in the area of employment creation and local development.

If the International Labour Office is involved in actively assisting the implementation of the TREE programme, it should have a representative on the National Steering Committee.

## Unit 1.3: Operational Phases and Components

### iii- Mobilisation of national and local partners

The mobilisation and empowerment of local partners is the key driving force of the TREE approach. Local people should be encouraged and assisted to do what ever is necessary to escape poverty and must have the desire to help themselves. Local coordinating units have the main responsibility to facilitate local partnership and to work with the local partners to establish or strengthen local/community organizations and association that gears communities to help themselves.

The mobilisation of local actors and representatives of institutions into empowering groups, associations and networks and the development of collaborative networks between them and the local TREE coordinating units is a key part of the TREE methodology.

Responsibility for ensuring that local mobilisation and networking is effective, lies with the TREE local (district) coordinating unit.

To put the TREE methodology into motion, it is necessary to establish and train a Project Management Unit (PMU) or strengthen capacities of NGOs to carry out day to day support for TREE, coordinate activities amongst local (provincial/district) coordinating units, liaise with the ILO Project Implementation Unit (PIU) and concerned, provincial government departments to troubleshoot problems and monitor and evaluate progress.

The national coordinating unit provides an essential link between the local and national levels and has the function of ensuring full cooperation and support between the two levels. The greater the number of local areas being targeted, the greater the number of local coordinating units involved and therefore the greater the responsibility of the national coordinating unit for overall management and coordination of the TREE programme.

However, it should be emphasised that the national coordinating unit is not there to plan and direct, but is there to provide support and coordination and encourage local and other actors to take the initiative in implementing TREE projects.

District Advisory Committee (DAC) acts as a facilitator, net-worker and back-up support agency. It has an important role of encouraging local actors to come together in active associations and partnerships to take leading roles in organising collective solutions to economic and social problems. One of the first duties of the district advisory unit/NGO is to help organize the formation of broad based Local Partnership Committee.

The DAC/NGO links up clients and projects identified by local studies in collaboration with the Local

## Unit 1.3: Operational Phases and Components

Partnership Committee, training institutions, network of service agencies, local government and non-government organization; encourages cooperation amongst the agencies to provide integrated solutions; and provide a link to the PIU and PMU. The local Coordinating Unit (LCU) also helps and provides support to the local associations as they gradually build the capacity to develop projects on their own.

### Box 5: Local Coordinating Unit

The size of the local coordinating unit will vary according to the size and number of local projects and the number of individuals, groups and associations carrying out projects. It can vary between a handful numbers of staff and a full-scale development agency, with specialized staff and departments.

A local partnership Committee (or district consultative committee as in the case of TREE project in Mardan and Attock) is formed early in the TREE programme and is a broad-based organisation composed of representatives of target groups, local government and non-government institutions and key members of the community, including employer and trade union representatives, women's organisations, individual employers, financial organisations, local government officials, NGOs and informal sector bodies. They offer resources and expertise to the programme and implement supporting activities. The local partnership Committee plays a particularly significant role at the start of a TREE programme and effectively plays the role, along with the local coordinating unit/NGO, of a local project Executive Committee.

As the local coordinating unit becomes more established and experienced and capable of acting alone, and as local associations develop their capabilities and become more proactive, the latter comes to the forefront. The local partnership Committee will however, remain an important part of the governance system. It works closely with the local coordinating unit and assists in the process of carrying out numerous activities, such as:

- Conducting community surveys to identify employment and income-generating opportunities and constraints;
- Determining the feasibility of potential employment and income generating projects, or short-term experience enabling “transition (income-earning) projects” and their selection for support;

## Unit 1.3: Operational Phases and Components

- Assessing training needs, promotion of participation in training and selection of trainees;
- Assessing the need for other technical support and assistance with mobilisation of that support, both within the local partnership council's members and amongst support agencies;
- Assisting mobilisation, where appropriate, of local associations to help achieve project goals, etc.

### 1.3.2 Phase II: Operational phase

This phase includes these two points:

#### i- Economic opportunities and Training Needs Assessment

Working closely with the local partners the local coordinating unit has a primary task of organising detailed local situation analysis to identify employment and income-earning opportunities and development needs and constraints, with respect to either the local population in general or for a specific target group. These studies form the basis for formulating projects and determining the nature of the required training and the supporting technical services. Such may include, among others, carrying out community profiles, inventories of existing businesses, market analyses and consumer demand surveys.

Research should cover economic objectives and opportunities as well as social aspects of development, in relation to working and living conditions, industrial relations and social dialogue social protection concerns, as well as constraints on full economic participation, which might discriminate against particular social groups such as women or the disabled.

Innovative ideas for new business and employment opportunities and for solutions to pressing needs and constraints are explored, as are possibilities for establishing new forms of social organisation such as local community organizations/associations.

Feasibility studies are carried out concerning potential income generating projects, evaluating the operating requirements for skilled labour, the management skills required, the production and/or social organisation required, technology involved, finance required and other technical services needed.

#### ii- Training design, planning and delivery

The design of training courses, as well as their actual delivery, is tailor made for selected clients. The nature of the courses reflects the characteristics of the clients and the conditions of (self-) employment. In addition to the provision of technical skills, the training also includes instruction in basic management techniques especially in respect of small enterprise and self-employment, guidelines on

## Unit 1.3: Operational Phases and Components

health and safety issues, social protection and other social aspects.

### **Selection and training of instructors**

The selection of instructors is an important aspect of the training preparation process. Each instructor must be sensitive to the training needs of the trainees and enthusiastic about new training methods to accommodate a less formal approach to short-cycle training courses. Although at times competent instructors will be readily available from existing training institutes, often it is necessary to look further for specialists in certain production techniques or technologies. Some of the good sources could be government ministries, research institutes, NGOs and local craftsmen.

The TREE methodology underscores that local participation is of utmost importance and a key to its success. It is therefore particularly beneficial to be able to recruit instructors from the community being targeted. Local participation facilitates the involvement of the community in the programme; bringing in indigenous knowledge of the local economy and helps in adapting the design and delivery of training courses to local conditions.

Self-employment skills development is more complex and intricate than typical training for industrial wage employment. The training of instructors/trainers is therefore almost always necessary. The careful training of trainers is particularly important in those cases where non-teaching staff is recruited.

Training of trainers in TREE is fundamentally different from preparation for conventional training and is based on non-formal training principles. These will include short courses, out-of-classroom learning and task-related/problem-solving pedagogical techniques relevant to the specific characteristics of the target group. It may also include use of new ICT and other media teaching tools.

### **■ Training delivery**

The actual training delivery starts with the preparation of a training plan detailing the title, training site, number of trainees and name of the instructor. Other elements include the source of the technology to be utilized and the training methodology and tools or equipment to be employed. The training plan necessarily includes a course budget. The Modular training concept can be used, if appropriate, as a training delivery tool.

Following the plan, the required training supplies, materials, tools and equipment are procured or outsourced and delivered to the training site. It is important to identify reliable suppliers of these materials, supplies, tools and equipment.

The training venue should be conveniently located for the trainees, i.e. close to their homes or places of work. Appropriate places could range from polytechnics, to community halls to school facilities, but

## Unit 1.3: Operational Phases and Components

should be equipped with adequate space and facilities, including ample light, furniture and teaching aids.

Following classroom training, trainees are helped to establish real income-generating projects with an expected limited life span. Assisted, supervised and monitored, the trainees gain concrete experience of putting their classroom training into practice. A range of technical services is brought into play to help projects achieve success.

### **Designing and providing post-training support**

Local coordinating units/NGOs initially carry out a mapping of *service infrastructure* of the locality, training institutions, credit institutions, technology transfer centers as well as relevant government and non-government programmes and initiatives. Representatives should be invited to local workshops to discuss the TREE programme, its modus operandi and the ways in which local partners can collaborate.

Post-training service provision is part and parcel of the mobilisation process of local partners, with an aim to create a culture of cooperation and networking. It would be essential for the local coordinating unit to establish effective relations with a range of potential partners in order to adequately play the part of net-worker and coordinator.

In the event of assessment identifying weaknesses in particular areas, gaps may be filled with capacity building or new institutional arrangements. For example, the ILO's expertise in areas such as Start Your Own Business or in the provision of micro-finance could be useful.

### **1.3.3 Organizing and empowering local associations**

Micro-enterprises and the self-employed often lack the resources to start independently. Local associations based on sectors, or otherwise, can organise collective saving and credit guarantee schemes, bulk purchasing and marketing, share use of expensive equipment, technology centres and ICT centres, help members meet quality and other regulatory standards, organise social protection schemes, provide members with services and represent them to local and national government.

Graduates of the training phase go on to engage in specific income-earning projects and may decide to join existing broad collective organisations or associations, or form their own group(s). They may also join more than one association, depending on objectives and context.

As local associations develop, they can become major protagonists of change and improvement and key partners for local coordinating units, training agencies and other technical support institutions. They will eventually become institutions central to the development of a sustainable local economy.

## Unit 1.3: Operational Phases and Components

### 1.3.4 Monitoring and Evaluation

Integral to the TREE approach is continuous monitoring of activities to identify and rectify implementation problems and evaluation to assess the ultimate impact of the training and post-training interventions.

At both the local and national levels, regular checks should be carried out to make sure that TREE initiatives are achieving desired goals, measured according to criteria such as, size of take-up of new employment and income-earning opportunities, relevance and effectiveness of training provision to new opportunities, success rate vis-à-vis specific target groups and equity considerations, and long-term sustainability entailing that a Performance Monitoring Plan is thereby developed.

#### Box 6: TREE methodology

TREE is a methodology of combining ILO expertise at the local level by linking training explicitly to the identification of real opportunities, while providing assistance in a range of other enabling financial, regulatory, **organizational** and welfare promotion activities, TREE proves to be a valuable tool for developmental change.

The keys to TREE's success are the demand-driven character of its training provision; its integrated approach of effectively combining training with other supporting services and the promotion of decent work and living conditions and its participatory empowering of a decentralized local partnership governance system that brings together for common purpose employers and trade union representatives and other principal economic actors, especially at the local level.

TREE is a powerful and flexible tool which is capable of addressing both the concerns of the broad **social populace** and the specific needs of particular social groups, be they youth, disadvantaged women, older people, children, the disabled, ex-combatants, or others.

### 1.3.5 Adaptation

As it was mentioned earlier, the above principles, procedures and steps of the TREE methodological approach have been outlined in a country non-specific format. That is to say, they reflect the socio-economic situation in developing countries in general. As these vary significantly from country to country (and region to region) actual application of the procedures must be adapted to the social, economic, religious and cultural environments of the specific location e.g. some of the checklists in the surveys include items which may not be in use in the country of application or certain procedures may have to be changed to conform with prevailing customs, administrative regulations or legal provisions.

However, the fundamental principles underlying the TREE approach e.g. social partners mobilization and institutional organisation, needs analysis, community participation, follow-up support etc., and the order in which the steps of the design, implementation and follow-up process are carried out, are the basis of the methodology and should be followed faithfully.

## Unit 1.4: TREE Project in Pakistan: “adapting TREE methodology”

### 1.4.1 Background

Within the framework of ILO's Decent Work agenda, the ILO and the US Department of Labor had entered into a Cooperative Agreement regarding implementation of a project to improve the social and economic status of the vulnerable groups in Pakistan. The US Department of Labor, Bureau of International Labor Affairs (USDOL/ILAB) has provided funds for the project being implemented by the ILO. According to the above Agreement, the project was to pilot and practically apply ILO-developed community-based approaches in skills development, such as Training for Rural Economic Empowerment in selected regions of the country.

The Project, which became known under the name of its implementation methodology -Training for Rural Economic Empowerment (TREE) set the ambitious task of creating an alternative model for income generation and employment creation for the most marginalized groups in diverse geographical areas.

The Project was launched in April, 2003 and its present phase is scheduled to terminate in September, 2007.

A more explicit description of the TREE concept, implementation arrangements, strategies, instruments and processes, based on the accumulated TREE Project field experience in Pakistan, can be found in the related modules of the present Manual.

***Annex 1.1 presents brief information about TREE Project and its methodology, which can be used for promotional purposes.***

### 1.4.2 Project context

The last hundred years witnessed an accelerated development and growth of a phenomenal proportion for the human race. In particular, the last decade has produced more food, more trade and benefitted more people, a phenomenon never witnessed before in the history of man. However, despite this it has created disparity between poor and rich of unprecedented proportions. The challenges that we are confronted with are the effects of poverty, such as hunger, disease, illiteracy, social injustice, insecurity, sex-exploitation, migration, inequality, environmental degradation, over-population, unemployment, vulnerability, insecurity, war, etc<sup>1</sup>.

#### **Box 7: Extract from the World Development Report 2001-2002**

....at the start of the new century, poverty remains a global problem of huge proportions. Of the world's 6 billion people, 2.8 billion live on less than \$2 a day, and 1.2 billion on less than \$1 a day. Six infants of every 100 do not see their first birthday, and 8 do not survive to their fifth.

<sup>1</sup>“Poverty Alleviation” paper for World Summit for Sustainable Development (WSSD), Johannesburg, South Africa. Hayat, Roomi S. 2002

## Unit 1.4: TREE Project in Pakistan: “adapting TREE methodology”

South Asia, one of the poorest sub regions in the world, has now more than half a billion poor people of whom 45 million are in Pakistan<sup>2</sup>.

Poverty is pervasive and growing in Pakistan. Throughout the decade of the 90's, there has been a conspicuous decline in the growth of per capita Gross Domestic Product (GDP). Income disparity coupled with inadequate access to equitable resources has raised the number of people living below the poverty line. There are varying estimates of the extent of this rise, but most studies suggest that over 32 percent of the population is now living below the poverty line, i.e. at least 45 million people.

Poverty in Pakistan is characterized by low wage levels reflecting and high incidence of unemployment and underemployment, lack of assets, skills, knowledge, opportunities and inability to access basic services.

There is strong evidence that training, education and focused investments in employable skills are vital tools for containing the incidence of poverty; ensuring sustainable economic and social development and achieving the goals of equity and inclusion. A comprehensive program for creating employment opportunities for workers significantly contributes to the improvement of productivity and competitiveness.

These circumstances led the ILO and USDOL to assist partners in Pakistan in applying an innovative methodology, such as TREE to address the needs in developing human potential and local economies in most poor areas of the country.

It was intended that the TREE Project would further enhance capacities of national and local institutions as part of local poverty alleviation and empowerment efforts and decent work promotion.

The distinct feature of TREE Pakistan methodology is its adaptation through “learning by doing”, an approach gained through the implementation of TREE Project in the two districts of Pakistan over the last 2 years. The purpose of the project is to build the capacity of the most disadvantaged groups for economic and social empowerment essentially through provision of skills training and to create and strengthen sustainable structures for self reliance that would converge on creating employment and fighting poverty.

The people of the project area are culturally very conservative and previous programs aiming at reducing poverty have not been successful in achieving their objectives fully due to lack of trust on part of local population regarding these initiatives. The influencing factor that brought about the success of this initiative were partnership arrangements in the developing of a comprehensive and workable skills

<sup>2</sup>ADB Poverty Reduction Strategy, 1999. [http://www.adb.org/Documents/Policies/Poverty\\_Reduction](http://www.adb.org/Documents/Policies/Poverty_Reduction)

## Unit 1.4: TREE Project in Pakistan: “adapting TREE methodology”

training and post-training support strategy for helping the poor, especially women, disenfranchised youth and people with disability in getting equitable access to gainful employment and income generation opportunity.

The Project was directed to work out a parallel strategy that can allow disadvantaged people in rural areas to develop their skills and learn how to practice and enjoy the benefits of a market economy within their rural environment, and in accordance with their culture, traditions and religious beliefs. This strategy is being repeatedly discussed by policy makers, and the Project attempted to give an option to implement such a policy in practice and translate it into concrete and institutionalized program.

In line with its goals the Project embarked on three strategic tasks:

- To provide skills and entrepreneurship training opportunities to poor target groups;
- To help enhance or create new enterprise opportunities in their communities;
- To develop systems and methodology that can become a common “language” for the target groups, service providers and social partners to work together towards income generation and sustainable rural economic development.

### 1.4.3 Objectives of the Project:

The overall development objective of the project is increased economic opportunities and security for the target groups whereas the immediate objectives includes increased employment and increased access to information and financial resources for target beneficiaries. The objectives are enunciated as:

- To build capacity of the disadvantaged groups for economic and social empowerment through skills training, creating employment opportunities and improved access to services;
- To build and strengthen sustainable structures like business associations, savings & credit groups and networks, for self-reliance of the vulnerable groups.

The project strategy is a systematic approach in addressing poverty at several levels that includes helping drafting a policy for creating a regulatory environment that is supportive of business; building the capacity of local government and non-governmental organizations (NGOs) to plan, design, and implement community based training and support programs as part of local empowerment efforts, promotion of decent employment and providing beneficiaries with skills combined with enterprise development training and linkages to microfinance service providers. Thereby, increasing vocational, entrepreneurial, managerial and literacy / numeracy skills; and to create increased institutional capacity within partner organizations for designing and implementing skills training programmes for the target groups.

## Unit 1.4: TREE Project in Pakistan: “adapting TREE methodology”

The Project operational activities were directed towards the achievement of the desired outputs and impact through carrying out on appropriate research and adaptation of the TREE generic methodology to suit local socio-economic requirements and through strengthening capacities of the partner organizations to implement the adapted methodology and its tools and instruments in practice. Hence, the Project adopted a four-stage operational approach with the following components:

- Adapting and developing of the TREE Project-area-specific methodology, its tools and instruments;  
Capability building of partner organizations in the use of the TREE-adapted methodology;
- Provision of skills and entrepreneurship training for target groups (poor rural women, disenfranchised youth, people with disabilities) by the partners using tools and instruments of the methodology;
- Provision of post-training support services by partners, such as: assistance in corporate community group formation, developing community enterprise system and community fund schemes.

### ***See annex 1.2: Framework for TREE Pakistan***

Organizational arrangement for project implementation are such that there is a National Project Coordinator (NPC) along with National Rural Support Program (NRSP) as the lead implementing partner with a project management unit in Islamabad and projects offices in both the districts. The NRSP is responsible for social mobilization; identification and assessment of beneficiaries, imparting of management training, provision of micro-finance services, establishing of linkages with service providers and organizing saving & credit groups and business associations.

## Unit: 1.5 TREE Processes as adapted by the Project

The TREE methodology processes, as adapted by the project, are the following:

### I- Identification of target area and beneficiaries

- Initial situational assessment;
- Identification of beneficiaries;
- Identification and assessment of local economic opportunities.

### II-Institutional and Training Needs Assessment

- Training Needs Assessment (TNA).

### III-Pre-training preparations,

- Institutional Organization and Planning.

### IV-Activities implementation

- Career counselling;
- Building capacities of government, private institutes and NGOs in planning, designing and delivering community-based skill-training;
- Provision of basic functional literacy especially to women;
- Training delivery.

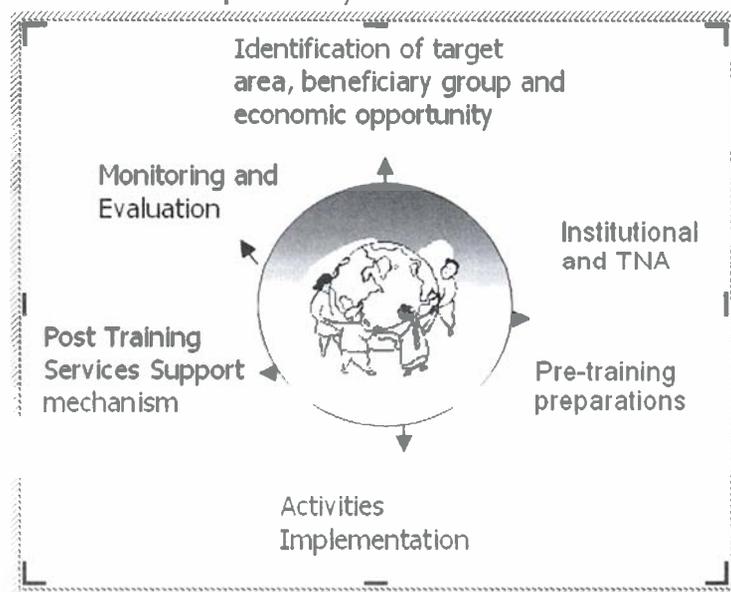
### V-Provision of comprehensive post training services support mechanism

- Linkages with Business Associations;
- Creation of entrepreneurial skills.

### VI- Monitoring and Evaluation

- Daily evaluations;
- Course / workshop evaluations;
- Training utilization study.

Box 8: The TREE process cycle



## Unit 1.5: TREE Processes as Adapted by the Project

### 1.5.1 TREE Project Organizational Structure

In pursuing its objectives, outputs and activities and to secure active partnership requirements, the Project works with and through local partners organized into the Provincial Advisory Committees and District Consultative Committees. (See Annex 1)

Operational framework has been designed to be consistent with policies and mandates of the partners in training and socio-economic development areas. In this respect the Project's operational activities are being implemented through TREE Project Offices in targeted districts (Mardan and Attock) and the existing network of the National Rural Support Programme (lead implementing partner) at the provincial and district levels. Members of the TREE teams in both provincial and district levels have been trained and up-graded by the Project on the concepts and practical implementation of the TREE-adapted methodology and on the use of its various tools and instruments.

A Provincial Advisory Committees (PAC) is set up to provide guidance for the project implementation at provincial level. These committees are set up in both the Provinces i.e. in NWFP and Punjab. The PAC is headed by the Secretary, Department of Labour and brings in representation from relevant government departments, NGOs and representatives of Workers' and Employers' Organizations. There is a District Consultative Committee (DCC) headed by the District Coordination Officer and relevant departments, NGOs, Workers' and Employers' representatives for providing direct implementation support at the grassroots level.

DCC is the forum that oversees the implementation process and makes decision in the Project Coordination Meeting (PCM); it is attended by NPC, Representative of Project Management Unit (PMU) and TREE staff with occasional representation from relevant technical experts or specialists. PCM is a monthly forum where all necessary operational decisions are made for the smooth implementation of the project according to the targets.

The Project Management Unit (PMU), headed by the National Project Coordinator (NPC), carries out day to day support (managerial, technical, administrative) for TREE Project, coordinate activities amongst local coordinating units, liaise with the key national government departments and other service support institutions, troubleshoot problems and monitor and evaluate progress.

The PMU provides an essential link between the local and national levels and has the function of ensuring full cooperation and support between the two levels and partners.

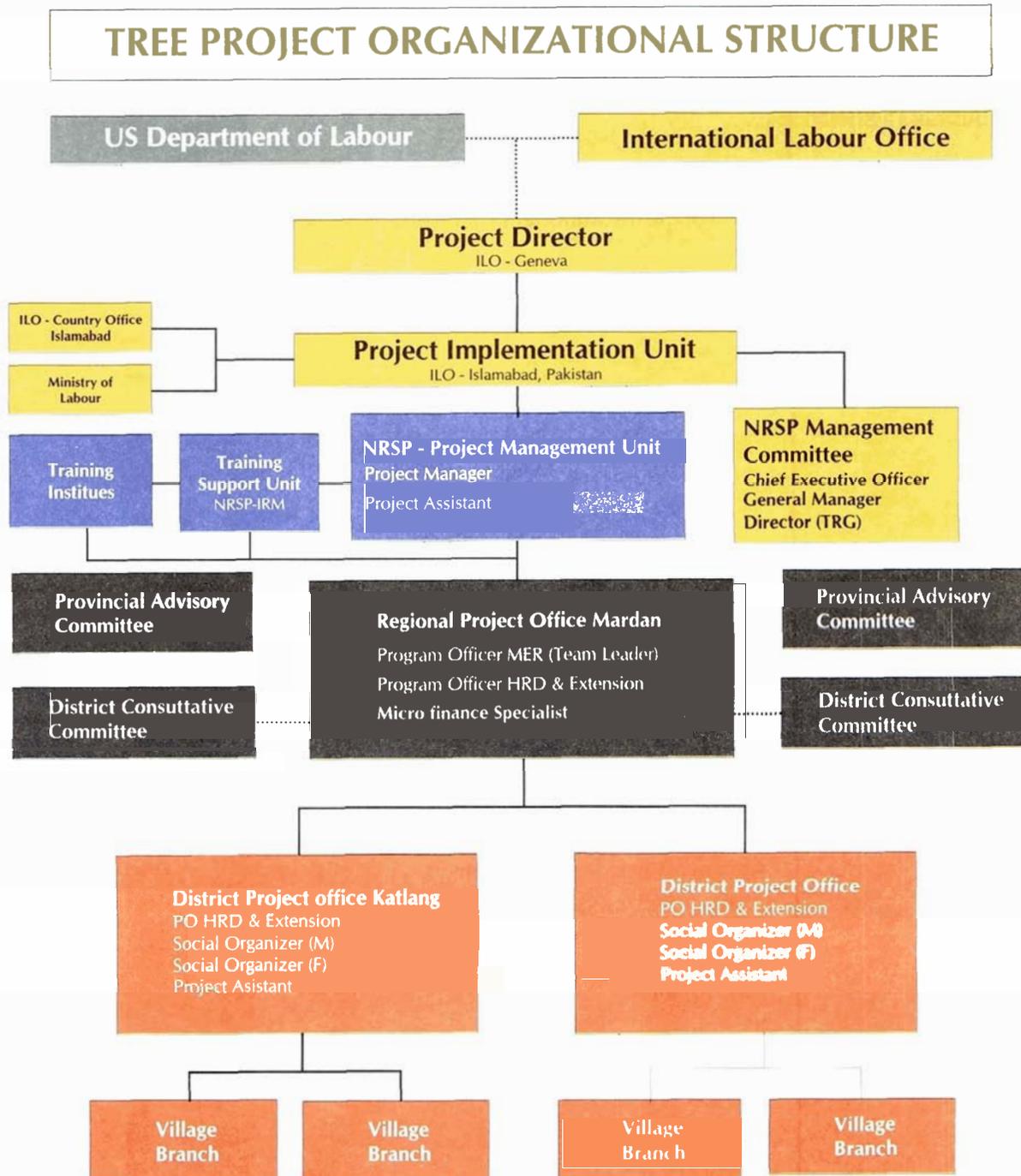
However, it should be emphasised that the PMU is not there to plan and implement skills training activities, but is there to provide support and coordination and encourage local and other actors to take the initiative in implementing TREE related activities. For example, the PMU works very closely and

## Unit 1.5: TREE Processes as Adapted by the Project

coordinates activities of the NRSP, the lead implementing agency, in such areas as: social mobilization; identification and assessment of beneficiaries, imparting of management training, provision of micro-finance services, establishing of linkages with service providers and organizing saving & credit groups and business associations.

The planning and implementing of the TREE steps and processes as well as project performance monitoring is being done through the institutional structure as presented on the next page.

## Annex: 1.1: Tree Project Organizational Structure



## Annex 1.2: Framework for TREE Pakistan

### Critical assumptions:

Security in project areas  
Political and economic stability  
Provincial government willingness to participate in project  
*Cultural restrictions do not preclude women's participation in project activities*

### 1.1 Pakistan

### 1.2 Training for Rural Economic Empowerment

Development Objective:

Increased economic opportunities and security in target areas

### Immediate Objective 1:

Increased employment for target groups

Indicators:

% of participants in TREE training programs who utilize skills acquired for income generation

### Immediate Objective 2:

Increased access to information and financial resources for target groups

Indicators:

% of business associations created that mobilize information and other resources for target groups

Target: 2/3 of 6

% of savings and credit groups created that access financial resources for target groups

Sub. IO.1: Increased vocational, entrepreneurial, managerial and/or literacy/numeracy skills among target groups.

Sub. IO.2: Increased institutional capacity within partner organizations to design and implement skills training programs for target groups.

Indicator: # of needs-related training programs designed and offered by partner training organizations.