

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

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First published (2007)

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ILO Cataloguing in Publication Data

Training for rural economic empowerment TREE - Philippines / International Labour Office. - Islamabad: ILO, 2007 1 p.

ISBN: 9789221205487

International Labour Office

capacity building / training / income generating activities / entrepreneurship / vulnerable groups / low income / rural area / Philippines
03.02.2

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Table of Contents

Abbreviations and Acronyms

1. Volume 1 – Introduction to the TREE Methodology

- Brief Introduction to the TREE Methodology
- ILO-USDOL Project: applying TREE Methodology in the Philippines (ARMM)

2. Volume 2 – Institutional Organization and Planning

- TREE Programmes strategy and implementation arrangements
- TREE Project Operational Components
- Project Document
- Identifying and organizing national partners
- Project Preparation
- Annex 1 – Organizational Structure TREE Project Philippines
- Annex 2 – TREE Programme Logical Framework
- Annex 3 – Strategic Plan Framework TREE Project, Philippines

3. Volume 3 – Economic Opportunities and Needs Assessment

- Purpose of needs assessment
- Rapid Community Assessment (RCA)
- Feasibility Studies
- Planning and Conducting Community Meetings
- Tool No. 3-A How to Conduct Rapid Community Assessment (RCA)
- Tool No. 3-B How to prepare the Training Proposal

4. Volume 4 – Training Design and Delivery

- Training Course Preparation
- Training Delivery
- Tool No. 4-A Trainer's Guide on How to prepare Skills Training Syllabus
- Tool No. 4-B Trainer's Guide on How to Teach Transition Enterprise Planning (TEP)
- Tool No. 4-C Basic Training and Instruction Techniques for Trainers

5. Volume 5 – Post Training Support Mechanism

- Post Training Support Activities
- TREE Project in ARMM: Area-Specific Model of Post Training Support
- Tool No. 5-A Implementing Guidelines of the Co-Fund Scheme

6. Volume 6 – Program Performance Monitoring

- The TREE Programme Monitoring Plan
- TREE Project (ARMM) Monitoring Plan
- Tool No. 6-A How to Monitor TREE Training Programs
- Tool No. 6-B How to Conduct a Tracer Study
- Tool No. 6-C How to assess Transition Enterprise Projects
- Tool No. 6-D How to Assess Corporate Community Groups

Preface

The International Labour Organization (ILO) started the Training for Rural Economic Empowerment (TREE) project in the Philippines in 2002. The TREE project has been implemented in the Autonomous Region in Muslim Mindanao (ARMM) where people had suffered from peace and order problems for over 30 years. The project contributes to income generation and employment creation for the most vulnerable people in the region, especially women, unemployed youth and people with disabilities. The project addresses the major problems of poverty and unemployment by providing men and women with skills training linked to small business training and other post training support which greatly facilitates access to economic opportunities. Since 2007, the TREE project has been able to expand its activities further outside the ARMM and has provided training linked to income generation opportunities to other communities in Mindanao.

The TREE Users' Manual is a practical guide for organizing skills development programmes in rural areas: the TREE manual covers the use of a set of integrated tools such as rapid community assessment, generation and design of training proposals and development of transition enterprise plans. They have all been based on the ILO experience of supporting and empowering around 80 communities in Mindanao. The manual consists of six volumes which outline the steps to be followed in implementing such programmes. The TREE approach is a further enhancement of the ILO's earlier Community-Based Training (CBT) approach which the ILO has used in many countries in Asia since the 1980s. The TREE methodology, developed in the Philippines and Pakistan, is now proving to be an innovative package in empowering the poorest in Sri Lanka, India, Bangladesh, Nepal and other countries in the region. They not only obtain skills and entrepreneurial training, but are assisted to actually start and sustain economic activities.

This manual was prepared by the ILO TREE Philippine team: Trevor Riordan, TREE Project Director, Rodolfo R. Baldemor, Orly Chio Mabinay, Junko Nakayama and Vyatcheslav Korovkin. I wish to thank all these colleagues for their excellent work. My thanks also go to Carmela I. Torres, Lourdes Kathleen Santos-Cacho and Ednalyn Gulane for their great support to project implementation.

I hope this manual will serve as a useful tool to facilitate more training opportunities of technical and entrepreneurial skills for marginalized people. I also hope that use of this manual will continue to contribute to poverty eradication initiatives.



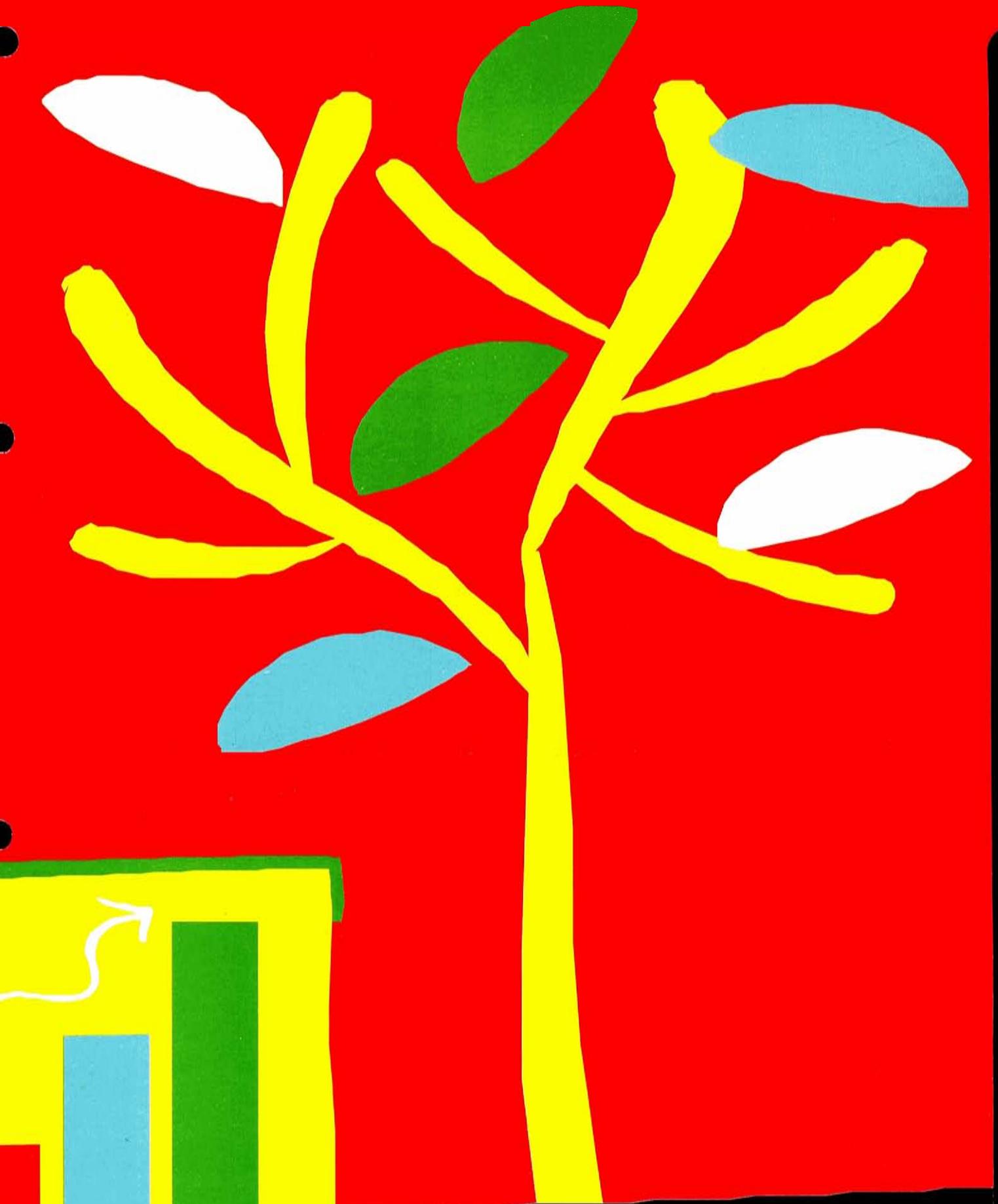
LINDA WIRTH

Director

ILO Subregional Office for
South-East Asia and the Pacific

Acronyms

ARMM	Autonomous Region in Muslim Mindanao
BCFDP	Bangsamoro Community-Fund Development Program
CBT	Community-Based Training
CBTED	Community-Based Training and Entrepreneurship Development
CG	Community Group
CES	Community Enterprise System
Co-Fund	Community Fund
CTEC	Community Training and Employment Coordinator
DAP	Differently-abled Persons
DCFAP	Department of Social Welfare and Development- Autonomous Region in Muslim Mindanao Community Fund Assistance Program
DOLE	Department of Labor and Employment
DSWD	Department of Social Welfare and Development
EMP/SKILLS	Skills and Employability Department
EXCOM	Executive Committee
FUMBMWMP	Federation of United Mindanawan Bangsamoro Womens' Multi-Purpose Cooperatives
GO	Government Organization
GRP	Government of the Republic of the Philippines
GSO	General Secretariat Office of MNLF
ILO	International Labor Organization
LAB	Bureau of International Affairs
LGU	Local Government Units
MDP3	Multi-Donor Program Phase 3
MEDCO	Mindanao Economic Development Council
MILF	Moro Islamic Liberation Front
MIT	Mahardika Institute of Technology
MNLF	Moro National Liberation Front
NEDA	National Economic Development Authority
NEPI	New Enterprise Project Idea
NGO	Non-Government Organization
PAC	Project Advisory Committee
PMP	Performance Monitoring Plan
PROCEED	Project on Community Enterprise & Entrepreneurship Development
PWD	Persons with Disabilities
RCA	Rapid Community Assessment
RCBW	Regional Commission on Bangsamoro Women
RPDO	Regional Planning and Development Office
SLDF	Special Zone on Peace and Development Livelihood Development Foundation
SPCPD	Southern Philippines Council for Peace and Development
SO	Set of Officers
SRO	ILO Subregional Office
STREAM	Skills Training for Rural Employment in ARMM
TEP	Transition Enterprise Project / Planning
TESDA	Technical Education and Skills Development Authority
TNO	Training Needs Opportunity
TP	Training Proposal
TREE	Training for Rural Economic Empowerment
TS	Training Syllabus
TWG	Technical Working Group
USAID	United States Agency for International Development
USDOL	United States Department of Labor
VTED	Vocational Training and Enterprise Development Project



Volume 1

Introduction to the TREE Methodology





Volume I - Contents

I. Brief Introduction to the TREE Generic Methodology	1
Overall Description	2
Key Principles	3
Operational Phases and Components of the TREE-related National Programme	3
Phase I: Initial assessment, organization and establishment	3
Initial assessment	3
Establishing an appropriate governance system	3
Mobilizing national and local partners	3
Phase II: Operational phase	3
Economic opportunities and needs assessment	3
Training design, planning and delivery	3
Organising and empowering local associations	3
Designing and providing post training support	3
Mainstreaming into local economic development programmes and integrating with formal economic sector	3
Adaptation	4
II. ILO-USDOL Project: Applying TREE Methodology in the Philippines	5
Background	5
Project Context	5
Project Geographical Area and Target Groups	7
Project Concept and Strategic Tasks	8
Project Objectives	9
Project Organizational Structure	10
Project Operational Components	11
Operational Component 1- Adapting and developing TREE	12
Project-area-specific Methodology, its tools and instruments	12
Operational Component 2 – Capability building of partner organizations in the use of the TREE-adapted Methodology	16
Operational Component 3 – Provision of skills and entrepreneurship training for target groups by the partners using the tools and instruments of the methodology	17
Implementing Tools and Instruments	20

Volume I

Introduction to the TREE Methodology

This Volume describes the TREE methodology in the context and environment of the ILO-USDOL TREE pilot/demonstration Project in the ARMM Region of the Philippines. It gives a brief history of TREE-related activities in the country and the conditions under which the TREE has been developed in accordance with Government policies to fight poverty.

The Volume provides brief conceptual information about the TREE's systems approach (methodology) and presents the various stages required to be undertaken including tools that have been developed and utilized in the context of the ARMM Region.

The Volume sets the manner by which the whole TREE Manual is presented and treated. It is hoped that this area- and situation-specific document can act as a reference for planners and practitioners of skills development programmes directed towards poverty reduction in rural areas in the Philippines.

Objective of this Volume

1. To introduce the TREE methodology, its concept, the various operational stages and major activities.
2. To introduce the various tools used in the planning, designing and implementing a TREE –related programme, in the context of the ILO-USDOL TREE pilot/demonstration Project in the ARMM Region of the Philippines.
3. To provide the users (national partners) with an overall framework in practical application of the TREE methodology.

Users of this Volume

- | | |
|-----------------|--|
| Primary users | - Organizations involved in skills development programmes in rural areas |
| Secondary users | - Resource persons and facilitators of TREE-related Programmes |

I - Brief Introduction to the TREE generic Methodology

1. Overall description

TREE is a methodology for economic empowerment of poor people through training and post-training support based on existing economic opportunities in their communities.

TREE was conceptualized on the principles of Community-Based Training (CBT) for (self-) employment and income generation methodology, which, since early 1990's, has been practically implemented in a number of occasions by TESDA in the Philippines. It consists of a set of procedures for institutional arrangements and planning among partner organization 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:

- 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 TREE methodology, skills development is a central objective, but in a manner which is integrated with a range of other necessary and enabling policy, regulatory, infrastructural and technical service aspects, all at the local level. Its contents specifically reflect the considerable experience gained by the ILO with technical cooperation programmes related to the ILO-developed CBT methodology, carried out in a number of countries.

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

3. Operational phases and components of the TREE-related National Programme

The TREE methodology involves a number of components, some activities of which move in sequential fashion and others more in parallel mode.

The activities can be broadly divided into two phases:

- Initial Assessment, Organisation and Establishment phase
- Operationalization phase

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

Phase II: Operational Phase

This phase includes:

- Economic opportunities and needs assessment
- Training design, planning and delivery
- Organizing and empowering local associations
- Designing and providing post training support
- Mainstreaming into local economic development programmes and integrating with formal economic sector

4. Adaptation

The above principles, procedures and steps of the TREE methodological approach 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, religion and cultural environments of the specific situation e.g. some of the tools and instruments 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 organization, 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.

The present User's Manual presents a case on how the TREE methodology has been practically adapted and applied by an ILO- assisted technical cooperation project in the ARMM in the Philippines.

II. ILO-USDOL Project: applying TREE Methodology in the Philippines (ARMM)

1. Background

Within the framework of ILO's Decent Work agenda, the ILO implemented the project to pilot and practically apply ILO-developed community-based approaches in skills development, such as TREE in the ARMM, Philippines.

The project targeted five provinces and one city in the ARMM. The target groups were the rural poor, specifically women, disenfranchised youth, and persons with disabilities and former rebels.

The Project, set the ambitious task of creating an alternative model for income generation and employment creation for the most marginalized groups in remote geographical areas in the region where rural populations, mostly Muslims, have suffered from peace and security issues for a long time and where there were no jobs or foreign investment and limited government capacity to address poverty.

A more explicit description of the TREE concept, implementation arrangements, strategies, instruments and processes, based on the accumulated TREE Project field experience, can be found in the related TREE Concept Note for Decision Makers.

2. Project Context

The following are some of the widely known basic issues related to training in rural areas in the Philippines:

- Low level of educational preparation of the poor rural target groups - This issue leads to their inability to qualify for higher levels of skills training and technical education. Hence, the solution is to develop and deliver short-term product or service-oriented non-formal training programs suited to their needs and capacities rather than industry-based standard training courses.

Low level of financial investments in the countryside – This issue results into the slow growth of jobs and wage employment opportunities. Hence, when vocational training and technical education is primarily geared towards the needs of industry for operative or manipulative skills, and for quality skills in the service, agriculture or even in sunshine sectors such as construction and tourism, graduates cannot be absorbed, wherefore training becomes a negative factor for social action and economic mobilization.

- Limited access and availability of appropriate micro-credit programs – In the absence of jobs and employment opportunities resulting from the limited preparedness of the poor and the slow growth of business and social investments, the next best option is to promote self-employment through enterprise and livelihood development programs. Enterprise creation needs financial capital, and capital is very limited. Furthermore, its access is governed by policies and procedures which the poor can hardly qualify.

The problem, however, is that the major issues mentioned above are not within the domain of the vocational training agency. Educational and training preparedness are a personal as well as systemic responsibility of the individual and the national educational system. Capital investments depend on entrepreneurs and the macro-business environment, while micro-credit is a profit seeking business of the financial sector. Yet, they all impinge on the performance of training agencies simply because the agencies are at the forefront of direct and face-to face intervention to the people – even without the presence of post-training economic support mechanisms.

But it does not mean that the problem cannot be solved. There are many ways as long as involved actors and sectors are willing to discard old systems and procedures and take the risks with new ideas and initiatives. In fact, training can act as a push mechanism that can catalyze change as long as it is based on a comprehensive concept and practical methodology that people can easily understand and gleefully undertake.

The TREE Project has been piloted in the selected Region of the Philippines (ARMM) with the above-mentioned issues in mind. Saddled by conventional systems and policies that hinder skills development reforms, the TREE Project ventured into new ideas in skills development for poverty alleviation. The result is a 6th generation of CBT-related programmes in the Philippines – TREE, a successor of the present Community-based Training for Enterprise Development Program, or CBTED, of TESDA.¹

¹ The predecessor CBT-type projects in the country are the following:

1st – Community outreach training programs of vocational training institutions of NMYC and BTVE

2nd – WB-assisted Community Training Units project (CTU) in NMYC

3rd – ILO-Dutch Training for Rural Gainful Activities (TRUGA) project

4th – WB-assisted Training Delivery for the Informal Sector (TDIS) project in NMYC

5th – Community-based Training for Enterprise Development (CBTED) of the present TESDA

3. Project Geographical Area and Target Groups (Why TREE Project in ARMM?)

The ILO-USDOL TREE pilot Project operates within the five provinces and one city of the ARMM (*Population about 2.8 Million.*). The ARMM is the poorest among the 16 regions in the country (*Poverty incidence - 75%*). It has been the arena of more than 30 years of war for separation lead by the Moro National Liberation Front, MNLF. It ended with the signing in 1996 the Final Peace Agreement between GRP and MNLF. Since that time multi-million dollar national and international development assistance came pouring into Mindanao. However, such initiatives have not, as reported by many sectors, been significantly felt by the people in rural communities.

Mindanao, especially ARMM, is still besieged with problems caused by the continuing armed conflicts. It is widely recognized that the unstable peace and order situation is caused, among other things, by a vicious cycle of poverty and illiteracy among people of the Autonomous Region in Muslim Mindanao. The misreading of the Mindanao and Muslim problems continuously results in marginalization and alienation of most of the minority groups, the loss of their social identity, economic and political powers. Ultimately, this increases their resentments against the state and leads them into militancy and armed movements.

The studies conducted by the ILO previous project activities call for a new approach towards solving poverty in Mindanao. There was an expressed need in policy changes for rural development and economic empowerment to minimize armed militancy especially in Muslim and indigenous communities in Mindanao.

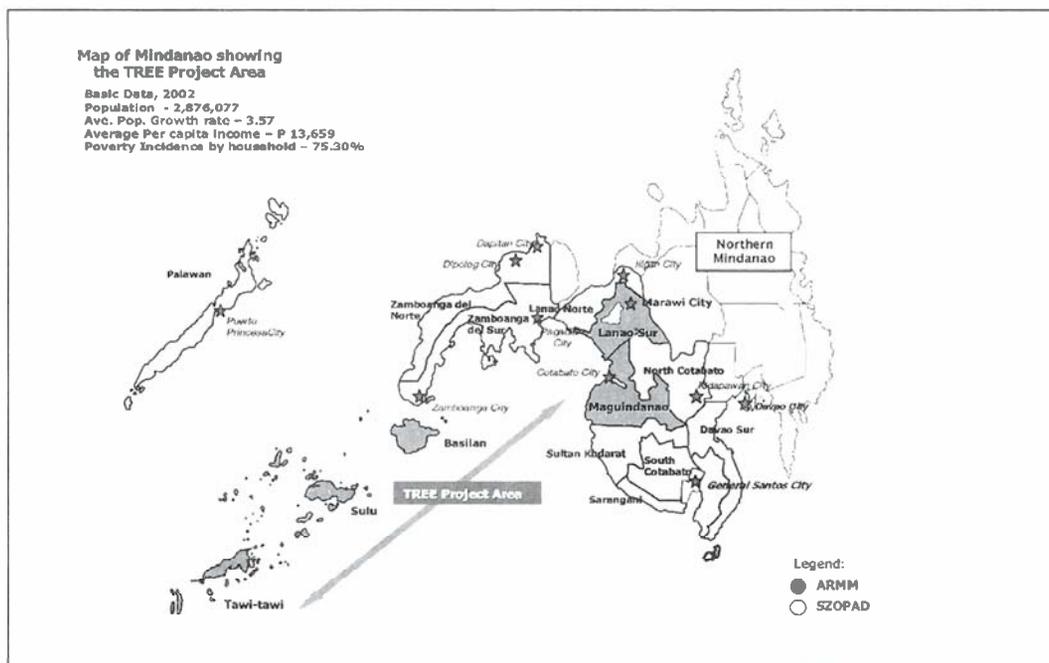
The TREE Project has a very specific assignment – training for rural economic empowerment. It is supposed to be anchored on ILO's CBT approach. Hence, in order to be effective there is a need to formulate a practical skills development framework that is relevant to the situation of its target groups and communities.

The TREE strategy should not be to deliver skills training as a prescribed program of trade skills curriculum addressed to wage employment in non-existent industries, or in industries located in urban centres, far from the homes of the target groups. The strategy must be to make skills training a part of a holistic community-driven and people-centred rural economic development approach focused on generating incomes and developing sustainable enterprise opportunities right in their communities.

These circumstances led the ILO and USDOL to assist partners in Mindanao in applying an innovative methodology, such as TREE, under the ILO-USDOL technical assistance Project to address the needs in developing human potential and local economies in the post conflict and poor areas of Mindanao.

The Project preparation and development process involved the review of previous ILO technical cooperation experiences in skills and enterprise development for employment promotion, income generation, and local economic development in the

Philippines and other parts of the world. 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.



4. Project Concept and Strategic Tasks

While other internationally-supported projects in ARMM take care of building social infrastructures, assets re-distribution, and social welfare assistance to solve poverty, the TREE Project is focused on skills development for income generation as the center of its mission. The simplest way could have been only to duplicate existing skills and enterprise training programs, then help the graduates find jobs or start their own livelihood. But in ARMM this is not enough. In order to reduce poverty, income generation must not only come from skills development but must also be supported by capital, social organization, and an economic system that works in the communities.

In line with the Project's training assignment, it ventures into an alternative approach to the current education and training programs that are primarily designed to produce professionals, entrepreneurs and skilled manpower for an industrialized society.

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 has repeatedly been discussed by policy makers in ARMM, and the Project had to be given a chance to

implement such a policy in practice and translate it into concrete and institutionalized program.

In line with its findings and its goals the Project embarks 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.

5. Project Objectives

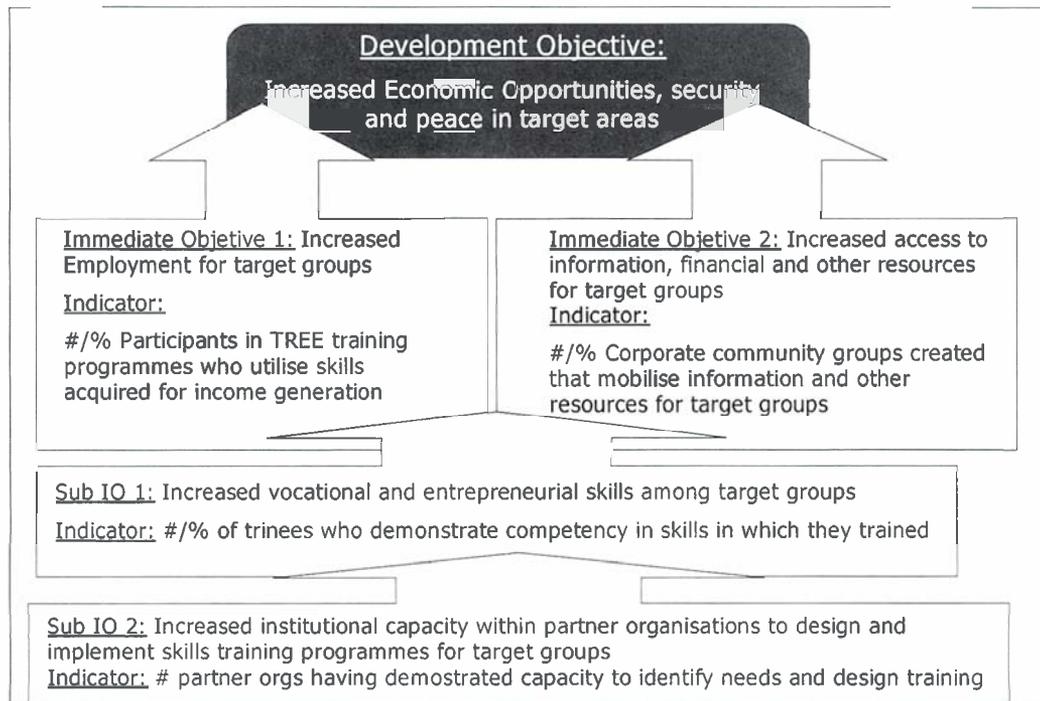
The Project has two Immediate Objectives (IO) and two sub-immediate objectives (Sub IO); all are geared towards achieving the development objective – Increased Economic Opportunities, security and peace in target areas of Mindanao, especially in ARMM. Based on these objectives the project has been assigned indicators of performance.

IO 1 - Increased employment for target groups

IO 2 - Increased access to information, financial and other resources

Sub IO 1 – Increased vocational and entrepreneurial skills provision

Sub IO 2 – Increased institutional capacity within partner organizations to design and implement skills training programmes for target groups

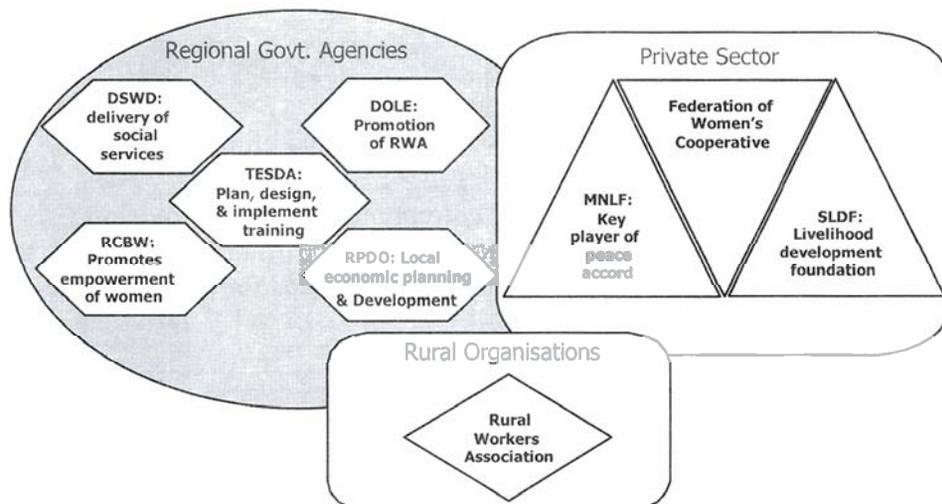


6. Project Organizational Structure

In pursuing its objectives, outputs and activities and to secure active partnership requirements, the Project works with and through local partners organized into the Project Executive Committee (EXCOM).

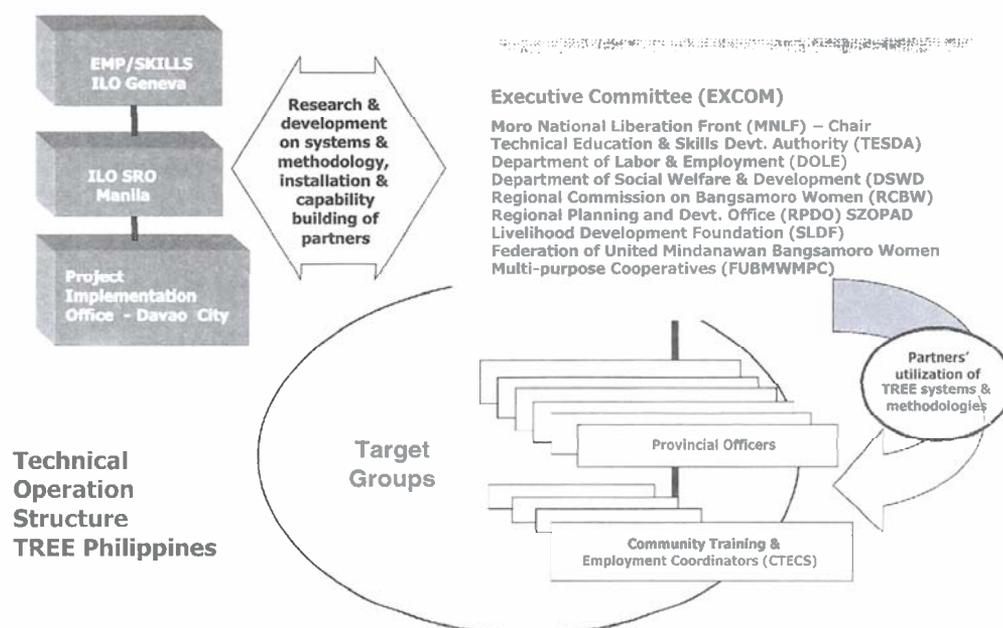
EXCOM's operational framework has been designed to be consistent with policies and mandates of the partners in training and socio-economic development areas.

EXCOM is composed of five ARMM government agencies (e.g. TESDA, DSWD, DOLE, RCBW, RPDO) and four non-government organizations: the Moro National Liberation Front (MNLF), the Federation of United Bangsamoro Women Multi-purpose Cooperatives, the women sector committee of the MNLF, and the SZOPAD Livelihood and Development Foundation, a foundation organized by some leaders of the MNLF after the Peace Agreement, and Rural Workers Association (RWA).



The Project is supported by a Technical Working Group (TWG) and team of community training and employment coordinators (CTECs), members of which carry out work as prescribed by the TREE methodological approach at the municipal and community levels, and nominated by the agencies comprising the EXCOM Members of the TWG and the CTECs 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.

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 in diagram below.



7. Project Operational Components

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 (ARMM) 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 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.

Project Operational Components

Research & Development on Corporate Community Groups organizing, Community Enterprise System installation, Development of Community Fund scheme, Advocacy, linking the target groups with formal economic sector

Organizing Corporate Community Groups, Community Enterprise System & Co-Fund Scheme

Application of Methodology, Implementation of CBT Training Operationalization of Training Center for Women, Training Center for PWD/DAP, Training Enterprise Program for Youth, Monitoring & conduct of Tracer Studies

Skills and entrepreneurship training provision to target groups & other beneficiaries

Organizational & Institutional Planning, Seminar Workshops for partners, Preparation of Agency specific Manuals & Implementing Guidelines, Installation of System & Methodology in Partners

Developing institutional & staff capability of partners & target groups to utilize the Methodology

Socio Economic studies, Area analysis, Needs analysis of Partners, Consultations, Technical Discussions, EXCOM meetings, Public Forums

Development of the Project Methodology and implementation strategies on Training for Rural Economic Empowerment (TREE)

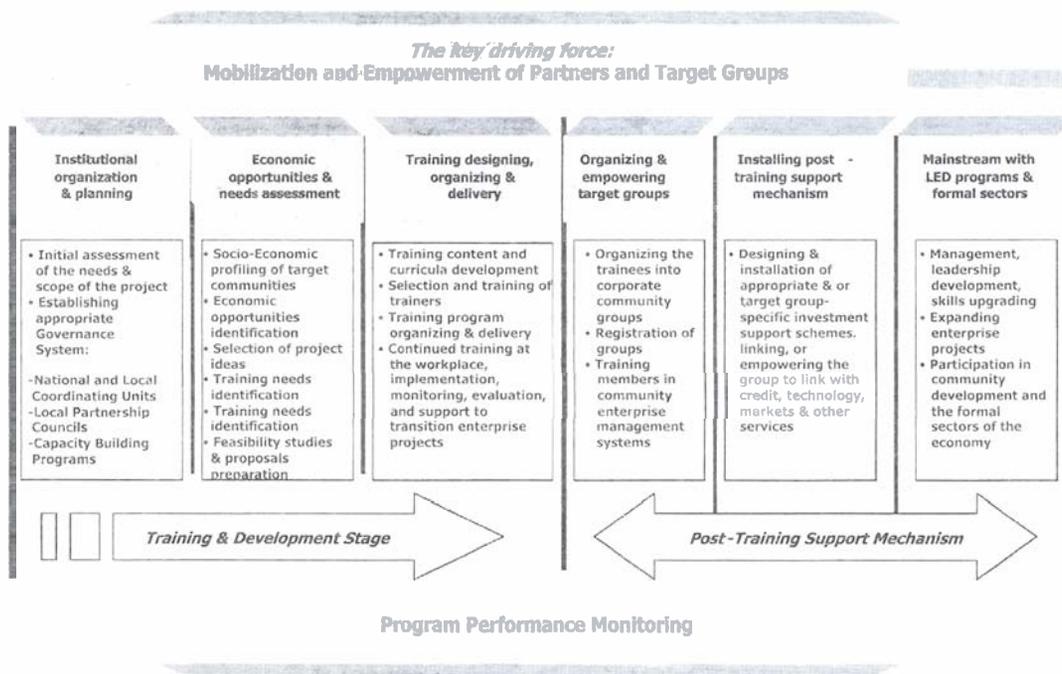
Operational Component 1: Adapting and developing TREE Project-area-specific methodology, its tools and instruments

The TREE Project focuses on adapting and developing an area-specific (ARMM) TREE methodology that draws people and social development providers to work together for their common purpose and objectives – to secure peace and socio-economic development in rural areas of ARMM.

The TREE Methodology is designed to be community-driven. Hence, it is accompanied with forms and implementing guidelines that incorporate all the desired actions that must be done by the partners and target groups in order to achieve their objectives.

The processes and activities of the TREE Methodology, as adapted by the Project, have been grouped in four major blocs of activities:

1. Mobilization and empowerment of partners and target groups
2. Training and development stage
3. Establishing the post-training support mechanism
4. Programme Performance Monitoring Plan



Mobilization and empowerment of partners and target groups

This block of activities crosscuts all other blocks of operational activities and should be maintained and implemented on a permanent basis to reach sustainability and institutionalization of the TREE programme. The emphasis was given on the development and testing various processes in mobilization and involvement of partner organizations in planning and delivering skills and entrepreneurial training and post-training support programmes

These processes, including relevant guidance and tools, were field-tested by the TREE Project and are contained in Volumes 1 and 2 of the TREE Programme Users' Manual.

Training and development stage

An important element of the TREE-adapted approach is its flexibility with regard to training content and delivery. Because of the difficulty of many people to participate in vocational training programmes established in fixed training centers and the difficulty of conventional programmes to offer skills training relevant to local economic opportunities, TREE suggested to bring training activities to the beneficiaries within or near the communities where they live and to base them on needs existing within their communities.

The duration and content of TREE programmes is tailor-made for specific target groups and, where possible, delivered in existing facilities, such as community centers or school buildings. Where these are not available, tents or other temporary structures may

be erected. Considering the limited duration of most training courses, it was more cost-effective to move instructors and training equipment to community training sites, rather than constructing new facilities with permanent staff. A distinctive feature of the TREE approach is, therefore, its outreach facility.

In relation with TREE generic approach this block of activities has introduced and tested a new economic opportunities and needs assessment tool called Rapid Community Assessment (RCA) and a business incubation technique as part of training intervention to complement skills training with business development on-the-job training, which became known as Transition Enterprise Projects (TEP). Such training is being delivered in tandem with skills training provision.

Rapid Community Assessment technique has been found to be practical in assessing potentials for employment or self-employment and related training needs. The community meetings using RCA were designed with the objective of producing training proposals that are necessary to implement in order to realize a priority enterprise project idea derived from opportunities and needs assessments.

Design of the training syllabus was based on the training proposals submitted, including enterprise project idea. The TREE Project maintains files of often-repeated training courses and develops sample skills training syllabus that can be used by the trainers.

Trainers who implement training under the TREE Methodology are required to undergo the Trainers' Training Program in order to be oriented on the concept, nature and delivery of TREE training programs.

TREE-adapted methodology also contains guidance and tools on conducting tracer studies of trainee-graduates to determine their whereabouts – at least 3-4 months after completion of training. The TEP projects are also monitored through the tracer studies in order to determine further assistance and advice to the beneficiaries.

The detailed information on the implementing guidelines, tools and instruments for the above activities can be found in Volumes 3 to 4 of the Users Manual.

Establishing the post-training support mechanism

In view of the re-focusing of the training component of the TREE (trainees are required to produce market-oriented products and services immediately after training) economic support system at the local/community level is to be appropriately guided and adjusted. Therefore, such guidance and instruments were incorporated by TREE to maximize the powers of the communities and the local government units in catalyzing local enterprise structures and systems in order to generate demand for skills training and entrepreneurship development, rather than just doing the traditional follow-up activities for graduates after the training programs.

Furthermore, the uniqueness of the project area situation (e.g. Muslim communities mostly in remote and marginalized areas and whose social and economic environment has been heavily influenced by the war) has made the TREE Project decide to prepare post-training community-support system to be religiously and culturally sensitive.)

In other words, the new approach provides guidance and tools enabling local government units and communities to first organize an economic support mechanism as a pre-condition to the delivery of training, so that investment in human capital development would be maximized and productive.

In this connection, the Project has enriched the post-training support initiatives of the TREE methodology with the following implementing guidance and tools:

- The Community Fund Scheme (Co-Fund)
- The Corporate Community Group (CCG)
- The Community Enterprise System (CES)

The detailed information on the implementing guidelines, tools and instruments for the above activities can be found in Volume 5 of the TREE Programme Users Manual.

Programme Performance Monitoring Plan

TREE Programme Performance Monitoring Plan (PMP) is a crosscutting activity under the TREE methodology. PMP was primarily designed to quantify and qualify project performance related to the achievement of target outputs during specific period of the Project implementation. Monitoring also includes documentation and maintenance of information and data-base. Activities and outputs of the following are monitored and documented:

- Training delivery.
- Tracer studies, including average monthly income increase after training.
- CCG operation.
- Performance of trainees in their attendance to the training programs.
- Performance of the trainees in the implementation of their TEPs.

The complete details related to this stage of the Methodology can be found in Volume 6 of the TREE Programme Users Manual.

Operational Component 2: Capability building of partner organizations in the use of the TREE-adapted methodology.

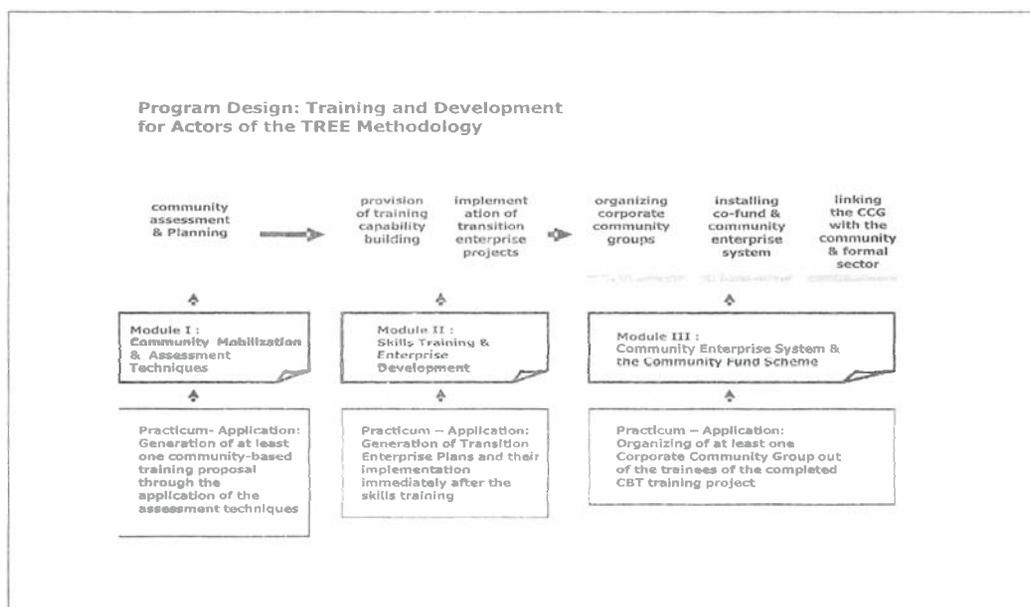
The purpose of such training is to strengthen capacities of the participating partner agencies in designing, planning and implementing training and post-training support programmes as per the requirements of the TREE project and its methodology. The training of partners is focused on the theories, principles, goals and objectives, as well as on the working mechanisms and guidelines of the Methodology. The capability building process is organized into three groups of training modules covering the entire requirements of the TREE Methodology:

Module I – Community mobilization and assessment for training planning using the “How to conduct Rapid Community Assessment” manual;

Module II – Training delivery and Transition Enterprise Planning using the manual on “How to teach Transition Enterprise Planning” and “Training Design and Syllabus”;

Module III – Corporate Group Organizing, Community Enterprise System and Community Fund Scheme using the “Implementing Guidelines of the Co-Fund Scheme” Manual.

All Modules require series of workshops and practicum applications in the field. The community coordinators (CTECS) are required to produce training proposals after training in Module I, conduct lecture workshops and generate Transition Enterprise Plans or TEP for Module II, and organize the trainees as a requirement for Module III. The training of partners is focused on the theories, principles, goals and objectives, as well as on the working mechanisms and guidelines of the TREE Methodology.



Operational component 3: Provision of skills and entrepreneurship training for target groups by the partners using tools and instruments of the methodology.

Capability-building activities of the Project, as per above Operational Component 2, have resulted in adoption of the TREE methodology by some of the partner organizations and their demonstrated capacities to plan, design and implement training and post-training support services. Basically, this is where the Project is leading to, beyond the achievement of its quantifiable targets. Efforts are made so that the TREE Methodology can be accepted, adopted, and institutionalized in the policies, programs and projects of the partners.

Capability-building activities of the Project result in training and post-training support provision by the partners to their target groups and other beneficiaries. Training packages of the most in-demand training programmes and enterprise projects are developed so that time and efforts in designing the same is minimized. Trainers are trained not only on the skills but also on facilitation of the enterprise development component using the Manual on How to Teach Transition Enterprise Project planning (TEP) as well as on the star-up operation of enterprise projects of the trainees.

Operational Component 4: Provision of post-training support services by partners, such as: assistance in corporate community group formation, developing community enterprise system and community fund schemes.

The project strengthened the implementation capacity of the eight partners in practical application of the TREE concepts in ARMM.

On this score, some initiatives are worth mentioning:

Technical Education and Skills Development Authority (TESDA)

Program - A new program called "Skills Training for Rural Employment in ARMM" or STREAM has been developed by the agency which is based and will utilize the TREE Methodology. It is based on the official mandate of TESDA which is technical and vocational training. The new program is an expansion of the agency's non-formal training for the poor in the communities from their experience in the TREE Project. TESDA has already trained CTECS from local governments and is now gaining support from CTECS of other partners in the EXCOM. The Project has trained their Trainers on the TREE Methodology so that they can assist in the technical preparation of training project proposals being prepared by target groups in the communities.

Program Manuals – Four (4) Manuals for implementation essentially taken from the materials developed in the TREE Project:

- How to conduct rapid community assessment
- How to teach transition enterprise project planning for CBT programs
- How to prepare skills training design and syllabus for CBT programs
- How to monitor CBT programs
- Basic training and instruction techniques

Department of Social Welfare and Development (DSWD)

Program - A program called the “DSWD-ARMM Co-Fund Assistance Program”, or DCFAP, has been developed essentially taken from the post-training component strategies of the TREE Methodology. The program is planned to replace the current “Self Employment Assistance para sa Kaunlaran” or SEA-K program of the Agency which is a regular program of the national DSWD Office. The SEA-K is a micro-finance assistance program which is found to be incompatible with the teachings of Islam (e.g. charging of interest on credit). Hence, the DSWD proposed to their national office the adoption of the TREE approach on community fund scheme as the SEA-K counterpart in ARMM. The proposal has been approved; hence, a Manual has been prepared.

The new DCFAP program also enhances the current community organizing program of DSWD into the TREE Project’s thrust of developing Corporate Community Groups. Likewise, the DCFAP also expands the SEA-K’s micro-credit concept into the TREE Project’s approach of using Co-Fund as a catalyst for the development of Community Enterprise Systems in the target communities.

Program Manual – The TREE Project and DSWD has jointly prepared a Manual on implementation of the DCFAP. Technical staff of the agency and the whole provincial staff of Tawi-Tawi have been trained on the utilization of the Manual, which is titled:

Manual on Program and Implementing Guidelines for the new DSWD-ARMM Community Fund Assistance Program (DCFAP)

Federation of United Mindanawan Bangsamoro Women MPC

The Federation, which is basically the women sector of the MNLF, is being assisted by the TREE Project to become a micro-finance and training institution that will carry out the TREE approach and Methodology. It is composed of more than 120 primary cooperatives with almost 20,000 individual members.

Program - A new program called the “Bangsamoro Community Fund Development Program” has been developed jointly by the TREE Project and the Federation. It is essentially based on the Co-Fund Scheme of the TREE Methodology. It is made up of the experiences of the Federation in pilot-testing the scheme in 20 of its member cooperatives, and the TREE Project’s experimentation in pilot communities including 37 Peace and Development Communities covered by another ILO Project in Mindanao².

Program Manual - To implement the new Program, the TREE Project and the Federation worked together to prepare the manual which is now called:

- Manual of Policies, Rules and Implementing Guidelines for the Bangsamoro Community Fund Development Program

Regional Commission on Bangsamoro Women (RCBW)

The RCBW has more or less a comprehensive development mandate. Its focus is women and gender issues which cuts across the areas of skills training, enterprise development, organizing, and micro-finance and social empowerment. Hence, the TREE Project is preparing at least two programs for institutionalization:

- A program strategy where the whole TREE Methodology can be utilized. Right now, RCBW is already partnering with TESDA where it takes charge of community planning while TESDA takes charge of training delivery.

Department of Labor and Employment (DOLE)

There are at least two programs of the agency that have been identified where the TREE Methodology is relevant and can be utilized:

- An expansion of the current and traditional labor union concept of Rural Workers Association into Corporate Community Groups formation – Already with the operation of the TREE Project there is already a huge increase in the number of RWA applying for registration. This will auger well for the reform of the concept through organizing and orientation requirements.

SZOPAD Livelihood Development Foundation (SLDF) – The TREE Project is providing assistance to the SLDF in the establishment of a Vocational Training and Economic Integration Center. The center will cater to the needs of persons with disabilities and other marginalized sectors. The Center will also utilize the TREE training methodology.

² The ILO project is called PROCEED, which operates under the GOP-UN Multi-donor Program. The TREE Project provided assistance to PROCEED in terms of sharing its methodology in training and Co-Fund. A tracer study is underway.

Moro National Liberation Front (MNLF) – The TREE Project is providing assistance in the implementation of a Youth Enterprise Development Program for young entrepreneurs among the MNLF members and their families.

Regional Planning and Development Office (RPDO) – The TREE Project concept has been included in the development agenda of the Mid-term Development Plan of the ARMM which is developed by the RPDO.

8. Implementing tools and instruments

The theories, principles, tools and descriptions of the activities of the TREE methodology, as adapted and field-tested by the Project, are contained in the Six (6) Volumes of the TREE Programme Users' Manual.

- Volume 1 – Introduction to the TREE Methodology
- Volume 2 – Institutional organization and planning
- Volume 3 – Economic opportunities and needs assessment
- Volume 4 – Training designing, organizing and delivery
- Volume 5 – Post-training support mechanism
- Volume 6 – Program performance monitoring

Composition of the TREE Programme Users' Manual

